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Overview

Introduction

This document is intended to assist school staff in answering commonly asked questions. More information about how to navigate in the Test Accessibility and Accommodations System (TAA), including how to submit requests for accommodations and/or English learner (EL) supports, can be found in the [ACT Test Accessibility and Accommodations System \(TAA\) User Guide](#).

Contacting Us

Contact ACT via one of the following methods:

- **Phone:**
 - For State testing or District testing, call 800.553.6244, extension 1788
 - For National testing or Special testing, call 319.337.1332
- **Email:**
 - For State testing or District testing, use ACTStateAccoms@act.org
 - For National testing or Special testing, use actaccom@act.org
- **Fax:** 319.337.1285. Mark the fax to the attention of the accommodations team

Roles and Responsibilities

Whose responsibility is it to request testing with accommodations and/or English learner (EL) supports?

It is the responsibility of the test coordinator (TC) to submit requests for accommodations and/or English learner (EL) supports on behalf of examinees, and/or to delegate this responsibility to the test accommodations coordinator (TAC). Test coordinators and/or test accommodations coordinators can enter requests for accommodations and/or English learner (EL) supports, upload any required supporting documentation, track the status of these requests, access each examinee's *Decision Notification*, and request reconsideration of any requests not approved by ACT.

Who can serve as a test coordinator (TC) or test accommodations coordinator (TAC)?

All test coordinators and test accommodations coordinators must be school or district employees, who agree to submit requests for accommodations and/or English learner (EL) supports on behalf of students enrolled in the school. The TC and TAC are responsible for:

- Identifying all students who attend the school who may need accommodations and/or EL supports.
- Submitting requests in the Test Accessibility and Accommodations System (TAA) by either the:
 - Deadline noted on your program's *Schedule of Events* for examinees testing through State testing or District testing, or
 - Late registration deadline for the examinee's preferred National test date.

How does a test coordinator (TC) get access to the Test Accessibility and Accommodations System (TAA)?

The school staff should identify the person they want to serve as the TC. You may only have one TC at your school but you can have as many TACs as you need. The TC will create an account and request access to TAA. ACT will review the request for TAA access. Once approved by ACT,

the TC can submit and view requests for accommodations and/or English learner (EL) supports. In addition, the TC can designate other school employees to serve as test accommodations coordinators (TACs). TACs need to create an account and request the TAC role to be able to submit and review accommodation and/or EL support requests. Only TCs can approve TAA access for others and, thus, can determine who has access to examinee-level data and other sensitive personal information through TAA.

What is the role of a test accommodations coordinator (TAC)?

A TAC is a school or district employee chosen by the test coordinator (TC) to assist in submitting requests for accommodations and/or English learner (EL) supports. The TC will provide each TAC with this url <https://readiness.act.org> for accessing the Test Accessibility and Accommodations System (TAA). These individuals should create an account if they do not already have one. Once the account is created, the TAC can request access to TAA. The TC must review each TAC request for access. Once approved by the TC, the TAC can, like the TC, submit and view requests for accommodations and/or English learner (EL) supports.

I am a test coordinator (TC). Do I need to have test accommodations coordinators (TACs)?

No. Some TCs may choose to submit all requests for accommodations and/or English learner (EL) supports in the Test Accessibility and Accommodations System (TAA) without the assistance of the others. However, at schools with large student populations, it is likely that the TC will want help from other school employees. If this is the case, the TC can designate TACs.

Do I need to get consent from the student or parents before submitting the request for accommodations and/or English learner (EL) supports?

Yes. If the examinee is under 18, a signature from a parent or guardian is required to complete each request. If the examinee is 18 or older, a signature from the examinee is required. To facilitate completion of requests, we recommend discussing accommodations and/or EL supports during a parent-teacher conference or IEP team meeting and obtaining consent at that time. Please print the [Consent to Release Information to ACT](#) form. Keep a signed copy in the examinee's file at school. You do not need to submit the signed form to ACT.

We have a test accommodations coordinator (TAC) who coaches one sport and an examinee who will test with accommodations and/or English learner (EL) supports that participates in a different sport. Can this TAC still serve in this role?

Yes, the TAC in this scenario may submit the request for accommodations, but, they may not have access to secure accommodations and/or EL supports test materials before or after testing. Additionally, he/she may serve as a room supervisor, but may not supervise one-on-one testing for a student-athlete.

Requesting Accommodations and/or English Learner (EL) Supports

Do I need to send a complete Individualized Education Program/Plan (IEP) and/or psychological report with each examinee's request for accommodations?

You will need to include the page(s) from the plan that list the accommodations the examinee is receiving at school in test settings. A psychological report or other diagnostic information may be required as noted in the [ACT Policy for Accommodations Documentation](#).

What do I need to submit with each examinee's request for English learner (EL) supports?

You will need to include either the page(s) from the English learner plan that lists the supports the examinee is receiving at school in test settings, documentation that states the examinee is eligible for your English learner program and what services are provided as part of that program, or results of an English language proficiency assessment as noted in the [ACT Policy for English Learner Supports Documentation](#).

What if I do not submit the request in time? May I have an extension?

No. Deadlines are firm to provide the necessary amount of time for ACT to review each request for accommodations and/or English learner (EL) supports individually, provide notification of the approved requests, to review any requests for reconsideration, and to pack and ship materials to the school.

ACT encourages you to submit your requests and supporting documentation early to avoid delays.

How will I know the status of requests for accommodations and/or English learner (EL) supports?

Once ACT makes a decision regarding a request, the individual who submitted the request will receive an email notifying him/her that a *Decision Notification* is available to view in the Test Accessibility and Accommodations System (TAA). The *Decision Notification* will indicate what accommodations and/or EL supports are approved and/or not approved. The *Decision Notification* will include the reason any requests are not approved, if applicable. ACT will reconsider the decision if additional documentation is submitted to ACT by the deadline specified on your program's *Schedule of Events* if testing through State testing or District testing or by the late registration deadline of the examinee's preferred test date if testing through National testing or Special testing.

What if the examinee needs additional accommodations and/or English learner (EL) supports after the request was submitted?

ACT prepares a *Decision Notification*, available in the Test Accessibility and Accommodations System (TAA), which identifies all approved requests, and any requests not approved. The *Decision Notification* for each examinee must be reviewed carefully to determine if any errors or omissions occurred, or if there are any questions. If an examinee's needs changed since the original request was submitted, edit the request for reconsideration and provide any additional documentation to ACT by the deadline specified on your program's *Schedule of Events* if testing through State testing or District testing or by the late registration deadline of the examinee's preferred test date if testing through National testing or Special testing. If ACT does not receive additional documentation, no changes to the approved requests will be made.

How will I know that a request for reconsideration has been reviewed?

The individual who submitted the request will receive an email notifying him/her that the reconsideration request has been submitted. Once ACT has reached a decision regarding the reconsideration, another email will be sent, indicating that an updated *Decision Notification* is available for review.

If the examinee is approved to receive accommodations by ACT, but then is exited from special education and no longer receives accommodations at school, can the examinee still use the ACT-approved accommodations?

Yes. Once ACT approves a request for accommodations, the examinee may use those accommodations on all future administrations of the ACT, unless otherwise stated in an examinee's *Decision Notification*. ACT is not involved in decisions to provide accommodations in the school-setting.

If the examinee is approved to receive English learner (EL) supports by ACT, but then is exited from the English learner program and no longer receives supports at school, can the examinee still use the ACT-approved EL supports?

ACT approves a request for EL supports per school year. For example, if an examinee requests an EL support in September, that approval will be good through June of that school year. If the examinee wants to test the following year, the request must be updated and reviewed by ACT again. During the school year where the EL supports are approved, the examinee may use those supports on all administrations of the ACT. ACT is not involved in decisions to provide supports in the school-setting.

Who requests accommodations and/or English learner (EL) supports for an examinee that is testing at a school other than the one he/she attends?

The test coordinator (TC) or test accommodations coordinator (TAC) serving at the school where the examinee intends to test should submit the request for accommodations and/or EL supports.

If a test accommodations coordinator (TAC) requests accommodations and/or English learner (EL) supports for an examinee that is testing at a different school, where will the materials be sent?

ACT ships all approved test materials to the school official affiliated with the request. Therefore, if the test coordinator (TC) or TAC who works at the school where the examinee intends to test submits the request, ACT will ship materials to the correct location.

If test materials are shipped to a school other than where an examinee intends to test, do not use those materials for any other examinee. Do not transport the test materials from one school to another.

- For State testing or District testing, contact the ACT Accommodations Team for help at 800.553.6244 ext. 1788.
- For National testing or Special testing, contact the ACT Accommodations Team for help at 319.337.1332.

Types of Accommodations and/or English Learner (EL) Supports

What test formats are available?

The test format requested must be consistent with an examinee's IEP or 504 Plan. The examinee must have a diagnosed reading or visual disability and oral presentation in his/her IEP or 504 Plan to receive a reader's script or prerecorded audio. If an examinee requires Braille test materials, additional formats may be requested. ACT prints test forms in the following formats:

- Regular type (10-point font)
- Large type (18-point font)
- Reader's script with regular type
- Reader's script with large type
- Reader's script with raised line drawings
- Reader's script with Braille (English Braille American Edition (EBAE) or Unified English Braille (UEB) with Nemeth)
- DVDs or another form of prerecorded audio with regular type
- DVDs or another form of prerecorded audio with large type
- DVDs or another form of prerecorded audio with raised line drawings
- DVDs or another form of prerecorded audio with Braille
- Braille (EBAE or UEB with Nemeth)
- Braille (EBAE or UEB with Nemeth) and large type
- Braille (EBAE or UEB with Nemeth), large type, and reader's script
- Braille (EBAE or UEB with Nemeth), large type, and DVDs or another form of prerecorded audio
- Translated test instructions, currently in twelve languages

If the *Decision Notification* indicates that the examinee is approved for a reader and some form of prerecorded audio, will both sets of materials be shipped?

No. If the examinee is approved for both a reader and the prerecorded audio format, ACT will ship only the prerecorded audio format.

If we want a reader and the examinee has been approved for both a reader and some form of prerecorded audio, how do we request a reader?

For State testing or District testing help, contact the ACT Accommodations Team at 800.553.6244, ext. 1788. For National testing or Special testing help, contact the ACT Accommodations Team at 319.337.1332.

If an examinee is approved for both raised line drawings and Braille, what will the school receive?

Both. The ACT Braille format includes raised line drawings.