



Montana
Office of Public Instruction
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TO: System Test Coordinators, ACT Test Coordinators, ACT Accommodations Coordinators
FROM: Judy Snow, State Assessment Director
DATE: March 2016
RE: Non-college reportable (NCR, formerly “state-allowed”) accommodations for the *ACT With Writing*

The non-college reportable accommodations (NCR) for the spring *ACT With Writing* are similar to those for the CRT. The ordering window for non-college reportable accommodations (formerly known as state allowed accommodations) **opens on March 28 and closes on April 8**. All established Test Coordinators will receive an email on the morning of March 28 with directives on how to order non-college reportable accommodations.

Reminders

- Accommodations are determined on an individual basis.
- There is no accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
- Use of accommodations does not override standard administration of the *ACT With Writing* or the need for independent work by the students.
- Allowable accommodations for the *ACT With Writing* that are described in a student’s IEP/504 Plan or ELL Plan should match those used during the administration of the *ACT With Writing* .
- Accommodations coded with * are suggested as appropriate for students identified as Limited English Proficient (LEP).
- Accommodations coded with** are intended by OPI for use with students identified as IEP/504/LEP. These accommodations must be listed in the student’s IEP, 504 plan, or LEP plan.
 - In unusual circumstances, approval may be requested for a general education student (not identified as IEP/504/LEP) to be administered the *ACT With Writing* with an accommodation keyed with**. In most cases, these are students who may have a medical emergency at the time of testing. In these unusual medical emergency cases, please contact Judy Snow, 406-444-3656 jsnow@mt.gov.
- For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed:
 - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
 - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
 - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
 - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.
 - In these cases, please contact Judy Snow, 406-444-3656 jsnow@mt.gov well ahead of the test.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today’s challenges and tomorrow’s opportunities.

Non-college Reportable (NCR) Accommodations—the Basics

- Non-college reportable accommodations do not yield results that ACT reports to college, universities, and scholarship organizations; however, the results are useful in determining course and content strengths and challenges for students.
- Some accommodations that are in IEP or 504 plans do not meet ACT requirements. In these cases, ACT denies the accommodations request, and the students may take the assessment without accommodations for a college reportable result or with accommodations for a non-college reportable result.
- Students without IEP or 504 plans may take the ACT with the non-college reportable accommodations if they meet the specifications described in the table below.
- The non-college reportable (NCR) test forms have different colored covers to distinguish them from ACT-Approved accommodation forms. The NCR administration manual specifies that test coordinators use the provided brown envelope for all NCR answer documents.
- Results and student reports will be sent to the schools for distribution at the beginning of the 2016-17 school year. These reports will not be mailed to students' homes in the summer. The reports will be a different format than those for students who took the ACT without accommodations or with ACT approved accommodations.

Student Population	Parameters for use of Non-college Reportable Accommodations for the <i>ACT With Writing</i>
General student population	<ul style="list-style-type: none"> • Can be used, must be based on individual student need and not an instructional strategy determined for a group of students. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing; • Accommodations marked with ** are intended by OPI for students with IEPs, 504 plans or LEP plans only. For emergency situations, approval is required for general education students. Contact Judy Snow, 406-444-3656 jsnow@mt.gov
Students with IEPs or 504 Plans	<ul style="list-style-type: none"> • Can be used, based on individual student need. • Need for accommodation is documented in the student's IEP/504 Plan. • Allowable non-reportable accommodations for the <i>ACT With Writing</i> that are described in a student's IEP/504 Plan should match those used during the administration of the ACT.
LEP Students	<ul style="list-style-type: none"> • Can be used, based on individual student need and ideally included in an LEP plan. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing.

Non-college Reportable Accommodations

- An asterisk (*) indicates accommodations that are useful and appropriate for LEP students.
- A double asterisk (**) indicates accommodations that are limited to students with IEP or 504 plans unless a request is submitted to OPI and approved.

Scheduling Accommodations

1. Change in administration time: test is administered at a time of day or a day of the week based on student needs.

2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks. Each test must be completed during one session.
Setting Accommodations
3. * Individual Administration: Test was administered in a one to one situation.
4. * Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which only one student can be administered the test if testing with a human administrator. Students testing with audio DVDs can test in small groups.
5. Reduce Distracters: Student is seated at a carrel or in another physical arrangement that reduces visual distraction.
6. * Alternative Setting: Test is administered to the student in a different setting. . If setting is off-site, appropriate off-site application must be approved by ACT.
7. * Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
8. * Front Row Seating: A student is seated in the front of the classroom when taking the test.
Equipment Accommodations
9. ** Magnification: Student used equipment to magnify test materials.
10. ** Student (not groups of students) wears equipment to reduce environmental noises.
11. ** Template: Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.
12. ** Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
13. ** Writing Tools: After the student completes typing the writing portion of the ACT, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.
14. ** Voice Activation: The student speaks a response into a computer equipped with voice activation software. After the student completes an answer, the test administrator transfers what the student said and, for constructed response, transfers word-for-word exactly what the student said into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.
15. * Bilingual Dictionary: Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary, glossary or subject area vocabulary list).
Recording Accommodations
16. ** Dictation: Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate

space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.

NOTE: The answer must be directly transferred into the Answer Booklet with a number 2 pencil and **not be on a separate piece of paper** taped, glued or stapled into the Answer Booklet.

17. ** Writing Tools: The student marks or writes answers with the assistance of a technology device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technology device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student. NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.

18. ** Assistive Technology: Another form of assistive technology that does not change the intent or content of the test but is routinely used by the student, was employed by the student (not groups of students) to take the test.

Modality Accommodations

19. * ** Oral Presentation:

The test administrator must read the test items and answer choices word-for-word or the student may use an audio DVD provided by ACT. Cautions about oral presentation:

- This accommodation should be a low-incidence accommodation. Please consider the following to determine the appropriateness of this accommodation for each student.
 - Assessment results are available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language.
 - There is documentation of remedial reading services and/or special education and supplementary aids and services.
 - Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose oral/aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, i.e. the student recognizes a word when spoken, but not written.
- Oral presentation by a human reader must be on an individual basis. .
- In advance of the test sessions, students should be advised to follow along with the text as it is being read.

20. ** Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired using Exact English Signing (EES).

21. * Test Directions with Verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.

22. * Test Directions Support: An administrator assisted students in understanding test directions, including giving directions in native language.

23. ** Braille: A Braille version of the test was used by the student.

24. Large Print: A large print version of the test was used by the student.

25. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.