



## Michigan Merit Examination (MME) Procedures for Requesting ACT Test Accommodations – Spring 2011

Your <b>ACT-Approved Accommodations</b> <b>Receipt Deadline</b> is:	Your <b>State-Allowed Accommodations</b> <b>Receipt Deadline</b> is:	Your <b>Accommodations</b> <b>Testing Window</b> is:
December 1, 2010	January 14, 2011	March 1-15, 2011

### HOW TO REQUEST ACCOMMODATIONS

**Note:** ACT provides test accommodations in accordance with Title III of the Americans with Disability Act (ADA). Schools provide accommodations under different regulations. Thus, having a diagnosis and receiving accommodations in school do not guarantee ACT approval of those accommodations.

Two **different** forms are available to request accommodations for the ACT. Review the information below to determine which one of these forms to complete for each student. You may download extra forms from your state's website (URL provided in cover letter accompanying this document).

1. **ACT-Approved Accommodations:** Complete a *Request for ACT-Approved Test Accommodations* for students with diagnosed disabilities who are receiving special education services described in a current Individualized Education Program (IEP) or Section 504 Plan. Only students who have an IEP or Section 504 Plan are eligible to apply for ACT-Approved Accommodations. ACT-Approved Accommodations are not available for students solely on the basis of limited English proficiency. **ACT must receive the forms by the ACT-Approved Accommodations deadline specified above for your state.**
2. **State-Allowed Accommodations:** Students who do not meet the eligibility requirements stated below (or whose request for ACT-Approved Accommodations is denied) may apply for State-Allowed Accommodations by submitting an *Application for State-Allowed Accommodations* by the **State-Allowed Accommodations deadline specified above for your state.** Scores earned with State-Allowed Accommodations will be used for state or district assessment purposes, but will **not** be reported to colleges, scholarships agencies, or any other entities.

### ELIGIBILITY REQUIREMENTS

To be considered for ACT-Approved Accommodations, students must meet **ALL** of the following requirements:

1. **Professionally Diagnosed Disability.** The student's disability must have been professionally diagnosed by a qualified professional, or team of professionals, whose credentials are appropriate to the disability. Current written diagnostic documentation of the disability must be on file at school and must meet **ALL** the "Guidelines for Documentation" on page 3.
  - If diagnosed for the **FIRST** time before September 2007, reconfirmation is required within the last 3 years. A current IEP or 504 Plan on file at the school may serve as reconfirmation, provided the initial diagnosis was made by a qualified professional(s).
  - If **FIRST** diagnosed within the last 3 years, submit complete written diagnostic documentation *with* the request form.

2. The current IEP or 504 Plan must document ALL accommodations requested are provided in school. Submit a copy of the student's *current* IEP or *current* 504 Plan that supports the need for all requested accommodations due to the disability. The student's name and effective dates of the IEP or 504 Plan must appear on all pages submitted. If the plan has been in place less than 3 years, full diagnostic documentation is required.

### AUTHORIZATION TO PROVIDE CONFIDENTIAL DOCUMENTATION

Schools are required to provide the necessary information and documentation to support requests for test accommodations. The designated state education agency has authorized ACT to collect and review this documentation. All documentation provided to ACT will be kept confidential, and will not become part of the student's ACT score record.

### EXAMPLES OF TEST ACCOMMODATIONS

Regular Type and Standard Time. If a student can test in a single session with standard time limits (including standard break) and use a regular (10-point) test booklet, but the disability requires other accommodations, *the school may make such arrangements without prior consultation with ACT.* Examples include, but are not limited to:

- assignment to a wheelchair accessible room,
  - permission for diabetics to eat snacks,
  - permission to use Irlen filters or color overlays,
  - marking answers in test booklet (no extended time).
- Examples of accommodations for students with hearing impairments that do not require time extensions or ACT approval include:
- a sign language interpreter (not a relative) to sign all spoken instructions (not the test items),
  - seating near the front of the room to lipread spoken instructions,
  - a written copy of spoken instructions with visual notification from testing staff of test start, five minutes remaining, and stop times.

Large Type and Standard Time. If a student can test with standard time limits (including standard breaks) but needs a large type (18-point) test booklet, the school must submit a completed request form specifying the accommodations requested.

Extended Time and/or Alternate Formats. If the student's professionally diagnosed and documented disability requires one or more of the accommodations below, the school must submit a completed request form:

- more than standard time
- testing over multiple days
- additional or stop-the-clock breaks
- alternate test formats such as Braille, cassettes or audio DVDs, or a reader, and/or alternate response modes.
- use of a scribe or computer for the Writing Test (only for students physically unable to hold a pencil)

- extended time on the Writing Test only (students with developmental writing disorder, written expression, or dysgraphia)

### DEADLINE FOR SUBMITTING REQUESTS

To be considered for testing, requests and all required documentation for ACT-Approved Accommodations must be **received by ACT no later than the ACT-Approved Accommodations deadline (as indicated on the front page of this document) specified for your state.** The Test Accommodations Coordinator at each school is responsible for gathering all completed requests and submitting them as a group by the deadline *with a completed* Test Accommodations Coordinator Header to:

ACT State Test Accommodations  
301 ACT Drive  
PO Box 4071  
Iowa City, IA 52243

Phone: 319/337-1788 (voice)  
8:30 A.M. – 5:00 P.M., central time, M-F  
Email: [ACTStateAccoms@act.org](mailto:ACTStateAccoms@act.org)

### INSTRUCTIONS FOR COMPLETING THE REQUEST FORM AND PROVIDING REQUIRED DOCUMENTATION

A school official such as a counselor, special education teacher, or principal is to complete a form for **each** student for whom accommodations are requested. **The form may be photocopied as needed.** The request form will **not** be processed if it is missing required information or signatures or is received after the deadline. If any of the information provided is false, ACT reserves the right to cancel scores.

**Note:** The most frequent reason accommodations are not approved is incomplete or inaccurate information on the request form. Please read and follow instructions carefully.

#### SIDE 1

- Student Information.** Student address is required. If not available, school address may be used.
- Diagnosed Disability.** Check all applicable disabilities as stated in written documentation on file at the school. Students with Developmental Writing Disorder/Written Expression normally request extended time only for the Writing Test. Pay attention to those diagnoses that require full documentation for approval.
- Test Format Requested.** Documentation of a visual disability is required to support requests for large type test booklets. Both scannable and large block answer sheets are provided with each large type booklet. The type of materials ordered must be supported by the accommodations plan at school or on a previous "ACT Accommodations Approval" letter for this student. If no test format is selected, regular type will be assigned.  
**Important**—Examinees using cassettes/audio DVDs may test as a group if they can control the progress of their own players, use their own headphones, and begin each test at the same time. Before requesting audio DVDs, work with technical personnel at your school. Order the practice ACT tests on audio DVDs so that you can test them on your equipment. Also have students take the practice tests so they will be comfortable using audio DVDs on test day. We provide usage guidelines and track listings with each set of audio DVDs.
- Time Requested.** Mark the option most similar to the accommodations normally provided at school. ACT will assign a timing code based on the disability and approved test format.

- Other Accommodations Requested.** If needed due to the disability, explain in detail and submit supporting documentation. Complete only if other accommodations are requested. If a student cannot hold a pencil/hand write the essay for the Writing Test, list the accommodations normally provided in school for writing tests.

#### SIDE 2

- Previous Approval of the Same Accommodations on the ACT.** Mark the appropriate answer. If no, complete both sides of the request and submit required documentation.
- Specific Disability or Condition.** Must be specific. Follow the instructions on the form. The following terms are **not** sufficiently specific: specific learning disabilities (SLD), other health impaired, perceptual communication disorder, auditory processing disorder, etc. For learning disabilities, please use the DSM-IV diagnosis, if available, as stated on the documentation from the diagnosing professional.
- History of Diagnosis.** The diagnosing professional's credentials must be appropriate to the disability. If the disability was identified by an IEP team, list relevant titles and specializations.
- H-a.** If **FIRST** diagnosed before grade 9, complete only the "age or grade of student" when diagnosed. **If FIRST diagnosis was within the last 3 years, submit complete diagnostic documentation with the request form** (see "Guidelines for Documentation" section).
- H-b.** If **recently re-confirmed, there must be a re-confirmation within the last 3 years** by a psychologist, learning disabilities specialist/team, or other qualified professional, or team of professionals, with direct knowledge of the student's disability. A current IEP or 504 Plan on file at the school may serve as reconfirmation.
- Current IEP or 504 Plan on File at School.** Indicate the type of accommodations plan now on file at the school and attach the required copy. The student's name and effective dates of the IEP or 504 Plan must appear on all submitted pages.
- School Official's Signature.** Read and sign the statement. A relative of the student may *not* sign.
- Student/Parent Signature.** *If the student is 18 or older, the student must sign. If the student is younger than 18, his/her parent or legal guardian must sign.* School official may sign for the parent if approval has been obtained by phone; note "per phone call" and initial.

## ACT Guidelines for Documentation

Documentation must be written by the diagnosing professional and must meet **ALL** of these guidelines:

1. **States the specific impairment** as diagnosed
2. **Is current** (no older than September 2007)
3. **Describes presenting problem(s) and developmental history**, including relevant educational and medical history
4. **Describes the comprehensive assessments** (neuropsychological or psychoeducational evaluations), including evaluation dates, used to arrive at the diagnosis:
  - *For learning disabilities*, must provide test results (including subtests), **with standard scores** and percentiles, from
    - a) an aptitude assessment using a complete, valid, and comprehensive battery,
    - b) a complete achievement battery,
    - c) an assessment of information processing, **and**
    - d) evidence that alternative explanations were ruled out.
  - *For ADD/ADHD*, must include
    - a) evidence of early impairment,
    - b) evidence of current impairment, including presenting problem and diagnostic interview,

- c) evidence that alternative explanations were ruled out,
  - d) results from valid, standardized, age-appropriate assessments, **and**
  - e) number of applicable DSM-IV criteria and description of how they impair the individual.
  - *For visual, hearing, psychological, emotional, or physical disorders*, must provide detailed results from complete ocular, audiologic, or other appropriate diagnostic examination.
  5. **Describes the substantial limitations (e.g., adverse effects on learning, academic achievement, or other major life activities) resulting from the impairment**, as supported by the test results
  6. **Describes specific recommended accommodations** and provides a rationale explaining how these specific accommodations address the substantial limitations
  7. **Establishes the professional credentials of the evaluator**, including information about licensure or certification, education, and area of specialization
- Complete details about ACT's policies for documentation of requests for test accommodations are available at: [www.act.org/aap/disab/policy.html](http://www.act.org/aap/disab/policy.html)

## RELATED INFORMATION

Window for New Students to your School to apply for ACT-Approved Accommodations is:	New Students – Receipt Deadline for ACT-Approved Accommodations is:	Final Receipt Deadline for New Students or Students <i>Originally Denied</i> is:
November 1, 2010 – January 14, 2011	January 14, 2011	February 4, 2011

Request forms are processed in the order they are received at ACT. Request forms received after the deadline will be considered **only** for **new** students who began attending your school during the **Window for New Students to your School** (as indicated on the chart found on this page), and **only** if complete. **No new forms will be accepted after the New Students – Receipt Deadline for ACT-Approved Accommodations** (as indicated on the chart found on this page).

1. Requesting Additional Information. ACT may, at its discretion, request additional documentation to support any request. If ACT has a question, the Test Accommodations Coordinator at the school will be contacted. Documentation must be submitted in writing — a fax reply will assist in meeting deadlines.

- a. If a request originally submitted by the ACT-Approved Accommodations deadline as noted on the front page of this document is not approved, the student may apply for State-Allowed Accommodations instead. All Applications for State-Allowed Accommodations must be received at ACT by the State-Allowed Accommodations deadline as noted on the front page of this document.
- b. If a request originally submitted by the ACT-Approved Accommodations deadline as noted on the front page of this document cannot be approved by the **Final Receipt Deadline for New Students or Students Originally Denied** (as indicated on the chart found on this page), and the student does not apply for State-Allowed Accommodations, the student must test with standard time limits and use a regular type (10-point) test booklet *without* accommodations.

2.

Notification of Day 1 Accommodations Approval. ACT will send an authorized accommodations letter for each student approved for accommodations on the ACT to the school's Test Accommodations Coordinator. If a request is not approved, ACT will send written notification to the school along with a copy of the *Application for State-Allowed Accommodations* and instructions for completing it.

Determining Accommodations for Other MME Components. ACT's approval of accommodations applies to the Day 1 administration of the ACT only. School personnel may use ACT's approval as a guideline for accommodations on other MME parts to the extent that the same accommodations are appropriate to the nature of those tests and consistent with a student's IEP or 504 Plan. There is no request form for accommodations on other parts of the MME.

3. Assignment of Test Materials. ACT assigns specific test materials (by serial number) to each student. **Only the authorized student may use the materials; they may not be used by another student, or transferred to another test site.**
4. Administering and Sequence of the Tests.
  - a. ACT will provide specific instructions and will assign a timing code to each student. **Students with different timing codes may not test in the same room; students approved for a reader's script must test individually; and ACT-Approved Accommodations must be administered separate from State-Allowed Accommodations.** If ACT procedures are not followed, the resulting scores will be cancelled.
  - b. The Day 1 accommodations testing window is provided on the front page of this document for those students who were approved to test with extended time or multiple-day testing. The Day 2 accommodations testing window is March 2-16, 2011. The Day 3 accommodations testing window is March 3-17, 2011. A student must complete Day 1 testing before beginning Day 2 testing, and complete Day 2 testing before beginning Day 3 testing within the window. If ACT procedures are not followed, the resulting scores will be cancelled.
5. Preparing for the ACT. A copy of *Preparing for the ACT*, which includes information about the tests, test-taking strategies, and complete practice tests, is available. Schools have a supply of this free regular type booklet for distribution to students. Many schools have previously ordered a copy of a practice test in Braille, large type, or on cassettes or audio DVDs for their libraries. If your school does not have copies available, you may order library copies of these alternate format practice tests directly from ACT at no charge. (See order form included in this mailing.) You will receive *Preparing for the ACT Special Testing* with each alternate format ordered; it contains the scoring keys.

## ACT REPEAT TESTING

Students approved for accommodations may, at their option, apply to take the ACT again with the same approved accommodations.

1. During Spring 2011. ACT has adjusted its usual 60-day ACT retest restriction for the state administration. Grade 11 students who wish to take the ACT with

extended time more than once during the spring may do so, as follows:

- Students who can test with regular type or large type materials with up to 50 percent additional time may request to test with accommodations **once** during the state testing window **and** may also apply for ACT Extended Time National Testing on any National Test Date.
  - Students whose disabilities require Special Testing (e.g., more than 50 percent additional time, alternate formats, or testing over multiple days) may request to test with accommodations **once** during the state testing window **and** may also apply for and test via ACT Special Testing during the months immediately before or after the statewide administration. To apply, students must submit a completed *Request for ACT Special Testing*.
2. During 2011-2012. Students who have been approved for ACT accommodations for the spring statewide administration and wish to retake the ACT with accommodations during the 2011-2012 academic year are eligible for a streamlined request process. These students will first need to determine which of the following options is appropriate to their disabilities:
    - ACT Extended Time National Testing for students who normally use up to 50 percent additional time and regular type or large type test booklets; **or**
    - ACT Special Testing for students who normally use more than 50 percent additional time, test over multiple days, or need alternate test formats (e.g., Braille, cassettes or audio DVDs, or a reader).

These students will need to submit the appropriate 2011-2012 ACT request form with only Side 1 completed, along with a copy of their authorized accommodations letter from the statewide administration of the ACT. Requests for additional or different accommodations require a new request form completed in full with documentation to support the new accommodations.



**GUIDELINE FOR COMPLETING SECTION B OF REQUEST  
FOR  
ACT-APPROVED TEST ACCOMMODATIONS**

<b>MICHIGAN SPECIAL EDUCATION ELIGIBILITY CATEGORIES</b>	<b>ACT DIAGNOSED DISABILITY</b> (Use these codes to complete Section B on the request form.)
Cognitive Impairment	<b>Psychological Disability (03)</b> , Other (PD), Other Psychological/Cognitive Disability, including mental disability (explain on side 2 G)
Emotional Impairment	<b>Psychological Disability (03)</b> , <b>(NOTE: full documentation required)</b> Anxiety Disorder, (AX), explain side 2, G Other Psychological/Cognitive Disability (PD), explain side 2, G
Hearing Impairment <u>or</u> Severe Multiple Impairment – hearing	<b>Physical/Sensory Disability(02)</b> , Hearing Impairment (DF), explain side 2, G
Visual Impairment <u>or</u> Severe Multiple Impairment - visual	<b>Physical/Sensory Disability (02)</b> , Visual impairment (VI), explain, side 2, G
Physical Impairment <u>or</u> Severe Multiple Impairment – physical or health	<b>Physical/Sensory Disability (02)</b> , Motor impairment (PH), explain side 2, G
Other Health Impairment – ADHD or ADD	<b>Psychological Disability (03)</b> , Attention Deficit Disorder/ADHD (AD)
Other Health Impairment – such as asthma, diabetes, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia	<b>Other Disability (07)</b> , Other (OD), explain side 2, G
Other Health Impairment - epilepsy	<b>Physical/Sensory Disability (02)</b> , epilepsy or seizures (EP)
<b>Specific Learning Disabilities (SLD):</b>	
- Oral expression or listening comprehension	<b>Learning Disability (01)</b> , Speech/Language Disorder (SL), explain side 2, G
- Basic reading or reading comprehension	<b>Learning Disability (01)</b> , Reading Disorder (RD)
- Mathematics calculation or mathematics reasoning	<b>Learning Disability (01)</b> , Mathematics Disorder (DA)
- Written expression	<b>Learning Disability (01)</b> , Writing Disorder/Written Expression (DW)
Autism	<b>Other Disability (07)</b> , Other (OD), explain side 2, G
Traumatic Brain Injury	<b>Other Disability (07)</b> , Other (OD), explain side 2, G

