

Examinees requesting ACT-approved accommodations or English learner (EL) supports who do not currently have a formal education plan at school are required to submit this *Exceptions Statement Form*. In addition to this completed form, diagnostic documentation and documentation to support the need for the requested accommodation must be submitted.

Examinee Name: _____ ACT ID: _____

Select the reason the examinee requires an exceptions statement.

- Examinee is no longer in school
- Examinee is homeschooled or attends a non-traditional school program (e.g., virtual or online school)
- Examinee receives accommodations and/or supports in school but is not on an official plan (e.g., IEP or 504 plan)

Select the option(s) that most closely match the examinee’s accommodations and/or supports history.

- Previously on an official accommodations and/or supports plan
- Currently receives unofficial accommodations and/or supports
- Previously received unofficial accommodations and/or supports
- Has never received accommodations and/or supports

Accommodations and/or Supports Provided			
Accommodations and/or EL supports provided	Length of Time Provided (Years, Months)	Setting (e.g., classroom instruction)	Rationale (As it pertains to length of time, setting, and the ACT test)

I attest that the information provided above is true. (This section is required.)

Name: _____	Relationship to Examinee: _____
Title: _____	Institution: _____
Signature: _____	Date: _____

Examinees without a formal educational plan at school must submit documentation to substantiate their need for accommodations on the ACT.

The following guidance is provided to help clarify the documentation ACT requires to be submitted in support of a request for accommodations and/or supports. It is information that would normally be included in a formal educational plan, if the examinee had one.

This documentation does not replace required current diagnostic documentation.

Non-student examinees

For examinees who are no longer students, please provide:

- a) Prior IEPs, 504 plans, or other school-based plans if available;
- b) A recommendation for testing accommodations and/or supports from the diagnosing or testing professional, with rationale given for each requested item;
- c) A brief personal statement regarding the request for testing accommodations and/or supports that includes any previously granted accommodations and/or supports in school, and a rationale for the current request.

Homeschooled examinees

For homeschooled students and students studying via a distance or online program, provide a statement from a homeschool teacher, parent, co-op, or consortium that indicates:

- a) What accommodations and/or supports are provided;
- b) How often and under what conditions they are used; and
- c) The length of time for which the accommodations and/or supports have been provided.

Students with unofficial accommodations and/or supports

For examinees who receive accommodations or supports at school that are not formally recognized through a documented IEP or 504 plan, EL support plan or accommodations plan, please include a statement, on school or district letterhead, from a qualified professional on staff at the school or school district who has reviewed the examinee’s file to:

- a) State under what circumstances accommodations and/or supports are permitted for this examinee in the school;
- b) The basis for providing those accommodations and/or supports;
- c) Explain why accommodations and/or supports are not documented on a formal education plan; and
- d) Explain why those accommodations and/or supports should be allowed for the ACT.