



## **Accommodations for WorkKeys Assessments**

### **Eligibility**

Examinees with documented physical or learning disabilities who cannot complete the WorkKeys assessments in the standard time limits, using standard materials, and under standard conditions may, at the discretion of the test administrator, following review of disability documentation, be tested under special conditions and/or using special testing materials available from ACT.

### **Responsibility**

Assessment accommodations or special testing conditions are the responsibility of the test site. As a test administrator, you must:

- Make sure, prior to the test date, that examinees who might need and/or request special accommodations are aware of the accommodations available to them.
- Require and evaluate written documentation of the disability for which the examinee is requesting accommodations, following ACT Guidelines for Testing Accommodations listed below.
- Keep confidential and maintain disability documentation for a period of at least one year following testing.

### **ACT Guidelines for Testing Accommodations**

Written documentation of evaluation and diagnosis of disability by a qualified professional within the past five years should be required for all requests for accommodation. The testing site is responsible for acquiring, keeping confidential, and maintaining such documentation for a period of at least one year.

- Documentation should clearly identify the disability for which the accommodation is to be given, i.e., the basis of the claim.
- There should be a clear statement of the functional limitations emanating from that disability which are known to impact the person's ability to perform tasks in the assessment. A statement such as "Examinee has ADHD and therefore requires additional time" is not adequate. The statement identifies the diagnosis but fails to indicate any limitation. A limitation for this individual might be that memory skills are weak and the examinee needs to reread questions in order to understand the meaning implied.
- There must be a link between the disability, the limitation, and the tasks required for this particular testing situation. A learning disability in math does not imply difficulty with reading or written expression. Individuals with reading difficulties often have difficulty with written expression, but not always, and many individuals who have difficulty with written expression have no trouble with reading (either decoding or reading comprehension).

- Although accommodation in school does not necessarily imply the necessity of accommodation in standardized testing, in most cases a current Individual Education Plan (IEP) prepared by appropriate academic/psychological staff for a student will be acceptable documentation for accommodation.
- Test administrators should keep all accommodations documentation on file for a period of at least one year after testing is completed and be able to supply that documentation if a testing site audit is conducted.

Note: ACT no longer reports accommodations on the score reports; however, that information is stored in the database. Enhanced lighting, special tables or chairs, testing in a separate room, sign interpretation of only the test directions, and signaling for the start and end of the test, do not require either disability documentation or coding on the answer sheet. If you are not sure about whether or not to ask for documentation, code an accommodation, or wish to offer an accommodation not listed, call WorkKeys Customer Service at 800/553-6244, extension 1550 or 1875.

### **Large-print Assessment Materials**

ACT offers large-print WorkKeys assessment booklets and answer documents.

### **Braille Assessment Materials**

Braille assessment booklets are available for the following assessments: *Applied Mathematics*, *Applied Technology*, *Locating Information*, and *Reading for Information*. Do not allow examinees to write in the Braille materials. All Braille test materials must be returned to ACT within 48 hours of test administration.

### **Captioned Assessment Materials**

Captioned videos are available for the following assessments: *Listening*, *Observation*, *Teamwork*, and *Writing*.

### **Reader/Signer**

If an examinee is assisted by a reader, assessments must be administered in a separate room to avoid disturbing other examinees. It is important that the readers read the assessment exactly as printed, with no interpretation. Likewise, no additional information may be supplied by the sign language interpreter. Some assessments (e.g., *Locating Information*) use numerous graphics that do not lend themselves to use of a reader or signer. Also, ACT cautions that using a reader or signer may substantially change the skill being measured in some assessments.

### Assistance in Recording Responses

When an examinee is unable to mark responses on the regular WorkKeys answer document, testing personnel may offer one of the following accommodations:

- Testing personnel mark the answer document as the examinee indicates the responses. For *Listening* and *Writing* or *Business Writing*, every word must be spelled out by the examinee and every punctuation mark and capitalization indicated. **Testing staff must record exactly what the examinee says and only what the examinee says.** If the examinee is giving verbal responses, the assessments must be administered in a separate room.
- The examinee records the responses on the assessment booklet. **After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.**
- The examinee marks responses directly on the large-print answer document. **After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring.**
- The examinee uses a typewriter or computer – Spell check and grammar check tools must be disabled. **After test time has expired, testing staff must, in the examinee's presence, transfer responses to a standard answer document for scoring, with the exception of *Listening* and *Writing* and *Business Writing* responses. For these tests, the typed responses may be attached to the answer document.**

If extended time is not given when offering this assistance, do not grid an accommodation Administration Code on the answer document.

### Computer-Based Testing

All ACT Centers are required to have ADA-compliant workstations. These consist of a work station with adjustable height and greater width, a standard PC, and an ADA kit including a keyboard with 1-inch square keys, an ergo track ball mouse and Big Shot (magnifier) software. All computer-based tests can be delivered under the same extended time conditions as paper-and-pencil tests (time-and-a-half, double time, 3 hours). The administrator simply selects the proper extension when assigning the examinee to a group.

### Accommodations for Examinees for Whom English is a Second Language

Examinees for whom English is a second language may use a foreign language dictionary. The examinee must supply the dictionary. The test administrator must check the dictionary, both before and after testing, to ensure that it does not contain notes or other unauthorized testing aides. If extended time is not given when offering this assistance, do not grid an accommodation Administration Code on the answer document.

## Additional WorkKeys special testing accommodation information from ACT 3/26/2008:

1. Extended time is allowable if it is on the IEP/504 or LEP plan. The maximum amount of time allowable is 3 hours. If the student has the accommodation of “frequent breaks”—it is allowable only if they have extended time. They could take frequent breaks as long as they can complete the test within 3 hours. If they don’t have extended time, you would not allow frequent breaks because of the timing issue.
2. The student can have the applied mathematics and the reading for information tests read to them if it is on the IPE/504 or LEP plan. **A reader is not allowable on the locating information test.** No tapes are available, so if the student uses a tape for the SBA and HSGQE, you could read the applied math and reading for information if appropriate.
3. The students can be tested in a small group if it is in their IEP/504 or LEP plan. Those students having the test read to them must be tested separately.
4. **Clarification of test directions is allowed**—it is not considered an accommodation but this is for test directions only
5. **Clarification of test questions is not allowed** even if it is on the IEP/504 or LEP plan
6. Spell check or use of word processor is not allowed.
7. A student with the accommodation of dictionary or thesaurus on an IEP/504 cannot use them on WorkKeys—there are vocabulary words (even though they are in context of work) on the assessment and they are not an allowable accommodation; but LEP students can use a word-to-word dictionary—no definitions
8. The use of a math or writing resource guide as an accommodation is not allowable.
9. On the math test, all students will be provided with a WorkKeys formula sheet to use, so that is not an accommodation.
10. Providing synonyms for unknowns words is not allowed as an accommodation.
11. The use of calculators is allowed for all students, so that is not an accommodation.
12. If anything needs to be transcribed, it must be done after the assessment is completed and in the examinee’s presence.