ACT Accommodations and Supports – FAQ

From the Utah Participation and Accommodations Policy:

From the [Utah Participation and Accommodations Policy](https://www.schools.utah.gov/file/59595716-56ed-4dc0-a400-698c2e936f71) (https://www.schools.utah.gov/file/59595716-56ed-4dc0-a400-698c2e936f71), "Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with special needs that do not alter the validity, score interpretation, reliability, or security of the assessment.

The accommodations provided to a student should be the same for classroom instruction, classroom assessments, and LEA and State assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell check on a spelling assessment item or providing a calculator on a math item designed to assess a student's computation skill would alter the validity, score interpretation, reliability, or security of the assessment" (Utah Participation and Accommodations Policy, 2017, p. 22).

Who may be eligible for ACT-approved accommodations and supports?

Students with disabilities may be able to use testing accommodations as outlined in their IEP or 504 plan and/or students who are learning English may be able to use English learner supports.

Why apply for ACT-approved accommodations and supports?

In order for students to use any accommodations or supports on the ACT, they must be approved by the ACT if the student wants to get a college-reportable score. IEP, 504, or EL teams who choose to have students take the ACT with unapproved accommodations will result in the student receiving a state-reportable score only (used for state accountability reporting, but not eligible for college entrance).

How do students get ACT-approved accommodations and supports?

The student's school (usually their ACT testing coordinator or special education director) submits a testing accommodations and supports application to ACT through a website called the Test Accessibility and Accommodations System (TAA). An ACT accommodations team reviews the application. This team evaluates all requests for accommodations to make sure that the accommodations requested have the necessary supporting information and to make sure that accommodations requested would not invalidate the constructs of the ACT.   Students may receive all requested accommodations and supports, partial accommodations and supports, or have their accommodations request denied.

What information must be sent for ACT accommodations applications?

Parent permission to release information to ACT must be obtained by the school or district that is submitting the accommodations and supports request. For accommodations for students with disabilities (IEP or 504), evidence of a disability, consistency of use of the accommodation across classroom, school, and district testing must be evident, and the accommodation requested must make sense with the diagnosis or disability category (for example, requesting a screen reader for someone with a classification of OHI must have supporting documentation or information for why a screen reader is appropriate). For students who are English learners, WIDA scores and their EL learning plan provides the necessary documentation. You can learn more about ACT accommodations by going to: The ACT Accommodations and English Learner support page (https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html)

How does the accommodations and supports request process get started?

If the student is a junior, the school where the student is registered should take care of the application for testing accommodations and supports for the state ACT test dates. If the student is not a junior, parents and students will need to work with the school and request to have them apply for testing accommodations and/or English learner supports for a national testing date. It is always advisable to check with the student's school to make sure that the appropriate accommodations and/or supports have been applied for.

What is the process for applying for ACT-approved accommodations and supports?

You can find a quick guide that describes the process on ACT's website: Quick Start Guide for Requesting Accommodations and Supports (https://www.act.org/content/dam/act/unsecured/documents/QuickStartGuideforRequestingAccomsSupports.pdf)

The school testing coordinator sets up access in TAA to make the request. The signed parent permission information release form along with all necessary documentation is submitted through TAA. ACT reviews the request and makes a determination based on the information provided. The testing coordinator and parents are notified of ACT's determination. If the determination is not complete or is otherwise unsatisfactory, the submitting team can add more information and request a reconsideration through TAA. If the allowed accommodations are different than expected, the student's team (IEP, 504, or EL) can determine whether to have the student take the test with the accommodations conditions approved by ACT for a college-reportable score, or to have the student take the test using local testing accommodations and arrangements (accommodations that were not approved by ACT) for a non-college reportable score. Information on the process for applying for accommodations is in the TAA User Guide

[TAA User Guide](https://www.act.org/content/dam/act/unsecured/documents/user-guide-test-accessibility-and-accommodations.pdf) (https://www.act.org/content/dam/act/unsecured/documents/user-guide-test-accessibility-and-accommodations.pdf).

How long does this process take?

The process can take 2 – 4 weeks to complete. From the time the request is received through the TAA site, it takes ACT approximately 2 weeks to review the application.

Are there any deadlines I should know about?

For state ACT testing for juniors: The accommodations and supports application window for the February 20th – March 6th, 2019 state ACT testing ends on January the 4th, 2019. This means that accommodations and supports applications with all supporting documentation must be submitted by the requesting school or district to the TAA website by January the 4th. If you wish to have any partial or complete denials reconsidered, the deadline for submitting reconsideration documentation is January the 18th, 2019.

For national ACT testing: make sure you give yourself plenty of time before the selected national testing date to request accommodations or supports, and work with the school or district to submit the request with all necessary documentation. Be sure to consider the 2-4 weeks processing time by ACT.

Why do applications for student accommodations or supports get denied?

The most common reasons for denial of applications for accommodations and supports are:

- Missing documentation,
- Accommodation or support requested is not supported by or aligned with documentation,
- Missing evidence of contiguous use of accommodation from classroom assessments, to school and district assessments, to the ACT,
- Late submission.

Where can I find more information about ACT accommodations and supports?

Please be sure to check the resources on ACT's website: [ACT information for students and parents](https://www.act.org/content/act/en/products-and-services/the-act.html) (https://www.act.org/content/act/en/products-and-services/the-act.html) , or feel free to call their help desk phone number 1-800-553-6244 X 1788, state code 45 with any additional questions you may have. You can also check the Utah State Board of Education's [ACT assessments](https://www.schools.utah.gov/assessment/assessments) (https://www.schools.utah.gov/assessment/assessments) page for information.

Passed ADA Accessibility Check 9/18/2018