

North Carolina Department of Public Instruction

ACT, EXPLORE, PLAN, and WorkKeys Frequently Asked Questions (FAQ) Accommodations and Alternate Assessments

The following FAQ has been developed by the North Carolina Department of Public Instruction (NCDPI) to assist school systems in the administrations of the ACT, EXPLORE, PLAN, and WorkKeys. This FAQ focuses on information related to accommodations and alternate assessments for these tests. This information should be used in conjunction with other testing materials in the administrations of the tests, including all information from the test publisher. Additional information about ACT may be found at <http://www.act.org/aap/northcarolina/>.

1.) *Will alternate assessments be available for the ACT, EXPLORE, PLAN, and WorkKeys?*

All students in grade 11 will be required to take the ACT except for those students who have a significant cognitive disability and are receiving instruction in the Extended Common Core and Essential Standards. These students will take the Grade 11 *NCEXTENDI* alternate assessment during the April 15–June 14, 2013 testing window.

A new alternate assessment has not been developed for EXPLORE or PLAN. The current grade 8 *NCEXTENDI* alternate assessments of English Language Arts, Mathematics, and Science will serve as the alternate assessment for EXPLORE. The current grade 10 *NCEXTENDI* alternate assessments of English II, Algebra I/Integrated I, and Biology will serve as the alternate assessment for PLAN. Students who qualify for these alternate assessments must have a significant cognitive disability, receive instruction in the Extended Common Core and Essential Standards, and have current Individualized Education Programs (IEPs) documenting participation in the *NCEXTENDI* alternate assessments. The grade 8 and 10 *NCEXTENDI* administrations occur during the April 15–June 14, 2013 testing window.

There is no alternate assessment for WorkKeys.

2.) *Who is eligible for accommodations on the ACT, EXPLORE, PLAN, and WorkKeys?*

ACT: Students with disabilities (i.e., those with current IEPs or Section 504 Plans) have two accommodations options for the ACT: (1) ACT-Approved accommodations and (2) State-Allowed accommodations. ACT-Approved accommodations are available based upon the documented disability or disorder and the history of the diagnosis. Scores from ACT-Approved accommodations administrations are fully reportable to colleges, scholarships, and other entities. Materials for State-Allowed accommodations, which do not require ACT approval, may be ordered online and utilized during the ACT assessment. The ACT scores from State-Allowed accommodations administrations are not college reportable.

Students identified as limited English proficient only (non-disabled) may only qualify for State-Allowed accommodations on the ACT.

EXPLORE and PLAN: Students with disabilities (i.e., those with current IEPs or Section 504 Plans) and students with limited English proficiency may use accommodations on the EXPLORE and PLAN. Prior approval by ACT is not required for accommodations on these assessments. All accommodations are determined locally. Accommodations must be supported by the students' IEPs, Section 504 Plans, and/or Limited English Proficiency plans/documentation on file at the school.

WorkKeys: Students with disabilities (i.e., those with current IEPs or Section 504 Plans) may use accommodations listed in the WorkKeys manual. All accommodations are determined locally. Accommodations must be supported by the students' IEPs or Section 504 Plans on file at the school.

Students identified as limited English proficient only (non-disabled) may use a word-to-word foreign language dictionary as an accommodation on the WorkKeys. They are not eligible for other accommodations.

3.) *Are there changes to the IEP form for 2012–13 to reflect ACT, EXPLORE, PLAN, and WorkKeys?*

Yes, page 6b of the IEP DEC4 form has been added to provide space for IEP Teams to address participation and accommodations for the ACT, EXPLORE, PLAN, and WorkKeys assessments. These accommodations may also be documented in CECAS. Each of these assessments has specific accommodations policies that may differ from those of the North Carolina state-developed assessments, and IEP Teams must take these policies into consideration when making accommodations decisions. Additionally, accommodations for the ACT must be requested via submission of an ACT-Approved Accommodations Application by the deadline. Scores from ACT-Approved accommodations administrations are college-reportable.

4.) *Do students' IEPs, Section 504 Plans, or LEP plans/documentation need to be modified to include accommodations for the 2012–13 administrations of the ACT, EXPLORE, PLAN, and WorkKeys?*

IEPs: Accommodations for these assessments should be added to the students' IEPs as annual reviews occur. Each of these assessments has specific accommodations policies that may differ from those of the North Carolina state-developed assessments, and IEP Teams must take these policies into consideration when making accommodations decisions. Additionally, accommodations for the ACT must be requested via submission of an ACT-Approved Accommodations Application by the deadline. Scores from ACT-Approved accommodations administrations are college-reportable.

Until accommodations are documented for these assessments at annual reviews, accommodations decisions for these tests should be supported by classroom and testing accommodations documentation in the students' current IEPs.

Section 504 Plans and LEP Plans/Documentation: Section 504 committees and LEP teams/committees may address accommodations for these assessments on students' Section 504/LEP plans, or may use existing classroom and testing accommodations documentation to support testing accommodation decisions for the tests. Each of these assessments has specific accommodations policies that may differ from those of the North Carolina state-developed assessments, and Section 504 committees and LEP teams must take these policies into consideration when making accommodations decisions.

Additionally, accommodations for the ACT must be requested via submission of an ACT-Approved Accommodations Application by the deadline. Scores from ACT-Approved accommodations administrations are college-reportable.

Students identified as limited English proficient only (non-disabled) may only qualify for State-Allowed accommodations on the ACT. Materials for State-Allowed accommodations, which do not require ACT approval, may be ordered online and utilized during the ACT assessment. The ACT scores from State-Allowed accommodations administrations are not college reportable.

5.) *What is the process for notifying ACT about students' accommodation needs?*

For those students in grade 11 taking the ACT, there is an approved accommodation application process that must be completed by the school's Test Accommodations Coordinator (TAC). The TAC (appointed by the school principal) submits to ACT an Application for ACT-Approved Accommodations plus supporting documentation for each student requiring ACT-Approved accommodations (receipt deadline is November 30, 2012). Materials for State-Allowed accommodations, which do not require ACT approval, may be ordered online by February 13, 2012 and utilized during the ACT assessment. The TAC coordinates all accommodations testing for the school. An accommodations training video is now available for all TACs. The streaming link is available at: <http://www.act.org/aap/northcarolina>. It is critical for TACs to begin viewing the video immediately to ensure all procedures are followed and deadlines are met.

6.) *How are accommodated testing materials acquired for EXPLORE and PLAN students?*

Prior approval is not required for accommodations on the EXPLORE or PLAN assessments. All accommodations are determined locally, based on the needs documented in a student's IEP, Section 504 Plan, transitory impairment plan, or based on needs associated with a student's limited English proficiency documentation. Schools or districts were to use the online ordering system to enter the total number of accommodated testing materials needed at each school. Accommodated materials include audio CDs, reader's scripts, large print test books, and Braille test books. The deadline for accommodations orders was September 5, 2012.

7.) *How are accommodated testing materials acquired for WorkKeys students?*

Prior approval is not required for accommodations on the WorkKeys assessment. All accommodations are determined locally, based on the needs documented in a student's IEP or Section 504 Plan. Examinees for whom English is a second language may use a word-to-word foreign language dictionary only. The examinee must supply the dictionary. Please reference pages 16-21 of the WorkKeys Supervisor's Manual for additional details on WorkKeys accommodations.

8.) *Will parents be notified concerning the administration of these assessments?*

Yes, State Board of Education policy (GCS-A-001[16 NCAC 6D .0302]) requires school systems to provide information to students and parents or guardians advising them of the districtwide and state-mandated tests students will be required to take during the school year. In addition, school systems should advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used.

9.) *Whom may we contact with accommodation questions concerning the ACT, EXPLORE, PLAN, or WorkKeys?*

For ACT contact: 800/553-6244 x1788 (7:00 am–5:00 pm CST)
Email: ACTStateAccoms@act.org

For EXPLORE contact: ACT Customer Services 877/789-2925

For PLAN contact: ACT Customer Services 877/789-2925

For WorkKeys contact: 800WORKKEY or 800/967-5539 Please identify yourself as a North Carolina High School
Email: workkeys-nc@act.org

NCDPI contacts: Bobbie Grammer at bobbie.grammer@dpi.nc.gov
Carrie Perkis at carrie.perkis@dpi.nc.gov