

# Online High School Assessment (SD-ACT)

## Tools, Supports, and Accommodations

Testing with accessibility supports on the high school state assessment (SD-ACT) have been broken down by tools, supports, and accommodations and listed alphabetically. More information about the accessibility supports can be found on the [ACT Accessibility Supports Guide for the ACT](#) website or [South Dakota's SD-ACT](#) website in the Resources & Tips section.

**Tools** are available to all students to use.

**Designated supports** are allowed for student who may need them. These do not need to be requested. They are typically adjustments to the testing environment but testing administrators must ensure test security is not compromised.

**Accommodations** must be documented on an IEP or 504 plan. Districts request accommodations through the [Test Accessibility and Accommodations \(TAA\)](#) system. ACT then approves or denies the request. IEP or 504 documents must be uploaded into the TAA system.

Tool	Description
Answer/custom masking	<p>Answer masking allows multiple-choice answers to be covered, and the student uncovers choices when ready.</p> <p>Sections of the screen are covered by a box that varies in size and location. This may help students who have difficulty with visual clutter.</p>
Answer eliminator	<p>The student crosses out multiple-choice answers to help determine the correct response. This will help students who use similar strategies during instruction.</p> <p>Students use a system tool to cross out answers. This is embedded into the testing platform as a universal support.</p>
Color overlay/color contrast	<p>Student has the ability to adjust the contrast between the background and text. This will be helpful for students with visual impairments. Students who experience eye fatigue when reading black text on a white background. Students select from preset text and background combinations.</p>
Large print	<p>For online testing, zoom is the corresponding support.</p>
Magnification device/zoom	<p>Zoom is the enlarging of the screen display using keyboard shortcuts (e.g., Ctrl +). Students should be seated so other students in the test room cannot see the enlarged text or screen. When using zoom, students may need to scroll to view all text and graphics.</p>
Time remaining indicator	<p>Students may be providing an alternate auditory or visual notification of time remaining, such as a countdown timer, note cards with time remaining, or a tap the on shoulder.</p> <p>This will be helpful for students with a hearing or visual impairment, or for students who require a visual representation of time remaining in a test session, such as students who are deaf. Countdown timers are embedded on the online testing platform. They show the time allowed for the test and count down when the test administration starts. A visual five-minute warning is embedded in the online testing platform.</p>

Designated Supports	Description	Recommendations for Use
Assistive devices/technology	Specialized tools that allow access to the test such as a mouse, specialized seating, augmentative and alternative communication (AAC) devices, geoboards, switch, or other assistive devices	<p>Students with physical impairments, motor control difficulties, or difficulties producing speech may need assistive devices/technology.</p> <p>Depending on the assistive technology used, local printing of student responses and/or transcription of responses may be required for the test to be scored. No test materials may be copied or downloaded onto the assistive device.</p> <p>If using digital projection, the test must be administered one-to-one (individual test room). Extra testing time and/or a scribe may need to be requested, based on the support provided. Word-predicting AAC devices may be used to communicate with a scribe if the student independently selects the word choice. The test coordinator or room supervisor is responsible for collecting all nonscorable student work created from assistive technology devices. Test-related content must be cleared off all devices.</p>
Bilingual word-to-word dictionary (ACT-authorized)	A reference source in print containing words in English and the equivalent word in another language	<p>Available to students who are not proficient in English but have sufficient English to use the support effectively. If the student is not proficient in English, ACT recommends that the one- and one-half-time accommodation be requested to use with this support.</p> <p>Only an <a href="#">ACT-authorized bilingual dictionary</a> may be used.</p>
<p>Extended time – One and one-half time, single day</p> <p><b>Support only for EL learners not yet proficient in English – otherwise is an accommodation</b></p>	Allowing students extra time to complete testing	<p>Students who are not proficient in English may require extra testing time to translate the test.</p> <p>One and one-half time, single day provides students 50% extra time in a single session. One and one-half time, single day is the only allowable timing support for English learners.</p> <p>This support expires every two years from the academic year it was requested and authorized in. Refer to the student-specific Decision Notification in Test Accessibility and Accommodations (TAA) to determine if the support is still authorized. If expired, a reconsideration with current documentation must be submitted.</p> <p>See <a href="#">Timing Guidelines</a> for administration instructions.</p>
Food, drink, and medication for students with medical need	Allowing the student access to snacks, drinks, and/or medication in the testing environment	<p>For students with medical conditions who require access to food, drinks, or medication.</p> <p>Care must be taken so as not to damage the equipment.</p>

Designated Supports	Description	Recommendations for Use
Hearing assistive devices (audio amplification, FM/DM system)	<p>Specialized tools that eliminate the effects of distance, background noise, and reverberation and deliver sound direct to the users' ears</p> <p>Audio amplification: Students wear headphones and raise or lower volume as needed</p> <p>FM/DM system: The room supervisor wears a microphone that wirelessly transmits radio (FM) or digital (DM) sound directly to the student's hearing device</p>	<p>For students with hearing impairments who wear hearing aids, have cochlear implants, or who use an FM/DM system.</p> <p>Student's hearing aids or cochlear implants do not require authorization for use during testing.</p> <p>Hearing assistive devices may be used as a Bluetooth headphone when testing with a computer but cannot be connected to the internet or have recording capabilities.</p>
Noise buffer/ear plugs	Equipment designed to block or minimize external sounds from distracting a student (e.g., individual carrel or study enclosure, noise canceling headphones, earplugs, ear muffs)	<p>For students with a focus impairment,</p> <p>The use of a noise buffer or ear plugs requires one-to-one administration (individual test room). The use of a carrel or enclosure must allow for monitoring of the student during testing. If noise-canceling headphones or earplugs are used, a visual method to indicate time remaining must be used.</p> <p>Students authorized to use a noise buffer or wear headphones are prohibited from listening to music or white noise. Noise buffers/ear plugs may not connect to the internet or have recording or communication capabilities. All paired devices must be powered off and remain out of sight (or proximity) during testing.</p>
Permission to stand during testing	Seating a student in a location that allows them to stand, walk, pace, or otherwise move and not distract other students	<p>For students who need an environment that allows for movement.</p> <p>This is typically provided in an individual one-to-one administration.</p>
Preferential seating	Allowing a student a specific seat location	<p>For students with sensory concerns, who are easily distracted, or with behaviors that may distract others.</p> <p>A student may sit in front to better see a sign language interpreter.</p>
Printed copy of verbal instructions	Students are provided a printed copy of the verbal instructions locally	<p>For students who have difficulty following the verbal instructions or students with a hearing impairment who need to follow along with what is being said by the room supervisor</p> <p>Verbal instructions are the instructions that the room supervisor reads aloud to students when administering the test. Verbal instructions can be found on the ACT-</p>

Designated Supports	Description	Recommendations for Use
		hosted State and District web page, to be printed locally and provided to the student.
Read aloud to self	The student reads test items and/or answers aloud in an individual setting.	For students with a learning disability in reading decoding or comprehension. One-to-one administration (individual test room) is required.
Service animal	An animal, typically a dog, trained to assist an individual who has a disability	<p>For any student with a disability who has a trained service animal.</p> <p>The use of service animals is a protected right under the ADA. Service animals must be allowed in all areas of the test center where the public is allowed to go. <i>Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not permitted in the testing environment.</i> See <a href="#">Students Who Test with a Service Animal</a> for more information.</p>
Small group/one-to-one testing	Allowing testing in a small group or one-to-one, as an individual administration	<p>For students with sensory concerns, or who are easily distracted.</p> <p>Small group is defined by the student's educational plan or state policy. ACT recommends that a small group be less than the number of students in a standard room, with a maximum of 20 students. See <a href="#">Testing More than One Student at a Time</a> for more information.</p>
Test location: Administration at home or care facility	Allowing students to test in a secure location other than the usual test environment	<p>For students with medical concerns, anxiety, or other conditions who are unable to test with other students, or who are not allowed in the standard test environment.</p> <p>Online testing requires district- or school-supplied equipment. Follow all testing and technology protocols.</p>
Time of day	<p>Allowing students to test with a later time other than the standard schedule</p> <p>The adjusted start time should be no later than 10:30 a.m. and should allow for completion of the test by the end of the academic day.</p>	<p>For students who take medication that affects their ability to stay focused or causes drowsiness.</p> <p>Students should be reminded not to share test content with peers who are on a different test schedule, to minimize exposure to test content.</p>
Translated test directions (ACT-authorized)	Copy of the test directions (the directions found in the test booklet that the student reads when taking the test), translated into a limited number of languages other than English	<p>For students enrolled in school in the United States who are not proficient in English.</p> <p>Only the ACT-authorized translated test directions may be used for test administration. A link to the printable Translated Test Directions can be found on your ACT-hosted web page. Securely destroy the ACT-authorized test directions within 72 hours after test completion. ACT provides translated test directions for printing locally in a limited number of languages.</p>

Designated Supports	Description	Recommendations for Use
Visual environment	Adjusting the test environment based on identified student need; this may include, but is not limited to: minimizing visual clutter, brighter or dimmer lighting, or seating to minimize glare or increase natural light	For students with visual impairments or migraines. The environment should be adjusted in addition to the general preparation of a test room.
Wheelchair accessibility	Ensuring students who use a wheelchair are able to enter and exit the test facility, test room, and restroom; if the test environment is not on the main level, access to elevators or ramps must be available	For students for whom walking is difficult or impossible due to illness, injury, or disability. Table heights may need to be adjusted to accommodate the student.

Accommodations	Description	Recommendations for Use
Accessible calculator	<p>A calculator with features that make it usable for students with visual impairments, such as an abacus or large key, braille, or talking calculator</p> <p>This is not the same as a standard calculator, which is allowed for all students.</p>	<p>For students with visual impairments. Students using talking calculators may test in a group setting if they use headphones. If headphones are not used, students must test individually.</p> <p>If the keys or screen are larger than 1 inch, the student must be seated so other students cannot view the calculator (e.g., in the back row). Calculators may only be used on the mathematics test.</p> <p>Requests for use on the ACT should be submitted under Other Accommodations.</p>
Background music/white noise machine	<p>Instrumental music or white noise played aloud in the test environment intended as an unobtrusive accompaniment to the test administration</p>	<p>For students diagnosed with anxiety who use music as a therapeutic tool. All students in the test environment must be authorized for background music, or a one-to-one administration (individual test room) is required.</p> <p>Music or white noise must be played through speakers. <i>An individual music player with headphones is not allowed.</i> Music or white noise must be screened by the administrator in advance.</p>
Braille response	<p>Specialized tools that allow students to produce braille responses</p> <p>Braille notetaker: Portable device with built-in refreshable braille display and has other software applications</p>	<p>For students with visual impairments, including blindness, who are proficient in writing braille.</p> <p>Refreshable braille devices/notetakers must be disconnected from the internet and set to operate in dumb terminal mode. Students using screen reader software may use their refreshable braille display or keyboard to enter responses for online testing.</p> <p>The room supervisor must delete the essay from the braille writer or computer used by the student and the transcriber (including the trash folder). Students authorized for braille response are provided triple time.</p>
Braille/Low Vision: Screen reader software for low vision or blindness	<p>Software that allows students with visual impairments to navigate and interact with the ACT test</p> <p>Screen readers provide access via a speech synthesizer or braille display to on-screen text, alternative text for graphics, and navigation.</p>	<p>For students with visual impairments, including blindness.</p> <p>For the math and science sections of the test, tactile graphics must be used in conjunction with screen reader software. The correct braille code for the tactile graphics must be requested.</p> <p>Students who are authorized for the use of screen reader software will participate in the ACT via an online test platform, even if the school has selected to test on paper. Testing must occur in an individual setting unless students are using refreshable braille without auditory output or have their own headphones. Students must be able to navigate through questions at their own pace.</p>

Accommodations	Description	Recommendations for Use
		Students authorized for use of a screen reader are provided triple time. See <a href="#">Testing with Screen Reader Software</a> for administration instructions.
Braille: Tactile graphics, stand-alone (see also braille)	Palpable representation of non-textual information for students who are blind or visually impaired. Graphics for braille are called tactile graphics or raised line drawings. Charts, graphs, maps, diagrams, models, and symbols are translated into tactile graphics using multiple line heights, dashes, and textures to be felt by the fingertips.	<p>For students with visual impairments, including blindness, who are proficient in reading braille.</p> <p>Students are able to feel the raised lines and surfaces to obtain the same information people who are sighted get through visual images. Tactile graphics are needed only for the mathematics and science tests.</p> <p>ACT offers two stand-alone tactile graphics options:</p> <ul style="list-style-type: none"> <li>• UEB math/science</li> <li>• UEB with Nemeth</li> </ul> <p>The braille code read by the student must be indicated in the TAA system.</p> <p>Tactile graphics provide critical interpretive information on the math and science tests for items containing graphics that may not be read aloud. Tactile graphics are used in conjunction with:</p> <ul style="list-style-type: none"> <li>• Screen reader software</li> <li>• A human reader for paper testing</li> </ul>
Breaks, as needed	<p>Additional rests with the test time paused, in addition to breaks scheduled for all students</p> <p>When testing online, a single break cannot exceed 59 minutes</p>	<p>For students with medical conditions that require immediate response, or with behavioral concerns that require sensory breaks for calming.</p> <p>One-to-one administration (individual test room) is required. Students indicate when they need to take a break and when they are ready to resume testing. Students may not interact with other students when taking a break.</p> <p>There is a 90-minute time limit inclusive of all breaks (including stop-the-clock breaks and scheduled breaks between sections for all students). Breaks may not be overnight.</p> <p>See <a href="#">Breaks</a> or <a href="#">Test Timings</a> for additional information.</p>
Extended Time: Standard time over multiple days	Allowing students to have sections of the test administered on different days with standard time	<p>For students with medical conditions that affect stamina.</p> <p>Standard time over multiple days allows students to have test content administered over multiple days with no extra time. One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p>

Accommodations	Description	Recommendations for Use
		<p>Once a content area has been started, it must be completed in the same sitting with the authorized time. ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
<p>Extended Time: One and one-half time, single day</p> <p>See below for times</p>	<p>Students are allowed additional time to complete testing (extra time)</p>	<p>Students with a learning disability who require additional processing time, or with medical conditions that affect stamina.</p> <p>One and one-half time, single day provides students 50% extra time in a single session.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
<p>Extended Time: One and one-half time over multiple days</p> <p>See below for times</p>	<p>Allowing students extra time to complete testing and have sections of the test administered on different days</p>	<p>For students with a learning disability who require additional processing time, or with medical conditions that affect stamina.</p> <p>One and one-half time over multiple days provides students 50% extra time over multiple days. One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting, with the authorized time. ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
<p>Extended Time: Double time on the writing section, single day</p> <p>See below for times</p>	<p>Allowing students extra time to complete the writing portion of the ACT</p>	<p>For students with a learning or physical disability who require additional time for written tasks.</p> <p>Double time on the writing portion provides students 200% extra time for the writing portion only. <i>Students are authorized to use only standard time for the multiple choice test content.</i> Testing must be completed in a single day.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
<p>Extended Time: Double time over multiple days</p> <p>See below for times</p>	<p>Allowing students extra time to complete testing and have sections of the test administered on different days</p>	<p>For students with a learning disability who require additional processing time or with medical conditions that affect stamina.</p> <p>Double time over multiple days provides students 200% extra time over multiple days. One or more content areas</p>



Accommodations	Description	Recommendations for Use
		<p>may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event.</p> <p>Once a content area has been started, it must be completed in the same sitting, with the authorized time. ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
<p>Extended Time: Triple time over multiple days</p> <p>See below for times</p>	<p>Allowing students extra time to complete testing and have sections of the test administered on different days</p>	<p>For students who are authorized for a companion accessibility support that requires additional time to administer, such as screen reader software, verbal/audio presentation, or braille presentation of the ACT. Triple time over multiple days provides students 300% extra time over multiple days.</p> <p>One or more content areas may be administered in a day. Testing days do not need to be consecutive. All testing must be completed during the published test event. Once a content area has been started, it must be completed in the same sitting, with the authorized time.</p> <p>ACT recommends the same person act as the room supervisor for all test sessions administered over multiple days; however, this is not required.</p> <p>See <a href="#">Test Timings</a> for administration instructions.</p>
Fidget device	<p>Small, handheld item designed to relieve tension or stress and channel anxious energy, allowing the student to concentrate on the test administration (e.g., fidget spinner, chewable jewelry, kneadable dough, stress ball)</p>	<p>For students with focus impairment, obsessive compulsive disorder, or anxiety impairment.</p> <p>The devices may not make noise. One-to-one administration (individual test room) is required.</p>
Medical monitoring device (not physically attached to the student)	<p>A cell phone, smart device, or stand-alone electronic monitor (such as a continuous glucose monitor) used to check the performance of paired medical equipment</p>	<p>For students with medical conditions that require continuous monitoring.</p> <p>A cell phone, smart device, or any stand-alone monitor used to check the performance of paired medical equipment is considered a medical monitoring device. A one-to-one administration (individual test room) is required to ensure the device is only used for medical purposes.</p> <p><i>Medical devices that are physically attached to an student, such as hearing aids, cochlear implants, a heart monitor,</i></p>

Accommodations	Description	Recommendations for Use
		<i>or traditional insulin pump, do not need to be authorized for use, provided the device can be silenced.</i> If the device cannot be silenced, the student must test in an individual room.
Other requests	<p>Uncommon accommodations needed by students to access the ACT test that are not available in the selections provided in the TAA system</p> <p>Students who require unique tools or settings to access the test</p>	<p>For accommodations not listed in TAA, use the Other Accommodations box.</p> <p><i>The Other Accommodations box should not be used to request additional time or calculator use on the science test.</i></p> <p>Requesting uncommon accommodations may increase the review time for ACT to evaluate the request. Alternative accommodations are available for all test content areas dependent on the request and whether ACT can establish that the accommodation would not change what the test is designed to measure.</p>
Personal aide	An adult, not related to the student, who cares for the student's medical needs	<p>For students with health restrictions that require constant human monitoring.</p> <p>The aide cares for the student's medical needs and <i>does not act in another testing role (e.g., test proctor, reader, scribe)</i>. One-to-one administration (individual test room) is required.</p>
Scribe	A qualified individual marks/enters responses for the student on the multiple choice section and, if applicable, the writing section of the test	<p>For students with motor disabilities that impede their ability to independently write.</p> <p>The scribe must sign an agreement on test day. The scribe must be proficient in English. <i>A scribe should not be used based solely on difficulty with marking responses.</i></p> <p>Use of a scribe to dictate responses is a skill that develops over time and an student should not use it for the first time during testing.</p> <p>One-to-one administration (individual test room) is required. Use of a scribe will require authorization of extra testing time that must be requested and authorized by ACT.</p> <p>See <a href="#">Testing with Interpreters, Readers, and Scribes</a> for administration instructions.</p>
Sign Language: American Sign Language (ASL), for the entire test	Video of the test items in American Sign Language (ASL)	<p>For the entire test, the student uses video ASL. Video ASL is embedded within the testing platform.</p> <p><i>A reader's script is not provided with the use of video ASL.</i></p> <p>Video ASL provides a standardized translation of test items. ASL is not a direct transliteration, but rather an interpretation of the text. If there is a difference between the signed and written text, the written text supersedes</p>

Accommodations	Description	Recommendations for Use
		<p>the signed text. A local interpreter is needed for verbal instructions (optional). The interpreter must sign an agreement on test day.</p> <p>See Administration Instructions for <a href="#">Video American Sign Language</a> for additional information.</p>
Sign Language: Signed Exact English (SEE) or cued speech, for the entire test	A qualified individual who visually translates test directions, test items, and multiple-choice responses using the reader's script for the student	<p>For students with a hearing impairment, in conjunction with a reading disability, who use sign language as their primary mode of communication.</p> <p>The student must be seated so they have clear access to view the interpreter.</p> <p>If ASL is needed, see American Sign Language, for the entire test, above. If using SEE or cued speech, the interpreter follows the reader's script verbatim, without adding explanation.</p> <p>The interpreter must sign an agreement on test day. A one-to-one administration (individual test room) is required.</p> <p>See <a href="#">Testing with Sign Language Interpreters, Readers, and Scribes</a> for administration instructions.</p>
Sign language interpreter, for verbal instructions	A qualified individual who visually translates verbal instructions for one or more students in the same testing environment	<p>For students with a hearing impairment who use sign language as their primary mode of communication.</p> <p>Student must be seated so they have clear access to view the interpreter.</p> <p>One interpreter may sign verbal instructions to multiple authorized students who are seated in the same room and use the same sign language system.</p> <p>Verbal instructions may be translated into any English-based sign system used widely in the U.S., including ASL, SEE, Conceptually Accurate Signed English (CASE), or cued speech. The interpreter must sign an agreement on test day.</p> <p>See <a href="#">Testing with Sign Language Interpreters, Readers, and Scribes</a> for administration instructions.</p>
Speech-to-text software for response and navigation	Software that allows a student to use their voice to control a computer and type	<p>For students with motor disabilities that impede their ability to independently navigate on a computer with a mouse or keyboard.</p> <p>When testing online, it may be used in conjunction with screen reader software to navigate the test. The compatible software must be locally provided, and the student must test individually. <i>Voice recognition software on smart devices is not allowed.</i></p>

Accommodations	Description	Recommendations for Use
		See <a href="#">Testing with Speech-to-Text Software</a> for additional information. Refer to the <a href="#">ACT State and District Technical Guide to Online Testing</a> for complete instructions.
Spell checker	<p>Hand-held device used to correct spelling errors on the writing prompt</p> <p>Electronic devices may not have word prediction, a thesaurus, or contain definitions.</p>	<p>For students whose spelling errors impact their writing to the point of being incomprehensible to others.</p> <p>Grammar check must be turned off. If using word processing software, <i>students may not use the embedded spell check tool</i>. A Franklin Speller or similar device can be requested.</p>
Text-to-speech reader	An embedded, online, auditory presentation accommodation that allows the user to click to hear content read-aloud. The tool highlights and reads aloud the test items, words on graphics, and answer options.	<p>For students with a learning disability in reading comprehension or decoding; or with a visual impairment who can independently use a mouse.</p> <p>This auditory presentation of the assessment replaces the need for a human reader reading from the reader script. When administered in a small group, each student must have their own headphones. Text-to-speech is available only in English.</p> <p>Students authorized for text-to-speech readers are provided triple time.</p> <p>See <a href="#">Testing with Text-to-Speech or Pre-Recorded Audio</a> for administration instructions.</p> <p>Students with vision impairments are encouraged to try out text-to-speech via an online practice test.</p>
Verbal cues to stay on task	An action intended to encourage a student to stay on task	<p>For students who have difficulty staying on task. The test proctor may provide a verbal cue to return to testing. <i>The test proctor may not point to the test booklet or computer screen or use any gesture that may be interpreted as indicating a response is correct or incorrect.</i></p> <p>One-to-one administration (individual test room) is required.</p>

Refer to [Accessibility Supports Guide for the ACT – State and District Testing](#) for more information.

## Authorized Timing

Authorized Timing	Test 1— English	Test 2— Mathematics	Test 3— Reading	Test 4— Science	Writing Test
Standard time, single day	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
Double time over multiple days	70 minutes	100 minutes	80 minutes	80 minutes	80 minutes
Triple time over multiple days	105 minutes	150 minutes	120 minutes	120 minutes	120 minutes
Standard time over multiple days	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
Breaks as needed, single day	35 minutes	50 minutes	40 minutes	40 minutes	40 minutes
One and one-half time, single day	52 minutes and 30 seconds	75 minutes	60 minutes	60 minutes	60 minutes
One and one-half time over multiple days	52 minutes and 30 seconds	75 minutes	60 minutes	60 minutes	60 minutes
Double time writing only, single day	35 minutes	50 minutes	40 minutes	40 minutes	80 minutes

*Note: When providing breaks as needed (stop-the-clock breaks), breaks can be taken whenever needed and for as long as needed, but the total break time cannot exceed 60 minutes during a single break or 90 minutes in total breaks. Students must test one-to-one.*