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ACT® WorkKeys®

Accessibility Supports Guide

- Workplace Documents
- Applied Math
- Graphic Literacy

ACT® WorkKeys®

Contents

ABOUT THIS GUIDE

Accessibility supports refer to systems, tools, and accommodations that remove barriers for the entire testing population, including examinees identified as having disabilities and English learners (ELs), as well as examinees who do not have a disability. All examinees need to be able to communicate fairly and effectively what they know and can do when they take a test. ACT provides accessibility supports that include the following:

- Universal supports
- Designated supports
- English learner supports
- Accommodations

This guide helps educational teams select appropriate accessibility supports and accommodations for their students for use with assessments and the WorkKeys National Career Readiness Certificate (NCRC).

Terms and Topics

You will encounter the following terms throughout this guide. Knowing how ACT defines these terms will help you understand how to select and implement appropriate supports for examinees. (See Understanding Accessibility Supports Options for definitions and examples of individual accessibility supports and accommodations, such as medical monitoring devices, screen reader compatibility, and others.)

Accessibility supports	Embedded features and locally provided adjustments to the standardized testing procedures that allow for inclusive, accessible, and fair testing for diverse populations of examinees.
Accommodations	Adaptations to the standardized procedures available to examinees with a disability who use the same accessibility support to access instruction and assessment in their educational environment. Accommodations are intended to reduce and/or eliminate the effects of an individual examinee's disability.
Designated supports	Adjustments to standardized testing procedures that change the way an examinee accesses the test without changing the content being assessed. They are available to any examinee for whom a need has been identified as long as test security is not compromised and testing environment requirements are met. Typically, these are adjustments to the testing environment. Most require advance planning to deliver.
Disability	As defined by the Americans with Disabilities Act (ADA), a physical or mental impairment that substantially limits a person's ability to perform one or more major life activities when compared to most people in the general population. The ADA defines a person with a disability as a person who has such an impairment, who has a history or record of such an impairment, or who is perceived by others as having such an impairment.

Educational team	A group of educators who work in collaboration with families and students to design and provide effective educational plans that provide access to the general curriculum for students with an identified need.
English learner (EL)	A student, enrolled in a school within the United States and its territories, who is linguistically diverse and who is identified (using their state-approved English language proficiency criteria) as having limited English proficiency. This includes students who comprehend, speak, read, or write some English, but whose predominant comprehension or speech is in a language other than English.
Examinee with a disability	An individual with a professionally diagnosed and documented disability that meets criteria defined in the Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, or the ADA. See also *Disability*.
Formal educational plan	A written document developed by an educational team that documents the student's qualification and need for accessibility supports and accommodations to access the general curriculum, and clearly indicates how the accommodation will be implemented during instruction and assessment. The decision made regarding accommodations should be transparent. Students may fall into one of the following formal educational plan categories:

- Students who are referred, evaluated, and determined to be eligible using established criteria to receive special education services under IDEA will have an **Individualized Education Program (IEP)** developed by an IEP team
- Students who are served under Section 504 of the Rehabilitation Act of 1973 will have a **Section 504 plan or Individual Accommodation Plan (IAP),** as defined by local educational agency policy and procedure
- Students who are identified with limited English proficiency as defined by state guidelines may have an **English Language Acquisition (ELA) plan**

Former EL	An individual who is no longer designated as an English learner, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by an English language proficiency assessment. Former EL students are considered to be English proficient.
Universal supports	Supports embedded into standardized testing processes and procedures to support access to the test for all examinees.

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EDUCATIONAL TEAM DECISION MAKING

Educational teams familiar with an individual student's needs should follow a systematic and data-based selection process for identifying required accessibility supports and accommodations. Educational teams should include educators, school staff, parents/ guardians, and the student. These individuals combine their knowledge, experience, and commitment to design an educational program that allows the student to access the same curriculum and instruction as their peers without disabilities. The title, function, policies, and procedures of these educational teams are defined by the local educational agency and, for some students, in accordance with state and federal law.

Educational teams have the decision-making responsibility to select appropriate accessibility supports and accommodations for instruction and assessments based on evidence provided by educational, medical, and/or mental health professionals. Various types of teams may be assembled to consider a student's educational needs. All decisions will be made and documented in a formal educational plan according to applicable local, state, and federal guidelines.

Note: Accommodation decisions are made by a student's educational team. Decisions about not using accommodations on the test should be referred back to the educational team and documented via an irregularity report, if approved.

GENERAL PRINCIPLES FOR ACCOMMODATIONS

All accommodations used for testing should be used routinely in instruction and evaluated periodically for effectiveness. To preserve test validity, not all instructional accommodations are allowable for use on the test.

To the extent possible, ACT allows accommodations that adhere to the following principles:

- Enable examinees to participate more fully and fairly in instruction and in taking tests to demonstrate their knowledge and skills
- Are based on an examinee's need rather than on the category of an examinee's disability
- Are based on a documented need in the instructional and assessment setting
- Are not provided for the purpose of giving the examinee an enhancement that could be viewed as an unfair advantage or to obtain a desired score
- Are described and documented in the appropriate and current formal educational plan
- Become part of the examinee's program of daily instructions as soon as possible after completion and approval of the formal educational plan
- Are not introduced for the first time during the test
- Are monitored for effectiveness during daily instruction
- Are based on individual needs

The following table provides examples of possible options for accessibility supports for examinees with different impairments and disabilities.

If an examinee has a…	Options for accessibility supports include, but are not limited to…
Visual impairment	• Human reader • Pre-recorded audio (URL) • Screen reader software • Braille, braille response • Scribe (to mark or enter responses) • Time remaining indicator • Extra testing time • Accessible calculator
Hearing impairment	• Sign language interpreter for verbal instructions • Printed copy of verbal instructions (for the examinee to read) • Preferential seating • Hearing assistive technology (audio amplification, FM/DM system)
Learning disability	• Human reader • Text-to-speech software • Pre-recorded audio (URL) • Extra testing time • Scribe (to mark or enter responses)
Physical disability	• Extra testing time • Breaks as needed (stop-the-clock breaks) • Scribe (to mark or enter responses) • Medical monitoring device (not physically attached to the examinee) • Adaptive device/technology (e.g., adaptive seating)

TESTING WITH ACCESSIBILITY SUPPORTS

Accessibility supports apply to all examinees. Although we design the standardized testing experience to be the same for all examinees, ACT does provide accommodations for examinees with diagnosed, documented disabilities and language supports for EL examinees to provide equitable access during the test without compromising the validity of test results. Accessibility supports emphasize an individualized approach to implementing assessment practices for examinees with diverse needs who participate in large-scale standardized testing.

ACT provides a list of allowable accessibility supports and accommodations for each ACT test. Any adjustment not listed in this guide is considered a modification and is not allowed on the test as it would invalidate what is being measured.

Types of Accessibility Supports

Accessibility supports permitted during testing remove barriers and allow examinees access to the test while honoring the content the tests measure. It is important to abide by all outlined requirements for administering supports.

The available types of accessibility supports include the following:

- Universal supports
- Designated supports
- English learner (EL) supports
- Accommodations

Universal Supports

A universal support is an aid made available to all examinees to foster greater inclusion in the standardized test. Universal supports are embedded into testing practices.

Common universal supports appear in the tables found in Defining and Applying Accessibility Supports. Examples of universal supports include, but are not limited to, the following:

- Test booklet used as scratch paper
- Working on scratch (blank, lined, or graph) paper (provided in the testing room)
- Use of a calculator that meets the ACT Calculator Policy for Applied Math
- Repetition of general administration directions, if requested
- Asking for clarification of verbal instructions
- Marking items for review
- Marking answers in the test booklet
- Preferential seating
- Time-remaining indicator

Designated Supports

Designated supports are available to any examinee for whom a need has been identified and are approved by the test coordinator. Districts, schools, and administrative agencies have the authority to provide designated supports listed in this guide for any examinee if test security is not compromised and testing environment requirements are met. Generally, most examinees are tested with their peers; however, under certain circumstances, a change in testing conditions may be necessary for an examinee. Typically, these are adjustments to the testing environment. Most require advance planning to deliver.

Examinees who use only universal and/or designated supports will test in a standard time room.

Most allowable designated supports appear in the tables found in Defining and Applying Accessibility Supports. Examples of designated supports include, but are not limited to, the following:

- Assistive devices/technology
- Food, drink, and medication for examinees with medical needs (does not include medical monitoring devices)
- Frequent breaks that do not stop the testing clock
- Noise buffers/ear plugs
- Permission to stand during testing
- Time remaining indicator
- Service animal
- Small group/one-to-one testing

English Learner Supports

EL supports are available only for examinees enrolled in a school or homeschool within the United States or US territories who are not proficient in English. Educational teams that are responsible for selecting supports needed to access curriculum, instruction, and assessments due to limited English proficiency should identify needed EL supports.

EL supports appear in the tables found in Defining and Applying Accessibility Supports and are limited to the following provisions:

- ACT-authorized word-to-word **bilingual dictionary/glossary**
- **Translated test directions**, provided by ACT on your program's ACT-hosted webpage
- Translated verbal instructions, provided locally
- One and one-half time
- Small-group testing

Note:

To request a review of a bilingual word-to-word dictionary not on the authorized list, send an email request to ACT at **ACTAccom@act.org**. *ACT will review the request and determine if the dictionary or glossary may be used. The requester will receive an email indicating if the requested book is authorized for use. Include the following information in the email:*

- *Exact title of the dictionary/glossary*
- *ISBN identifier (both 10- and 13-digit number)*
- *Publisher*
- *Publication year*
- *Author, if applicable*

Accommodations

Accommodations are authorized adaptations to the standardized testing procedures intended to reduce and/or eliminate the effects of an examinee's disability. They should never reduce learning expectations by reducing the scope, complexity, or rigor of a test.

Accommodations are available only for examinees with disabilities as documented in an IEP, 504 plan, or similar accommodations plan and/or other documentation that substantiates a disability, as defined by the ADA. Examinees should have some prior experience using the accommodations provided for the test. Not all accommodations are allowable for use on the test as they may change what the test is designed to measure. There are consequences for the use of non-allowable and/or non-authorized accommodations during the test.

Note: Test coordinators may void a test if an examinee uses a non-allowable accommodation during testing.

All allowable accommodations appear in the tables found in Defining and Applying Accessibility Supports. Examples of accommodations include, but are not limited to, the following:

- Presentation and formats supports (e.g., alternate formats, assistive technology, auditory presentation)
- Response and navigation supports (e.g., assistive technology, scribe)
- Setting and location supports (e.g., preferential seating, small group, adaptive furniture)
- Timing supports (e.g., extra testing time, breaks as needed)

Note: Examinees with an impairment that generally lasts less than 6 months may be provided designated supports if a temporary need is identified.

AUTHORIZING ACCESSIBILITY SUPPORTS

The test accommodations coordinator (TAC) identifies and authorizes examinees to test with the following:

- EL supports based on limited English proficiency
- Accommodations based on the examinee's disability-based needs
- Designated supports based on an identified need

The test coordinator is ultimately responsible for authorizing accommodations and EL supports, and anyone authorized to approve accommodations is referred to as a TAC. The same person may serve in both roles; however, ACT recommends all testing organizations identify two TACs. The TAC may assist with activities around administering test accessibility supports.

UNDERSTANDING ACCESSIBILITY SUPPORTS OPTIONS

ACT has developed a comprehensive list of available accessibility supports and accommodations designed to increase access to the test and still result in valid, comparable assessment scores. It provides helpful guidance for choosing appropriate accessibility supports, gives an at-a-glance comparison of the available accessibility supports, and allows you to quickly identify what needs to be authorized.

Most materials needed for accessibility supports are provided locally or by the examinee. ACT provides the following:

- Large print test booklets and answer documents
- Pre-recorded audio (URL)
- Reader's scripts
- Braille

Defining and Applying Accessibility Supports

The following tables list accessibility supports and accommodations available for use on the test. They describe what each support or accommodation is, who it is for, how it is applied or used in the testing environment, and how it is categorized. The tables cover the following four categories:

- Presentation and formats supports (e.g., alternate formats, assistive technology, auditory presentation), which address the way information is presented or formatted
- Response and navigation supports (e.g., assistive technology, scribe), which address the way an examinee navigates the assessment or responds to test items
- Setting and location supports (e.g., preferential seating, small group, adaptive furniture), which address the characteristics of the setting or the location where the assessment is administered
- Timing supports (e.g., extra testing time, breaks as needed), which address the scheduling of and timing allowed for the test administration

Accommodations, designated supports, and EL supports used with required TAC approval as well as embedded universal supports and combinations of the accessibility supports listed in this table will result in a reportable score, which may be used towards earning a National Career Readiness Certificate (NCRC). Accessibility supports used without required approval, or other tools not listed here (i.e., modifications that are not allowed/not authorized), will result in a nonreportable score.

No accommodations other than extended time, screen reader compatibility, and text-to-speech are currently available with online testing. If examinees need other accommodations (e.g., a human reader), they must test using paper materials.

Presentation and Formats

Using National Reporting System (NRS) Test Forms

Some National customers who serve adult learners (not applicable to K–12 learners) have requested use of the National Reporting System (NRS) test forms. Some accessibility supports are not yet available for those forms.They are designated in the table as "Note: Not yet available for NRS test forms."

Please contact ACT for alternate accessibility supports if any of the accommodations marked as such are needed to access the WorkKeys NRS assessments.

Accessibility Supports: Presentation and Formats

Support Name	What It Is	Who It's For	Notes	Type
Background music/ white noise machine	Instrumental music or white noise played aloud in the test environment intended as an unobtrusive accompaniment to the test administration	Examinees diagnosed with anxiety who use music as a therapeutic tool	All examinees in the test environment must be authorized for background music, or one-to-one administration (individual test room) is required. Individual music player with headphones is not allowed.	Designated support
Bilingual word-to-word dictionary/ glossary **(ACT-authorized)**	A reference source in print containing words in English, and the equivalent word in another language	Examinees who are not proficient in English, but have sufficient English to use the support effectively	One and one-half time should be authorized to use with this support. Only **ACT-authorized bilingual dictionaries or glossaries** may be used.	English learner support

Braille (see also tactile graphics)	A form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips
	
	• Unified English Braille (UEB) is used internationally for English Braille. UEB has its own mathematics and science notation but may also be used in conjunction with Nemeth.
	• Nemeth is a code developed in the United States for mathematics and science notation.
	
	Note: Not yet available for NRS test forms
		Examinees with visual impairments, including blindness, who are proficient in reading braille	• The braille code read by the examinee must be ordered.
			• ACT offers two contracted braille code options:
			  ~ UEB math/science
			  ~ UEB with Nemeth
			• It is critical that the TAC requests the correct braille code for the examinee. Incorrect braille code tests will not allow the examinee to read the test.
			• If multiple braille codes are ordered, UEB with Nemeth will be provided.
			• Braille test books include embedded tactile graphics for Applied Math.
			• Examinees authorized for braille are provided triple time.
			• For online testing, screen reader software (accommodation) is the corresponding support.
				Accommodation

(continued)

Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Color contrast/color overlay	Ability to adjust the contrast between the background and text	Examinees with visual impairments Examinees who experience eye fatigue when reading black text on a white background	For paper testing, examinees may use color overlays to adjust the contrast in the test booklet. Overlays provided by examinee must be inspected prior to testing and post testing to ensure there is no writing on the overlay. For online testing, examinees select from preset text and background combinations.	Designated support
Human reader who reads the entire test	The room supervisor reads aloud to one examinee using the provided reader's script in its published language. *Note: Only supported for paper testing* *Note: Not yet available for NRS test forms*	Examinees with a learning disability in reading decoding or comprehension	• Examinees authorized for a human reader are also assigned triple time (extra testing time), as that is the length of time required to orally present the test. • This must be a one-to-one administration (individual test room). • The human reader must sign an agreement, found on the ACT-hosted webpage, on test day. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 38 for administration instructions. • For online testing, text-to-speech (accommodation) is the corresponding support.	Accommodation

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Large-print materials	Test booklets and answer documents printed in 18-point font, instead of the standard 10-point font *Note: Not yet available for NRS test forms*	Examinees with visual impairments	• Responses on the large-print answer document must be transcribed by the TAC to a standard print answer document in the presence of the examinee, unless the examinee declines to be present. • The large-print materials kit includes: ~ Answer document ~ Large-print test booklet • For online testing, zoom (universal) is the corresponding support.	Accommodation
Magnification device/zoom	Zoom: Enlarging the screen display using keyboard shortcuts (e.g., Ctrl +) Magnification: Enlarging a section of the screen using an embedded tool CCTV: Enlarging the test booklet using a closed-circuit TV/video magnifier Magnifier: Enlarging printed text and graphics using a hand-held device (e.g., a magnifying glass or full-page magnifier)	Examinees with visual impairments	• Examinees should be seated so other examinees in test room cannot see the enlarged text or screen. • When using zoom, examinees may need to scroll to view all text and graphics. • Content can be shown through the CCTV but cannot be recorded. • For online testing, zoom (universal) is the corresponding support.	Designated support

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Pre-recorded audio	Recording of the reader's script provided by ACT *Note: Not yet available for NRS test forms*	Examinees with a learning disability in reading decoding or comprehension	Pre-recorded audio may be used in a group setting if each examinee has headphones and can advance through the test independently. For paper testing, audio is made available through an internet link from ACT. An email is sent approximately 10 days prior to the test event providing login credentials to access the recording. For online testing, text-to-speech is the corresponding support. See **Testing with Text-to-Speech or Pre-Recorded Audio**, page 40 for administration instructions.	Accommodation
Printed copy of verbal instructions	Examinees are provided a printed copy of the verbal instructions locally	Examinees who have difficulty following the verbal instructions Examinees with a hearing impairment who need to follow along with what is being said by the room supervisor	Verbal instructions are the instructions that the room supervisor reads aloud to examinees when administering the test. The verbal instructions are locally copied from the *WorkKeys Administration Manual* and provided to the examinee.	Designated support
Read aloud to self	The examinee reads test items and/or answers aloud in an individual setting.	Examinees with a learning disability in reading decoding or comprehension	Extra testing time may need to be authorized for examinees who read the test aloud to themselves. This must be a one-to-one administration (individual test room).	Designated support

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Screen reader software (JAWS, NVDA)	Software that allows examinees with visual impairments to navigate and interact with the test. Screen readers provide access via a speech synthesizer or braille display to on-screen text, alternative text for graphics, and navigation. *Note: Not yet available for NRS test forms*	Examinees with visual impairments, including blindness	• This accommodation must be supported with supplemental paper materials in braille with tactile graphics for examinees to access the mathematics and science sections of the test. • Currently, only JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access) screen reader software are compatible. • When administering in a small group setting, each examinee must be able to navigate through questions at their own pace and have their own headphones if using audio output. • For paper testing, a braille test with a human reader (accommodation) is the corresponding support.	Accommodation

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Sign language interpreter, for the entire test	A qualified individual who visually translates test directions, test items, and multiple-choice responses using the reader's script for the examinee *Note: Not yet available for NRS test forms*	Examinees with a hearing impairment who use sign language as their primary mode of communication	• Examinee must be seated so they have clear access to view the interpreter. • The interpreter follows the reader's script verbatim for the entire test, without adding explanation, using American Sign Language (ASL), Signed Exact English (SEE), or cued speech. • ASL is not a word-for-word translation, but rather an interpretation of the text. If there is a difference between the signed and written text, the written text supersedes the signed text. • A one-to-one administration (individual test room) is required. • The interpreter must sign an agreement, found on the ACT-hosted webpage, on test day. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 38 for administration instructions.	Accommodation

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Sign language interpreter, for verbal instructions	A qualified individual who visually translates verbal instructions for one or more examinees in the same testing environment	Examinees with a hearing impairment who use sign language as their primary mode of communication	• Examinee must be seated so they have clear access to view the interpreter. • One interpreter may sign verbal instructions to multiple authorized examinees who are seated in the same room and use the same sign language. • Verbal instructions may be translated into ASL, SEE, Conceptually Accurate Signed English (CASE), or cued speech. • The interpreter must sign an agreement, found on the ACT-hosted webpage, on test day. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 38 for administration instructions.	Designated support

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type

Tactile graphics (see also braille)	Palpable representation of non-textual information for examinees who are blind or visually impaired. Graphics for braille are called *tactile graphics* or *raised line drawings*. Charts, graphs, maps, diagrams, models, and symbols are translated into tactile graphics using multiple line heights, dashes, and textures to be felt by the fingertips.
	
	Note: Not yet available for NRS test forms
		Examinees with visual impairments, including blindness, who are proficient in reading braille	• Examinees are able to feel raised lines and surfaces to obtain the same information that people who are sighted get through visual images.
			• Tactile graphics are only available for the Applied Math test.
			• ACT offers two tactile graphics options:
			  ~ UEB math/science
			  ~ UEB with Nemeth
			• The braille code read by the examinee must be ordered.
			• All examinees with visual impairments who are using prerecorded audio or a human reader will need to use the supplemental tactile graphics as critical interpretive information within math and science graphics may not be read aloud.
			• Tactile graphics often use labels to assist in understanding the tactile representation.
			• Braille test booklets have tactile graphics embedded.
				Accommodation

Text-to-speech reader	An embedded, online, auditory presentation accommodation that reads the test items and answer choices to examinees. Text-to-speech (TTS) readers convert on-screen test directions and test items into spoken voice output. *Note: Not yet available for NRS test forms*	Examinees with a learning disability in reading comprehension or decoding Examinees with a visual impairment who can independently use a mouse	• This auditory presentation of the assessment replaces the need for a human reader reading from the reader's script. • When administered in a small group, each examinee must have their own headphones. • TTS is available in English. • For paper testing, pre-recorded audio (accommodation) is the corresponding support.	Accommodation

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Translated test directions	A copy of the printed test directions (the directions found in the test booklet or on the screen that the examinee reads when taking the test), translated into languages other than English	Examinees who are not proficient in English and are literate in their native language	• Local translations of test directions may not be used during testing. • ACT provides translated test directions in a limited number of languages. These are printed locally by test centers. • ACT provides **translated test directions** in the following languages: ~ Arabic ~ Chinese, simplified and traditional ~ Farsi ~ French ~ German ~ Haitian Creole ~ Korean ~ Russian ~ Somali ~ Spanish ~ Tagalog ~ Vietnamese	English learner support

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Accessibility Supports: Presentation and Formats (continued)

Support Name	What It Is	Who It's For	Notes	Type
Translated verbal instructions	A qualified individual who translates verbal instructions into the first language of one or more examinees, delivered as a printed copy or orally to examinees seated in the same testing environment	Examinees who are not proficient in listening and comprehending verbal instructions in English	• Verbal instructions are the instructions that the room supervisor reads aloud to examinees when administering the test. • Any printed copy of translated verbal instructions, provided locally, must be based as precisely as possible on the English instructions. • Translators (interpreters) may not be related to the examinees in the room. • One translator (interpreter) may translate verbal instructions to multiple authorized examinees who are seated in the same room and have the same native language. • The translator (interpreter) must sign an agreement, found on the ACT-hosted webpage, on test day. • See **Administration Instructions for Human Reader or Sign Language Interpreter**, page 38 for administration instructions.	English learner support

Response and Navigation

Accessibility Supports: Response and Navigation

Support Name	What It Is	Who It's For	Notes	Type
Accessible calculator (see also calculator)	A calculator with features that make it usable for examinees with visual impairments, such as an abacus or large key, braille, or talking calculator. This is not the same as a standard calculator.	Examinees with visual impairments	• Examinees using talking calculators may test in a group setting if they use headphones. If headphones are not used, examinees must be provided one-to-one administration (individual test room). • If the keys or screen are larger than 1 inch, the examinee must be seated so other examinees cannot view the calculator (e.g., in the back row). • Calculators may only be used on the Applied Math test.	Accommodation
Answer/ custom masking	Answer masking–online testing: Multiple-choice answers are covered. The examinee uncovers choices when ready. Custom masking (line reader)–online testing: Sections of the screen are covered by a box that varies in size and location. Answer/custom masking–paper testing: Blank paper or cards are used to cover portions of the test booklet and/or answer document	Examinees who have difficulty with visual clutter	• All masking paper or cards must be examined at the end of each test section to ensure there are no marks or notes. • Paper with writing of any type must be collected and not returned to the examinee. Replacing with blank paper/cards is allowed.	Designated support

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Accessibility Supports: Response and Navigation (continued)

Support Name	What It Is	Who It's For	Notes	Type
Answer eliminator	The examinee crosses out multiple-choice answers to help determine the correct response.	Examinees who use similar strategies	• For paper testing, examinees cross out responses in the test booklet; ACT will only score answers on the answer document. • For online testing, examinees use a system tool (universal) to cross out answers.	Designated support
Braille response	Specialized tools that allow examinees to produce braille responses Brailler: Assistive technology featuring six keys that correspond to each of the six dots of the braille code. Like a manual typewriter, paper is inserted into the machine. Typing causes raised braille dots on the paper, which can be read with the fingers. Braille notetaker: Portable device with built-in refreshable braille display that may connect to the internet and has other software applications *Note: Not yet available for NRS test forms*	Examinees with visual impairments, including blindness, who are proficient in writing braille	• For online testing, refreshable braille devices/notetakers must be disconnected from the internet and set to operate in dumb terminal mode. • Responses in braille for paper-based testing must be transcribed to be scored. Transcription is completed by the TAC or someone proficient in braille authorized by the TAC (e.g., a teacher of the visually impaired [TVI]) in the presence of the examinee, unless the examinee declines to be present. • Responses must be reproduced exactly as provided by the examinee. • Examinees using a braille device can enter their responses directly into the testing platform. • Examinees authorized for braille response are provided triple time. • For online testing, the use of a scribe or speech-to-text software (accommodation) is the corresponding support.	Accommodation

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Accessibility Supports: Response and Navigation (continued)

Support Name	What It Is	Who It's For	Notes	Type
Mark answers in the test booklet (no scantron)	Examinee indicates their responses in the test booklet or on a separate piece of scratch paper rather than the answer document or testing platform	Examinees with impairments that impact their ability to use a scantron Examinees with fine motor control concerns	• Responses are transcribed on the answer document or testing platform to be scored. • Failure to transcribe responses to the answer document or testing platform will result in scores not being reported. • Transcription is completed by the TAC in the presence of the examinee, unless the examinee declines to be present.	Designated support
Scribe	A qualified individual marks responses for the examinee or types what the examinee says verbatim during testing	Examinees with motor disabilities that impede their ability to independently write	• The scribe must be proficient in English. • A scribe should not be used based solely on difficulty in marking responses. • Use of a scribe to dictate responses is a skill that develops over time and an examinee should not use it for the first time during testing. • This must be a one-to-one administration (individual test room). • Use of a scribe will require extra testing time that must be authorized. • The scribe must sign an agreement, found on the ACT-hosted webpage, on test day • See **Administration Instructions for Scribe**, page 39 for administration instructions.	Accommodation

Setting and Location

Accessibility Supports: Setting and Location

Support Name	What It Is	Who It's For	Notes	Type
Assistive devices/ technology	Specialized tools that allow access to the test such as adaptive keyboards, mouse, specialized seating, augmentative and alternative communication (AAC) devices, geoboards, switch, or other assistive devices	Examinees with physical impairments Examinees with motor control difficulties Examinees with difficulties producing speech	• No test materials may be copied or downloaded onto the assistive device. • If using digital projection, this requires one-to-one administration (individual test room). • Extra testing time may need to be authorized based on the support provided. • Word-predicting AAC devices may be used to communicate with a scribe if the examinee independently selects the word choice. • The TAC is responsible for collecting all nonscorable examinee work created from assistive technology devices. Test-related content must be cleared off all devices.	Designated support
Fidget device	Small, handheld item designed to relieve tension or stress and channel anxious energy allowing the examinee to concentrate on the test administration (e.g., fidget spinner, chewable jewelry, kneadable dough, stress ball)	Examinees with focus impairment, obsessive compulsive disorder, or anxiety impairment	Devices may not make noise. This must be a one-to-one administration (individual test room).	Accommodation
Food, drink, and medication for examinees with medical need	Allowing the examinee access to snacks, drinks, and/or medication in the testing environment	Examinees with medical conditions who require access to food, drinks, or medication	Care must be taken so damage to the test booklet does not occur if testing on paper.	Designated support

(continued)

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Accessibility Supports: Setting and Location (continued)

Support Name	What It Is	Who It's For	Notes	Type
Hearing assistive device (audio amplification, FM/DM system)	Specialized tools that eliminate the effects of distance, background noise, and reverberation and deliver sound directly to the users' ears Audio amplification: Examinees wear headphones and raise or lower volume as needed. FM/DM system: The room supervisor wears a microphone that wirelessly transmits radio (FM) or digital (DM) sound directly to examinee's hearing device.	Examinees with hearing impairments who wear hearing aids, have cochlear implants, or use an FM/DM system	• Examinee's hearing aids or cochlear implants do not require authorization for use during testing. • Hearing assistive devices may be used as a Bluetooth headphone when testing with a computer but cannot be connected to the internet or have recording capabilities.	Designated support

(continued)

Accessibility Supports: Setting and Location (continued)

Support Name	What It Is	Who It's For	Notes	Type
Medical monitoring device (not physically attached to the examinee)	Any cell phone or other smart device used to check the performance of paired medical monitoring equipment	Examinees with medical conditions that require a medical device	• Medical devices that are physically attached to an examinee such as a continuous glucose monitor (CGM), hearing aid, cochlear implant, heart monitor, or insulin pump do not need to be approved for use. • Cell phones or other smart devices used to monitor medical conditions must be authorized in advance. Such use requires one-to-one administration (individual test room) in which the test proctor supervises the use of the otherwise prohibited device to ensure it is only used for its medical purpose. • If the allowable medical device makes noises or sounds an alarm, a one-to-one administration (individual test room) should be provided.	Accommodation
Permission to stand during testing	Seating an examinee in a location that allows them to stand, walk, pace, or otherwise move and not distract other examinees	Examinees who need an environment that allows for movement	This is typically provided as a one-to-one administration (individual test room).	Designated support
Preferential seating	Allowing examinee a specific seat location (e.g., sitting in the front to see sign-language interpreter)	Examinees with sensory concerns Examinees who are easily distracted Examinees with behaviors that may distract others	None	Universal support

(continued)

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Accessibility Supports: Setting and Location (continued)

Support Name	What It Is	Who It's For	Notes	Type
Personal aide	An adult, not related to the examinee, who cares for the examinee's medical needs	Examinees with health restrictions that require constant human monitoring	• The aide cares for the examinee's medical needs and does not act in another testing role (e.g., test proctor, reader, scribe). • A one-to-one administration (individual test room) is required.	Accommodation
Service animal	An animal, typically a dog, trained to assist an individual who has a disability	Any examinee with a disability who has a trained service animal	• The use of service animals is a protected right under the ADA. Service animals must be allowed in all areas of the test center where the public is allowed to go. • Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not permitted in the testing environment. • See **Examinees Who Test with a Service Animal**, page 35 for more information.	Designated support
Small group/ one-to-one testing	Allowing the testing in a small group or one to one as an individual administration	Examinees with sensory concerns Examinees who are easily distracted	*Small group* is defined by the examinee's educational plan or state policy. ACT recommends that a small group be less than the number of examinees in a standard room, with a maximum of 20 examinees.	Designated support English learner support

(continued)

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Accessibility Supports: Setting and Location (continued)

Support Name	What It Is	Who It's For	Notes	Type
Time remaining indicator	Providing an alternate auditory or visual notification of time remaining, such as countdown timer, note cards with time remaining, or tap on shoulder	Examinees with a hearing or visual impairment Examinees who require a visual representation of time remaining in a test session, such as examinees who are deaf	• The method of notification of time remaining should be determined in advance with the examinee. • Countdown timers are embedded on the online testing platform as a universal support. They show the time allowed for the test and count down when the test administration starts. • A visual five-minute warning is embedded in the online testing platform.	Designated support
Visual environment	Adjusting the test environment based on identified examinee need. This may include, but is not limited to, minimizing visual clutter, brighter or dimmer lighting, or seating to minimize glare or increase natural light.	Examinees with visual impairments or migraines	The environment should be adjusted in addition to the general preparation of a test room.	Designated support
Wheelchair accessibility	Ensuring examinees who use a wheelchair are able to enter and exit the test facility, test room, and restroom. If the test environment is not on the main level, access to elevators or ramps must be available.	Examinees for whom walking is difficult or impossible due to illness, injury, or disability	Table heights may need to be adjusted to accommodate the examinee.	Designated support

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Timing

Accessibility Supports: Timing

Support Name	What It Is	Who It's For	Notes	Type
Breaks, as needed	Additional rests with the test time paused on top of regularly scheduled breaks for all examinees	Examinees with medical conditions that require immediate response Examinees with behavioral concerns that require sensory breaks for calming	• Examinees indicate when they need to take a break and when they are ready to resume testing. • Examinees may not interact with other examinees when taking a break. • There is a 90-minute time limit inclusive of all breaks (including as-needed breaks and scheduled breaks between sections for all examinees). • No single break can exceed 59 minutes, and cumulative breaks during a single test section cannot exceed 59 minutes. • This must be a one-to-one administration (individual test room). • Breaks must be supervised. • Breaks may not be overnight.	Accommodation

(continued)

Accessibility Supports: Timing (continued)

Support Name	What It Is	Who It's For	Notes	Type
Extended testing time	Examinees are allowed additional time to complete testing (extra time) or administered sections of the test on different days (multiple-day testing)	Examinees who use another accessibility support that requires additional time such as screen reader software or braille Examinees with medical conditions that affect stamina Examinees with a learning disability who require additional processing time	• Timing is part of test standardization. Providing extra time to examinees who do not require it to access the test may result in scores which are not representative of the examinee's skills. • Extra testing time options include one and one-half time, double time, and triple time. • Using extra time is a skill and should not be provided without prior instruction on time management to the examinee. • Examinees should be reminded not to share test content with peers who are on a different test schedule to minimize exposure to secure test content.	Accommodation English learner support
Time of day	Allowing examinees to test at a time other than the standard schedule (e.g., testing does not need to begin first thing in the morning)	Examinees who take medication that affects their ability to stay focused or causes drowsiness	Examinees should be reminded not to share test content with peers who are on a different test schedule to minimize exposure to secure test content.	Designated support

TEST ADMINISTRATION DETAILS

To administer tests to examinees with accessibility supports or accommodations, you'll need to understand details about preparing for testing and specific supports described in this section.

Facility Requirements

Under the ADA, tests must be offered in locations accessible to individuals with disabilities, or in rare cases, in accessible alternative locations.

In addition to the general test room selection requirements described in TCM or in the WorkKeys administration materials, the following considerations must be addressed when selecting test rooms for accessibility supports:

- Examinees with different timing must test in separate rooms.
- Examinees authorized to test with a human reader or breaks as needed require one-to-one administration (individual test room).
- Examinees using pre-recorded audio or a text-to-speech reader may test as a group if they use headphones, can control the progress of their own devices, and begin each test at the same time.
- ACT encourages group administrations for examinees authorized for the same accommodations and/or supports.
- ACT recommends no more than 20 examinees testing with accommodations and/or EL supports in one room.

Timing Guidelines

All examinees in the room must use the same authorized timing. Examinees with the same testing time should test together as a group unless an accommodation requires one-to-one administration (individual test room). Examinees testing with timing accommodations may not test in a standard time room. If they do, tests from that room will not be scored or scores will be canceled. A timing chart is provided below.

Note: When testing with accessibility supports, examinees may use less time than allowed with their authorized timing. Do not move to another test until the standard time has elapsed and all examinees in the room have completed that test section or the allotted extended time has elapsed.

Breaks as Needed

Breaks as needed stop the testing time to allow examinees with medical concerns to take immediate action, or those with anxiety to use sensory calming techniques. These breaks are examinee driven, meaning that the examinee indicates when they want the break to start and when to resume testing. In the rare circumstance that an examinee is unable to indicate the need for a break to start (e.g. seizure, loss of consciousness, etc.) the start of a break can be assumed.

Breaks as needed are provided in an individual environment as the test administrator must indicate when the break began and ended to track the amount of break time used.

In the TCM system, the test administrator will place the room on pause, and then restart the room at the end of the break. The room cannot be on pause more than 59 minutes or the test will automatically close.

If not using the TCM system, the test proctor must manually write down the start and stop time for each break, and manually calculate the amount of time used.

Timing for Tests

WorkKeys Timing Chart: Workplace Documents, Applied Math, and Graphic Literacy Tests

Timing	Time Allowed for Each Test Taken in English	Time Allowed for Each Test Taken in Spanish
Standard time, multiple days; or standard time, breaks as needed, single day *Note:* **Total break time cannot exceed 90 minutes**	55 minutes	70 minutes
One and one-half time, single day or multiple days	83 minutes	105 minutes
Double time, single day or multiple days	110 minutes	140 minutes
Triple time, single day or multiple days	165 minutes	210 minutes

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Testing More Than One Examinee at a Time

ACT encourages group administrations for examinees with the same timing and similar accommodations and/or EL supports. If more than 20 examinees with accommodations and/or EL supports will test in one room, ACT requires a proctor to assist with the administration. For every additional 20 examinees testing in the same room, ACT requires an additional proctor.

All examinees in the room must use the same authorized timing and must be working on the same test at the same time (e.g., when administering Applied Math, all examinees must be working on Applied Math).

Examinees Who Test with a Service Animal

The use of service animals is a protected right under the ADA; therefore, an examinee may not be dismissed based on the need for a service animal. A service animal may provide services that include, but are not limited to, the following:

- Guiding examinees who are blind
- Alerting examinees who are deaf
- Pulling an examinee's wheelchair
- Alerting and protecting an examinee who is having a seizure
- Calming an examinee during an anxiety attack
- Preventing an examinee from engaging in self-injurious behavior
- Providing stability to an examinee with limited balance

Emotional support animals or therapy animals are not service animals according to the ADA and are not permitted in the testing environment.

The following are guidelines for testing examinees with a service animal:

- Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the examinee's disability prevents use of these devices. In that case, the examinee must maintain control of the animal through voice, signal, or other effective controls.
- Do not assign an examinee to one-to-one testing solely based on the presence of a service animal. If another examinee in the examinee's assigned testing room has a dog allergy or disabling phobia, the test coordinator should follow the ADA recommendation to accommodate both people by moving them to different locations within the room or different rooms in the facility.
- A service animal that poses a direct threat to others (e.g., biting), fundamentally alters the educational environment (e.g., barking), poses a direct threat to the health and safety of others (e.g., fleas or ticks), or is not housebroken is not covered under the ADA and may be excluded from the testing environment.

Testing with Interpreters, Readers, or Scribes

Note: Test scores achieved under the supervision of an individual who does not satisfy ALL the requirements listed in this section will be voided.

Any sign language interpreter, first language interpreter (for verbal instructions), reader, or scribe must meet the following criteria:

- Be proficient in English and, if applicable, an English-based sign system or other appropriate language
- Be experienced in testing
- Be employed by the school district where the examinee will be taking the test (This only applies if the examinee is taking the test at their school.)
- Agree to administer the tests in compliance with the policies and procedures in this manual
- Read and sign the appropriate agreement, found on the ACT-hosted web page:
  - ~ *Interpreter Agreement*
  - ~ *Reader Agreement*
  - ~ *Scribe Agreement*
  - ~ *First Language Interpreter*

To protect both the examinee and the sign language interpreter, first language interpreter (for verbal instructions), human reader, or scribe from questions of possible conflict of interest, the sign language interpreter, human reader, or scribe must not be:

- A relative or guardian of the examinee
- An individual engaged in test preparation activities for the test during the current academic year
- A private consultant or tutor whose fees are paid by the examinee or examinee's family
- An individual involved in coaching high school or college athletics, regardless of if the sport is in season

Examinees authorized for a sign language interpreter for test items, reader, or pre-recorded audio (url) are also assigned triple time (extra testing time), as that is the length of time required to present the test.

Examinees may be authorized to test with a sign language interpreter, first language interpreter (for verbal instructions), reader, or scribe under the circumstances described in the following paragraphs. Administration instructions follow the authorization descriptions.

Sign language interpreter

- A sign language interpreter for **verbal instructions** may be authorized by the test coordinator for examinees whose primary mode of communications is a sign language system.
  - ~ Sign systems for verbal instructions include any English-based sign system used widely in the US, including ASL, SEE, CASE, and cued speech.
  - ~ When signing verbal instructions only, the administration does not need to be a one-to-one administration (individual test room).
  - ~ The interpreter must sign all questions from examinees and the room supervisor's responses.

- A sign language interpreter for **written test directions and test items** for paper testing may be authorized by the test coordinator for examinees who have a reading disability in addition to a primary mode of communication of sign language.
    - ~ An interpreter follows the reader's script verbatim, without adding explanation. Refer to Administration Instructions for Human Reader or Sign Language Interpreter .
    - ~ This must be a one-to-one administration (individual test room).
    - ~ The examinee may not indicate they only want occasional words or phrases read.

        Note: ASL is not a word-for-word translation, but rather an interpretation of the text. If there is a difference between the signed and written text, the written text supersedes the signed text.

First language interpreter

- An interpreter may translate **verbal instructions** into an examinee's first language, if authorized by the test coordinator.
    - ~ When translating verbal instructions only, the administration does not need to be one-to-one.
    - ~ The interpreter must translate all questions from examinees and the room supervisor's responses.

Human reader

- A human reader may be authorized for examinees who have a significant reading disability that does not allow access to printed text. A human reader is not appropriate for examinees who can access printed text and need only an occasional word or phrase read, or for pacing.
- The test is administered as one-to-one testing. The reader may not read the test to a group.
- The reader follows the entire reader's script verbatim, without adding explanation. The examinee may not indicate they only want occasional words or phrases read. However, the examinee may indicate that mathematical formulas or charts not be read. Refer to Administration Instructions for Human Reader or Sign Language Interpreter .
- Any portion of any test may be repeated at the examinee's request within the time allowed for that test.
- An irregularity report must be completed if an examinee chooses to not have any portion of the tests read.
- If using tactile graphics, the reader must not describe the graphics, attempt to interpret the graphics, provide information not in the graphics, or present the graphics in any other format.

    Note: The tactile graphics provided with the reader's script for examinees with visual impairments or blind examinees are for examinee use only.

- If ACT determines that any explanation or additional information has been provided to the examinee, that any test materials were not read verbatim, or were read to a group of examinees, the examinee's scores will be canceled.

    Note: All the test questions rely on the examinee being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation would affect what the tests are designed to measure.

Scribe

- A scribe may be authorized for examinees who are unable to mark multiple-choice answers. Refer to Administration Instructions for Scribe.
- During the test, the examinee dictates answers to the scribe who marks responses.
- The scribe may not make any corrections not dictated by the examinee.

- The scribe may write down notes dictated by the examinee on the blank pages of the test booklet.
- The scribe may type on the calculator what the examinee dictates (math section only).
- The test is administered as a one-to-one administration (individual test room).

Administration Instructions for Human Reader or Sign Language Interpreter

An examinee who is not able to read may require a human reader who uses a reader's script and, if needed, an English-based sign system (ASL, SEE, or CASE) to read the test directions, test questions, and answers to them.

The following are instructions for use of a human reader or sign language interpreter. The word "read" should be interpreted to include signing in these instructions.

- You will read the entire test to one examinee using the reader's script.
- The examinee must take the test alone in a separate room. They cannot take the test with a group.
- Before starting, you must verify the 3-character test form number on the front cover of the examinee's test booklet matches the test form number on the reader's script. Failure to match could cause an irregularity. If the codes do not match, call ACT immediately for instructions.
- You must read the directions, passages, and all the test questions from the reader's script in English to the examinee.
- You must read exactly what is in the reader's script (without changing words) in your normal voice, unless emphasis is indicated in the reader's script.
- The examinee can ask you to read any part of the test again, but you cannot give explanations or extra information.
- The examinee can ask you to skip portions of specific test items, such as formulas for Applied Math, they would like to read themselves.
- The examinee may not indicate they only want occasional words or phrases read.
- Sign language interpreters must be cognizant when translating items that the sign does not lead or cue the examinee to a particular response or give unfair advantage or disadvantage to the student.
- Follow these guidelines for how to read the test:
  ~ After reading the question number, pause before reading the question.
  ~ Emphasize words or phrases that are italicized. Also, emphasize only the words "NOT," "EXCEPT," "MOST," and "LEAST" printed in all capital letters. Do not emphasize other words printed in all capital letters.
  ~ Read only quotation marks ["] and parentheses [(/)] out loud, which should be read as "quote," "end quote," "open parenthesis," and "close parenthesis." Other punctuation,

such as periods [.], commas [,], exclamation marks [!], brackets [[/]], etc., is not read aloud unless specifically indicated in the reader's script.

~ Read punctuation spelled out in capital letters in the reader's script (e.g., COMMA). This occurs in items where grammar is being assessed.

~ Words with slashes [/] on either end don't need to be emphasized nor read as "slash."

~ Some sentences on the test have bad grammar on purpose. Read these sentences smoothly to avoid giving the examinee any hints.

~ On the English test, spell out words that have the same sound but are spelled differently (i.e., homonyms).

~ Read the letters of acronyms separately when it is not pronounceable as a word (e.g., C-I-A or N-I-H or F-B-I).

~ Read acronyms that are pronounceable as a word as the word (e.g., UNESCO or NATO).

~ Read numbers using proper place or class values. Read dates as two numbers (except for the first 10 years of a century). For example:

  • For 108, say "one hundred eight" NOT "one-oh-eight"
  • For 2334, say "two thousand three hundred thirty-four" NOT "twenty-three hundred and thirty-four"
  • For years like 1046, say "ten forty-six"; for decades like 1840s, say "eighteen forties"

~ On the Applied Math test, zero is always spelled in the reader's script. An O on the Applied Math test is not the number zero; it is the letter "o".

~ The letter "l" and the number "1" look similar. On the reader's script, the letter "l" is written phonetically as "el." Say "el" when you see it.

*Note: If you do not follow these instructions and guidelines, the test coordinator may void the test and the examinee will **not** receive their test scores from ACT.*

Administration Instructions for Scribe

An examinee who is not able to write may require a scribe who can enter the answers for the examinee.

The following are instructions for use of a scribe:

• You may scribe for only one examinee individually in a separate room. The examinee cannot take the test with a group.

• You must answer exactly as the examinee tells you.

• If the examinee requests you to write down any notes or outlines, you may do so in the test booklet, but the examinee is responsible for indicating what is and is not part of their final answer.

• Do not make any corrections not dictated to you by the examinee.

• At any time before "STOP" is called, the examinee may review what you have written by asking to read it. If the examinee is visually impaired or has a human reader, you may read what you have written to the examinee verbatim, with no changes, inflections, or pauses that would alert the examinee to any mistakes.

Testing with Text-to-Speech or Pre-Recorded Audio

Examinees authorized for text-to-speech or pre-recorded audio (URL) may test as a group if they do all of the following:

- Have their own headphones
- Can control the progress of their own device
- Can work on the same test at the same time (e.g., when administering Applied Math, all examinees in the room must be working on Applied Math)

Examinees authorized to test using TTS or pre-recorded audio are also assigned triple time (extra testing time), as that is the length of time required to present the test. Examinees may replay any portion of any test as needed within the time allowed for each test. Examinees testing with pre-recorded audio (URL) are also provided regular print test materials to follow the text and respond to questions.

The pre-recorded audio kit includes Pre-Recorded Audio Guidelines, an accommodations test booklet to match the pre-recorded audio, and an answer document. Conduct a practice session with the examinee using the practice test information available in the Pre-Recorded Audio Guidelines shipped to your site when you ordered audio. An email will be sent to the test coordinator approximately 10 days prior to the test event. The email will contain login credentials and information on how to access the audio on test day.

Testing with Screen Reader Software

Screen reader software helps blind examinees access content on computer screens. It converts text, buttons, images, and other screen elements into speech or braille. Screen reader software differs from text-to-speech (TTS) software and pre-recorded audio (URL) as it not only reads the entire test aloud to the student, but it provides screen orientation and navigation. Screen reader software should be requested only for an examinee who is familiar with and knows how to use a screen reader.

Typically, screen readers are used by blind examinees. If an examinee has not used a screen reader before, it will be quite difficult for them to use and navigate because it requires use of keyboard shortcuts that are not intuitive for those who are unfamiliar with the software. Sighted examinees who simply require the test to be read aloud should request TTS software (online) or pre-recorded audio (URL) (paper).

For test administration via screen reader, the TAC will access the test via the online test platform and the student will test on the computer using supplemental paper materials for math and graphics. ACT has verified compatibility of the test with JAWS or NVDA screen reader software, which must be provided locally by the test center. Instructions for accessing the online testing platform will be sent out in advance via email to the person listed on the screen reader fulfillment form.

Note: The screen reader software should be running prior to launching the test.

A practice test is available to allow examinees an opportunity to experience how their screen reader software will interact with the testing platform and help ensure any needed software features are active prior to the actual test day. Use the *Practice Test Instructions: Online Testing*, found on the ACT-hosted webpage, to create an account and register for a practice test.

Examinees authorized for testing with screen reader software are also assigned triple time (extra testing time), as that is the length of time required to present the test. ACT will send supplemental paper materials for the examinee's use (which include braille).

FOR MORE INFORMATION

ACT is committed to making the accessible for all examinees. If you still have questions about accessibility supports after reading this guide, call us at 800.967.5539, or contact us at **workkeys@act.org**.

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