



# Accessibility User's Guide

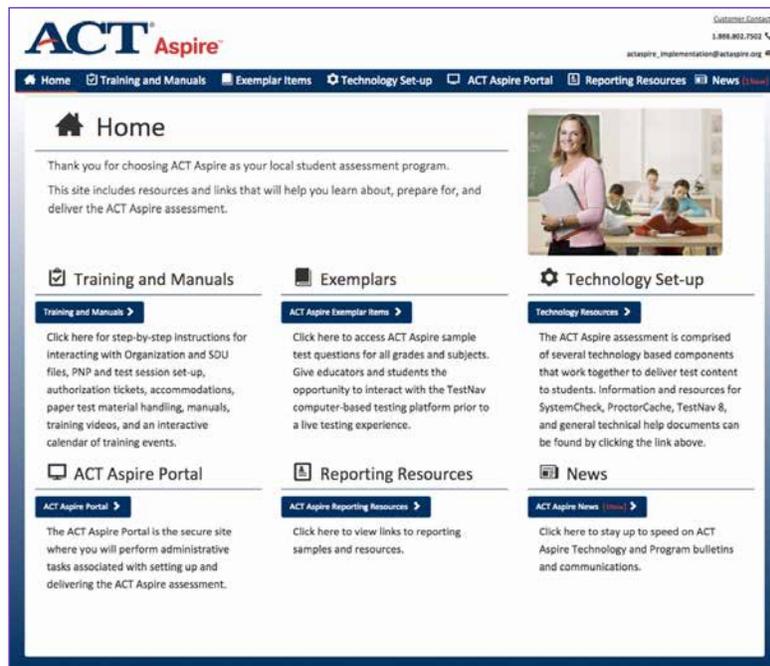


## Contact Information

For assistance, first contact your ACT Aspire test coordinator. Otherwise, call ACT Aspire Customer Service at 1.888.802.7502, 6:00 a.m.–7:30 p.m., central time, Monday through Friday, or email [ACTAspire\\_Implementation@ACTAspire.org](mailto:ACTAspire_Implementation@ACTAspire.org).

Visit [actaspire.pearson.com](http://actaspire.pearson.com) for links to the following sites:

- ACT Aspire Portal administrator/teacher sign in
- ACT Aspire System Check for TestNav 8
- ACT Aspire Student Sandbox
- Avocet (a collection of manuals, guides, and help sheets)
- ACT Aspire Training Management Site (TMS)
- Many more helpful resources



The screenshot shows the ACT Aspire website home page. At the top, there is a navigation bar with links for Home, Training and Manuals, Exemplar Items, Technology Set-up, ACT Aspire Portal, Reporting Resources, and News. The main content area is titled "Home" and includes a welcome message: "Thank you for choosing ACT Aspire as your local student assessment program. This site includes resources and links that will help you learn about, prepare for, and deliver the ACT Aspire assessment." Below this, there are six main sections, each with a title, an icon, and a brief description:

- Training and Manuals:** Click here for step-by-step instructions for interacting with Organization and SDU files, PNP and test session set-up, authorization tickets, accommodations, paper test material handling, manuals, training videos, and an interactive calendar of training events.
- Exemplars:** Click here to access ACT Aspire sample test questions for all grades and subjects. Give educators and students the opportunity to interact with the TestNav computer-based testing platform prior to a live testing experience.
- Technology Set-up:** The ACT Aspire assessment is comprised of several technology based components that work together to deliver test content to students. Information and resources for SystemCheck, ProctorCache, TestNav 8, and general technical help documents can be found by clicking the link above.
- ACT Aspire Portal:** The ACT Aspire Portal is the secure site where you will perform administrative tasks associated with setting up and delivering the ACT Aspire assessment.
- Reporting Resources:** Click here to view links to reporting samples and resources.
- News:** Click here to stay up to speed on ACT Aspire Technology and Program bulletins and communications.

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# Overview

## Purpose

The ACT Aspire® *Accessibility User's Guide* has been created to:

- ensure ACT Aspire assessments are administered in standardized yet accessible ways
- help educators understand and make appropriate accessibility choices for individual students
- help educators provide students with the best opportunity to show what they know within the testing experience
- help test coordinators train room supervisors involved in the administration of accessibility supports

The guide provides procedural information regarding the administration of accessibility supports during ACT Aspire assessments. This guide does not replace the professional expertise and informed judgment of the local educators and others who determine and document the support needs for individual students.

This guide contains information that is universally relevant. The ACT Aspire assessments include accessibility supports that are allowed for all students. This guide familiarizes test administrators with these supports and with the appropriate ways to administer them.

This guide notes some boundaries to accessibility support in ACT Aspire assessments. ACT Aspire does not dictate which accessibility procedures the local governing educational authority must permit; rather, we specify the range within which the assessments may be administered so accurate and valid inferences may be drawn from students' performance on the tests.

## Goals

Each section of the *Accessibility User's Guide* has a specific goal:

- **Overview (this section).** Summarizes the purpose of the guide and the goals of each section.
- **The ACT Aspire Accessibility System.** Defines accessibility and the three levels of accessibility support available within ACT Aspire assessments.

- **Accessibility Supports.** Identifies accessibility supports that meet student needs during ACT Aspire assessments.
- **Choosing Appropriate Supports for Testing.** Explains how to create a Personal Needs Profile (PNP) for students who use the accessibility supports. This step documents and officially assigns the supports uniquely needed by an individual student during an ACT Aspire assessment.
- **Administration Procedures for Accessibility Supports.** Defines administration procedures for specific accessibility supports.
- **After Each Test.** Explains what to do at the end of each test session when accessibility supports have been used.
- **Appendixes.** Provide the following resources:
  - ~ worksheet to use when completing a PNP (appendix A)
  - ~ response dictation and Writing test scribing procedures (appendix B)
  - ~ sign language (ASL and SEE) interpretation guidelines (appendix C)
  - ~ approved word-to-word bilingual dictionaries (appendix D)
  - ~ procedures for human readers (appendix E)

## This Guide and Other Test Administration Manuals

The *Accessibility User's Guide* is dedicated primarily to the appropriate provision of student accessibility supports during assessment. The guide does **not** replace the ACT Aspire *Test Coordinator Manual*, the *Room Supervisor Manual: Online Summative Testing*, the *Room Supervisor Manual: Paper Summative Testing*, or the *Periodic Assessment Manual*. It is a supplement to those manuals and is meant to be used in conjunction with them.

For information about standard test procedures for all students before, during, and after testing; about overall test administration and testing incidents; or about other situations that may arise, please consult the appropriate administration manual.

# The ACT Aspire Accessibility System: Levels of Support

All accessibility supports permitted during ACT Aspire testing and described in this guide are designed to remove unnecessary barriers to student performance on the assessments. All the supports fully honor the content, knowledge, and skills the tests measure.

## Understanding Levels of Accessibility Support

**Why are we using the term *accessibility* instead of *accommodations*? Accessibility** is a universal concept that is not restricted to any one group of students. It describes needs we all have regardless of whether or not we have an official diagnostic label. The older and more familiar term **accommodations** describes only one intensive level of support that few students actually need.

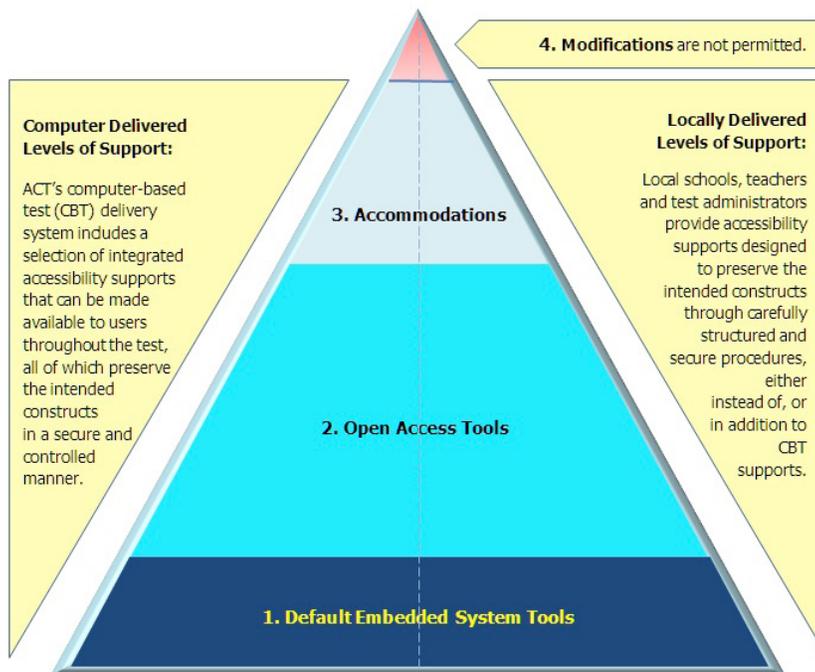
Over the last decade in educational research and practice we have come to understand that all students have tools they need and use every day to engage in the classroom and communicate effectively what they have learned and can do. There are different levels of support that students may need in order to demonstrate what they know and can do on academic tests. ACT Aspire assessments make several possible levels of support available. All these levels of support taken together are called **accessibility supports**. These accessibility supports:

- allow all students to gain access to effective means of communication that in turn allow them to demonstrate what they know without providing an advantage over any other student
- enable effective and appropriate engagement, interaction, and communication of student knowledge and skills
- honor and measure academic content as the test developers originally intended
- remove unnecessary barriers to students' demonstrating the content, knowledge, and skills being measured on ACT Aspire assessments

In short, accessibility supports do nothing for the student academically that he or she should be doing independently; they just make interaction and communication possible and fair for each student.

The ACT Aspire accessibility system defines four levels of support that range from minor support (default embedded system tools) to extreme support (modifications). Figure 1 shows the architectural structure of ACT Aspire accessibility supports.

ACT Aspire permits the use of those accessibility supports that will honor and validly preserve the skills and knowledge that our tests claim to measure, while removing needless, construct-irrelevant barriers to student performance. The four levels of support in the ACT Aspire accessibility system represent a continuum of supports, from least intensive to most intensive, and assumes all users have communication needs that fall somewhere on this continuum. The unique combination of supports needed by a single test taker is called the **Personal Needs Profile (PNP)**. A PNP tells the system which supports to provide for a specific test taker. Many students will not need a documented PNP. When a student’s communication needs are not documented in a PNP, the system treats the student as a **default user** whose accessibility needs are sufficiently met through the default test administration represented by the base of the pyramid—that is, without accessibility features other than the basic set already embedded for all test takers. (See support level 1, “Default Embedded System Tools” in figure 1; these supports are also described in the next section.) The continuum of supports permitted in ACT Aspire results in a personalized performance opportunity for all.



Width of the triangle above shows the proportionate number of students who use that set of accessibility tools.

Figure 1. ACT Aspire levels of accessibility support

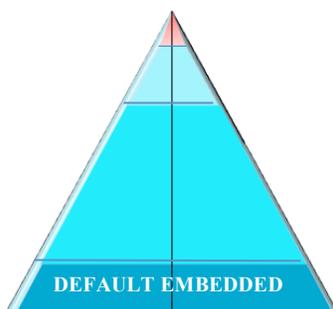
## Support Level 1: Default Embedded System Tools

The first level of supports is called the **default embedded system tools** (see figure 2). They are automatically available to a default user whose accessibility needs are sufficiently met through the basic test administration experience.

Default embedded system tools meet the common, routine accessibility needs of the most typical test takers. All students are provided these tools, as appropriate, even students who have no documented PNP. Default embedded system tools include but are not limited to the following examples in online and paper tests:

- paper test booklet (paper)
- answer document (paper)
- number 2 pencils (paper)
- erasers (paper)
- computer keyboard (online)
- computer screen display (online)
- mouse (online)
- cut, copy, and paste functions in a text entry box (online)
- browser zoom magnification (online)
- answer eliminator (online and paper)
- scratch paper (online and paper)
- personal calculators for Mathematics tests (online and paper)
- mark items for review (online and paper)

These tools are either embedded in the computer test delivery platform or provided at the local level automatically. They are the accessibility tools that nearly everyone uses routinely and assumes will be made available, although we seldom think of them in this way. These tools serve a basic accessibility function for all.



**Figure 2.** Default embedded system tools are common supports made available to all users upon launch/start of test. These tools are either embedded in the basic computer test delivery platform, or they may be locally provided as needed. No advance request is needed for these supports. Students whose needs are met by default embedded tools do not need a PNP.

## Support Level 2: Open Access Tools

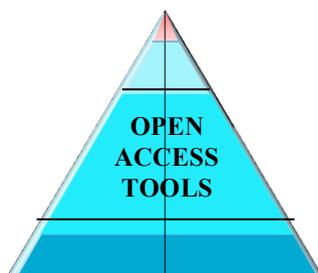
**Open Access tools** (see figure 3) are available to all users but must be identified in advance in the PNP, planned for, and then selected from the pull-down menu inside the test to be activated (online), or else provided locally.

The majority of students' unique sensory and communication accessibility needs are predictable and can be met through a set of accessibility features designed into the underlying structure and delivery format of test items. Rather than overwhelm the user with all the possible tools, Open Access tools provide just the tools needed by individual users.

Open Access tools are slightly more intensive than default embedded system tools but can be delivered in a fully standardized manner that is valid, appropriate, and personalized to the specific access needs identified within an individual student's PNP. Some of these require the use of tool-specific administration procedures. In ACT Aspire, Open Access tools include but are not limited to the following examples:

- large print (paper)
- color overlay (paper)
- respond in test booklet or on separate paper (paper)
- line reader (online and paper)
- magnifier tool (online and paper)
- answer masking (online and paper)
- dictate responses (online and paper)
- keyboard or augmentative or assistive communication (AAC) + local print (online and paper)
- breaks: supervised within each day (online and paper)
- special seating/grouping (online and paper)
- location for movement (online and paper)
- individual administration (online and paper)
- home administration (online and paper)
- other setting (online and paper)
- audio environment (online and paper)
- visual environment (online and paper)
- physical/motor equipment (online and paper)

Open Access tools should be chosen carefully and specifically to prevent overwhelming or distracting the student during testing. Remember: routine annual documentation of successful (and unsuccessful) use of accessibility tools through the student's educational experience helps to inform and improve future choices.



**Figure 3. Open Access tools** may be used by anyone, but to be activated they must be identified in advance in the PNP, planned, and selected from the pull-down menu inside the test to activate them (online), or else provided locally. Room supervisors must follow required procedures. Users should be practiced, familiar, and comfortable using these types of tools as well as comfortable using them in combination with any other tools.

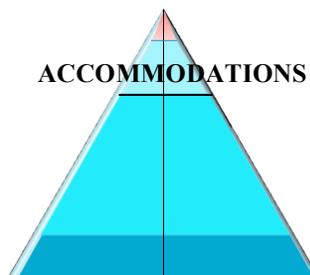
### Support Level 3: Accommodations

**Accommodations** are high-level accessibility tools needed by relatively few students (see figure 4). The ACT Aspire system requires accommodation-level supports to be requested by educational personnel on behalf of a student through the online PNP process. This will allow any needed resources to be assigned and documented for the student.<sup>1</sup>

Typically, students who receive this high level of support have a formally documented need for resources or equipment that requires expertise, special training, and/or extensive monitoring to select, administer, and even to use the support effectively and securely. These can include but are not limited to the following examples:

- text-to-speech English audio
- text-to-speech English audio + orienting description for blind/low vision
- text-to-speech Spanish audio
- word-to-word dictionary
- human reader, English audio
- translated test directions
- Braille + tactile graphics (online and paper)
- sign language interpretation
- abacus, locally provided (online and paper)
- extra time (online and paper)
- breaks: securely extend session over multiple days (paper)

Decisions about accommodation-level supports are typically made by an educational team on behalf of and including the student. Accommodation decisions are normally based on a formal, documented evaluation of specialized need. Accommodation supports require substantial additional local resources or highly specialized, expert knowledge to deliver successfully and securely.



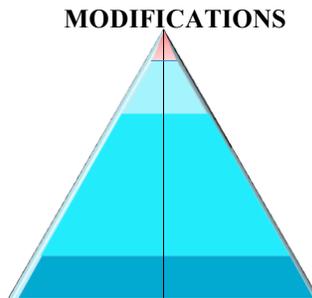
**Figure 4. Accommodations** are available to users who have been qualified by their school or district to use them. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools. Accommodations must be requested through the online PNP process. Any formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the PNP request process.

<sup>1</sup> Qualifying procedures or formal documentation required to request and receive accommodation-level support during ACT Aspire testing should be set by schools or districts.

## Support Level 4: Modifications

**Modifications** are supports that are sometimes used during instruction, but they alter what the test is attempting to measure and thereby prevent meaningful access to performance of the construct being tested (see figure 5). Because modifications violate the construct being tested, they invalidate performance results and communicate low expectations of student achievement. Modifications are **not** permitted during ACT Aspire testing.

(Modifications are further discussed in the section “[When Instruction and Assessment Supports Differ](#).”)



**Figure 5. Modifications** are supports that alter what the test is attempting to measure and therefore are **not** permitted in ACT Aspire tests.

# Accessibility Supports

Tables 1–12 on the following pages identify the accessibility supports available in the paper summative (tables 1–4), online summative (tables 5–8), and periodic (tables 9–12) ACT Aspire test formats.

## 2015 Paper Summative Testing

**Table 1.** Paper Summative Testing Presentation Supports

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Human Reader (English Audio)</b> <ul style="list-style-type: none"> <li>Intended for user with ability to see graphics.</li> <li>Requires: Locally provided; follow procedure in appendix E</li> <li>Recommended: Extra time 300%—must separately select.</li> </ul>	Accommodation*	Directions Only	Directions Only	Yes	Yes	Yes
<b>Human Reader (English Audio + Orienting Description)</b> <ul style="list-style-type: none"> <li>Intended for user with blindness or low vision.</li> <li>Requires: Locally provided; follow procedure in appendix E. Must separately select and use Braille + Tactile Graphics companion.</li> <li>Allow time for shipping of braille materials. Student will also need response support to record responses in paper form.</li> <li>Recommended: Extra time 300%—must separately select.</li> </ul>	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
<b>Translated Directions</b> <ul style="list-style-type: none"> <li>Allowed for all grades.</li> <li>Requires: Locally provided.</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Word-to-Word Dictionary, ACT Approved</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix D.</li> </ul>	Accommodation*	—	—	Yes	Yes	Yes

Table 1 (continued)

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>American Sign Language (ASL): Directions Only (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix C.</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>American Sign Language (ASL): Test Items (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided 1:1 administration; follow procedure in appendix C.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	—	—	Yes	Yes	Yes
<b>Signed Exact English (SEE): Directions Only (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix C.</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Signed Exact English (SEE): Test Items (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided 1:1 administration; follow procedure in appendix C.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	—	—	Yes	Yes	Yes
<b>Braille, Contracted, Includes Tactile Graphics</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Braille, Uncontracted, Includes Tactile Graphics</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Large Print</b> <ul style="list-style-type: none"> <li>Requires: Time for shipment of materials.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Magnifier Tool</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Line Reader</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Color Overlay</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

**Table 2. Paper Summative Testing Interaction and Navigation Supports**

Interaction and Navigation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Abacus</b> ▪ Requires: Locally provided.	Accommodation*	—	—	—	Yes	—
<b>Answer Masking</b> ▪ Requires: Locally provided.	Open Access	Yes	Yes	—	Yes	Yes
<b>Answer Eliminator</b> ▪ Requires: Locally provided; used in test booklet only.	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Highlighter</b> ▪ Requires: Locally provided; used in test booklet only.	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Scratch Paper</b> ▪ Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Calculator (Grades 6–EHS)</b> ▪ Requires: Locally provided. ▪ Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	—	Yes	—

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

**Table 3. Paper Summative Testing Response Supports**

Response Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Respond in Test Booklet or on Separate Paper</b> ▪ Requires: Response transcription; original work must be returned. ▪ Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Dictate Responses</b> ▪ Requires: Follow procedure in appendix B. ▪ Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Keyboard or AAC + Local Print</b> ▪ Requires: Response transcription; original work must be returned. ▪ Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Mark Item for Review</b> ▪ Requires: Student mark, once made, must be erased thoroughly.	Embedded	Yes	Yes	Yes	Yes	Yes

**Table 4. Paper Summative Testing General Test Condition Supports**

General Test Condition Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Extra Time†</b>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Breaks: Securely Extend Session over Multiple Days</b>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Breaks: Supervised within Each Day</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Special Seating/Grouping</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Location for Movement</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Individual Administration</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Home Administration</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Other Setting</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Audio Environment</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Visual Environment</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Physical/Motor Equipment</b>	Open Access	Yes	Yes	Yes	Yes	Yes

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

## 2015 Online Summative Testing

**Table 5.** Online Summative Testing Presentation Supports

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Text-to-Speech (English Audio)</b> <ul style="list-style-type: none"> <li>Intended for user with ability to see graphics.</li> <li>Requires: PNP system automatically assigns extra time 300%.†</li> </ul>	Accommodation*	Directions Only	Directions Only	Yes	Yes	Yes
<b>Text-to-Speech (English Audio + Orienting Description)</b> <ul style="list-style-type: none"> <li>Intended for user with blindness or low vision.</li> <li>Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials; PNP system automatically assigns extra time 300%.†</li> <li>PNP system automatically prompts choice of Braille, Contracted or Braille, Uncontracted.</li> </ul>	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
<b>Translated Test Directions</b> <ul style="list-style-type: none"> <li>Allowed for all grades.</li> <li>Requires: Must be provided before test launch.</li> <li>Spanish provided in online system; other languages must be locally provided.</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Text-to-Speech (Spanish Audio) Item Translation</b> <ul style="list-style-type: none"> <li>Grades 3–6 only.</li> <li>Requires: Online prerecorded format; PNP system automatically assigns extra time 300%.†</li> </ul>	Accommodation*	—	—	Yes	Yes	Yes
<b>Word-to-Word Dictionary, ACT Approved</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix D.</li> </ul>	Accommodation*	—	—	Yes	Yes	Yes
<b>Braille, Contracted, Includes Tactile Graphics (TTS Audio)</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes

Table 5 (continued)

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Braille, Uncontracted, Includes Tactile Graphics (TTS Audio)</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Magnifier Tool</b> <ul style="list-style-type: none"> <li>Online platform tool; may be locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Line Reader</b> <ul style="list-style-type: none"> <li>Online platform tool; may be locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Color Contrast</b> <ul style="list-style-type: none"> <li>Online platform tool unavailable at this time.</li> </ul>	Open Access	—	—	—	—	—
<b>Browser Zoom Magnification</b> <ul style="list-style-type: none"> <li>Online only</li> </ul>	Embedded	Yes	Yes	Yes	Yes	Yes

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

Table 6. Online Summative Testing Interaction and Navigation Supports

Interaction and Navigation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Abacus</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> </ul>	Accommodation*	—	—	—	Yes	—
<b>Answer Masking</b> <ul style="list-style-type: none"> <li>Online platform tool</li> </ul>	Open Access	Yes	Yes	—	Yes	Yes
<b>Answer Eliminator</b> <ul style="list-style-type: none"> <li>Online platform tool</li> </ul>	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Highlighter Tool</b> <ul style="list-style-type: none"> <li>Online platform tool unavailable at this time.</li> </ul>	Embedded	—	—	—	—	—
<b>Browser Cut, Copy and Paste</b> <ul style="list-style-type: none"> <li>Online only</li> </ul>	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Scratch Paper</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> </ul>	Embedded	Yes	Yes	Yes	Yes	Yes
<b>Calculator (Grades 6–EHS)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided.</li> <li>Follow ACT Aspire Calculator Policy; may use accessible calculators.</li> </ul>	Embedded	—	—	—	Yes	—

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

**Table 7. Online Summative Testing Response Supports**

Response Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Respond on Separate Paper</b>						
<ul style="list-style-type: none"> <li>Requires: Locally provided; response transcription; original work must be returned.</li> <li>Recommended: Extra time</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Dictate Responses</b>						
<ul style="list-style-type: none"> <li>Requires: Follow procedure in appendix B.</li> <li>Recommended: Extra time</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Keyboard or AAC + Local Print</b>						
<ul style="list-style-type: none"> <li>Requires: Response transcription; original work must be returned.</li> <li>Recommended: Extra time</li> </ul>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Mark Item for Review</b>						
<ul style="list-style-type: none"> <li>Online platform</li> </ul>	Embedded	Yes	Yes	Yes	Yes	Yes

**Table 8. Online Summative Testing General Test Condition Supports**

General Test Condition Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<b>Extra Time†</b>	Accommodation*	Yes	Yes	Yes	Yes	Yes
<b>Breaks: Supervised within Each Day</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Special Seating/Grouping</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Location for Movement</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Individual Administration</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Home Administration</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Other Setting</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Audio Environment</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Visual Environment</b>	Open Access	Yes	Yes	Yes	Yes	Yes
<b>Physical/Motor Equipment</b>	Open Access	Yes	Yes	Yes	Yes	Yes

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

## 2015 Online Periodic Testing

ACT Aspire periodic tests differ from summative tests in the following ways:

- ACT Aspire periodic tests are exclusively delivered online.
- To be scored, all student responses must be returned through the online platform.
- Students must use browser zoom magnification and a magnifier tools, as needed, instead of large print paper tests.
- Hard-copy braille and tactile graphics are available for ACT Aspire periodic testing and must be ordered in advance, but there is no paper answer document or paper companion test proctor booklet for the braille test. All student responses—even the responses of blind users—must be provided through the online system. Unlike the summative test, hard-copy braille materials for the periodic test should be kept for future use.
- Spanish translation of periodic test items is not available.
- Translations of test directions may be provided at the local level in the language needed by the student. No previously recorded online translated directions are available for this test.
- Periodic tests are untimed. Timing of these tests is determined and controlled locally.

It is strongly recommended that use of all accommodations-level accessibility supports (whether provided locally or by test provider) be chosen by the appropriate educational team (as defined by the responsible educational authority) to meet individual student need, and then planned, practiced, and documented prior to the test.

**Table 9. Periodic Online Testing Presentation Supports**

Presentation Supports	Support Level	Content Area			
		Reading	English	Math	Science
<b>Text-to-Speech (English Audio)</b> <ul style="list-style-type: none"> <li>▪ Intended for user with ability to see graphics.</li> <li>▪ Recommended: Extra time</li> </ul>	Accommodation*	Directions Only	Directions Only	Yes	Yes
<b>Text-to-Speech (English Audio + Orienting Description)</b> <ul style="list-style-type: none"> <li>▪ Intended for user with blindness or low vision.</li> <li>▪ Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials (if none available locally from prior periodic administration).</li> <li>▪ Recommended: Extra time</li> </ul>	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
<b>Translated Test Directions</b> <ul style="list-style-type: none"> <li>▪ Allowed for all grades.</li> <li>▪ Requires: Locally provided.</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes
<b>Word-to-Word Dictionary, ACT Approved</b> <ul style="list-style-type: none"> <li>▪ Requires: Locally provided; follow procedure in appendix D.</li> </ul>	Accommodation*	—	—	Yes	Yes

Table 9 (continued)

Presentation Supports	Support Level	Content Area			
		Reading	English	Math	Science
<b>Braille, Contracted, Includes Tactile Graphics (TTS Audio)</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes
<b>Braille, Uncontracted, Includes Tactile Graphics (TTS Audio)</b> <ul style="list-style-type: none"> <li>Requires: Response support to record responses; time for shipment of materials.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	Yes	Yes	Yes	Yes
<b>American Sign Language (ASL): Directions Only (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix C.</li> </ul>	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
<b>American Sign Language (ASL) Test Items (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided 1:1 administration; follow procedure in appendix C.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	—	—	Yes	Yes
<b>Signed Exact English (SEE): Directions Only (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided; follow procedure in appendix C.</li> </ul>	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
<b>Signed Exact English (SEE): Test Items (English Text)</b> <ul style="list-style-type: none"> <li>Requires: Locally provided 1:1 administration; follow procedure in appendix C.</li> <li>Recommended: Extra time</li> </ul>	Accommodation*	—	—	Yes	Yes
<b>Color Contrast</b> <ul style="list-style-type: none"> <li>Online platform tool unavailable at this time.</li> </ul>	Open Access	—	—	—	—
<b>Line Reader</b> <ul style="list-style-type: none"> <li>Online platform tool; may be locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes
<b>Magnifier Tool</b> <ul style="list-style-type: none"> <li>Online platform tool; may be locally provided.</li> </ul>	Open Access	Yes	Yes	Yes	Yes
<b>Browser Zoom Magnification</b> <ul style="list-style-type: none"> <li>Online only</li> </ul>	Embedded	Yes	Yes	Yes	Yes

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

**Table 10. Periodic Online Testing Interaction and Navigation Supports**

Interaction and Navigation Supports	Support Level	Content Area			
		Reading	English	Math	Science
<b>Abacus</b> ▪ Requires: Locally provided.	Accommodation*	—	—	Yes	—
<b>Answer Masking</b> ▪ Online platform tool	Open Access	Yes	Yes	Yes	Yes
<b>Answer Eliminator</b> ▪ Online platform tool	Embedded	Yes	Yes	Yes	Yes
<b>Highlighter Tool</b> ▪ Online platform tool unavailable at this time.	Embedded	—	—	—	—
<b>Browser Cut, Copy and Paste</b> ▪ Online only	Embedded	Yes	Yes	Yes	Yes
<b>Scratch Paper</b> ▪ Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes
<b>Calculator</b> ▪ Calculators not permitted at grades 3–5 for Interim tests only. ▪ Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	Yes	—

\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

**Table 11. Periodic Online Testing Response Supports**

Response Supports	Support Level	Content Area			
		Reading	English	Math	Science
<b>Respond on Separate Paper</b> ▪ Requires: Locally provided; response transcription.	Open Access	Yes	Yes	Yes	Yes
<b>Dictate Responses</b> ▪ Requires: Follow procedure in appendix B. ▪ Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes
<b>Keyboard or AAC + Local Print</b> ▪ Requires: Response transcription; original work must be returned. ▪ Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes
<b>Mark Item for Review</b> ▪ Online platform	Embedded	Yes	Yes	Yes	Yes

**Table 12. Periodic Online Testing General Test Condition Supports**

General Test Condition Supports	Support Level	Subject			
		Reading	English	Math	Science
<b>Extra Time†</b>					
▪ Interim test timing is locally decided, not online controlled.	Accommodation*	Yes	Yes	Yes	Yes
<b>Breaks: Supervised within Each Day</b>	Open Access	Yes	Yes	Yes	Yes
<b>Special Seating/Grouping</b>	Open Access	Yes	Yes	Yes	Yes
<b>Location for Movement</b>	Open Access	Yes	Yes	Yes	Yes
<b>Individual Administration</b>	Open Access	Yes	Yes	Yes	Yes
<b>Home Administration</b>	Open Access	Yes	Yes	Yes	Yes
<b>Other Setting</b>	Open Access	Yes	Yes	Yes	Yes
<b>Audio Environment</b>	Open Access	Yes	Yes	Yes	Yes
<b>Visual Environment</b>	Open Access	Yes	Yes	Yes	Yes
<b>Physical/Motor Equipment</b>	Open Access	Yes	Yes	Yes	Yes

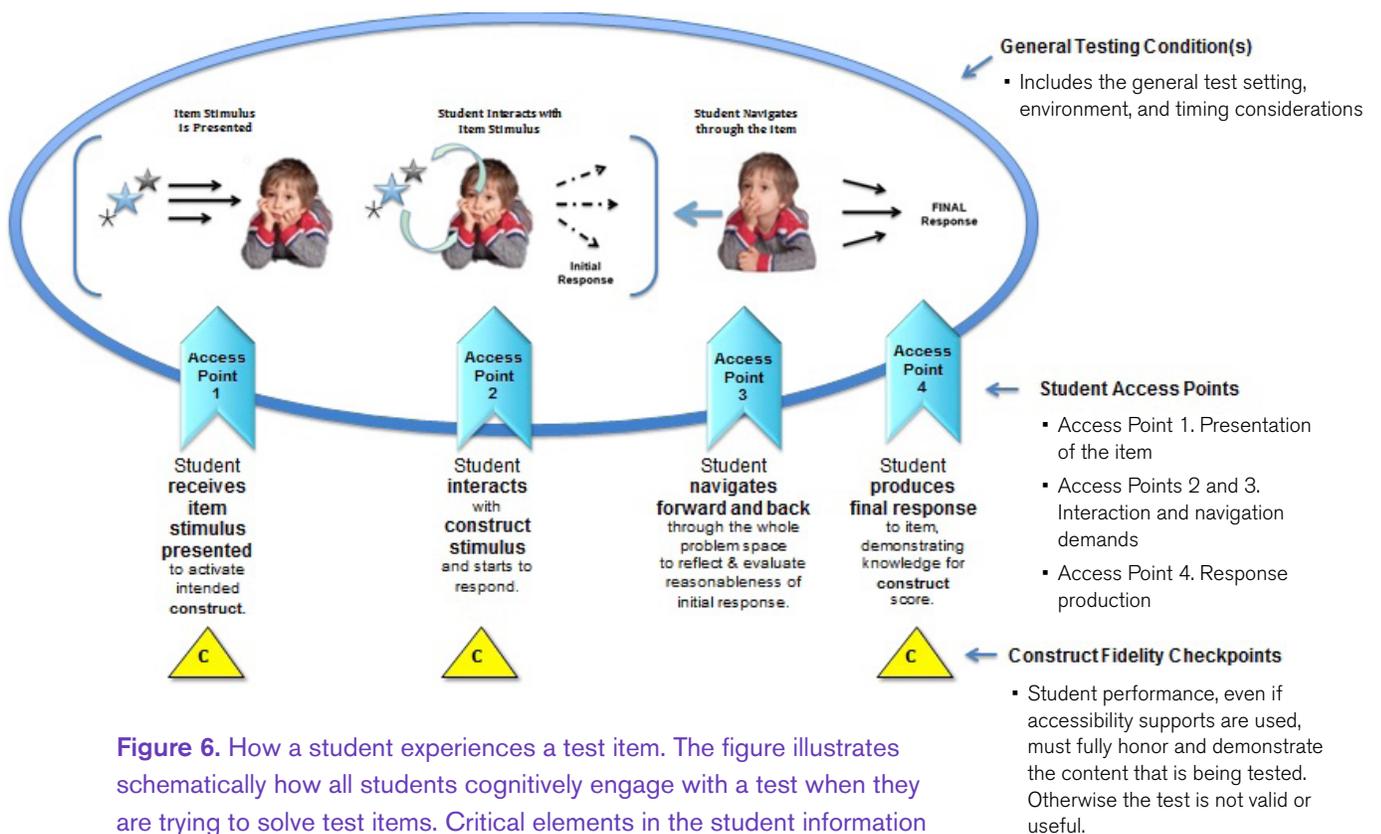
\* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

# Choosing Appropriate Supports for Testing

## Introduction

At specific and predictable points in all students' experience of a test question or task, accessibility is critically important. These are called **access points**. They include the initial presentation of the test question or task, interaction and navigation demands that the question or task makes, and the production of a response (see figure 6). The **general test conditions**



(i.e., test setting, background environment, and timing conditions) serve as a kind of broad, always-present access point as well. General test conditions are illustrated by imagining yourself trying to read for an hour in a dim light, to talk in a loud and chaotic room, or to carefully write your thoughts when someone keeps urging you to write faster. Like access points, general test conditions greatly affect a student's ability to effectively engage and communicate during a testing situation. If an access point does not provide the student with a fair chance to communicate what he or she knows about the construct being tested, then the resulting score will not accurately represent the student's true knowledge.

Every access point is a critical point for ensuring that students have the chance to communicate what they know about what is actually being tested.

**Construct fidelity checkpoints** (sometimes called *item specifications*) provide defining information that allows us to determine the access supports that can be allowed and whether the testing experience of a student supports a fair and reasonable opportunity for the student to communicate the content that is being measured if he or she knows this material. These checkpoints are also shown in figure 6. If the construct fidelity checkpoint is violated, it means that communication support is being provided in a way that prevents a student from having any chance to demonstrate the knowledge being tested. This construct violation blocks access to the performance of the content by giving away too much information. Construct violations invalidate test scores.

## When Instruction and Assessment Supports Differ

There is an important distinction between instructional accessibility supports and testing accessibility supports. Supports provided at the beginning of the instructional process are designed to help students experience, learn, and practice a new skill. The long-term purpose of instructional supports or other early supports is to help the student learn to become as fluent and independent as possible in performing that skill. For this reason, instructional supports should incorporate a scaffolded fading process that provides more support early in the learning process, when skill acquisition is just beginning. These intensive early instructional supports may at times simplify or even modify the skill the student is learning, helping to guide, shape, and successively approximate the student's behavior to ensure that the student experiences some early success while moving closer to real skill performance. However, the path to student independence must always be kept in mind when planning instructional supports. Later in the instructional process, the need for intensive support should be challenged to see how much control a student can assume.

As a student achieves increasingly high levels of skill independence, the accessibility supports the student receives should be cut back further still until either full independence or the least intrusive accessibility support—that level of support that will allow the student to demonstrate the skill in the most independent manner possible for that student—is achieved.

For example, a student with a certain type of visual processing difficulty may need to use a straightedge to guide visual tracking while reading. This requirement may also initially require that another person hold the tracking tool or read a passage aloud for the student. Eventually, however, the student should learn to perform the actual reading task with full independence to the extent of his or her capability. At the point of testing, the student no longer needs a person to hold the tool or to read the passage aloud—this has become the independent responsibility of the student. Remaining student needs for support may still be met, such as through student-controlled visual tracking support on a computer. Independent use of a visual tracking tool thus becomes the least intrusive accommodation for the student at this point.

Testing accessibility supports should be those accommodations that are the least intrusive supports possible to meet the needs of a student while allowing that student the maximum level of independence possible to give the student a chance to communicate exactly what she or he has independently learned about the content to that point. Testing supports do not necessarily represent the instructional end point, but they do represent a point in time that lies beyond the earliest phases of skill acquisition. Some skill independence should be seen if instruction has been effective.

When choosing and planning instructional supports, teams must remember to carefully consider long-term independence and thoughtfully design the process of fading the supports. The challenge is finding the right balance of supports for a given student and actively, consistently, and constructively supporting the growth of student independence.

### **How to Create a Local Personal Needs Profile**

For any student to have ACT Aspire accessibility features at the Open Access or accommodations levels of support, an educator must complete a local PNP for testing situations. There are several ways to evaluate a student's accessibility needs and create a local PNP. The two-step worksheet in figure 7 illustrates one such method. Use the most appropriate method for your circumstances.



Figure 7 (continued)

**2. Chart the Personal Needs Profile Summary for Testing Situations**

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
<b>Presentation</b> <i>Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.</i>	<b>Alternate Strength</b>			
	<ul style="list-style-type: none"> <li>▪ Decodes more accurately and focuses longer with visual tracking support.</li> <li>▪ Sometimes uses zoom to enlarge print.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Performs better when material is presented in auditory form along with visual.</li> <li>▪ Sometimes uses enlargement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decodes more accurately and focuses longer with visual tracking support.</li> <li>▪ Performs better when material is presented in auditory form along with visual.</li> <li>▪ Sometimes uses enlargement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decodes more accurately and focuses longer with visual tracking support.</li> <li>▪ Performs better when material is presented in auditory form along with visual.</li> <li>▪ Sometimes uses enlargement.</li> </ul>
	<b>Accessibility Support</b>			
	<ul style="list-style-type: none"> <li>▪ line reader (O)</li> <li>▪ answer masking (O)</li> <li>▪ magnifier tool (O)</li> </ul>	<ul style="list-style-type: none"> <li>▪ English audio (A)</li> <li>▪ magnifier tool (O)</li> </ul>	<ul style="list-style-type: none"> <li>▪ line reader (O)</li> <li>▪ answer masking (O)</li> <li>▪ English audio (A)</li> <li>▪ magnifier tool (O)</li> </ul>	<ul style="list-style-type: none"> <li>▪ line reader (O)</li> <li>▪ answer masking (O)</li> <li>▪ English audio (A)</li> <li>▪ magnifier tool (O)</li> </ul>
<b>Interaction and Navigation</b> <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.</i>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			

Figure 7 (continued)

Access Point	Reading or English	Writing	Mathematics	Science
<b>Response</b> <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.</i>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			
<b>General Test Conditions</b> <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments or timed situations.</i>	<b>Alternate Strength</b>			
	<ul style="list-style-type: none"> <li>Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus.</li> <li>Focuses better at front of room or away from visual distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus.</li> <li>Focuses better at front of room or away from visual distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus.</li> <li>Focuses better at front of room or away from visual distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Performs better if moderate amount of extra time is allowed. If too much extra time, loses focus.</li> <li>Focuses better at front of room or away from visual distractions.</li> </ul>
	<b>Accessibility Support</b>			
	<ul style="list-style-type: none"> <li>extra time, 150% (A)</li> <li>special seating/grouping (O)</li> </ul>	<ul style="list-style-type: none"> <li>extra time, 150% (A)</li> <li>special seating/grouping (O)</li> </ul>	<ul style="list-style-type: none"> <li>extra time, 150% (A)</li> <li>special seating/grouping (O)</li> </ul>	<ul style="list-style-type: none"> <li>extra time, 150% (A)</li> <li>special seating/grouping (O)</li> </ul>

Note: E = embedded system tool, O = Open Access tool, A = accommodation.

### Bundling Supports

Typically, once the needed presentation, interaction and navigation, or response supports have been identified, some form of support for general test conditions should be bundled with them to enable the testing session to work properly and securely. Questions to ask when considering which supports to bundle include but are not limited to:

- Will the student also need extra time if this support is used?
- Will the student also need an individual test administration if this support is used?
- Will the student also need a small group or special seating if this support is used?
- Will the student also need specially planned and secured breaks?

Think through the whole test experience for the student. Plan for what will be needed while being careful to avoid too many supports. Seek just those few personalized supports that work for the individual student.

## How to Create an Online PNP for ACT Aspire Testing

The local PNP illustrated in figure 7 contains the information that will be used for data entry in the online PNP process for ACT Aspire testing. It also represents an enduring record for local reference. The local PNP should be reviewed and updated each year, as the student's needs develop and change over time.

The entry of local PNP information into the online student portal must be completed to ensure critical supports are made active within the computer system so that the student can use them. Correctly inputted information also allows room supervisors to produce a report listing exactly which students are using which supports during a given test session—a great help in supervising a test session. The online PNP portal also helps to support the collection of data about accessibility supports.

**Which students must have an online PNP?** Only those students who use Open Access or accommodations levels supports require an online PNP.

**Who enters the PNP into the online student data portal?** This role is locally assigned. This role is usually best filled by someone who uses the portal frequently and is comfortable with the data entry process. Training for using this portal and editing information there is available at the Avocet website. The person who enters the PNP data online must be able to communicate with the local educators who have put together this information and who know the student best.

## The ACT Aspire Portal Personal Needs Profile Page

### Organization

The data entry menus are organized by access points: Presentation Supports, Interaction/Navigation Supports, Response Supports, and General Test Condition Supports. This structure is illustrated in table 13. It is the same structure used in the local PNP illustrated in figure 7 and throughout this guide.

Accessibility supports are entered in the online PNP only once by category for the whole test system, not separately for each content area test. For example, if the student is using magnification for Reading, English, and Writing tests, this feature will only be selected once to cover all three areas. Features selected here will be activated *only* for those content areas where they do not violate the skills tested. If an accessibility support is not permitted to be used in a

**Table 13.** Available Menus on the ACT Aspire Portal Personal Needs Profile Page

Menu	Action in TestNav
<b>Presentation Supports</b>	Considering the student's needs across all content areas, select from menu of Presentation supports.
<b>Interaction and Navigation Supports</b>	Considering the student's needs across all content areas, select from menu of Interaction and Navigation supports.
<b>Response Supports</b>	Considering the student's needs across all content areas, select from menu of Response supports.
<b>General Test Condition Supports</b>	Considering the student's needs across all content areas, select from menu of General Test Condition supports.

specific content area test then, for that test session only, the online system will **not** activate the feature. That feature also may not be locally provided for that content area test.

### Completing the Online PNP

To complete the online PNP, load the PNP form in the ACT Aspire Portal (see figure 8), and then follow these steps:

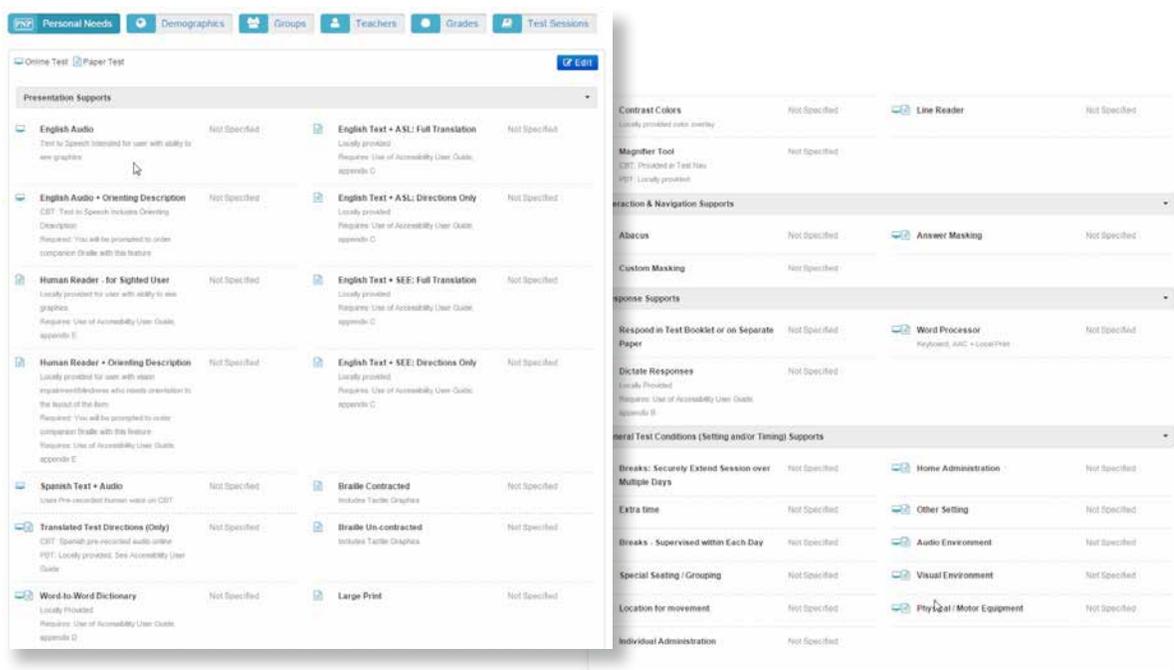
1. Choose the method by which this student’s responses will be submitted for scoring purposes: “CBT (Online) Form” or “Paper Form.”
2. Use the appropriate accessibility features chart to identify the supports to be used by the student who will be submitting test responses.

*Note:* Only enter accommodation and Open Access level supports. Embedded supports are already available and may be provided as needed to all students either locally or via the online platform.

### Changing a PNP That Has Already Been Entered

To change or edit a PNP after data entry:

1. Remove the student from all test sessions to which he/she has already been assigned. To view the test sessions the student has been assigned to, click the “Test Sessions” tab on the Student Profile page.
2. Change the PNP data as needed.
3. Add the student back into the appropriate test sessions.



**Figure 8.** Screenshots of a sample online PNP form. Accessibility support categories in the form are Presentation, Interaction and Navigation, Response, and General Test Conditions—as they are in this guide.

# Administration Procedures for Accessibility Supports

## Before the Test Session

### Reading Test Directions Aloud to Students

There are two kinds of test directions:

- **Common instructions** are read aloud to all students before all tests.
- **Specific instructions** are read for each content area and grade level of a test session.

All test directions are printed in English in the appropriate *Room Supervisor Manual* or the *Periodic Assessment Guide*. All test directions are read aloud to all students in English by the room supervisor before the test session begins. The room supervisor may clarify or answer questions about the directions but may not answer questions about any test item. See the *Room Supervisor Manual: Paper Summative Testing*, *Room Supervisor Manual: Online Summative Testing*, or the *Periodic Assessment Guide* for details regarding the standard reading of test directions.

### Test Directions in Languages Other Than English

Spanish language test directions for the online summative test are available in digital audio in the “Spanish Language CBT Forms Test Directions—Audio Files” section of the Avocet website. A student who wishes to use this resource must visit the website prior to testing. Spanish directions may also be orally translated by a personal reader for the paper form.

It is also acceptable to have the standard English test directions translated into languages other than Spanish; however, all locally provided translation of directions must be prepared in writing ahead of time and based as precisely as possible on the exact standard English directions. Slight adaptations may be used as necessary to communicate the same meaning as that found in the standard form; however, the same instructions for reading the directions are the same as those for English administrations. See the appropriate *Room Supervisor Manual* or the *Periodic Assessment Guide* for details regarding the standard reading of test directions.

Test directions may also be locally provided in American Sign Language or Signed Exact English. For detailed information about the use of sign language with ACT Aspire tests, including preparation and delivery of test directions, see appendix C.

## During the Test Session

### Presentation Supports

#### Text-to-Speech (TTS English Audio)

- Online summative and periodic testing **only**
- Includes 300% extra time for summative testing only.
- Extra time of 300% recommended for periodic test but is not automatically assigned.

#### Text-to-Speech (TTS English Audio + Orienting Description)

- Online summative and periodic testing **only**
- Includes 300% extra time for summative test only.
- Extra time of 300% recommended for periodic test but is not automatically assigned.

#### Human Reader (English Audio)

- Available for paper summative testing only. Periodic test does not include a paper form.
- Extra time of 300% is strongly recommended for this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

#### Human Reader (English Audio + Orienting Description)

- Available for paper summative testing only. Periodic test does not include a paper form.
- Extra time of 300% is strongly recommended with this paper form test support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

### Translated Test Directions

- **Spanish language test directions** (North American Spanish) recorded by a human speaker available for all grades of online summative testing. These directions may be used prior to starting the test and are available in the “Spanish Language CBT Forms Test Directions—Audio Files” section of the Avocet website.
- **Languages other than Spanish:** Test directions support may be provided by a room supervisor locally in languages as needed by students for online summative, paper summative, or periodic tests (see “Before the Test Session”)
- All student responses **must** be in English.

### Text-To-Speech (Spanish Audio) Item Translation

- Grades 3–6
- Mathematics, Science, and Writing tests **only**
- Online summative testing **only**
- Items presented in North American Spanish language text with Spanish audio read-aloud option.
- Writing prompt presented in both English and Spanish text presented side-by-side on-screen.
- All student responses **must** be in English.

- Includes 300% extra time. If the student is manually assigned more extra time, the new time will be multiplied to the extra time already assigned by the computer system. Students are not required to sit for the entire extended time period.
- Audio check must be completed prior to starting test.

#### **Word-to-Word Dictionary**

- Available for both summative and periodic testing.
- Mathematics, Science, and Writing tests **only**
- Only ACT Aspire-approved nonelectronic word-to-word translation dictionaries are allowed. See appendix D for a list of approved dictionaries. (Appendix D also includes best-practice advice regarding who should use this form of linguistic support.)
- Extra time is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

#### **American Sign Language (ASL) Test Directions**

- All grades and content areas
- Summative and periodic tests: All forms
- Online summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*)
- Paper summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*)
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in appendix C and prepare prior to test administration.

#### **ASL Test Items**

- All grades
- Mathematics, Science, and Writing tests **only**
- Paper summative testing **only**
- Procedure: Test interpreter, upon request of student, carefully translates into ASL all text or problematic words based on the text presented in the paper summative form.
- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- This support is most effectively used with a paper summative test, but it may be used with the periodic test if the procedures in appendix C are followed. It may not be used with online summative testing.
- **All** student responses must be in English.
- Required: A trained interpreter fluent in ASL and able to securely review required implementation procedures in appendix C and prepare prior to test administration.
- No prep notes or test materials may be taken from the secure preparation room prior to testing.

**Signed Exact English (SEE) Test Directions**

- All grades and content areas
- Mouth-speak may be used.
- Required: A trained interpreter fluent in SEE and able to securely review and prepare prior to the time of the actual test administration.
- Online summative testing: May be locally provided (see *Room Supervisor Manual: Online Summative Testing*)
- Paper summative testing: Locally provided for use in conjunction with paper directions (see *Room Supervisor Manual: Paper Summative Testing*)
- Periodic testing: May be locally provided (see *Periodic Assessment Guide*).
- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in appendix C and prepare prior to test administration.

**Signed Exact English (SEE) Test Items**

- All grades
- Mathematics, Science, and Writing tests **only**
- Procedure: Test interpreter, upon request of student, carefully translates into SEE all text or problematic words based on the text presented in the paper summative form.
- Graphics and images may **not** be described, but all text labels inside graphics may be translated as needed.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- This support is most effectively used with paper summative testing, but it may be used with the periodic test if the procedures in appendix C are followed.
- Unavailable for online summative testing.
- All student responses must be in English.
- Required: A trained interpreter fluent in SEE and able to securely review required implementation procedures in appendix C and prepare prior to test administration.
- No prep notes or test materials may be taken from the secure preparation room prior to testing.

**Braille and Tactile Graphics****Ordering**

- Order as early as possible prior to test administration. Allow time for shipping.
- Summative testing: Braille order is automatically completed upon entering PNP information into the online portal (before assigning the student to a test session).
  - ~ If ordering late in the testing window, complete the student's PNP and call 1.888.802.7502 or email [ACTAspire\\_Implementation@ACTAspire.org](mailto:ACTAspire_Implementation@ACTAspire.org). For late orders, delivery will depend upon available supplies and time remaining in the test window.
  - ~ The braille test packet for summative testing includes a braille test booklet for the student and a companion standard test book. Braille is available in stand-alone paper form only for summative testing.

- Periodic testing: Braille is **not** automatically shipped upon PNP entry; it must be ordered by also calling 1.888.802.7502.
  - ~ There is **no** standard paper companion booklet or answer document provided in periodic testing. Braille orders for periodic testing are instead bundled with the online English Audio for Blind accessibility support. The student is not required to use the online English audio support but may do so if needed.

### **Administration**

- Extra time of 300% is strongly recommended with this support but is not automatically assigned unless braille is being used with online audio. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- Braille notes for use by the room supervisor are provided online for download in the “Accessibility & Accommodations” section of the Avocet website.
- **Summative test answer choices.** If you are working with a blind student who is listening to the audio version of the test with the TTS voice, you may notice that the screen will show answer options labeled A–E. However, the audio, braille and the paper forms will all show answer choices with alternating labels A–E and F–K. Although this may seem confusing for the proctor, the student is hearing and feeling the same answer option labels.
- **Periodic test answer choices.** All answer options are recorded as A–E. There is no paper answer document, and all student responses must be recorded online.
- Response support is necessary for braille tests; it must be manually selected in the PNP. The student will need an assigned proctor or other certified staff to transcribe responses exactly as provided by the student (using the selected response support) into the standard answer format (paper or online) for scoring purposes. Original student work must also be returned with the transcribed answers.

### **Large Print**

- Summative testing **only**
- Paper version available in 18-point font.
- For periodic testing, see “Browser Zoom Magnification” and “Magnifier Tool.”

### **Ordering**

- Order as early as possible prior to test administration. Allow time for shipping.
- Large print order is automatically completed upon entering PNP information into the online portal (before assigning the student to a test session).

### **Administration**

- Extra time of 200% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.
- Response support may be needed. See “Respond in Test Booklet or on Separate Paper,” for example.

**Line Reader**

- Visual tracking support tool for reading
- Online testing: Available
- Paper testing: Locally provided manual tracking device (e.g., plain index card)

**Color Contrast or Color Overlay**

- A set of preset text and background color combinations
- Paper testing: Locally provided color overlay using a pastel acetate sheet placed over the paper test booklet and/or answer document.
- Online testing: Unavailable at this time.

**Browser Zoom Magnification**

- Online **only**
- Integrated part of the local computer browser. User enters keystroke “Control +” (or “Command +” on an Apple computer) to enlarge everything on page, “Control -” (“Command -”) to reduce size of everything on page, and ”Control 0” (“Command 0”) to return to the default font and graphic size.
- Because the browser zoom enlarges both text and graphics, it may cause reflowing of page content.
- Extra time may be needed for students with very low vision.
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

**Magnifier Tool**

- Online testing: A movable “magnifying glass” tool that enlarges a small part of the screen.
  - ~ Unlike browser zoom magnification, does **not** cause a reflow of the page content.
  - ~ Lower magnifying power than browser zoom.
- Paper testing: Locally provided handheld magnification tool
- Online or paper: Locally provided digital scanning magnification device can be used to produce extremely large magnification. There are some restrictions to use of this tool:
  - ~ Other forms of magnification, such as the online magnifier tool and browser zoom enlargement should be considered first.
  - ~ If the student still needs a local magnification solution that requires some form of digital projection, then any and all associated electronic files related to enlargement **must** be destroyed immediately after the test is completed and the student’s responses are recorded. Original student responses must be printed if possible and returned in addition to any transcribed student responses submitted for scoring. **No copies of any test material may be retained.**
- Magnifier tool enlarges everything (text and graphics) under the selected area of the magnifying glass.
- Extra time may be needed with this support.

## Interaction and Navigation Supports

### Abacus

- Locally provided tactile form of scratch paper for students with very low or no usable vision
- Extra time may be needed with this support.

### Answer Masking: Open Access

- Tool that supports memory and focus and helps students eliminate distractions with selected-response questions. Controlled by a mouse click (or selection) response. Once an answer is masked, it cannot be seen unless it is clicked again to unmask it.
- Online testing: Student may use masking tool to cover up or reveal selected-response answer options.
- Paper testing: Student may use pencil to cross out selected-response answer options.
- Typically not used for constructed responses.

### Answer Eliminator: Embedded

- Online **only**
- Student may place a wide red X over an answer to eliminate it from consideration.
- Unlike answer masking tool, the red X does not prevent the user from reading what is underneath.

### Highlighting

- Periodic testing: Highlighter tool available in all forms **except** online audio.
- Online summative testing: Unavailable at this time.
- Paper summative testing: Locally provided highlighters may be used directly in paper test booklet.
  - ~ **Caution!** Highlighters may **not** be used on any paper answer document or answer space—this may interfere with scoring.

### Browser Copy and Paste Functions

- Windows keystrokes: “Control-C” (copy) and “Control-V” (paste)
- Apple keystrokes: “Command-C” (copy) and “Command-V” (paste)
- Use of this support requires sufficient manual dexterity and range to hold down two separate keys at the same time.

### Scratch Paper

- Online testing: All students receive one page of scratch paper.
- Paper testing: Students do most figuring or other scratch work inside the test booklet.
- Scratch paper in addition to the default is allowed as needed by any student.
- Any size or color of locally provided plain, lined, graph, or raised-line graph paper (not otherwise marked) may be used.

- Each sheet of used scratch paper must include the following information:
  - ~ student name
  - ~ student grade
  - ~ school name
  - ~ content area tested
- All scratch paper must be collected after testing. Each test format requires its own procedure:
  - ~ Paper testing: Return scratch paper to ACT.
  - ~ Online testing: File scratch paper locally or securely destroy it.
- Augmentative or assistive communication (AAC) devices (such as a braille note taker) are also permitted to do figuring or other scratch work if needed but must be selected in the PNP as “Response Supports.”
  - ~ Scratch printouts from AAC devices must be treated as paper testing scratch paper and returned to ACT.

### Calculator

- Grades 6–EHS Mathematics **only**
- May include accessible talking, braille, or large-key calculators; however, all calculators must meet requirements of permitted calculator types as described in the “Use of Calculators on ACT Aspire” section in the *Test Coordinator Manual*.
- Extra time may be needed when using some specialized accessible calculators.

### Response Supports

Students’ answers must be submitted for scoring within the platform or delivery format for which they are officially registered. This means that if a student is registered in an online test session, then all responses must be returned for purposes of scoring in that online platform. This is true even if the student has provided his or her original responses on a separate piece of paper with the Respond in Test Booklet or on Separate Paper support. In such a case the room supervisor or proctor **must** transcribe the student’s original responses on paper into the online platform and to return the student’s original paper work with other unscored materials. Similar requirements apply for paper testing. For more information on returning materials after testing, see “After the Test Session.”

#### Respond in Test Booklet or on Separate Paper

- Student responds directly in test booklet or large print test booklet (common for students with low motor control or very low vision) or separate plain sheet of paper (common for students who have limited motor control but are able to write responses on very large or other special paper).
- Extra time is recommended with this support.

### Dictate Responses

- One-to-one individualized administration **required**.
- Student dictates response and trained room supervisor or proctor scribes response exactly as dictated. Includes:
  - ~ spoken dictation
  - ~ use of AAC device to dictate responses without voicing (including braille note taking)
  - ~ word-predicting AAC devices, if the student independently selects the appropriate word (Spelling and grammar check must be turned off. Use of this response support requires use of the specific transcribing procedure. See appendix B for details.)
- See appendix B for scribing procedures with all tests as well as cautionary advice.
- Extra time of 300% is strongly recommended with this support but is not automatically assigned. Extra time must be manually selected in the PNP. Students are not required to sit for the entire extended time period.

### Keyboard or AAC Plus Local Print

- Full physical keyboard response input with local printout, either via local word processing software or through local AAC device.
- Specific transcribing procedure **required**. Room supervisor must return original student work.
- Spelling and grammar check functions **must** be turned off.
- Word-predicting AAC devices may be used if the student independently selects the appropriate word.
- Extra time should be provided with this support.

### Mark Item for Review

- Allows student to mark an item for later review as he or she continues ahead with the test, planning again to return later to work again on those items.
- This is a default embedded system tool available to all users of ACT Aspire.

## General Test Conditions Supports

### Extra Time

- Test coordinator or designee specifies extra time, and room supervisor provides appropriate supervision for the amount of extra time needed.
- Students are not required to sit for the entire extended time period.
- **Before testing**, a decision must be made regarding how much extra time a student will need. Standard time limits for ACT Aspire tests are determined using prior performance data with the goal of ensuring that at least 90% of participating students have enough time to finish within the standard time allowed.
- Local staff **must** plan in advance a suitable location, appropriate staff supervision, and test security for those students who will need extra time.
- Students with the extra time accommodation should be tested either individually or in a group with other students receiving the same amount of extra time.

- Extra time is expressed in terms of percent of time above and beyond standard allowable time (150% standard time, 200% standard time, etc.). If a student normally receives double the normal testing time, then extra time for a 40-minute test would be 40 minutes  $\times$  2 (200%), or 80 minutes. The online PNP allows the selection of extra time in the following increments of standard time:
  - ~ 150%
  - ~ 200%
  - ~ 250%
  - ~ 300%
  - ~ 400%

### **Breaks—Securely Extend Session over Multiple Days**

- Paper testing **only**
- Room supervisor stops and secures the session to provide unsupervised breaks as needed between securely defined and supervised “mini sessions” in the administration of one test. A mini session allows the student to view and work in only small part—one or two pages, or “chunks” of the test—at a time. Each chunk of the test may be secured shut by clips, staples, or tape. Already-tested mini sessions must be secured similarly and out of the student’s view.
- Mini sessions are meant to be used with students who have severe medical problems (e.g., seizures, severe diabetic conditions, fatigue/strength/endurance issues, or other medical issues) that only allow the student to work in a focused way for short periods of time. These sessions thus allow a student with such a medical condition to complete a test in short bursts while also keeping the test secure and the experience fair to all.
- Overnight breaks between mini sessions are allowed, but the student must begin the next session with the next unopened mini session. The student may not return to work on any mini session that has already been seen and worked on.
- Extra time should be provided with this support. The maximum allowable amount of time (400% standard time) is typically requested.
- See the *Room Supervisor Manual* for detailed information about how to restart a test session student after a break.

### **Breaks—Supervised within Each Day**

- Test administrator or room supervisor stops the clock (paper) or pauses the test on the student’s screen (online) to provide short, supervised, same-day breaks as needed. Using this support, the student still completes the entire test session within one day.
- During a break, test materials must be properly secured and individual student supervision must be provided. Students may not interact with other students or any academic information or materials during the break.
- For online testing, see the Avocet website for detailed information about how to restart a test session student after a break.
- Extra time may be needed with this support.

**Special Seating/Grouping**

- Locally provided special or preferential seating or grouping.
- Each testing group must have students in the same grade, take the same test, and share the same time constraints. The recommended small group size is six students or less to minimize disruption to students working at a different pace, but a larger group size may be determined locally, as appropriate to the situation.
- Appropriate security and test supervision must be provided.

**Location for Movement**

- Location provided so student is able to move, stand, or pace during test in a manner where others' work cannot be seen and student is not distracting to others.

**Individual Administration**

- Individual test administration

**Home Administration**

- Administration at home for homebound student or in a care facility when medically necessary with appropriate supervision by test site or district personnel.
- Requires secure handling of test materials by school personnel **only**—not parents, guardians, relatives, or family friends. It is not required that two staff be present to test a student at home.

**Other Setting**

- Test administered and supervised in setting identified on student's accommodations plan.

**Audio Environment**

- Locally provided modified acoustic/auditory environment (e.g., student whisper phone, classroom FM system, local acoustic enhancements, or noise-quieting headphones to screen out auditory distractions)
- Personal mobile devices to provide background music are **not** allowed. If the school provides a known and controlled form of background music or white noise, this may be used if it does not permit the student to access any other resources during test administration.

**Visual Environment**

- Locally provided modified visual/lighting environment (e.g., special room lighting, light box under paper test, study carrel to screen out visual distractions)
- General preparation of a classroom to remove academic material from walls and desks is a general test preparation procedure, **not** a visual environment support.

**Physical/Motor Equipment**

- Locally provided personalized adaptive furniture; balance or positioning equipment to support student physical interaction, enhance motor control during testing, and/or reduce fatigue; or equipment to provide fine motor interaction support (e.g., large grip pencil, adaptive keyboard).
- AAC devices or procedures are **not** included as physical/motor equipment supports.
- Motor/physical prompting of any kind is **not** included as a physical/motor equipment support.

# After Each Test

## Transcribe Original Student Responses for Scoring

Any time a student provides a response in a format other than a standard paper answer document or within the standard online platform, the response must be copied (transcribed) exactly as it was originally provided by the student into one of the standard answer formats. This transcription is how it will be submitted for scoring purposes—the original student work cannot be scored in its original form. The following supports will (or may) result in a need for transcription:

- Dictate Responses/Scribing
- Keyboard or AAC and Local Print
- Magnifier Tool (when locally provided digital scanning enlargement is used)
- Respond in Test Booklet or on Separate Paper

## Return Original Student Work with Transcriptions (Summative Tests Only)

All original student work must be returned with the nonscorable materials. See return shipping instructions in the *Test Coordinator Manual*. Student work will be stored securely for official reference if needed.

# Appendix A: Personal Needs Profile (PNP) Worksheet

Student: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Today's Date: \_\_\_\_\_

## 1. Describe Sensory and Communication Strengths and Challenges

Review and consider recent student performance, evaluations, and observational evidence, and then document sensory and communication skills that best describes the skill level of this student.

### Sensory and Communication Skills

	Visual	Auditory	Physical or motor	First language (ELL)	Reading or other language process	Attention, memory, or focus
<b>STRENGTH</b> Evidence suggests this skill set is a <b>strength</b> .						
<b>NORMAL LIMITS</b> Evidence suggests this skill set is available within <b>normal limits</b> .						
<b>CHALLENGE</b> Evidence suggests this skill set is a <b>significant challenge</b> .  <i>Describe how this challenge creates a barrier to independent engagement or performance.</i>	<b>English Language Arts and Reading</b>					
	<b>Writing</b>					
	<b>Mathematics</b>					
	<b>Science</b>					

**2. Chart the Personal Needs Profile Summary for Testing Situations**

For each challenge identified in step 1, decide if it applies to the specific part of the test experience listed in step 2.

For each relevant access point and content area, specify the student accessibility need in terms of an observed alternate identified strength or available skill that allows the student to work around and compensate for a challenge or barrier.

Then consult the ACT Aspire Accessibility Supports list for matching supports or supports consistent with this purpose. **Identify supports for the test format (online or paper) in which the student will be submitting all test responses.**

If the challenge does not apply in a given instance, then leave the cell blank. Blank cells represent standard accessibility needs shared by typical learners. For these access points, the student will use only the default embedded accessibility tools.

Access Point	Reading or English	Writing	Mathematics	Science
<b>Presentation</b> <i>Note alternate strengths or available skills the student has used successfully to compensate for this barrier to receiving or perceiving content presentation.</i>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			
<b>Interaction and Navigation</b> <i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to interacting with or navigating content.</i>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			

Access Point	Reading or English	Writing	Mathematics	Science
<p><b>Response</b></p> <p><i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to responding to content tasks, problems, or questions.</i></p>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			
<p><b>General Test Conditions</b></p> <p><i>Note what alternate strength or available skill the student has used successfully to compensate for this barrier to general performance task settings, test environments or timed situations.</i></p>	<b>Alternate Strength</b>			
	<b>Accessibility Support</b>			

## Accessibility Supports: Online versus Paper

Use table A1 to help identify the appropriate accessibility supports for each student based on the test delivery method. To use the table, follow these steps:

1. Identify how the student’s responses will be submitted for scoring purposes.
2. Select the needed supports from the appropriate response format column.

Supports that are not yet available in one platform but are in another are left blank. Some supports are not permitted to be used for specific content area tests. For information about implementing the supports, see the full accessibility features chart for content area detail and the “[Administration Procedures for Accessibility Supports](#)” section of this guide.

**Table A1. Accessibility Supports by Delivery Method**

Online	Type of Support	Paper	Type of Support
<b>Presentation Supports</b>			
Text-to-Speech (TTS English Audio)	A	Human Reader (English Audio)	A
Text-to-Speech (TTS English Audio + Orienting Description)	A	Human Reader (English Audio + Orienting Description)	A
Translated Test Directions	A	Translated Test Directions	A
Text-To-Speech (Spanish Audio) Item Translation	A		
Word-to-Word Dictionary	A	Word-to-Word Dictionary	A
		American Sign Language (ASL) Test Directions	A
		ASL Test Items	A
		Signed Exact English (SEE) Test Directions	A
		SEE Test Items	A
Braille, Contracted (with Tactile Graphics)—No TTS Audio	A	Braille—Contracted (with Tactile Graphics)	A
Braille, Uncontracted (with Tactile Graphics)—No TTS Audio	A	Braille—Uncontracted (with Tactile Graphics)	A
		Large Print	O
Magnifier Tool	O	Magnifier Tool	O
Line Reader	O	Line Reader	O
		Color Overlay	O
Browser Zoom Magnification	E		

Table A1 (continued)

Online	Type of Support	Paper	Type of Support
<b>Interaction and Navigation Supports</b>			
Abacus	A	Abacus	A
Answer Masking	O	Answer Masking	O
Answer Eliminator	E	Answer Eliminator	E
		Highlighter	E
Browser Cut, Copy & Paste	E		
Scratch Paper	E	Scratch Paper	E
Calculator	E	Calculator	E
<b>Response Supports</b>			
Respond on Separate Paper	O	Respond in Test Booklet or On Separate Paper	O
Dictate Responses	O	Dictate Responses	O
Keyboard or AAC + Local Print	O	Keyboard or AAC + Local Print	O
Mark Item for Review	E		
<b>General Test Conditions</b>			
Extra Time	A	Extra Time	A
		Breaks: Securely Extend Session over Multiple Days	A
Breaks: Supervised within Each Day	O	Breaks: Supervised within Each Day	O
Special Seating/Grouping	O	Special Seating/Grouping	O
Location for Movement	O	Location for Movement	O
Individual Administration	O	Individual Administration	O
Home Administration	O	Home Administration	O
Other Setting	O	Other Setting	O
Audio Environment	O	Audio Environment	O
Visual Environment	O	Visual Environment	O
Physical/Motor Equipment	O	Physical/Motor Equipment	O

Note: E = embedded system tool, O = Open Access tool, A = accommodation.

## Appendix B: General Response Dictation and Scribing Procedures (Summative Testing Only)

### Characteristics of Dictate Response Users

- students with physical disabilities that impede the motor process of writing
- students who have a reduced ability to write due to pain, paralysis, loss of function or a loss of endurance, or who have had a recent injury (such as a broken hand or arm)
- students whose handwriting is indecipherable, resulting in illegible written products (scribbling)
- students who can write but have a documented disability in the area of written expression that results in a significant interference with their ability to express their knowledge in writing

### Definition of Dictate Responses

In ACT Aspire, **dictation** is the alternate communication produced by a student to create a written English message or to provide a written English response to a question (as in a test situation), when the act of writing by hand or by keyboard is not reasonably possible. In every instance of dictation it is mandatory that the student have authorship control over both the language conventions used and the substance of the communication: the student *must* be the sole author of the communication. A designated responsible scribe transfers (“scribes”) the student’s communication into the written form exactly as originally communicated by the author. Languages other than English are not permitted. English braille is permitted.

The dictation accommodation allows students with identified need a way to access the ACT Aspire summative assessment through:

- dictation of verbal responses to a human scribe
- dictation to scribe through gesturing, pointing, or eye-gazing to a communication board or other specific communication target
- dictation of response to a recording device or other augmentative/assistive communication device
- dictation through an American or English braille device with scribe transcription to appropriate answer space
- dictation of responses using a speech-to-text device or application

### Additional Requirements for Dictation

- Dictation (Open Access support) must be provided in an individual administration.
- Extra time (accommodation-level support) is recommended for completing dictation.

## Scribes

In ACT Aspire a **scribe** is a certified educational staff member who records precisely and exactly what a student dictates. Only a trained room supervisor or his/her trained assistant may provide this scribing support. The proper use of the dictation/scribing procedure will not invalidate constructs measured on the ACT Aspire assessments.

The scribe should:

- Assist the student in accessing the test and responding to it.
- Be as familiar as possible with the method of dictation the student typically uses for instruction and assessments.
- Repeat test or task directions to the student as needed.
- Produce legible text so that the written portion of the test can be scored.

The scribe may **not**:

- Alert the student to mistakes during testing.
- Prompt the student in any way that would result in a better response or essay.
- Answer student questions about the test material.
- Influence the student's response in any way.

## Procedures for Response Dictation and Scribing<sup>2</sup>

### Selected Response

For selected-response questions, the scribe should confirm the student's response before recording the student's answer on the paper answer document or within the online answer space. This must be a consistent action for every item.

### Constructed Response

For constructed-response questions, the scribe should be familiar with the preferred mode of recording the student's response before the date of the test. For all tests except Writing, the student simply provides their response through their normal communication medium for exact transcription by the scribe to record as given. Students are not required to specify exact spelling or punctuation.

A student using dictation must be given the same opportunity as other students to plan, draft, and revise the constructed response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the student's response nor helping to improve or alter what the student asks to be recorded. This means that the scribe may, if provided specific direction and dictation by the student, scribe an outline or other writing plan. The scribe may not prompt or cue the student to conduct this step.

When the student's constructed response is complete, the scribe should confirm the student's response in the same way that selected-response answers are confirmed before recording in final form. The scribe shall write the words of the student exactly as dictated, including all spelling and language conventions indicated, if any, by the student.

<sup>2</sup> Portions of the material in this section are based on CAST, "Response to the PARCC Writing Accommodations Draft Policy," February 20, 2013, [http://www.cast.org/publications/statements/PARCC\\_Writing/index.html](http://www.cast.org/publications/statements/PARCC_Writing/index.html).

## The Writing Test

Wherever possible, it is preferable for students to produce their responses to the Writing test on paper, word processor, or by another writing communication device that better supports student independence. Scribing the Writing test is considered to be a support of last resort; it should only be used when there is no other option for the student to participate in the Writing test. The reason for this caution is that the procedure necessary to produce a valid and meaningful Writing test response are difficult for both student and scribe. Individual administration is required and significant extra time, effort, and endurance is necessary. Indeed, it is common to find that a student with a broken arm or hand, for example, actually prefers to type with the nondominant hand rather than undergo the Writing test protocol, which includes the following exacting requirements:

- The student **must** spell every word in the response the first time the word is used. Except in the case of homonyms (see next item), the student does not need to spell a word on subsequent use.
- Homonyms and often-confused words such as *to*, *two*, and *too*; *there*, *their*, and *they're*; or *than* and *then* **must** be spelled by the student each time they are used.

If, after careful consideration, it is decided that a student needs to have the Writing test scribed, then the following procedure should be followed.

### Procedure for Scribing the Writing Test

1. Allow the student to dictate the entire response without interruption. Do **not** prompt the student in any way that would result in a better essay or response.
2. Follow the step relevant to the dictation method used:
  - ~ **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses; Audio Recorders:** Transcribe a draft of the student's response exactly as dictated without including any conventions other than spelling. Do **not** allow the student to view this written transcription.
  - ~ **Speech-to-Text Software:** Read the displayed or printed version transcribed by the software to the student without vocal inflection to indicate punctuation or alert the student to possible mistakes. Do **not** allow the student to view this displayed or printed version.
3. Follow the step relevant to the dictation method used:
  - ~ **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses:** Read the draft to the student without vocal inflection to indicate punctuation or alert the student to possible mistakes.
  - ~ **Audio recorder:** Play back the recording of the student's response.
  - ~ **Speech-to-Text Software:** Skip to step 4.
4. Ask the student to spell each word in the draft of the written response as follows:
  - ~ The student must spell every word in the constructed-response the first time it is used. Subsequent word use does not need spelling.
  - ~ The student must spell homonyms and often-confused words such as *to*, *two*, and *too*; *there*, *their*, and *they're*; and *then* and *than* each time the word is used.
5. Edit spelling as indicated by the student.

6. Allow the student to view the draft and/or listen as you read the draft of the response without vocal inflection to alert the student to mistakes.
7. Ask the student to tell you if there are any capital letters or punctuation needed and, if so, where? Insert these, if indicated, exactly as directed by the student. Then ask the student if any further edits are needed (do **not** suggest edits).
8. Edit the final response exactly as indicated by the student.
9. Transfer the final response verbatim onto the student's answer document.
10. If there is time remaining, allow the student to continue to review and edit the response, following the process above, or have the student confirm that he or she is done with the response.
11. After the student is finished or time has ended, whichever occurs first, return all drafts and test materials to the test administrator for return to ACT Aspire.

## Appendix C: Guidelines for Sign Language Interpretation

The following policies should be followed whenever sign interpretation of any part of ACT Aspire tests is provided. Signing is permitted in American Sign Language (ASL) or Signed Exact English (SEE), depending on the sign language chosen in the student's PNP.

**Note:** These are interim procedures. They are designed to maximize the quality of content delivery and the consistency of test administration from one student to another. Fully standardized delivery of sign interpretations is forthcoming in a future ACT Aspire update.

### Content Available for Signing

#### Test Directions

Sign interpretation of test directions may be provided for any content area and any grade.

#### Test Questions

Sign interpretation of test items is permitted for paper tests (print or braille) during the Writing, Mathematics, and Science tests **only**.

### When Signing Is Permitted during ACT Aspire Testing

The following criteria should be used to determine whether a deaf or hard-of-hearing student should be tested in either ASL or SEE:

- The student's primary language is ASL or SEE.
- The student has a history where ASL or SEE is the dominant language of instruction.
- The student knows how to effectively use an ASL or SEE interpreter.
- The student has a way to respond in English, **not** signing.

### Who May Deliver Signed Test Interpretation

All sign interpreters must sign the security agreement at the end of this section.

#### Test Directions

Local interpretation may be provided by a single interpreter. This interpreter may be a local educator, employed by the district, who is fluent in sign, or the interpreter may be a certified ASL or SEE interpreter hired for this purpose. The interpreter is expected to partner with the room supervisor who is simultaneously reading the directions aloud in English.

#### Test Questions

Signed interpretation of test questions must involve at least one well trained and experienced ASL or SEE interpreter working with the room supervisor to provide support for consistency and continuity of interpretation. However, national best practice standards for sign interpretation indicate that for lengthy interpretation sessions or highly detailed, intensive sessions, two qualified interpreters are advised, both of whom work with the room supervisor. ACT **strongly** recommends this practice where possible.

Student responses may **not** be interpreted from ASL or SEE or from any other form of sign for the purpose of recording the student answer. Dictation and scribing are permitted only if the English language is used and if response dictation is also recorded in the student’s PNP.

## Guidelines for Sign Interpretation

- Sign interpreters may **not** include any relative, guardian, or friend of the student.
- The educational agency where test administration is conducted will be responsible for the selection of a qualified ASL or SEE interpreter(s) and must arrange as necessary to cover any expenses incurred in the hiring of these individuals.
- Test related materials of any kind—including prep notes—may **not** be removed from the secure preparation area within the test site prior to testing. After testing, any and all prep notes must be turned in to the test coordinator and destroyed.

## Preparation for Sign Interpretation

### Test Directions

The staff interpreter(s) may review the standard paper form test directions two to three days prior to the test in order to plan a signing strategy for delivering the general test directions. Test directions are available online and in the *Room Supervisor Manual: Paper Summative Testing*. Interpreters working with students who have deaf-blindness and will be planning and providing tactile sign support should, two to three days prior to the day of testing, review the braille form test directions that are provided with the braille version of the test. This will require locating the form that has already been shipped for the student.

## Delivery

### Test Directions

The interpreter, in selecting and providing signs, must stay precisely consistent with the meaning of the written general directions that are printed on the student booklet. Student questions regarding directions must be answered in such a way that clarification provided remains within the boundaries of the original general information provided in the written directions.

### Test Questions

**Note:** During test administration, the student may prefer to ask for only certain parts of an item to be interpreted and may not need everything presented in sign. Make this determination as soon as possible before testing.

When two staff partners work together, one person signs (interprets) according to the plan notes as the other staff partner monitors the delivery. As necessary, one interpreter may relieve the other, but all passage-based item sets must be interpreted by the same person. Any interpreter changes must occur at natural break points in the flow of the assessment: interpreters must never change within an item or item set.

**Important!** All documented notes created and/or used for the signing plan must be destroyed immediately after the test session.

- Only the actual text or the printed values or labels within an item or within an item’s graphics may be signed. Graphic representations may not otherwise be interpreted for any student.
- Signs and their associated facial expressions or body postures must be carefully produced so that the student is never provided any kind of biasing cue or clue to the item.
- Elaboration or clarification of test items is **not** permitted. Only the communication of the same information found in the text of the item is permitted. Sign interpretation may only convey the specific content written within the item and no more.
- Mathematical terms for which the sign creates a picture illustrating the concept must be finger-spelled to avoid giving a visual cue or information that is not provided to other students.
  - ~ Terms that must be finger-spelled include, but are not limited to, *parallel lines*, *perpendicular*, *perimeter*, *circumference*, and shape names. If, for some students, finger-spelling is not useful, the only allowable alternative to finger-spelling such visually rich mathematical terms would be to simply point to those terms in the test booklet as they come up instead of signing them. Either way, the student must recognize the word—in finger-spelled form or in print.
- Interpretations may be repeated, but the interpretation must be done consistently each time.

## Required Testing Environment and Other Supports

### Group and Individual Administration

Sign interpretation of test directions may be done in a group setting. Interpretation of the full test including test items must be done in an individualized test setting.

### Interpreter Appearance

Persons serving in the interpreter role should wear simple plain clothing that does not distract the viewer or interfere with the perception of the intended sign. The interpreter’s hands, facial expression and body posture must be clearly visible to the student. Jewelry can interfere with sign presentation and should not be worn by the sign interpreter. In addition:

- The interpreter should mouth-speak while signing for the student.
- The interpreter’s mouth should not be covered when speaking.
- If the interpreter has a beard or moustache, it should be trimmed so as not to obstruct the student’s ability to read lips.
- The interpreter must also voice for the partner interpreter what is signed by the student.
- The interpreter should, if needed, remind the student that his or her responses must be given in English.

## Rooms

**Lighting** should be non-glaring and sufficient to avoid shadowing that could obscure the signs produced. The position of the sign interpreter should be such that the student has a clear, direct, and close view of the communication.

## Additional Supports

When a student needs sign interpretation, consider also the likely need for certain additional supports that must be planned for and documented in the PNP and on the student's answer document. For example:

- Extended time
- Supervised breaks (to switch interpreters during a long or intense test session)
- Small Group Administration or Individual Administration
- Audio Environment (The student should be allowed to use any amplification device the student typically uses.)
- Visual Environment (Distractions should be limited.)

## ACT Aspire Signed Interpreter Agreement (SEE or ASL Support)

*(This document may be photocopied if multiple interpreters are needed.)*

Complete this document if you are providing American Sign Language (ASL) or Signed Exact English (SEE) interpretation for a student who has been determined by the local educational authority to be qualified and appropriate for this accessibility support.

**School Name:** \_\_\_\_\_

**Test Date:** \_\_\_\_\_ **Test Coordinator:** \_\_\_\_\_

**Interpreter Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Student Reference Number:** \_\_\_\_\_

Required procedures for signed interpretation of ACT Aspire tests can be found in appendix C of the ACT Aspire *Accessibility User's Guide*. As sign interpreter, you are required to review and comply with these procedures.

In ACT Aspire testing, the sign interpretation support is permitted for qualified students during the Mathematics, Science, and Writing tests **only**. During the ACT Aspire Reading or English tests, sign interpretation support is **not** permitted.

If ACT determines that any explanation or additional information has been provided to a student, that any test materials were not read accurately within the procedures described, or that the reader did not meet ACT qualifications for testing personnel, the student's scores will be cancelled.

ACT Requires both the test coordinator and the sign interpreter to provide signatures to the following statement:

I certify that I have read, understand, and agree to administer the tests in accordance with the appropriate ACT Aspire *Accessibility User's Guide* signing procedures and with the *Test Administration Manual*. I further assure ACT that the signing support provided is a precisely accurate representation of the passages and items as required by the specific signing procedures.

**Test Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interpreter Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Indicate the tests where any portion was signed by this interpreter:

**Mathematics** \_\_\_\_\_ **Science** \_\_\_\_\_ **Writing** \_\_\_\_\_

**This document is for Local Educational Agency use only. Do not return to ACT.**

## Appendix D: Approved Bilingual Word-To-Word Dictionaries

These bilingual word-to-word dictionaries are permitted as appropriate to the student need during the following ACT Aspire Writing, Mathematics, and Science tests.<sup>3</sup>

### Who Should Use Word-To-Word Linguistic Support

Students at any grade level who are currently reported as English language learners (ELLs) or have been reported as ELLs in the past and who are evaluated as able to benefit from the use of word-to-word dictionaries may use this linguistic support.

In general, students who benefit from this type of accessibility support include those who demonstrate an intermediate level of English language proficiency or above and have had prior successful experiences using this type of linguistic support. ELL students at the beginning level of English language proficiency are not likely to benefit.

**Important!** No student should experience a new kind of support for the first time during a testing experience.

### Prohibited Dictionaries

The use of any dictionary other than those listed in tables D1 and D2 is prohibited on all ACT Aspire tests. The approved bilingual dictionaries and glossaries listed as are word-to-word translations only. Electronic translation devices are not allowed. A list of publishers and distributors appears at the end of this document.

**Table D1. Bilingual Word-to-Word Dictionaries**

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Afrikaans</b>	Afrikaans-English/English-Afrikaans Practical Dictionary (Revised and Expanded Edition)	2001	Hippocrene	25,000	0-7818-0846-4	978-0-7818-0846-0
<b>Albanian</b>	Albanian-English/English-Albanian Practical Dictionary	2006	Hippocrene	18,000	0-7818-0419-1	978-0-7818-0419-6
	Albanian-English/English-Albanian Standard Dictionary	2004	Hippocrene	23,000	0-7828-0979-7	978-0-7818-0979-5
	English-Albanian/Albanian-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	18,000	0-933146-49-3	978-0-933146-49-5
<b>Amharic</b>	Amharic-English/English-Amharic Dictionary	1997	Hippocrene	27,000	0-7818-0115-X	978-0-7818-0115-7
	English-Amharic/Amharic-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	18,000	0-933146-59-0	978-0-933146-59-4

<sup>3</sup> ACT is grateful to the staff of the Massachusetts Department of Elementary and Secondary Education who originally compiled this list in the summer of 2012. Their research effort has provided an informative and important support resource for ELL students. Website updates were provided by ACT, January 2014.

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Arabic</b>	Arabic-English/English-Arabic Practical Dictionary	2004	Hippocrene	18,000	0-7818-1045-0	978-0-7818-1045-6
	Arabic-English/English-Arabic Romanized Concise Dictionary	1999	Hippocrene	8,000	0-7818-0686-0	078-0-7810-6862
	Arabic-English/English-Arabic Standard Dictionary	1995	Hippocrene	30,000	0-7818-0383-7	978-0-7818-0383-1
	English-Arabic/Arabic-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146-41-8	978-0-933146-41-9
	Pocket Arabic Dictionary Arabic-English/English-Arabic	2004	Tuttle	3,000	0-7946-0183-9	978-0-7946-0183-6
<b>Armenian</b>	Armenian-English/English-Armenian Concise Dictionary	2008	Hippocrene	10,000	0-7818-0150-8	978-0-7818-0150-8
<b>Azerbaijani</b>	Azerbaijani-English/English-Azerbaijani Concise Dictionary	1995	Hippocrene	8,000	0-7818-0244-X	978-0-7818-0244-4
<b>Bengali</b>	Bengali (Bangla)-English/English-Bengali (Bangla) Practical Dictionary	2011	Hippocrene	13,000	0-7818-1270-4	978-0-7818-1270-2
	English-Bengali/Bengali-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	17,500	0-933146-30-2	978-0-933146-30-3
<b>Bosnian</b>	Bosnian-English/English-Bosnian Concise Dictionary	1996	Hippocrene	8,500	0-7818-0276-8	978-0-7818-0276-5
<b>Bugotu</b>	Bugotu-English/English-Bugotu Concise Dictionary	1998	Hippocrene	4,700	0-7818-0660-7	978-0-7818-0660-2
<b>Bulgarian</b>	Bulgarian-English/English-Bulgarian Practical Dictionary	1992	Hippocrene	8,500	0-8705-2145-4	978-0-8705-2145-4
<b>Burmese</b>	Burmese-English/English-Burmese Dictionary	2009	Paiboon Publishing	20,000		978-1-8875-2158-1
	English-Burmese/Burmese-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	18,000	0-933146-50-7	978-0-933146-50-1
	Pocket Burmese Dictionary Burmese-English/English-Burmese	2008	Tuttle	3,000	0-7946-0573-7	978-0-7946-0573-5
<b>Byelorussian</b>	Byelorussian-English/English-Byelorussian Concise Dictionary	1991	Hippocrene	10,000	0-8705-2114-4	978-0-8705-2114-0
<b>Cambodian (Khmer)</b>	Cambodian-English/English-Cambodian Standard Dictionary	1989	Hippocrene	15,000	0-8705-2818-1	978-0-8705-2818-7
	English-Cambodian/Cambodian-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933149-40-X	978-0-933146-40-2
<b>Chinese (Simplified)</b>	Chinese-English/English-Chinese Practical Dictionary (Mandarin)	2009	Hippocrene	15,000	0-7818-1236-4	978-0-7818-1236-8
	English-Chinese/Chinese-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	20,000	0-933146-22-1	978-0-933146-22-8
	Pocket Mandarin Chinese Dictionary Chinese-English/English-Chinese	2002	Tuttle	3,000	0-7946-0043-3	978-0-7946-0043-3
	Tuttle Pocket Chinese Dictionary Chinese-English/English-Chinese	2011	Tuttle	15,000	0-8048-3775-9	978-0-8048-3775-0

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Chinese (Traditional)</b>	A Practical English-Chinese Pronouncing Dictionary (romanized Mandarin and Cantonese)	1991	Tuttle	15,000	0-8048-1877-0	978-0-8048-1877-3
	Pocket Cantonese Dictionary Cantonese-English/English-Cantonese	2003	Tuttle	3,000	0-7946-0143-X	978-0-7946-0143-0
<b>Creole</b>	Creole-English/English-Creole (Caribbean) Concise Dictionary	2007	Hippocrene	8,000	0-7818-0455-8	978-0-7818-0455-4
	English-Haitian Creole/Haitian Creole- English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146-23-X	978-0-933146-23-5
	English Haitian Creole/Haitian Creole English Word to Word Dictionary	2005	Educa Vision	34,000	1-58432-294-2	978-1-58432-294-8
	Haitian Creole-English/English-Haitian Creole Concise Dictionary	1995	Hippocrene	8,000	0-7818-0275-X	978-0-7818-0275-8
<b>Czech</b>	Czech-English/English-Czech Concise Dictionary	2009	Hippocrene	7,500	0-8705-2981-1	978-0-87052-981-1
	Czech-English/English-Czech Practical Dictionary	2011	Hippocrene	42,000	0-7818-1107-4	978-0-7818-1107-1
<b>Danish</b>	Danish-English/English-Danish Practical Dictionary	2009	Hippocrene	32,000	0-8705-2823-8	978-0-8705-2823-1
<b>Dari (Afghanistan)</b>	Dari-English/English-Dari Practical Dictionary (2nd edition)	2012	Hippocrene	30,000	0-7818-1284-4	978-0-7818-1284-9
<b>Dutch</b>	Dutch-English/English-Dutch Concise Dictionary	1990	Hippocrene	14,000	0-8705-2910-2	987-0-8705-2910-8
	Dutch-English/English-Dutch Standard Dictionary	1997	Hippocrene	35,000	0-7818-0541-4	978-0-7818-0541-4
<b>Estonian</b>	Estonian-English/English-Estonian Concise Dictionary	1992	Hippocrene	6,500	0-8705-2081-4	978-0-8705-2081-5
<b>Farsi/Persian</b>	English-Farsi/Farsi-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146-33-7	978-0-933146-33-4
	Farsi-English/English-Farsi (Persian) Concise Dictionary	2003	Hippocrene	8,400	0-7818-0860-X	978-0-7818-0860-6
<b>Finnish</b>	Finnish-English/English-Finnish Concise Dictionary	1990	Hippocrene	12,000	0-8705-2813-0	978-0-8705-2813-2
<b>French</b>	English-French/French-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146-36-1	978-0-933146-36-5
	English-French/French-English Word to Word Dictionary	2008	Educa Vision	27,000	1-58432-480-5	978-1-58432-480-5
	Random House Webster's Pocket French Dictionary, French-English/English-French	1997	Random House	30,000	0-375-70156-7	978-0-375-70156-6
<b>Gaelic</b> (see Scottish Gaelic)						

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>German</b>	English-German/German-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,000	0-933146-93-0	978-0-933146-93-8
	German-English/English-German Concise Dictionary	2003	Hippocrene	14,000	0-7818-0906-1	978-0-7818-0906-1
	Random House Webster's Pocket German Dictionary: German-English/English-German (2nd edition)	1998	Random House	40,000	0-375-70160-5	978-0-375-70160-3
	Random House Webster's German-English/English-German Dictionary	2006	Random House	60,000	0-375-72194-0	978-0-375-72194-6
	21st Century German-English/English-German Dictionary	1996	Dell Publishing	30,000	0-440-22089-0	978-0-440-22089-3
<b>Greek</b>	Greek-English/English-Greek Concise Dictionary	2004	Hippocrene	16,000	0-7818-1002-7	978-0-7818-1002-9
	The Oxford New Greek Dictionary Greek-English/English-Greek	2008	Oxford University Press	40,000	0-425-22243-0	978-0-425-22243-0
<b>Gujarati</b>	English-Gujarati/Gujarati-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146-98-1	978-0-933146-98-3
<b>Haitian Creole (see Creole)</b>						
<b>Hausa (Nigeria, Niger)</b>	Hausa-English/English-Hausa Practical Dictionary	1996	Hippocrene	18,000	0-7818-0426-4	978-0-7818-0426-4
<b>Hebrew</b>	English-Hebrew/Hebrew-English Word to Word Bilingual Dictionary	2011	Bilingual Dictionaries	18,000	0-933146-68-2	978-0-933146-68-7
	The New Bantam-Megiddo Hebrew and English Dictionary	2009	Bantam	46,000	0-553-26387-0	978-0-5532-6387-9
<b>Hindi</b>	English-Hindi/Hindi-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146-31-0	978-0-933146-31-0
	Hindi-English/English-Hindi Concise Dictionary	2010	Hippocrene	11,000	0-7818-0470-1	978-0-7818-1167-5
<b>Hmong</b>	English-Hmong/Hmong-English Word to Word Bilingual Dictionary	2011	Bilingual Dictionaries	18,000	0-933146-53-1	978-0-933146-53-2
<b>Hungarian</b>	Hungarian-English/English-Hungarian Concise Dictionary	2005	Hippocrene	7,000	0-7818-0317-9	978-0-7818-0317-5
	Hungarian-English/English-Hungarian Practical Dictionary	2005	Hippocrene	31,000	0-7818-1068-X	978-0-7818-1068-5
<b>Icelandic</b>	Icelandic-English/English-Icelandic Concise Dictionary	1989	Hippocrene	10,000	0-8705-2801-7	978-0-8705-2801-9
<b>Indonesian</b>	Modern Indonesian-English/English- Indonesian Practical Dictionary	2010	Hippocrene	20,000	0-7818-1235-6	978-0-7818-1235-1
	Pocket Indonesian Dictionary English-Indonesian/Indonesian-English	2002	Tuttle	3,000	0-7946-0042-5	978-0-7946-0042-6

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Italian	English-Italian/Italian-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	18,500	0-933146-51-5	978-0-933146-51-8
	Random House Webster's Pocket Italian Dictionary: Italian-English/English-Italian (2nd edition)	1997	Random House	30,000	0-375-70159-1	978-0-375-70159-7
	21st Century Dictionary Italian-English/English-Italian	1996	Dell Publishing	30,000	0-4402-2090-4	978-0-4402-2090-9
	Zaichelli Super-Mini Italian and English Dictionary, English-Italian/Italian-English	1993	McGraw Hill		0-8442-8447-5	978-0-8442-8447-7
Japanese	English-Japanese/Japanese-English Word to Word Bilingual Dictionary	2009	Bilingual Dictionaries	19,500	0-933146-42-6	978-0-933146-42-6
	Japanese-English/English-Japanese Concise Dictionary	1994	Hippocrene	8,000	0-7818-0162-1	-0-7818-0162-1
	Random House Webster's Pocket Japanese Dictionary, Japanese-English/English-Japanese	1996	Random House	20,000	0-679-77373-8	978-0-679-77373-3
	Tuttle Pocket Japanese Dictionary, Japanese-English/English-Japanese	2008	Tuttle	15,000	4-8053-0870-2	978-4-8053-0870-7
<b>Karen</b>	<b>Sgaw Karen Transliteration Work List</b>		English-Karen Drum Publication Group		<b>Special Instructions:</b> Must be downloaded and printed. First two pages must be removed.	
<b>Khmer (see Cambodian (Khmer))</b>						
Korean	English-Korean/Korean-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	20,000	0-933146-97-3	978-0-933146-97-6
	English-Korean/Korean-English Dictionary for Foreigners	1991	Hollym	20,000		978-0-9308-7806-1
	Korean-English/English-Korean, Practical Dictionary	1992	Hippocrene	8,500	0-8705-2092-X	978-0-8705-2092-1
	Pocket Korean Dictionary Korean-English/English-Korean	2003	Tuttle	3,000	0-7946-0047-6	978-0-7946-0047-1
<b>Kurdish</b>	English-Kurdish/Kurdish-English Dictionary	2009	Star Publications	7,500	81-7650-078-X	978-81-7650-078-4
Lao	English-Lao/Lao-English Dictionary	2001	Tuttle	20,000	0-8048-0909-7	978-0-8048-0909-2
	English-Lao/Lao-English Word to Word Bilingual Dictionary	2011	Bilingual Dictionaries	18,000	0-933146-54-X	978-0-933146-54-9
	Lao-English/English-Lao Dictionary	2003	Paiboon Publishing	20,000	1-8875-2127-5	978-1-8875-2127-7
<b>Latvian</b>	Latvian-English/English-Latvian, Practical Dictionary	1993	Hippocrene	16,000	0-7818-0059-5	978-0-7818-0059-4
<b>Lithuanian</b>	Lithuanian-English/English-Lithuanian Concise Dictionary	1993	Hippocrene	8,000	0-7818-0151-6	978-0-7818-0151-5
<b>Māori</b>	The Raupo Concise Māori Dictionary, Māori-English/English-Māori	2012	Raupo Publishing	20,000	0-1435-6792-6	978-0-143567-92-9
<b>Malay</b>	Pocket Malay Dictionary, Malay-English/English-Malay	2002	Tuttle	3,000	0-7946-0057-3	978-0-7946-0057-0

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Mandarin (see Chinese)</b>						
<b>Melanesian/ Melanesian Pidgin</b>	Neo-Melanesian (Guinea Pidgin)- English Concise Dictionary	1998	Hippocrene	1,900	0-7818- 0656-9	978-0-7818- 0656-5
<b>Nahuatl (Mexico)</b>	Nahuatl (Aztec)-English/ English- Nahuatl (Aztec) Concise Dictionary	2004	Hippocrene	9,500	0-7818- 1011-6	978-0-7818- 1011-1
<b>Nepali</b>	A Concise English-Nepali/ Nepali- English Dictionary	2009	Gyan Jyoti Kendra	15,000		978-0-615- 22052-9
	A Shorter English-Nepali Dictionary	1991	Asian Educational Services		81-206- 0304-4	
<b>Norwegian</b>	Norwegian-English/English- Norwegian Concise Dictionary	1990	Hippocrene	10,000	0-7818- 0199-0	978-0-7818- 0199-7
	Norwegian-English/English- Norwegian Practical Dictionary	2011	Hippocrene	50,000	0-7818- 1106-6	978-0-7818- 1106-4
<b>Pashto</b>	English-Pashto/Pashto-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	17,500	0-933146- 34-5	978-0- 933146-34-1
<b>Persian (see Farsi)</b>						
<b>Pilipino (see Tagalog/Pilipino)</b>						
<b>Polish</b>	English-Polish/Polish-English Word to Word Bilingual Dictionary	2009	Bilingual Dictionaries	19,000	0-933146- 64-7	978-0- 933146-64-8
	Polish-English/English-Polish Dictionary (American English Edition)	2009	Hippocrene	30,000	0-7818- 1237-2	978-0-7818- 1237-5
	Polish-English/English-Polish Concise Dictionary with Complete Phonetics	1993	Hippocrene	8,000	0-7818- 0133-8	978-0-7818- 0133-1
	Polish-English/English-Polish Practical Dictionary	1993	Hippocrene	8,000	0-7818- 0085-4	978-0-7818- 0085-3
<b>Portuguese</b>	English-Portuguese/Portuguese- English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146- 94-9	978-0- 933146-94-5
	English-Portuguese/Portuguese- English Word to Word Dictionary	2007	Educa Vision	30,000	1-58432- 417-1	978-1- 58432-417-1
	Portuguese-English/English- Portuguese Practical Dictionary	1991	Hippocrene	30,000	0-8705- 2980-3	978-0-8705- 2980-1
	Random House Webster's Pocket Portuguese Dictionary: Portuguese-English/English- Portuguese	1991	Random House	38,000	0-679- 40060-8	978-0-679- 40060-8
<b>Punjabi (India, Pakistan)</b>	English-Punjabi/Punjabi-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	19,000	0-933146- 32-9	978-0- 933146-32-7
	Punjabi-English/English-Punjabi Dictionary	2002	Hippocrene	25,000	0-7818- 0940-1	978-0-7818- 0940-5
<b>Romanian</b>	English-Romanian/Romanian- English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146- 91-4	978-0- 933146-91-4
	Romanian-English/English- Romanian Practical Dictionary	2010	Hippocrene	30,000	0-7818- 1224-X	978-0-78181- 2245
	Romanian-English/English- Romanian Standard Dictionary	1996	Hippocrene	18,000	0-7818- 0444-2	978-0-7818- 0444-8

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Russian</b>	English-Russian/Russian-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146-92-2	978-0-933146-92-1
	Russian-English/English-Russian Concise Dictionary	1993	Hippocrene	13,000	0-7818-0132-X	978-0-7818-0132-4
	Russian-English/English-Russian Practical Dictionary	2011	Hippocrene		0-7818-1243-7	978-0-7818-1243-6
<b>Scots</b>	Scots-English/English-Scots Practical Dictionary	1999	Hippocrene	20,000	0-7818-0779-4	978-0-7818-0779-1
<b>Scottish Gaelic</b>	Scottish Gaelic-English/English-Scottish Gaelic Dictionary	1994	Hippocrene	8,500	0-7818-0316-0	978-0-7818-0316-8
<b>Serbian</b>	Serbian-English/English-Serbian Concise Dictionary	1997	Hippocrene	7,500	0-7818-0556-2	978-0-7818-0556-8
<b>Slovak</b>	Slovak-English/English-Slovak Concise Dictionary	1992	Hippocrene	7,500	0-8705-2115-2	978-0-87052-115-7
<b>Somali</b>	English-Somali/Somali-English Word to Word Bilingual Dictionary	2010	Bilingual Dictionaries	17,500	0-933146-52-3	978-0-933146-52-5
<b>Spanish</b>	Collins COBUILD English/Español Glossary English-Spanish/Spanish-English	2009	Heinle ELT	30,000	1-4240-1964-8	978-1-4240-1964-9
	English-Spanish/Spanish-English Word to Word Bilingual Dictionary Bilingual Dictionaries	2010	Bilingual Dictionaries	22,000	0-933146-99-X	978-0-933146-99-0
	English-Spanish/Spanish-English Word to Word Dictionary	2008	Educa Vision	27,000	1-58432-484-8	978-1-58432-484-3
	Random House Webster's Handy Spanish Dictionary, Spanish-English/English-Spanish	1999	Random House	50,000	0-375-70701-8	978-0-375-70701-8
	The American Heritage Pocket Spanish Dictionary	2001	Houghton Mifflin Harcourt	40,000	0-618-13216-3	978-0-618-13216-4
	The Penguin Pocket Spanish Dictionary Spanish-English/English-Spanish Penguin Group	2005	Penguin	38,000	0-141-02045-8	978-0-1410-2045-7
	21st Century Spanish-English/English-Spanish Dictionary	1996	Dell Publishing	30,000	0-440-22087-4	978-0-440-22087-9
	Word-for-Word English- Spanish/Spanish-English Dictionary	2009	HarperCollins	30,000		978-0-06-177437-9
	World Wide Spanish English Dictionary	2009	Velázquez Press	85,000	1-59495-001-6	978-1-59495-001-8
<b>Swahili</b>	English-Swahili/Swahili-English Word to Word Bilingual Dictionary	2009	Bilingual Dictionaries	16,000	0-933146-55-8	978-0-933146-55-6
	Swahili-English/English-Swahili Practical Dictionary		Hippocrene	35,000	0-7818-0480-6	978-0-7818-0480-9
<b>Tagalog/Pilipino</b>	English-Tagalog/Tagalog-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	17,500	0-933146-37-X	978-0-933146-37-2
	Pocket Tagalog Dictionary Tagalog-English/English-Tagalog	2005	Tuttle	3,000	0-7946-0345-9	978-0-7946-0345-8
	Pilipino-English/English-Pilipino Concise Dictionary	1989	Hippocrene	5,000	0-8705-2491-7	978-0-8705-2491-2
	Tagalog-English/English-Tagalog (Pilipino) Standard Dictionary	2002	Hippocrene	20,000	0-7818-0960-6	978-0-7818-0960-3

Table D1 (continued)

Language	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Thai</b>	English-Thai/Thai-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146-35-3	978-0-933146-35-8
	Pocket Thai Dictionary Thai-English/English-Thai	2002	Tuttle	3,000	0-7946-0045-X	978-0-7946-0045-7
	Thai-English/English-Thai Dictionary	2002	Paiboon Publishing	28,000	1-8875-2114-3	978-1-8875-2114-7
	Thai-English/English-Thai Dictionary	2009	Paiboon Publishing	28,000	1-8875-2132-1	978-1-8875-2132-1
<b>Tibetan</b>	Students English-Tibetan Colloquial Dictionary	2011	D.K. Printworld	11,000	81-246-0160-7	978-8124-60160-0
<b>Turkish</b>	English-Turkish/Turkish-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,000	0-933146-95-7	978-0-933146-95-2
<b>Twi (Ghana)</b>	Twi-English/English-Twi Concise Dictionary	1998	Hippocrene	8,000	0-7818-0264-4	978-0-7818-0264-2
<b>Ukrainian</b>	English-Ukrainian/Ukrainian-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,000	0-933146-25-6	978-0-933146-25-9
	Ukrainian-English/English-Ukrainian Practical Dictionary	1991	Hippocrene	10,000	0-7818-0306-3	978-0-7818-0306-9
<b>Urdu</b>	English-Urdu/Urdu-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	18,500	0-933146-39-6	978-0-933146-39-6
<b>Uzbek (Uzbekistan, Central Asia)</b>	Uzbek-English/English-Uzbek Concise Dictionary	1994	Hippocrene	8,000	0-7818-0165-6	978-0-7818-0165-2
<b>Vietnamese</b>	English-Vietnamese/Vietnamese-English Word to Word Bilingual Dictionary	2008	Bilingual Dictionaries	9,000	0-933146-96-5	978-0-933146-96-9
	Pocket Vietnamese Dictionary Vietnamese-English/English-Vietnamese	2003	Tuttle	3,000	0-7946-0044-1	978-0-7946-0044-0
	Tuttle Pocket Vietnamese Dictionary Vietnamese-English/English-Vietnamese	2008	Tuttle	26,000	0-8048-3777-5	978-0-8048-3777-4
	Vietnamese-English/English-Vietnamese Practical Dictionary	2010	Hippocrene		0-7818-1244-5	978-0-7818-1244-3
	Vietnamese-English/English-Vietnamese Standard Dictionary	1991	Hippocrene	23,000	0-8705-2924-2	978-0-8705-2924-5
<b>Yiddish</b>	Yiddish-English/English-Yiddish Practical Dictionary Expanded Edition	1992	Hippocrene	4,000	0-7818-0439-6	978-0-7818-0439-4
	English-Yiddish/Yiddish-English Dictionary	2008	Israel Book Shop		0-9202-4310-X	
<b>Yoruba</b>	Yoruba-English/English-Yoruba Modern Practical Dictionary	2004	Hippocrene	26,000	0-7818-0978-9	978-0-7818-0978-8
<b>Zapotec (Mexico)</b>	Zapotec-English/English-Zapotec Concise Dictionary	2003	Hippocrene	5,000	0-7818-1010-8	978-0-7818-1010-4
<b>Zulu</b>	Scholar's Zulu-English/English-Zulu Dictionary	2004	Hippocrene	25,000	0-7818-0255-5	978-0-7818-0255-1

Table D2. Bilingual Dictionaries and Glossaries for Content Areas

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
<b>Mathematics, Science, and Social Studies</b>						
<b>Arabic</b>	English-Arabic/Arabic-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2012	Bilingual Dictionaries	31,000	0-933146-56-6	978-0-933146-56-3
<b>Chinese</b>	English-Chinese/Chinese-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2012	Bilingual Dictionaries	31,000	0-933146-57-4	978-0-933146-57-0
<b>French</b>	English-French/French-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2012	Bilingual Dictionaries	30,000	0933146-69-8	978-0-933146-69-3
<b>Creole</b>	English-Haitian Creole/Haitian Creole-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2012	Bilingual Dictionaries	30,000	0-933146-70-1	978-0-933146-70-9
<b>Spanish</b>	English-Spanish/Spanish-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2011	Bilingual Dictionaries	31,000	0-933146-72-8	978-0-933146-72-3
<b>Vietnamese</b>	English-Vietnamese/Vietnamese-English Word to Word with Subject Vocabulary (Math, Science, Social Studies)	2012	Bilingual Dictionaries	30,000	0-933146-68-X	978-0-933146-68-6
<b>Mathematics</b>						
	Velázquez Spanish and English Glossary for the MATHEMATICS Classroom	2011	Velázquez Press	10,000	1-59495-017-2	978-1-594950-17-9
<b>Albanian, Arabic, Bengali, Burmese, Chinese Traditional, Chinese Simplified, Haitian- Creole, Hindi, Japanese, Korean, Punjabi, Romanian, Russian, Spanish, Tibetan, Ukrainian, Urdu, and Vietnamese</b>	<b>Math Glossaries (Grades 3–5)</b>					
<b>Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese</b>	Word to Word Academic Vocabulary Sheet—MATH Grades 3–5		Velázquez Press	300		
<b>Spanish</b>	Mathematics as a Second Language Terms Handbook (Spanish): Grades 5–12	2008	COMAP	307	0-912843-77-2	978-1-933223-12-4
<b>Albanian, Arabic, Bengali, Burmese, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Karen, Korean, Punjabi, Romanian, Russian, Spanish, Tibetan, Ukrainian, Urdu, Vietnamese</b>	<b>Math Glossaries (Grades 6–8)</b>					

Table D2 (continued)

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—MATH Grades 6–8	2011	Valázquez Press	300		
Arabic, Bengali, Burmese, Chinese Simplified, Chinese Traditional, Haitian Creole, Korean, Polish, Russian, Spanish, and Vietnamese	<b>Math A and B Glossaries (High School)</b>					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—MATH Grades 9–12	2011	Valázquez Press	300		
<b>Science</b>						
	Velázquez Spanish and English Glossary for the SCIENCE Classroom (grades 3–12)	2011	Velázquez Press	15,000	1-59495-010-5	978-1-594950-10-0
Arabic, Bengali, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Korean, Punjabi, Russian, Spanish, Urdu, and Vietnamese	<b>Science Glossaries (Grades 3–5)</b>					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 3–5	2011	Valázquez Press	300		
Arabic, Bengali, Chinese Traditional, Chinese Simplified, Haitian Creole, Hindi, Japanese, Karen, Korean, Punjabi, Russian, Spanish, Urdu, and Vietnamese	<b>Science Glossaries (Grades 6–8)</b>					
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 6–8	2011	Velázquez Press	300		
Burmese	<b>High School Science Glossary</b>					
	Word to Word Academic Vocabulary Sheet—SCIENCE Grades 9–12					

Table D2 (continued)

Language(s)	Title	Date	Publisher	No. of Entries	ISBN-10	ISBN-13
Albanian, Arabic, Burmese, Chinese Traditional, Chinese Simplified, French, Gujarati, Haitian Creole, Japanese, Khmer/Cambodian, Korean, Lao/Laotian, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Ukrainian, Urdu, and Vietnamese		2011	Velázquez Press	300		
Arabic, Bosnian, Chinese Simplified, Russian, and Spanish	<a href="#">Living Environment Glossary (Biology)</a>					
Bengali, Chinese Traditional, Haitian Creole, Korean, Polish, Russian, and Spanish	<a href="#">High School Level Chemistry Glossary</a>					
Chinese (Simplified)	<a href="#">High School Science Glossary: Chemistry</a>					
Chinese (Traditional)	<a href="#">High School Level Physics Glossary</a>					
Spanish	<a href="#">High School Level Physics Glossary</a>					
Chinese (Simplified)	<a href="#">High School Science Glossary: Physics</a>					

## Distributors of Bilingual Word-to-Word Dictionaries and Glossaries

### Amazon

### Barnes and Noble

### Bilingual Dictionaries

PO Box 1154, Murrieta, CA 92564

Phone: 951.296.2445

Fax: 951.461.9911

support@bilingualdictionaries.com

### COMAP

175 Middlesex Turnpike, Suite 3B Bedford, MA 01730

Phone: 781.862.7878

Fax: 781-863-1202

info@comap.com

### Educa Vision

7550 NW 47th Ave. Coconut Creek, FL 33073

Phone: 954.968.7433

Fax: 954.970.0330

educa@aol.com

### Harvard Cooperative Society, (The Harvard Coop)

1400 Massachusetts Avenue, Cambridge, MA 02138

Phone: 617.499.2000

Fax: 617.499.2013

hbooks@bncollege.com

**Cengage Learning**

PO Box 6904, Florence, KY 41022-6904  
Phone: 800.354.9706  
Fax: 800.487.8488

**Hippocrene Books**

171 Madison Avenue, Suite 1602, New York, NY 10016  
Phone: 718.454.2366  
Fax: 718.454.1391

**Nepali Dictionary Project**

Gyan Jyoti Kendra, 49 Lane Road Chichester, NH 03258  
doughall@nepalidictionaryproject.org  
www.gyanjyotikendra.org

**New York State Education Department, Office of Bilingual Education and Foreign Language Studies**

**Paiboon Publishing**

1442A Walnut Street #256, Berkeley, CA 94709  
Phone: 1.800.837.2979  
Fax: 1.866.800.1840  
paiboonpublishing@gmail.com

**Schoenhof's Foreign Books**

76A Mount Auburn Street, Cambridge, MA 02138  
Phone: 617.547.8855  
Fax: 617.547.8551

**Tuttle**

364 Innovation Drive, North Clarendon, VT 05759  
Phone: 800.526.2778  
Fax: 800.329.8885  
info@tuttlepublishing.com

**Velázquez Press**

9682 Telstar Ave., Suite 110, El Monte, CA 91731  
Phone: 626.448.3448  
Fax: 626.602.3817  
info@academiclearningcompany.com

## Appendix E: Procedures for Local Delivery of Read-Aloud Support

### Definition of this Support

For accessibility purposes, a human reader (referred to as a “personal reader”) may be allowed to assist test takers with visual or print disabilities by providing word decoding support in the English language for the printed text and, in some situations, by providing general navigation support through the test. When there is clear evidence of student need and when the specific procedures specified below are carefully followed, this support does not compromise the assessment of math, science or writing skills being tested.

### Allowed Content Areas

Read-Aloud of test items is permitted for Writing, Mathematics, and Science tests **only**.

As standard practice test directions are read aloud for all content areas. For specific additional information regarding the read-aloud of test directions, see:

- The *Reading Test Directions Aloud to Students* section of this guide
- ACT *Aspire Room Supervisor Manual: Paper Summative Testing* or *Room Supervisor Manual: Online Summative Testing*

### Who May Deliver Personal Reader Support

When read-aloud support is locally provided, it must be delivered by a trained educational staff member. The read-aloud support may not be delivered by a parent, guardian, other relative, or friend of the student being tested.

### Individual Test Administration

An individualized test administration (1:1) is needed and very strongly recommended for the administration of all human-delivered read-aloud accommodations. Providing test support through a human reader is not preferred practice and should only be used in those rare occasions when the need is clear and there is no other choice. When read-aloud support is needed, the use of the computer audio reading support is highly preferred and recommended wherever it is possible to accomplish and reasonable for the student.

The procedures outlined in this document are **required** of the local staff to properly implement this support. These procedures require careful staff preparation using this document and significant effort to learn the proper reading procedure for each content area. Specific and detailed reading procedures for each content area are provided later in this document.

### Rationale for 1:1 Test Administration

Different students work at different paces. They think about an item in different ways and have different parts of the text that they need repeated at different times. Students are distracted and often disrupted by each other when sitting in any size group where even one person is receiving a human read-aloud support.

If, in a small group, all are receiving this same support from one reader, then all are expected to process the same text stimuli at the same rate with the same number of repetitions, and thereby experience even less control than in the individual administration, where they already are fully dependent upon another person assisting them to read. In a group setting, students are unlikely to ask for or use the support they need (for example, repetition of a section that was already read aloud).

Furthermore, when any student is verbalizing his or her needs aloud for reading support and specifying which sections need to be reread, the student's needs are publicly displayed to all others—including the reader, any teacher, and all peers nearby. This creates a situation where the student who truly requires the support may be discouraged and embarrassed from asking for it or for the natural repetition needed to clearly understand the text. This is a dehumanizing situation.

Data on the use of the read-aloud support show dramatic drops with the age of the student. It is possible that these students all become strong readers as they grow older, but it is more likely that the loss of personal dignity inherent in this support may be one reason for this finding. The combination of humiliation, lack of personal user control, and loss of needed stimulus repetition (automatically available to independent readers), can significantly limit or harm the expression of reading comprehension and analysis skills that are present.

Individualized test administration of all read-aloud support is strongly recommended for these reasons.

### Benefits of Online Delivery

Online delivery of read-aloud accommodation supports, when headphones are used, provides a powerful solution to virtually all of the concerns that exist with human readers. It also gives the experience of personal control back to the student, resulting in a standardized, cost-efficient, long term solution that is consistent with twenty-first-century social, academic, and workplace technologies. In online delivery, there is no concern about the delivery of this support to students within large groups, assuming students are using headphones. Online delivery produces a virtual 1:1 experience that is both standardized and of high quality—while providing the user privacy and dignity.

Individualized administration for all human read-aloud support is the best practice recommendation.

**For your local administration of human-reader accommodations, refer to the official policy on test administration that is communicated by your governing educational authority. Readers must carefully review and follow the procedures provided in this appendix.**

## General Procedure for Providing the Read-Aloud Support

The human, personal reader support is **not** a substitute for the student interacting with the text; rather, it is a means of facilitating the student's access to the test. The read-aloud accommodation provides support only for decoding of text (word identification), and sometimes for navigation through the text. The read-aloud accommodation does **not** help the reader to comprehend any decoded words or written elements. Prior to administration, the educator should ensure that a student is familiar with the delivery method used by the personal reader. The testing situation must not be the first time the student has experienced this kind of support.

All test items must be read exactly as they are printed in the student's test booklet. The student must be instructed to follow along in the test booklet as the reader reads the text aloud. The student may ask for any portion of the Mathematics, Science, or Writing test to be reread as often as necessary within the time allowed for that test. Each time a reread is requested, the reader must read the requested portion of the text exactly as it is presented, with no explanation, no paraphrasing, and no additional information provided to the student through the reading.

All ACT Aspire test questions rely on the student being able to comprehend and respond to the test materials exactly as written. Any additional information, explanation, or translation could affect what the tests are designed to measure and is therefore not allowed.

These procedures are focused upon the reading of material *within* the test, after the test directions have already been read.

## Specific Procedures for Staff Serving as Readers

To maintain test integrity, you, as reader, must understand and follow all appropriate procedures. Review the test format and specific testing procedures prior to test administration.

The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The testing student may require all or portions of the test to be read aloud.

Your task is to read the test passages, test questions, answer choices, and text in the graphics. Do not try to solve problems or determine the correct answer as you read test questions—this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the student. The expression on your face should remain neutral. Do not look at the student or smile or frown to indicate approval or disapproval.

Read at a normal pace.

Pause after reading the question number and before reading the question itself.

Read each question as clearly and consistently as possible. Give special emphasis to words or phrases printed in bold or italic type, set in all capital letters, or underlined, and tell the student that the words or phrases are printed that way. Do not give your own emphasis to words not emphasized in print.

Be familiar with the specific words, terms, symbols, and signs of the test contents. If you find an unfamiliar word or one that you are not sure how to pronounce, advise the test taker of your uncertainty about the word and spell it.

If there can be any doubt about the intended word you are reading (as in the case of words with the same pronunciation but different spellings), spell the word after you have pronounced it.

Spell any words requested by the student.

Pronounce acronyms as words whenever possible (NASA) and then continue by voicing the initial letters (N-A-S-A, N-E-A, U-N).

Do not get into conversation about the test questions, but respond to the student's questions by repeating the questions, words, or instructions as needed.

When reading passages, pay attention to all punctuation marks. Read the passage through once so that the student can grasp the content of the passage.

Some students may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Orienting description: If the student has blindness, they will also have a companion braille-tactile graphic booklet to use. They should be tracking along in this companion booklet as the item is read aloud exactly as printed. It is permissible, however, to provide a navigational orienting description to a visually impaired student if needed. Such description must have no relation to content. It functions only to name and roughly locate the parts contained in the item, as shown in the following example: "This item has a statement followed by two tables. At the end of the item there is a question followed by four answer choices for you to consider. Be sure to find these in your braille booklet." You may state the parts of the item and their physical location so long as you provide no further information.

## Special Considerations for Selected-Response Tests

When reading a numbered item, say "question" and the number before each item.

If the item is a selected-response item, say "choice" and the letter before each option.

Be particularly careful to equally stress each answer option and read all answer options before waiting for a response. The student will record the answer.

If the student chooses an answer before you have read all the answer choices, ask whether you should read the other answer options.

Allow the student to pause before responding. However, if the student pauses for a considerable time following your reading of the answer choices, say: "Do you want me to read the question again or any part of it?" In rereading questions, be careful to avoid any special emphasis on words or phrases not emphasized in the printed copy with bold or italic type, capital letters, or underlines.

## Specific Procedures for Reading the Writing Test

Read the writing prompt as clearly and consistently as possible. Give special emphasis to words or phrases printed in bold or italic type, words set in all capital letters, or words that are underlined, and tell the student that the words are printed that way. Do not give your own emphasis to words not emphasized in print.

You may repeat portions of the writing prompt, as requested.

Pay attention to all punctuation marks while reading the writing prompt. Read the passage through once so that the test taker can grasp the content of the passage.

Some test takers may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

## Specific Procedures for Reading the Mathematics and Science Tests

It is permissible to read any text and numbers presented in graphs or tables. If necessary, orient the student to the graph or table before reading content (for orienting details, see graph and table information below). It is not permissible to describe or interpret information contained in the graph or table in any way.

### Graphs

1. Read the **graph title**.
2. Read the **values** on the *x*- and *y*-axes—not the contents. Read the horizontal axis first, from left to right, and then read the vertical axis, from bottom up.

### Tables

1. Read the **table title** and indicate how many columns and how many rows are in the table.
2. Read the **column headings** from left to right.
3. Read the contents of each row from left to right.

Table E1 gives several examples of how to read mathematical and scientific terms.

**Table E1.** How to Read Mathematical and Scientific Abbreviations, Expressions, Symbols, and Numbers on ACT Aspire Tests

Description	Example	Read as:
<b>Abbreviations</b>	km, cm, ft, $\mu\text{g}$	kilometer, centimeter, foot (feet), microgram
<b>Dashes</b>	3–9	three through nine
<b>Date</b>	February 6, 1987	February sixth, nineteen eighty seven
<b>Ellipses</b>	2, 4, 6, ...	two, four, six, pause, dot, dot, dot
<b>Operations with boxes or shapes</b>	$\Delta + 3 = 8$	Triangle plus three equals eight

Table E1 (continued)

Description	Example	Read as:
<b>Parenthesis</b>	$(3 \times 7)$	open parenthesis, three times seven, closed parenthesis
<b>Decimal Points</b>	0.00897	Zero point zero, zero, eight, nine, seven
<b>Fractions*</b>	$\frac{1}{2}$ , $\frac{3}{4}$ , $20/35$ , $1/12$	One half, three fourths, twenty over thirty five, one over twelve
<b>Large whole numbers</b>	12,356	Twelve thousand, three hundred, fifty six
<b>Exponents</b>	$8^2$ , $4^3$ , $6^4$ , $3^{-4}$ , $2^{-\frac{1}{2}}$	eight squared, four cubed, six to the fourth power, three to the negative fourth power, two to the negative one half power
<b>Roots</b>	$\sqrt{8}$ , $5\sqrt{8}$	the square root of eight, five times the square root of eight
<b>Symbols</b>	°F	degrees Fahrenheit
	°C	degrees Celsius
	+	plus
	–	minus
	=	equals
	>	is greater than
	<	is less than
	≥	is greater than or equal to
	≤	is less than or equal to
	≈	is approximately equal to
	5	the absolute value of five
	#	number
	%	percent
	/	or
	×	times
	·	times
∠	angle	
π	pi	
–7	negative seven	
\$4.89	four dollars and eighty-nine cents	

\* **Fraction reading rule:** Read common fractions (where the numerator is less than the denominator) by presenting the numerator as the number it represents and the denominator as the ordinal number using two words for the whole presentation. This rule applies to fractions that have a numerator and denominator >0 that is less than or equal to 19. Improper fractions should always be read in the format of "X over Y."

## ACT Aspire Reader's Agreement

*(This document may be photocopied if multiple locally provided readers are needed.)*

Complete this document **if you are providing a local read-aloud of test passages or questions** for a student who has been determined by the local educational authority to be qualified and appropriate for this accessibility support.

**School Name:** \_\_\_\_\_

**Test Date(s):** \_\_\_\_\_ **Test Coordinator:** \_\_\_\_\_

**Reader Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Student Reference Number:** \_\_\_\_\_

The ACT Aspire *Accessibility User's Guide* contains the documented set of required procedures for providing local staff read-aloud (see appendix E). When administering the read-aloud support to a qualified student, the procedures described in this guide are required and must be followed carefully.

As a reader you are required to review and comply with the procedures as documented in the *Accessibility User's Guide*. In ACT Aspire testing, the read-aloud support is permitted for qualified students **only** during the Mathematics, Science, and Writing tests. The read-aloud support is **not** permitted and may not be provided for any student during the ACT Aspire Reading or English tests.

### Test Passages and Test Questions

- The ACT Aspire *Accessibility User's Guide* contains the required local read-aloud administration procedures.

### Test Directions

Test directions are read aloud to ALL students for all subject areas. This is part of standard practice. Specific procedural information regarding the read-aloud of test directions is found here:

- ACT Aspire *Accessibility User's Guide* section "Reading Test Directions Aloud to Students"
- ACT Aspire *Room Supervisor Manual: Paper Summative Testing* or the *Room Supervisor Manual: Online Summative Testing*

If ACT determines that any explanation or additional information has been provided to an student, that any test materials were not read verbatim, or that the reader did not meet ACT qualifications for testing personnel, the student's scores will be cancelled.

I certify that I have read, understand, and agree to administer the tests in accordance with the appropriate ACT Aspire *Accessibility User's Guide* reading procedures and with the *Test Administration Manual*. I further assure ACT that the reading support provided is a precisely accurate representation of the passages and items as required by the specific reading procedures.

**Reader Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Indicate the tests where any portion was signed by this interpreter:

**Mathematics** \_\_\_\_\_ **Science** \_\_\_\_\_ **Writing** \_\_\_\_\_

**This document is for Local Educational Agency use only. Do not return to ACT.**

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