Accommodations & Supports Handbook

This handbook will help SSD Coordinators prepare to submit accommodation requests and provide guidance on available accommodations and supports for College Board testing.

Table of Contents

Accommodated Testing Overview 2
General Information About College Board Tests 2
Types of Supports and Accommodations 5
- Universal Features 5
- Other Supports Offered 5
- Accommodations for Students with Disabilities 7
- State-Allowed Accommodations (SAAs) 9

Requesting Accommodations and Supports 10
- The Approval Process 10
- SSD Coordinators 12
- Using SSD Online 13

Detailed Accommodations and Support Information 18
- Scheduling Students with Accommodations and Supports 18
- Accommodations and Supports 18

Administering Tests with Accommodations 50
- Administering Accommodations 50
- Nonstandard Administration Report 50
- Administering EL Supports 51

Appendix/Forms 52

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Accommodated Testing Overview

The College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests. Each year, College Board receives over 200,000 requests for accommodations from students with disabilities, of which the vast majority are approved.

Accommodations ensure the assessments measure a student's knowledge, not their disability, and all students have access to the assessments. Accommodations may modify the test timing, setting, or materials. Some examples of accommodations are braille, large-print tests, and extended time. There are many others.

In addition, to accommodations for students with disabilities, the College Board offers an assortment of supports for English Learner (EL) students participating in select assessments.

To oversee the request and administration of accommodations and EL supports, each school will identify at least one person to act as the SSD coordinator. The SSD coordinator will work closely with the College Board Services for Students with Disabilities (SSD) team as needed.

This handbook provides information for SSD coordinators about how to request and administer accommodations and supports. It's intended to be used in conjunction with the applicable testing manuals for each assessment. This handbook supplements the manuals—it doesn't replace them. When administering a College Board test, you must carefully review the relevant testing manual.

General Information About College Board Tests

College Board tests include the SAT Suite of Assessments (SAT®, PSAT/NMSQT®, PSAT™ 10, PSAT™ 8/9), SAT Subject Tests™, Advanced Placement® (AP®) Exams, CLEP® and ACCUPLACER®. **Each assessment has differences that can affect accommodations**. College Board tests may be administered differently than many classroom tests. To know which accommodations, need to be requested for students, it's important to understand how College Board tests are administered.

In many cases, a school or district chooses to order and administer assessments locally. Some states have a contract with College Board to administer assessments for local or federal accountability. Schools participating under a state contract may have special instructions for educators from their state about timelines or policies.

SAT

The SAT consists of 4 multiple-choice sections (Reading Test, Writing and Language Test, Math Test – No Calculator, and Math Test – Calculator) and an optional Essay and is administered under timed conditions. Without accommodations, the SAT requires 3 hours of testing time, and students receive a 5-minute and a 10-minute break. The SAT with Essay requires 3 hours 50 minutes of testing time, and students receive a 2-minute, a 5-minute, and a 10-minute break. For students testing with accommodations, testing time may be longer. Refer to the timing charts in the applicable testing manuals.

Weekend SAT: Many students take the SAT on a Saturday or Sunday at a test center, usually a local high school. During the weekend, students can take the SAT, SAT with Essay, or SAT Subject Tests. Weekend administrations are offered 7 times a year in the United States and 5 times a year at international centers. Students register for the weekend SAT online and choose their testing location.

- Center-based accommodations
  For weekend administrations of the SAT, accommodations fall into two categories: center-based

and school-based. Most students test with center-based accommodations, which can be administered at a test center. Some examples of center-based accommodations are 50% extended time, use of a 4-function calculator on the Math Test – No Calculator portion, or permission for food/medication. Center-based accommodations are administered at an SAT test center on a weekend day and are administered by test center staff.

- School-based accommodations
  Some accommodations may require testing over more than 1 day or may require staffing, equipment, or supports not available at test centers. These school-based accommodations are usually administered at the student's school—whether or not the school serves as a weekend test center. Primary SSD coordinators organize and administer the test to students with school-based accommodations. Schools have a 4-day window, beginning with the published test date, to administer school-based tests.

SAT School Day

Sponsored by states, districts, or schools, SAT School Day is taken by students on a pre-determined school day in their local schools. If you're testing as part of an SAT School Day administration, be aware that policies can differ between School Day and weekend administrations of the SAT. For example, there may be some differences in timing and number of days that a student is testing. When administering an SAT School Day, be sure to follow the SAT School Day manuals, and watch for additional guidance from your state, if you're administering the assessment under a state contract.

SAT with Essay and SAT without Essay

The SAT may be administered with or without an Essay. When students register for the weekend SAT, they select one of these 2 options. For students testing as part of a contract, their state and/or district will designate if the essay is offered. Accommodations may differ depending on whether a student is taking the SAT without Essay or SAT with Essay. For example, a student whose only accommodation is "Use of computer for essays" would test as a standard test-taker when taking the SAT without Essay.

SAT Subject Tests

SAT Subject Tests are 1-hour multiple-choice tests based on specific subject areas. Students may take up to 3 Subject Tests in the same day. The tests are administered on Saturdays or Sundays at a weekend test center. Like the SAT, most students testing with accommodations take the test at test centers. However, students with school-based accommodations will test at their own school during the week.

PSAT-Related Assessments

PSAT/NMSQT and PSAT 10

The PSAT/NMSQT and PSAT 10 consist of 4 multiple-choice sections (Reading Test, Writing and Language Test, Math Test – No Calculator, and Math Test –Calculator). Unlike the SAT, there is no Essay. The PSAT 10 is administered to all students during the school day in the spring. The PSAT/NMSQT can be administered on a school day or on a designated Saturday in the fall. Under standard timing conditions, the tests require 2 hours and 45 minutes of testing time, and students receive 2 breaks of 5 minutes. The 2 tests have the same specifications, but only the PSAT/NMSQT can be used as the qualifying test for entry into the National Merit® Scholarship Program.

PSAT 8/9

PSAT 8/9 has 4 multiple-choice sections (Reading Test, Writing and Language Test, Math Test – No Calculator, and Math Test –Calculator). There is no Essay. The tests are administered to all students during the school day. Under standard time conditions, the tests require 2 hours and 25 minutes of

testing time, and students receive 2 breaks of 5 minutes.

Advanced Placement

Some Advanced Placement exams require 3 hours or 3 hours 15 minutes of testing time, and students are given a 10-minute break; while some require less time with no break. Most AP Exams include a combination of multiple-choice and free-response questions. While most tests are paper based, some tests may include a listening or speaking component, are computer-based, or are portfolio-based (e.g., World Language Culture, Music Theory, Art and Design exams). All AP tests are administered in the student's school in May.

CLEP and Accuplacer

CLEP and ACCUPLACER are computer-based tests. Accommodations for CLEP and ACCUPLACER are not reviewed by SSD but must be requested prior to test day at the test center. Students should contact the test center well in advance of the test date to make the necessary arrangements and to find out the center's deadline for submission of documentation for approval of accommodations.

Digital Testing or Computer-based Testing

Some students taking SAT School Day, PSAT 10, or PSAT 8/9 as a part of a school, district, or state contract may take a digital version of the test on computers, using the American Institutes for Research (AIR) platform. When taking a digital version of the test, your students may require different accommodations than they would for a paper administration (e.g., a screen-reader instead of a reader). The weekend SAT, SAT Subject Tests, AP, and PSAT/NMSQT are currently only offered as paper-pencil tests.

Types of Supports and Accommodations

Universal Features

College Board tests share some common administrative features, which may differ from classroom tests. Students with documented disabilities may be eligible for accommodations however, a student must be approved for accommodations in SSD Online before testing. Providing accommodations to students without College Board approval will result in cancellation of these students' scores.

Paper-based tests

Most College Board tests are paper-based and have the following features:

- Administered in a quiet, structured environment
- Calculators permitted for some, but not all, math sections
- Breaks included in the test schedule
- General instructions given orally and may be repeated on request of students

Computer-based tests (Digital tests)

In addition to students who are approved for the use of a computer or an alternate format such as MP3 for paper-based testing, some students testing on a school day taking the SAT School Day, PSAT 10, or PSAT 8/9 may take a digital version of the test on computers . The digital version includes the features available for paper assessments and is administered under the same timing conditions. Additionally, the digital test offers universal tools that don't require any advanced accommodation request or test settings. These digital features may eliminate the need for other accommodations:

- Calculator: An embedded calculator for calculator-allowed questions.
- Clock: Counts down the time left for each section and gives a 5-minute warning
- Highlighter: Available for marking text, questions, and answer options with color options
- Line reader: Uses highlighting to guide students as they read
- Mark for review: Allows students to flag questions for later review
- Notepad: For digital notetaking; students also receive scratch paper
- Reference: Allows students to view standard mathematical formulas
- Strikethrough: Allows students to eliminate answer options
- Zoom in/zoom out: Enlarges the text and images on a test page

Other Supports Offered

In addition to accommodations for students with disabilities, on certain tests College Board provides supports for EL students, state-allowed accommodations (SAAs), and temporary supports. Information about each is below.

Temporary Supports

Students with temporary conditions such as a broken arm may be eligible for temporary assistance on some assessments as covered in the table that follows. In all other cases, the student should reregister to take the test at a date when they have healed.

When approved, temporary supports are available for only the specific test administration they're approved for. Scores are college reportable when supports are approved prior to use. Temporary requests are not requested through SSD Online.

Assessment	Temporary Supports Available	How to Request
Weekend SAT	Available for seniors only	https://accommodations.collegeboard.org/pdf/ssd-support-temporary-conditions.pdf
SAT School Day	Available for seniors only except for state-provided testing for federal accountability. See Appendix.	See appendix for schools participating in state testing
SAT Subject Tests	When the registration cannot be changed to a later test date	https://accommodations.collegeboard.org/pdf/ssd-support-temporary-conditions.pdf
PSAT/NMSQT/PSAT 10	Large block answer sheet only except for state-provided testing for federal accountability. See Appendix.	https://accommodations.collegeboard.org/pdf/ssd-support-temporary-conditions.pdf
PSAT 8/9	Available	Schools may decide unless other instructions are provided by state See appendix for schools participating in state testing
AP	When impairment will not be resolved by the late testing date	https://accommodations.collegeboard.org/pdf/ssd-support-temporary-conditions.pdf

To request temporary assistance, students or their SSD coordinators can submit the Request for Temporary Assistance form. The form contains detailed instructions for requesting supports and providing supporting documentation, including a description of the specific documentation that is needed for different types of temporary medical conditions. Mail or fax the completed form to College Board as soon as the temporary impairment has occurred and been medically verified. College Board processes temporary support forms in an expedited fashion. The SSD coordinator (or other authorized school official) receives a reply from College Board as soon as possible, by email or fax. An appropriate review and determination take time; individuals who submit requests or information shortly before a scheduled College Board test may be informed that there was insufficient time to make a determination on their request.

In rare circumstances, a physical condition might have effects that aren't permanent but are substantial and long-standing (for example, an injury might result in extensive limitations that last longer than 1 year). A long-standing physical condition may be considered a disability. Accommodation requests for long-standing physical conditions should be made under the regular accommodation request process.

English Learner (EL) Supports

EL supports are available for the PSAT 8/9, PSAT 10, and SAT School Day assessments. EL supports are **not** currently available for the PSAT/NMSQT, SAT Subject Tests, AP, CLEP, ACCUPLACER or the weekend administrations of the SAT. The available supports include the use of an approved word-to-word bilingual glossary, translated test directions, and 50% extended time. Students will receive college and scholarship reportable scores when any of the supports are used.

Students who meet the following criteria at the time of testing are eligible to use EL supports:

- Enrolled in an elementary or secondary school in the U.S. or U.S. territories

- An English learner as defined by their state or by federal policy
- Use the same supports in class or for other assessments

Use of an approved word-to-word bilingual glossary:

- The approved list of approximately 100 approved glossaries is available at https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf.
- The use of a glossary does NOT require approval by the College Board.

Use of translated test directions:

- Translated test directions will be available in PDF format. Schools must print the directions for students; no printed test directions will be sent to schools.
- Translated directions are available in Spanish, Albanian, Arabic, Bengali, Gujarati, French, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu and Vietnamese.
- Use of translated test directions does NOT require approval by the College Board.
- Translations will be available in February 2020 to print. **Paper-based Directions** or **Computer-based Directions**

Use of 50% extended time:

- The use of 50% extended time as an EL support must be entered in the English Learners Supports Dashboard in SSD Online by the EL deadline for extended time to be used. While documentation does not need to be submitted to College Board, schools will be asked during the submission process to verify that the student meets certain criteria. For schools testing as a part of a state contract, check with your state for additional criteria on the use of supports/accommodations for EL students.
- Students will receive 50% extended time on each section of the PSAT 8/9, PSAT 10, or SAT School Day. Students must sit for the entire time allotted and cannot go ahead in the test, even if they are the only one testing.
- EL students requiring 50% extended time will need to be identified in SSD Online every year.
- Schools can request 50% extended time for ELs starting in January of every spring assessment year.

Accommodations for Students with Disabilities

Accommodations for students with documented disabilities are available for all College Board tests. When accommodations are used, students receive college and scholarship reportable scores. (The use of accommodations is not reported or “flagged” to colleges or other organizations). College Board will consider all accommodations requests, provided the accommodation does not compromise the test constructs being measured. The following are some examples of commonly requested accommodations. See *Detailed Accommodations and Support Information* for more detailed information about specific accommodations.

Extended Time	▪ 50% (time and a half) ▪ 100% (double time) ▪ More than 100%

Reading / Seeing Text	▪ Large Print Test Book ▪ Reader ▪ MP3 Audio ▪ Braille ▪ Magnifier ▪ Magnifying Machine ▪ Braille graphs and figures ▪ Colored Overlay ▪ Assistive Technology Compatible Test Form ▪ Other (Documentation Required)
Recording Answers	▪ Enlarged (Large Block) answer sheet (No bubbles/not scanned) ▪ Computer (Word Processor ONLY for essays ONLY) ▪ Writer/Scribe to Record Responses ▪ Braille Writer ▪ Record answers in test book ▪ Other (Documentation Required)
Extra/Extended Breaks	▪ Extended Breaks ▪ Extra Breaks ▪ Breaks as Needed ▪ Permission to Test Blood Sugar ▪ Other (Documentation required)
Modified Setting	▪ Preferential seating ▪ Small group setting ▪ School-Based Testing ▪ One-to-one testing ▪ Wheelchair Accessibility ▪ Other (Documentation Required)

Other	▪ Permission for food/medication ▪ Written copy of oral instructions ▪ Sign Language Interpreter for Oral Instructions ONLY ▪ Assistive Technology (Documentation required) ▪ Auditory Amplification / FM System ▪ 4-Function Calculator ▪ Other (Documentation required)

State-Allowed Accommodations (SAAs)

SAAs may be available for schools testing in statewide contracts. When using SAAs, students, schools, and the state will receive scores; however, the scores aren't accepted by colleges, universities, or scholarship programs. These accommodations must be requested for each state administration and are only available for the specific test administration they're approved for.

SSD coordinators can enter SAAs into SSD Online beginning in January every year. No documentation is required for approval; however, requests must be made to administer a test with SAAs.

If your school participates in a state contract, each state offers different accommodations that are considered state allowed. Refer to training information from your state Department of Education for information on SAAs that may be available for state testing.

Requesting Accommodations and Supports

In general, students approved by College Board for testing accommodations meet the following criteria:

- They have a documented disability (Documentation will vary depending on the disability).
- Their participation in College Board assessments is affected by the disability.
- The specific accommodations requested support the need.
- With few exceptions, they receive accommodations on school tests.

When requesting accommodations, remember:

- College Board accommodations are intended for students who have documented disabilities. Most people have strengths and weaknesses. The fact that a student has difficulty in some classes, or does better in one subject than in others, does not mean that they have a disability.
- Many students do not complete the SAT and PSAT-related assessments in the time allowed. Not finishing a test, without other evidence of a disability, does not qualify a student for extended time.
- Some terminology used in the creation of IEPs or 504 plans may differ from the College Board nomenclature. For example, if a student typically has assessments read aloud in school, they may wish to request a reader or MP3 audio format to have the test read aloud.
- Some accommodations may be administered differently on College Board tests than they are for school tests. It's important to understand how an accommodation is administered to determine whether it is appropriate for an individual student. For example, on the SAT, students approved for extended time cannot self-pace and must stay for the entire duration of the tests. Other accommodations, such as extra breaks, may be more helpful if a student doesn't work more slowly than their classmates.
- Before requesting all the accommodations, consider which one(s) the student will actually use on the test(s) in question. For example, while braille, large print, and a reader might all be used by a student during various courses, it's unlikely that 1 student would be able to effectively use all of these accommodations on a single College Board test.
- Some students with disabilities may not need any accommodations for College Board tests. Unlike classroom instruction, College Board tests are primarily written tests, given in a quiet environment. Accommodations such as a note-taker, extra set of books, and adaptive physical education don't apply. Students who require accommodations primarily for listening to a teacher or for maneuvering the hallways may not need accommodations for a written test.
- Best practice: Discuss at a 504/IEP meeting or talk to parents/school professionals before submitting requests, to determine which accommodations apply to College Board tests.

The Approval Process

Most students work with their schools to request accommodations for College Board tests. Using the College Board's SSD Online system, SSD coordinators can request and manage accommodations for their students. Once approved within the system, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. See below for more information about SSD Online. These requests are known as College Board–approved accommodations.

Many students with an IEP, 504 Plan, or other qualified formal school plan (e.g., for non-public school students) will receive automatic approval of their current accommodations for College Board tests,

based on information entered into SSD Online by the SSD coordinator, known as **school-verified accommodations**. In some cases, schools will be asked to submit documentation for SSD review, referred to as **document review**. SSD Online will indicate when documentation is needed during the application process for the accommodation. See *Using SSD Online* for more information about documentation.

Once College Board accommodations are approved in SSD Online for a student, they can be used for all College Board tests (this is not valid for SAAs or EL supports entered in SSD Online). So, if a student is approved for extended time for the PSAT/NMSQT, they don't need to reapply when taking the SAT or AP unless their needs change.

If a student no longer qualifies for accommodations due to a change in their IEP/504, schools should remove the approved accommodations from SSD Online.

Parental Role in Accommodations Requests

During the SSD Online request process, SSD coordinators will be asked to confirm that they have parent/guardian consent to request accommodations. Since the SSD coordinator is sharing sensitive student information about disabilities with College Board, consent to share this information is needed. A signed parent consent form (available on the SSD website and in the appendix), or equivalent signed consent should be kept in the school's records.

If the school determines a student is no longer eligible and removes the accommodation from the SSD Online system, parental notification is required.

Families can submit requests without the involvement of their school by a paper Student Eligibility Form (available on collegeboard.org/ssd). However, when families work collaboratively with their schools to apply online, they usually save time and get a faster response. When a paper Student Eligibility Form is used, documentation to support the accommodation request must be provided to College Board.

Timeline for Approval

Begin applying for accommodations early. Where documentation is required, it may take up to 7 weeks to review any necessary documents. Deadlines for many tests are posted. If your school is testing within a state contract, refer to your state department of education for any deadlines for your state testing.

Requests that are school verified will be approved within a few days. However, approvals may be delayed if the requests aren't detailed or supply incomplete information.

Where to Request Accommodations

Requests for accommodations for the SAT, Subject Tests, PSAT/NMSQT, PSAT 10, and Advanced Placement tests are reviewed by the College Board SSD office. Accommodations for these tests must be approved by SSD prior to test day. Allowing a student to test with accommodations that haven't been approved by SSD may result in the cancellation of scores. Appropriate use of accommodations is monitored by College Board and may also be monitored by your state department of education.

The following chart shows more specifically where to request accommodations for each test:

Assessment	How to Request
Weekend SAT	SSD Online
SAT School Day	SSD Online
SAT Subject Tests	SSD Online
PSAT/NMSQT/PSAT 10	SSD Online

Assessment	How to Request
PSAT 8/9	For schools that locally decide to order and administer the PSAT 8/9, no College Board approval is required (schools approve accommodations). For schools testing in state accountability contracts, SSD coordinators must request in SSD Online.
AP	SSD Online
CLEP	Accommodations are approved by the test centers that administer CLEP exams, not by College Board. Learn how to request specific accommodations **here**.
ACCUPLACER	Accommodations are available but are not approved by College Board. Contact the test center at your college or other institution for more information.

Why are some accommodations not approved?

The College Board provides accommodations to best ensure that, when the examination is administered to an individual with a disability, the examination results accurately reflect the individual´s knowledge, rather than reflecting the individual´s impairment. In some cases, however, College Board receives requests for accommodations that would interfere with what the examination is measuring (e.g., a request to bring formula sheets to an AP exam, where the exam is measuring the student's knowledge of the formulas begin requested). Other accommodations may interfere with test validity or test security. In these cases, College Board will work with the school to identify an appropriate alternate accommodation for the student

While most accommodations that are required due to a student's disability are approved by College Board, there can be times the request may not be approved. The most frequent reason for not approving an accommodations request, when documentation review is required, is because the documentation provided does not provide clear information or documentation was never provided. Documentation provided must provide evidence of the student's disability and/or functional impact as it relates to College Board testing.

SSD Coordinators

Each school should designate at least one SSD coordinator; schools may appoint more. SSD coordinators serve as the liaison with College Board for their students with disabilities and ensure students with disabilities can take the assessments with the accommodations they need.

One of the school's SSD coordinators will be the primary SSD coordinator. The primary SSD coordinator may be responsible for administering tests in addition to requesting accommodations. Secondary SSD coordinators, if any, request accommodations for their students but aren't responsible for test administration.

All SSD Coordinators

- Need a College Board Professional Account and access to SSD Online
- Request accommodations for their students with disabilities through SSD Online
- Must be familiar with how to access student information concerning their disabilities and current accommodations in school
- Act as the school's liaison with SSD and communicates with them about accommodations

Primary SSD Coordinators

Primary SSD coordinators have additional responsibilities.

- Ensures students are tested with appropriate accommodations including reviewing and updating prior year accommodations as required and working with test coordinators to ensure that correct accommodations are in place each team a student takes a College Board test.
- Monitors and prints the Nonstandard Administration Report (NAR)
- For weekend SAT school-based testing, responsible for all aspects of test administration, including administering the test, recruiting and training staff as needed, receiving testing materials, safely storing those materials, and properly returning materials

Using SSD Online

SSD coordinators use SSD Online to submit requests for accommodations, EL 50% extended time, and SAAs on behalf of students. New SSD coordinators must request access to the SSD Online system.

Accessing SSD Online

To access the system, new SSD coordinator(s) will need to:

1. Create a College Board Professional Account.
2. Complete the **SSD Coordinator Form**, found on **collegeboard.org/ssd**.
3. Receive an access code to link your **SSD Online** access to your College Board Professional Account (first time only). It may take 1–2 days to receive the access code.

Requests for accommodations may begin once the access code is used for SSD Online.

Detailed instructions for using SSD Online are available on the SSD website (collegeboard.org/ssd).

Schools can have multiple SSD coordinators with access to SSD Online. Each coordinator needs to submit the SSD Coordinator Form to obtain access. Returning SSD coordinators do not need to fill out a form each year, but they should review their information to confirm the College Board Professional Account username and password are still active.

Preparing to Requests Accommodations and Supports

Requesting accommodations will be more efficient if the SSD coordinator organizes the information needed before going into SSD Online to submit a request. We've provided an Accommodations Request Worksheet in the appendix as a resource to help you in this step if desired (it isn't required).

The following information will be needed when you identify students requiring accommodations for College Board tests:

- IEP, 504 Plan or Other Qualified Formal:
  - Information about the diagnosed disability
  - Estimated month/year that the IEP or 504 plan was first created
- Required demographic information
  - Official student name with which the student will be registered for testing

- Date of birth
- Estimated graduation date
- Gender
- Student mailing address
- Student phone number
- Confirmation of parental consent: Parent Consent Form, signed by the parent/guardian (or the student, if over 18). You will need to verify that you have signed consent on file at your school before submitting a request for accommodations. (In some cases, the student's school may use an alternate consent process instead of the College Board form.)

Organize your Requests

Use the following suggested steps to organize your requests:

- Identify students who will be testing this year and confirm previously approved accommodations are still appropriate.
  - Use the Dashboard to look students up.
    OR
  - Print the Eligibility Roster. The roster provides a list of all students approved for accommodations at your school.
- For new students or students who need accommodations that haven't been requested yet, submit a request in SSD Online.
- For students with previously approved accommodations, verify:
  - Accommodations approved match the student's current needs.
  - Student information including name, birth date, and graduation date are correct.
- For any student no longer at your school, note the information on the eligibility roster. Fax the roster to 866-360-0114 to have the student removed from the dashboard and reports.

Documentation

Schools requesting accommodations for students should have documentation that supports the need for accommodations. In some cases, the documentation must be submitted to College Board for SSD review. Appropriate documentation depends on the student's disability and the requested accommodation. To learn what types of documentation are most helpful for specific disabilities and accommodations, see **collegeboard.org/ssd**.

Most importantly, the documentation should show evidence of:

- The disability
- The degree to which the student's activities are affected (functional limitation)
- The need for the specific accommodations requested

Additionally, the documentation should meet the SSD documentation guidelines. While SSD reviews all submitted documentation, the following guidelines identify the documentation that is most helpful in determining whether accommodations are appropriate:

- The diagnosis is clearly stated.
- Information is current.

- Educational, developmental, and medical history is presented.
- The diagnosis is supported.
- The functional limitation is described.
- Recommended accommodations are justified.
- Evaluators' professional credentials are established

Using SSD Online

See **collegeboard.org/ssdonline** for additional information about using SSD Online.

Submitting a Request

Once you have access to SSD Online, parent/guardian consent, and a list of students who require accommodations to be requested, take the following steps:

- Sign in to SSD Online.
- Click **Submit Accommodation Request**.
- Enter basic student information.
- Answer questions about the student's disability and requested accommodations.
- Answer questions about the student's plan and documentation.
- Where requested, upload or fax documentation that demonstrates the need for the requested accommodation.

NOTE: Many requests for accommodations are automatically approved based on information provided during the online process. In cases where additional documentation is required, SSD Online will provide a list of recommended documentation to submit. While the recommended documentation listed is most helpful in determining a student's need for accommodations, you may submit other accommodation instead. College Board will review all documentation that is submitted.

Requesting EL 50% Extended Time Support and SAAs

If you're administering an assessment that allows EL supports and/or SAAs, take the following steps:

1. Sign in to SSD Online.
2. Select **Go to the EL Support Dashboard** (or **SAA Dashboard**) in the upper left-hand corner of the screen.
3. Enter basic student information.
4. Select the 50% extended time support or the appropriate SAA.
5. If requesting EL supports, confirm that the student meets the required criteria.
6. Submit the request.

These do not remain in a student's account and must be requested every year.

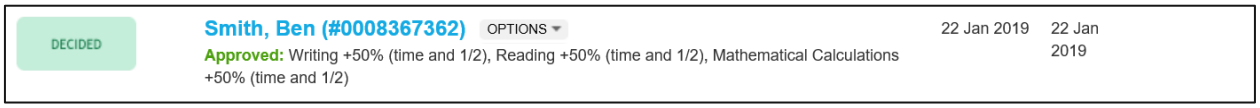
Using the SSD Online Dashboard

The SSD Dashboard provides substantial information about your students with disabilities. From the dashboard, you can:

- Verify the student's status (e.g., Awaiting information, In Review, Decided)
- See the accommodations that were requested or approved for each student
- Select a student's name to see detailed information about the student's accommodations
- Access the student's decision letters
- See the student's next registered SAT (if applicable)
- Access SSD Forms, FAQs and other helpful links

Decisions in SSD Online

The left column of the dashboard displays a request status for each student.



Most students receive a letter by postal mail explaining the approved accommodations or the reasons for denial. Students with a College Board BigFuture™ account may be able to view their decision letter by signing into bigfuture.collegeboard.org. If the parent's email is also associated with the student's BigFuture account, the student and parent receive an email when the decision letter is available, not a letter.

Updating your School Testing Calendar

Schools that expect some of their students to register to take weekend SAT or SAT Subject Tests with school-based accommodations are required to submit a school testing calendar to College Board SSD each year. The SSD coordinator will indicate on the calendar which weekend SAT administrations the school can offer to their students with school-based accommodations. When completing the calendar, keep in mind that schools have a 4-day window in which to test their students, and that schools do not need to be a test center to administer a test to students with school-based accommodations. Schools are encouraged to open their school-based testing calendar for all administrations (although may not have any testers for some administrations). If a school chooses to close their calendar for certain administrations, be sure to communicate the testing schedule to your students with school-based accommodations as they will not be able to test at your school. You may wish to coordinate with a nearby school to assist them in finding an alternate testing location.

Changing Accommodations

If a student requests additional accommodations after approval, or needs to change their approved accommodations, you can use SSD Online to submit an accommodation change request:

- Locate the student on your dashboard.
- Select **Options** and then **Create Change Request** from the drop-down menu.
- Print and complete the form, indicating which accommodations you wish to add or remove.
- Have the parent or guardian sign the form (or get the signature of the student if 18 or older).
- If you're requesting additional accommodations, you'll need to provide documentation. You can fax supporting documentation with the form, send it by postal mail, or wait until the request has been reopened and use SSD Online to upload documentation.

See additional information about the NAR in the *Administering Tests with Accommodations* section.

Resubmitting Requests that were Not Approved

A request may not be approved because the documentation provided doesn't provide evidence of the student's disability and/or functional impact as it relates to College Board testing or because documentation was requested and never received. If a student's request for accommodations is not approved, you can use SSD Online to request that it be rereviewed.

- Locate the student's name on your dashboard. Click **Options** and then **Resubmit Request**.
- Follow the instructions above for changing accommodations.
- Keep these points in mind: Reopening a non-approved request—and submitting all documentation—initiates a new 7-week review process. Documentation should be included.
- If you have questions about why a request was not approved, call SSD Customer Service.

Detailed Accommodations and Support Information

Scheduling Students with Accommodations and Supports

The accommodation(s) students are approved for determine when a student will test, based on the category of the accommodation.

Assessment	When Student Will Test
Weekend SAT	**Center Based:** Students approved for center-based accommodations will test on the registered test date. **School-based:** Students approved for school-based accommodations can test starting on the registered Saturday test date or any date between the test date and 4 days later. Testing must end in that window, or at most the Wednesday following the Saturday test date.
SAT School Day	**Primary**: Accommodations that require students to test the primary test date. **Window**: Accommodations that allow students to be flexibly scheduled in an accommodated window, as designated on the Nonstandard Administration Report. Typically, the accommodated window starts on the primary test date and lasts approximately 10 school days.
SAT Subject Tests	**Center Based:** Students approved for center-based accommodations will test on the registered test date. **School-based:** Students approved for school-based accommodations can test on the registered Saturday test date or any date between the test date and 4 days later. Some accommodations only apply to specific subjects.
PSAT/NMSQT	**Primary**: All accommodations (except the second day of MP3 audio) require students to test on the primary test date.
PSAT 10 and PSAT 8/9	**Primary or Window**: Scheduling students with accommodations for PSAT 10 and PSAT 8/9 depends on a few factors. Refer to the PSAT 10 or PSAT 8/9 Coordinator Manual you receive to determine when students should test.
AP	**Primary or Late**: AP exams are scheduled for a primary test date or a late test date. All accommodations can be given on either test date. Some accommodations only apply to specific subjects.

Accommodations and Supports

College Board provides many different types of accommodations to students with disabilities along with EL supports for certain assessments. Information on common accommodations and supports is listed below. Please note that these are not the only accommodations provided, and new accommodations are frequently requested and approved.

Any accommodation request not specified in this section will be reviewed and considered.

Remember: Some terminology used in the creation of IEPs or 504 plans may differ from the College Board nomenclature. For example, if a student typically has assessments read aloud in school, they may wish to request a reader or MP3 audio format to have the test read aloud. Refer to the description of each accommodation type to understand which accommodations may be most appropriate.

Accommodations in SSD Online are categorized into:

- Extended Time
- Reading/Seeing Text
- Recording Answers
- Adjusted Breaks
- Modified Setting
- Other

Many students are approved for more than one accommodation. The information in the charts below assumes that the accommodation being discussed is the only approved accommodation. The information may change, if other accommodations are also approved. For example, a student approved only for 14-point large print will test in one day, in a center for weekend SAT. However, a student approved for both 14-point large print and 100% extended time will test over two days, in their school, due to the approval of the 100% extended time. For questions, contact the SSD office.

Extended Time Accommodations

- 50% (time and a half)
- 100% (double time)
- More than 100%

Important Notes:

- For SAT and PSAT-related assessments, student will use the entire time they're approved for (no self-pacing). Students cannot move to the next section when they're finished, even if they're the only student testing.
- For AP testing, Students may self-pace within a part but not across exam sections.

Description	When a student tests with extended time, they test longer than other students. Extended time is a request for a specific amount of additional time that a student requires (usually 50% or 100% but can be more).
Typical Use	Extended time is used by students with many disabilities, for example, by students with learning disabilities who read slowly, or students with certain physical impairments that cause them to write slowly.
What to Consider When Requesting	Does student's disability affect their need for time? Students with disabilities that don't cause them to work more slowly than other students generally should not request extended time. How much time is student using, and are they using it consistently? Consider whether other accommodations would be more effective (e.g., extra breaks for students who are using time to take breaks; large-block answer sheet for students who have difficulty completing an answer sheet).
Verification Process	May be school-verified for 50% when other criteria are met. Documentation may be required for 100% extended time. Documentation is required for requests over 100% extended time.

Materials and Preparation	SAT/PSAT-related: Be sure to use the correct testing script. If a student is approved or accommodations for only part of the test (e.g., math only or writing only), you'll start with a standard script and switch to extended time. Students approved for extended time also are given extra breaks. AP: Be sure to check the extended time tables in the appropriate AP coordinator manual to see which tests and sections extended time applies to. Students approved for extended time also are given extra breaks.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	▪ Reading – Students approved for extended time in reading receive extended time for the entire test. ▪ Writing – Extended time on the Essay only. Students taking a test without an essay (e.g., SAT without Essay, PSAT-related assessments, SAT Subject Test) will test in the standard testing room unless approved for other accommodations. For AP, student receives extended time for short answers and free response. ▪ Speaking/Listening – Extended time for AP World language, AP Music Theory, or SAT Language with Listening Subject test only. ▪ Mathematical Calculations – Check the timing charts in the AP Coordinator Manual or SAT Subject Test Coordinator Manual for more information about application to specific subjects. ▪ EL 50% Extended Time Support – Extended time for the entire test on tests where EL supports apply.

Extended Time Accommodations Schedule

	Administration	Category	Days to Test
50% Extended Time (Time and a Half) for Reading	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
50% Extended Time (Time and a Half) for Mathematical Calculations	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests in Mathematics	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day

	Administration	Category	Days to Test
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
50% Extended Time (Time and a Half) for Written Language Expression (Essay)	Weekend SAT (without Essay)	Not applicable	
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Not Applicable	
	SAT School Day (without Essay)	Not applicable	
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Not applicable	
	PSAT 10 and PSAT 8/9	Not applicable	
	AP	Primary or Late	1 day
100% Extended Time (Double Time) for Reading	Weekend SAT (without Essay)	School-based	2 days
	Weekend SAT with Essay	School-based	2 days
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	2 days
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	Refer to Manual
100% Extended Time (Double Time) for Mathematical Calculations only	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests in Mathematics	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	Refer to Manual
100% Extended Time (Double Time) for Written Language Expression only (Essay)	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	Not Applicable	
	SAT School Day (without Essay)	Not Applicable	
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Not Applicable	
	AP	Primary or Late	1 day
50% Extended Time (Time and a Half) for Mathematical Calculations and	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Not Applicable	

	Administration	Category	Days to Test
Written Language Expression (Essay)	SAT School Day (without Essay)	Not Applicable	
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Not Applicable	
	AP	Primary or Late	1 day
100% Extended Time (Double Time) for Mathematical Calculations and Written Language Expression (Essay)	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	School-based	2 days
	SAT Subject Tests	Not Applicable	
	SAT School Day (without Essay)	Not Applicable	
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Not Applicable	
	AP	Primary or Late	Refer to Manual
Extended Time for Speaking	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	Not Applicable	
	SAT Subject Tests	Not Applicable	
	SAT School Day (without Essay)	Not Applicable	
	SAT School Day with Essay	Not Applicable	
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Not Applicable	
	AP	Primary or Late	Refer to Manual
Extended Time for Listening	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	Not Applicable	
	SAT Subject Tests (Language with Listening Only)	Center or School-based	1 day
	SAT School Day (without Essay)	Not Applicable	
	SAT School Day with Essay	Not Applicable	
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Not Applicable	
	AP	Primary or Late	Refer to Manual

Extended Time Support for English Learners Schedule

50% Extended Time (Time and a Half) for Reading	Weekend SAT (without Essay)	Not Applicable	
	Weekend SAT with Essay	Not Applicable	
	SAT Subject Tests	Not Applicable	
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Not Applicable	
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Not Applicable	

Reading/Seeing Accommodations

Some students have difficulty reading or seeing text. There are several accommodations that address this need. Common reading and seeing text accommodations include:

- Large Print
- Reader
- MP3 Audio
- Braille
- Magnifier
- Magnifying Machine
- Braille Graphs and Figures
- Covered Overlay
- Assistive Technology Compatible (ATC)

Important Notes:

- Many students use several types of reading/seeing accommodations during the school day. However, it is unlikely that they would use all their accommodations (e.g., braille, reader, large print) in 1 test. When requesting accommodations reading/seeing accommodations, speak with the student before submitting the request to determine which accommodation(s) the student plans to use on test day. If a student does need more than 1 reading/seeing accommodation, include a note in the request explaining why multiple accommodations are needed.
- When requesting accommodations for a student with a visual disability, remember to request both the reading/seeing accommodation (e.g., reader or large print), AND an accommodation for recording responses (e.g., large block answer sheet, scribe), as needed.

Large-Print Test Book

Description	Large print test materials are available in 14-point and 20-point (and 24-point font for SAT/PSAT) but can be larger if needed and approved.
Typical Use	Students with a visual impairment.
What to Consider When Requesting	Does the student have a visual impairment that prevents them from reading standard print (10-point font)? In the request, specify the specific font size required, and include visual measurements. If a student is also requesting a magnifier, be sure to request the size font needed with magnifier, not the size needed when magnified. (E.g., If a student will be using a magnifier to enlarge 20-point font to 32 point, request 20-point font; not 32 point). The larger the print, the less test material can fit on a page. When a student requires extremely large print, consider whether other accommodations may be more helpful (e.g., ATC or reader).
Verification Process	May be school-verified for 14-point and 20-point when other criteria are met. Documentation is required for anything larger than 20 point.
Materials and Preparation	No special set-up needed. However, for tests that require schools to order test materials (e.g., PSAT, AP, SAT School Day), be sure to order the approved font size for your students. If you have more than one student testing with large print, be sure to check that the correct test book is given to each student. You can test students testing with large print together with students testing with the same timing/breaks, even if the other students are not approved for large print. Student should be seated in a location so that other students cannot see their test materials.
SAT Suite of Assessments Digital Alternative	Zoom/Font Size
Notes	If a student is approved for larger than 20-point font, be sure that the student registers, or tests are ordered, well in advance of test date to ensure that materials are ready on time. Large print materials that must be custom-made take time.

Large Print Test Book Schedule

	Administration	Category	Days to Test
Large Print Test Book (14 point)	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
Large Print Test Book	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day

	Administration	Category	Days to Test
(20 point or larger)	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Reader

Description	When a student is approved for a reader, an adult will read the entire test to the student.
Typical Use	Readers are most appropriate for students with severe visual impairments or severe reading disorders.
What to Consider When Requesting	Is the student able to read on their own? Is the student consistently using a reader in school? If not, another accommodation may be more appropriate (e.g., large print for students with visual impairments, or extended time for a student who reads slowly). Keep in mind that the reader is expected to read the entire test Documentation, when requested, should include documentation of the student's ability to read (e.g., psycho-educational report including scores of reading comprehension, for students with reading disorders; visual measurements, for students with visual disabilities).
Verification Process	Documentation may be required
Materials and Preparation	Use of a reader requires a 1-to-1 setting. Arrange to have a reader and a separate room for each student approved for a reader.
SAT Suite of Assessments Digital Alternative	Students approved for a reader may use text-to-speech functionality in the AIR platform.
Notes	Students using a reader will automatically receive 50% extended time, unless approved for more time.

Reader Schedule

	Administration	Category	Days to Test
Reader	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

MP3 Audio

Description	Students who are approved for MP3 audio format listen to a recording of the full assessment. MP3 audio is delivered through an internet cloud-based streaming service.
Typical Use	MP3 audio is most appropriate for students with severe visual impairments or severe reading disorders.
What to Consider When Requesting	Is the student able to read on their own? Is the student consistently using audio assistance (reader or screen reader) in school? If not, another accommodation may be more appropriate (e.g., large print for students with visual impairments, or extended time for a student who reads slowly). Documentation, when requested, should include documentation of the student's ability to read (e.g., psycho-educational report including scores of reading comprehension, for students with reading disorders; visual measurements, for students with visual disabilities).
Verification Process	School verification when other criteria are met
Materials and Preparation	Requires school-owned computer, and internet connection (for downloading app only). Requires use of the MP3 streaming application. Staff must download and test the application prior to test day. Detailed information about the MP3 audio streaming is available on the MP3 Information Page (Select **Go to MP3 Streaming** from the SSD Online dashboard. If school is unable to use the internet streaming service (e.g., because of no internet access), contact SSD as soon as possible. If there is more than one student testing with MP3 audio, they can be in the same room, but they must use headphones. If headphones aren't available, then students will need to test in separate rooms.
SAT Suite of Assessments Digital Alternative	Text-to-Speech
Notes	Not available for AP or SAT Subject Tests. Students approved for use of MP3 audio format may use a Reader for these tests. Students using MP3 for PSAT/NMSQT will test over 2 days: the scheduled primary date and the day after. Students testing with MP3 audio format with 100% extended time, plus an additional 45 minutes on the Writing and Language Test portion.

MP3 Audio Schedule

	Administration	Category	Days to Test
MP3 Audio	Weekend SAT (without Essay)	School-based	2 days
	Weekend SAT with Essay	School-based	2 days
	SAT Subject Tests	Not applicable*	
	SAT School Day (without Essay)	Window	2 days
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Primary	2 days
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Not applicable*	

*Where MP3 is not available, approved students test with a reader

Braille

Description	Braille test materials are available in Unified English Braille (UEB), with Nemeth Code for math. Students approved for braille will receive a braille test book, a *Guide to the Nemeth Code*, and Braille Reference Information for use with the math test.
Typical Use	Braille should be requested for blind/visually impaired students who are comfortable reading Braille
What to Consider When Requesting	If more than one reading/seeing accommodation is requested (e.g., Braille and a Reader), include a statement explaining why both are needed. For blind students, visual measurements are not needed – a statement from the school indicating that the student is blind is sufficient. Remember to request any additional accommodations that the student may need: e.g., a scribe or braille writer, extended time, an adaptive calculator, or assistive technology.
Verification Process	School verification when other criteria are met
Materials and Preparation	No special setup is needed. For assessments that require test materials to be ordered, be sure to order a braille test book.
SAT Suite of Assessments Digital Alternative	Assistive Technology (AT: JAWS, NVDA, Braille Display, etc.)
Notes	Students test in 1 day, using standard time, unless approved for more

Braille Schedule

	Administration	Category	Days to Test
Braille	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Magnifier

Description	Magnifiers are non-electronic, handheld, portable magnifying machines (e.g., magnifying glass or bar or dome magnifier).
Typical Use	Magnifying devices should be requested for visually impaired students use the equipment in school.
What to Consider When Requesting	If more than one reading/seeing accommodation is requested (e.g., magnifying machine and a reader), include a statement explaining why both are needed. Please note that some magnifiers/magnifying machines may pose a security or test validity issue (e.g., magnifiers that have cameras) and are not permitted.
Verification Process	Documentation may be required
Materials and Preparation	Students are required to bring their own magnifier to the test.
SAT Suite of Assessments Digital Alternative	Zoom/Font Size
Notes	Students test in 1 day, using standard time, unless approved for extended time.

Magnifier Schedule

	Administration	Category	Days to Test
Magnifier	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Magnifying Machine

Description	Magnifying machines are electronic and include both desktop and portable usually larger and/or electronic devices (e.g., CCTV).
Typical Use	Magnifying devices should be requested for visually impaired students to use the equipment in school.
What to Consider When Requesting	If more than one reading/seeing accommodation is requested (e.g., magnifying machine and a reader), include a statement explaining why both are needed. Magnification devices that pose security risks are not permitted. They cannot have any capabilities for recording, storage, snapshot and/or transmission of data, picture, text or other information. They also cannot be connected to the internet. When a magnification device is requested, please include the type and model of the device.
Verification Process	Documentation may be requested

Materials and Preparation	Magnifying machines must be supplied by the school. Be sure the student's magnifying machine is in working order and not connected to a network (disable all network connections, and no Ethernet). Student should be seated in a location where other students cannot see their test.
SAT Suite of Assessments Digital Alternative	Zoom/Font Size
Notes	

Magnifying Machine Schedule

	Administration	Category	Days to Test
Magnifying Machine	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	1 day
	AP	Primary or Late	1 day

Braille Graphs and Figures

Description	Braille graphs and figures (also called Braille Figure Supplement) is available for students not testing with braille but who require tactile assistance for tests. Students receive a booklet with enlarged, raised graphs/figures with braille notations.
Typical Use	It is generally requested for students with visual disabilities who are using a reader, ATC, or MP3 audio format.
What to Consider When Requesting	Do the students have a substantial visual disability that would interfere with their ability to see graphs and figures in the test book? Students approved for braille don't need this accommodation because braille graphs and figures are included within the braille test book.
Verification Process	School verification when other criteria are met
Materials and Preparation	Students don't need to know braille when using braille graphs and figures. However, when administering a test with braille graphs and figures to a non-braille reader, you may need to assist them in finding their place. No special setup is needed. For assessments that require test materials to be ordered, be sure to order a braille graphs and figures along with a regular-print or large-print test book.
SAT Suite of Assessments Digital Alternative	
Notes	Students use standard timing unless approved for other accommodations which require more.

Braille Graphs and Figures Schedule

	Administration	Category	Days to Test
Braille Graphs and Figures	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or window (student will be provided a braille exam)	1 day

Covered Overlay

Description	Use of transparent plastic sheet in color of the student's choice placed over test content to give the effect of changing background color.
Typical Use	Generally used by students with Irlen's Syndrome.
What to Consider When Requesting	Does the student see better with a color other than black and white? Is a colored overlay or colored paper used by the student as an accommodation in school?
Verification Process	School-verification when other criteria are met
Materials and Preparation	Student or school must supply the colored overlay. Prior to and after the test, check the overlay to ensure that it has nothing written on it and does not contain any test-related information.
SAT Suite of Assessments Digital Alternative	Color Contrast
Notes	If this is a student's only accommodation, they will test in the standard testing room.

Covered Overlay Schedule

	Administration	Category	Days to Test
Covered Overlay	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	1 day
	AP	Primary or Late	1 day

Assistive Technology (ATC)

Description	Assistive technology–compatible (ATC) format provides a digital version of the test delivered on a flash drive. The test is in an accessible Word format. It's intended for use with technology that assist students in reading the test, such as screen readers and other technologies. However, some students use this accommodation without other technology in order to enlarge the text.
Typical Use	Generally used by students with visual disabilities who use screen readers or who require print to be significantly enlarged.
What to Consider When Requesting	Does the student use assistive technology to READ a test (e.g., a screen reader or ZoomText)? Note: Students who use assistive technology only to record responses (e.g., Speech-to-text software) should not require the ATC. Include documentation of the student's need for assistive technology (e.g., if a screen reader is requested: include a psycho-educational report including scores of reading comprehension for students with reading disorders or include visual measurements for students with visual disabilities). Students must be approved for both the ATC test format and the assistive technology that they intend to use, such as a screen reader, prior to test day.
Verification Process	Documentation required
Materials and Preparation	More than 1 student testing with ATC format using text-to-speech can be seated in the same room if they use earphones. If earphones are not available such students will need separate rooms. Requires school-owned computer.
SAT Suite of Assessments Digital Alternative	Assistive Technology (AT)
Notes	The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a Mac laptop. If you have a student who is using other assistive technology, encourage them to try using it with a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Students automatically receive 100% extended time for the Writing and Language Test for SAT and PSAT-related assessments.

Assistive Technology Schedule

	Administration	Category	Days to Test
ATC	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	Generally, not applicable. Most students test with a reader.	
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or late	1 day

Recording Responses

Some students have difficulty writing, recording responses, and/or using an answer sheet. Common accommodations for recording answers include:

- Enlarged (Large Block) Answer Sheet
- Record Answers in Test Book
- Computer (Word Processor Only for Essay Only)
- Writer/Scribe to Record Answers
- Braille Writer

Enlarged (Large Block) Answer Sheet

Description	Answer sheet with text and answer blocks that are larger than the standard answer sheet. Students don't fill in a bubble; instead, they make a mark in the square answer space.
Typical Use	An enlarged answer sheet may be used by students with visual disabilities, as well as by students who have difficulty filling in bubbles on an answer sheet because of visual motor or mobility impairments.
What to Consider When Requesting	Can the student see a standard answer sheet? Does the student have difficulty completing a scantron answer sheet because of a mobility impairment, low visual, visual motor disorder, or other disability?
Verification Process	School verification when other criteria are met
Materials and Preparation	If ordering test materials (e.g., for PSAT-related assessments or AP), order a large-block answer sheet for any student who isn't already approved for a large-print test book.
SAT Suite of Assessments Digital Alternative	Zoom/Font Size
Notes	When a large-print test book is ordered, a large-block answer sheet is included.

Enlarged (Large-Block) Answer Sheet Schedule

	Administration	Category	Days to Test
Enlarged (Large Block) Answer Sheet	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Record Answers in Test Book

Description	Student may circle (or otherwise mark) their answers in the test book. After the test, the answer will be transferred from the test book to an answer sheet.
Typical Use	Appropriate for students with writing or dexterity limitations or with scanning issues, when their disability interferes with their ability to complete an answer sheet.
What to Consider When Requesting	Does the student's disability impair their ability to complete an answer sheet? Can the student be appropriately accommodated with a large-block answer sheet instead of this accommodation?
Verification Process	School verification when other criteria are met
Materials and Preparation	No special materials are needed. Except for weekend SAT administrations, a staff member will need to transfer the responses to an answer sheet after the test. Be sure to return both the answer sheet and the test book after the test. For weekend SAT, use the white envelope and write "Record answers in test book" on the front cover of the test book.
SAT Suite of Assessments Digital Alternative	Not applicable
Notes	

Record Answers in Test Book Schedule

	Administration	Category	Days to Test
Record Answers in Test Book	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Computer (Word Process for Essay Only)

Description	Student may use a word processor to complete Essay/free response sections.
Typical Use	Most appropriate for students who cannot write essays/free responses due to a physical disability or disability in written expression.
What to Consider When Requesting	Does the student's disability impact their written expression? This accommodation is not appropriate for students who use a computer because of poor spelling or poor handwriting. Spelling is not counted in the scoring of most College Board assessments, and spell-check and grammar-check may not be used during the test. Poor handwriting, without other impacts, is not a disability that necessitates computer use.
Verification Process	School verification when other criteria are met
Materials and Preparation	School must provide the computer (students cannot use their own or family-owned computer). Please refer to the coordinator manual for the appropriate assessment for instructions on setting up computers. (e.g., must be connected to a printer, spellcheck/grammar check must be disconnected.)
SAT Suite of Assessments Digital Alternative	Not applicable
Notes	This accommodation permits use of word processor only. If a student requires assistive technology or other computer applications, these uses must be separately requested and specifically approved. May be used only for Essay/free response sections. Students approved for this accommodation test as standard test takers when taking the SAT without Essay, PSAT-related assessments, or SAT Subject Tests (unless approved for other accommodations).

Computer (Word Process for Essay Only) Schedule

	Administration	Category	Days to Test
Computer (Word Process for Essay Only)	Weekend SAT (without Essay)	Not applicable	
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	Not applicable	
	SAT School Day (without Essay)	Not applicable	
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Not applicable	
	PSAT 10 and PSAT 8/9	Not applicable	1 day
	AP	Primary or Late	1 day

Writer or Scribe to Record Answers

Description	Student is provided a writer to record answers.
Typical Use	Used for students with manual, visual, or visual motor disabilities who cannot use the accommodations of large-block answer sheet or record answers in test book.

What to Consider When Requesting	Does student's disability prevent them from writing or completing answer sheets? Can student use another accommodation for recording responses (large-block answer sheet, record responses in test book, or computer?)
Verification Process	Documentation may be requested
Materials and Preparation	A staff member is needed to serve as a scribe. Students using a scribe test in a 1-to-1 setting, which requires a separate testing room.
SAT Suite of Assessments Digital Alternative	Assistive technology (speech-to-text) if used by student in school.
Notes	In most cases, the writer is provided for the entire test (multiple-choice and Essay sections). Students test with 50% extended time when using a writer/scribe.

Writer or Scribe to Record Answers Schedule

	Administration	Category	Days to Test
Writer or Scribe to Record Answers	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	2 days
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Braille Writer

Description	The braille writer accommodation is typically requested with a braille accommodation and is available for students who have a visual impairment. Approved students may use manual braille writers, like a Perkins brailler, for all test sections, but unless otherwise approved, electronic braille notetakers may only be used for essay writing and math calculations.
Typical Use	For blind/legally blind students who use braille.
What to Consider When Requesting	Both braille and braille writer must be requested and approved. If student uses multiple accommodations in school to record responses, confirm that the student plans to use this accommodation for College Board tests.
Verification Process	School verification if other criteria are met

Materials and Preparation	Student may need a separate test room. School/student must supply braille writer. Braille notetakers cannot be connected to any network, but they must be connected to a display monitor so that the proctor can see what the student is typing. Personal computers cannot be used as braille writers.
SAT Suite of Assessments Digital Alternative	Assistive technology (AT: JAWS, NVDA, Braille Display, etc.)
Notes	Electronic braille writers (braille notetakers) may be used only for essay/free response sections.

Braille Writer Schedule

	Administration	Category	Days to Test
Braille Writer	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Modified Breaks

Some students have difficulty focusing or sitting for an extended period or may need additional breaks for a medical reason (e.g., to take medicine or use the restroom). (Please note that all students, even without accommodations, receive some breaks, which vary depending on the assessment). Common break accommodations include:

- Extra Breaks
- Extended Breaks
- Breaks as Needed
- Permission to Test Blood Sugar

Extra Breaks

Description	Student is given an additional break of a standard length (usually 5 minutes) at scheduled times.
Typical Use	Appropriate for those students who have difficulties focusing for a long period of time or need a short break at a standard time (e.g., to take medicine or a snack).

What to Consider When Requesting	Does student's disability require short breaks? Will a 5-minute break be sufficient? If a student needs a longer break or needs to break at irregular times, then consider requesting extended breaks or breaks as needed.
Verification Process	School-verification if other criteria are met
Materials and Preparation	None
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	Accommodated break time doesn't count as testing time. During accommodated breaks, students are subject to the same rules that apply during standard breaks. For SAT and PSAT-related assessments, all students approved for extended time also get extra breaks.

Extended Breaks

Description	Students receives the same number of breaks as standard test-takers but are given longer breaks than standard test-takers. In most cases, such extended breaks are for twice the standard time.
Typical Use	Appropriate for students who need a longer break in between testing, for example due to medical needs.
What to Consider When Requesting	Does student's disability require a require a longer break than given to standard students? Will a 10-minute break be sufficient? If a student needs a longer break or needs to break at irregular times, then breaks as needed may be more appropriate. If a student needs more frequent breaks, then extra breaks may be needed.
Verification Process	School-verification if other criteria are met
Materials and Preparation	None
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	Accommodated break time does not count as testing time. During accommodated breaks, students are subject to the same rules that apply during standard breaks.

Breaks as Needed

Description	Students with this accommodation are granted breaks as requested during the test. The student notifies the proctor by raising their hand, and the timing of the test must stop. When the student is ready to continue, the student again notifies the proctor, and the timing will resume.
Typical Use	Breaks as needed are typically approved for students with severe physical or medical conditions, but they may be approved for other disabilities as well.
What to Consider When Requesting	Does the student need to break at irregular times, or can the student be accommodated with extra/extended breaks?
Verification Process	Documentation may be required

Materials and Preparation	Students testing with breaks as needed generally test in a 1-to-1 setting.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	During accommodated breaks, students are subject to the same rules that apply during standard breaks

Permission to Test Blood Sugar

Description	This accommodation is available for students with diabetes so they can test their blood sugar during testing. Permission to test blood sugar permits students' access to diabetes testing supplies during an assessment (including blood glucose meters, insulin-delivery devices, test strips, lancets, lancet devices, glucose control solutions, and blood glucose monitors). Use of a cell phone is NOT permitted without the express approval of College Board. This accommodation is separate from accommodated breaks.
Typical Use	Used by students with diabetes.
What to Consider When Requesting	Does the student need to test their blood sugar during the test? If extra or extended breaks, and/or use of cell phone is needed, these must be requested separately. Does the student have a monitoring system other than a cell phone? If not, cell phone must be submitted as "other" accommodation request.
Verification Process	School verification when other criteria are met
Materials and Preparation	See additional information in your manual regarding use of cell phone for glucose monitoring during the test.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	A cell phone may be requested by submitting an accommodation change request to the SSD office. If a student is approved to have a cell phone in the room, it must remain on the proctor's desk, in airplane mode. Documentation required for cell phone.

Modified Breaks Schedule

	Administration	Category	Days to Test
Extra Breaks	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
Extended Breaks	Weekend SAT (without Essay)	Center-based	1 day

	Administration	Category	Days to Test
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
Breaks as Needed	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day
Permission to Test Blood Sugar	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Modified Setting

Some students have needs that affect the testing environment or location. Common modified setting accommodations include: Small Group Setting, 1-to-1 testing, Preferential Seating, and Home/Hospital Setting

- Preferential Seating
- Small Group Setting
- School-Based Testing
- 1-to-1 Testing
- Wheelchair Accessibility
- Home/Hospital Testing

Preferential Seating

Description	Preferential seating specifies how students should be seated within the testing room, such as at the front of room, near the door, or near the proctor.
Typical Use	Used for students with various disabilities. For example, a student with a physical/medical disorder may need to be near the door, for easy access. A student with ADHD or a hearing impairment may request to sit in the front of the room (for fewer distractions) or near the proctor (to hear instructions).
What to Consider When Requesting	Indicate in the request the location where the student needs to sit.
Verification Process	School-verification when other criteria are met
Materials and Preparation	Ensure that the seating chart reflects the student's designated seat.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	Students with only this accommodation can test in the standard room. This accommodation is meant to ensure that a student testing outside of their home school (i.e., weekend testing) is seated in the best location for their needs. It may not be necessary to request this accommodation for School Day testing.

Preferential Seating Schedule

	Administration	Category	Days to Test
Preferential Seating	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Small Group Testing

Description	Students are tested with other students in a separate room and smaller group than standard test-takers (generally, no more than 15 students).
Typical Use	Small group settings can be helpful for students whose disabilities cause difficulty with focusing or students who suffer from anxiety.
What to Consider When Requesting	Students testing with the same time and break schedule can be part of the small group. For example, students approved for 50% extended time can test with students approved for both 50% extended time and small group.
Verification Process	School verification when other criteria are met

Materials and Preparation	A separate room and proctor will be needed for students approved to test in a small group.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	This accommodation is meant to ensure that a student testing outside of their home school (i.e., weekend testing) is tested in a small group setting. It may not be necessary to request this accommodation for School Day testing.

Small Group Testing Schedule

	Administration	Category	Days to Test
Small Group Testing	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

School-Based Testing

Description	This accommodation is specifically for students registering for weekend SAT who need to be tested at their school. Regardless of the type of other accommodations they require, students are tested at their school under the supervision of the SSD coordinator.
Typical Use	Generally approved for students with physical, medical, or severe psychiatric disorders.
What to Consider When Requesting	Why does the student need to test at their own school? Can their accommodations be administered in a test center?
Verification Process	Documentation required
Materials and Preparation	None
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	College Board will require school-based testing automatically for accommodations that can't be administered in a weekend test center, (e.g., 100% extended time).

School-Based Schedule

	Administration	Category	Days to Test
School-Based Testing	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Not applicable	
	SAT School Day with Essay	Not applicable	
	PSAT/NMSQT	Not applicable	

	Administration	Category	Days to Test
	PSAT 10 and PSAT 8/9	Not applicable	
	AP	Not applicable	

1-to-1 Testing

Description	Student tests in their own room, with a proctor, without other students.
Typical Use	Appropriate when a student's accommodations make noise or would be distracting to other students.
What to Consider When Requesting	Why does the student require their own room? Can the student be accommodated in a small group?
Verification Process	Documentation required
Materials and Preparation	A separate room and proctor are needed for each student approved for this accommodation.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	Some accommodations, such as reader or scribe, require a 1-to-1 setting even if not approved for this accommodation. This accommodation is meant to ensure that a student testing outside of their home school (i.e., weekend testing) is tested in a 1-to-1 setting. It may not be necessary to request this accommodation for School Day testing.

1:1 Testing Schedule

	Administration	Category	Days to Test
1:1 Testing	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Wheelchair Accessibility

Description	Enables a student who uses a wheelchair to test in a wheelchair-accessible setting.
Typical Use	For mobility impaired students who use a wheelchair.
What to Consider When Requesting	
Verification Process	School Verification when other criteria are met
Materials and Preparation	Ensure that the testing room is on first floor or accessible by elevator and near a wheelchair-accessible restroom. The student's desk should be high enough for a wheelchair to fit under and situated near the door.

SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	If a student in a wheelchair is testing and has not been approved for wheelchair accessibility, provide them an accessible location if possible. Requesting and approval of wheelchair accessibility enables the test coordinator to be prepared. Unless approved for another accommodation, students with this accommodation can test in the standard room.

Wheelchair Accessibility Schedule

	Administration	Category	Days to Test
Wheelchair Accessibility	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Home/Hospital Setting

Description	Student who cannot attend school due to illness or disability that requires testing at home or in a hospital.
Typical Use	For students with severe physical/medical disabilities who do not attend school.
What to Consider When Requesting	Does the student attend school for classes? Is the student able to come to school for 1 day for a test? Does the student need other accommodations in addition to the home/hospital setting for testing?
Verification Process	Documentation required
Materials and Preparation	School will need to identify and train a proctor to test the student. Test materials will need to be securely transferred from the school to the home/hospital setting.
SAT Suite of Assessments Digital Alternative	Paper-based testing if computer-based testing cannot be accommodated.
Notes	Security measures, and all testing policies, still need to be followed.

Home/Hospital Setting Schedule

	Administration	Category	Days to Test
Home/Hospital Setting	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day

	Administration	Category	Days to Test
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Other

Some accommodations don't fall within the other categories. Common accommodations in the "Other" accommodations category include:

- Permission for Food/Medication
- Written Copy of Oral Instructions
- Sign Language Interpreter for Oral Instructions ONLY
- Assistive Technology
- Auditory Amplification/FM System
- 4-Function Calculator

Permission for Food/Medication

Description	Because of a disability, student needs to eat or drink or take medication, while testing.
Typical Use	Usually approved for students with medical disabilities who need to take medicine or have a snack or water during the test.
What to Consider When Requesting	Does the student's disability require food/medication at times other than scheduled breaks?
Verification Process	School Verification when other criteria are met
Materials and Preparation	Identify an appropriate place, away from testing materials, for students to take medicine, etc. during the test.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	This accommodation allows students to eat/take medicine during the test, but it doesn't provide breaks. If a break is needed, also request extra or extended breaks. Note that all students are permitted to have a snack/water during scheduled breaks.

Permission for Food/Medication Schedule

	Administration	Category	Days to Test
Permission for Food/Medication	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary	1 day
	AP	Primary or Late	1 day

Written Copy of Oral Instructions

Description	Student with hearing (or auditory processing) impairment is given a written transcript of any instructions that will be given orally to other students.
Typical Use	Generally used by students who are deaf or hard of hearing.
What to Consider When Requesting	All students may request that oral instructions be repeated. This accommodation is for students who require instructions to be in writing.
Verification Process	School verification when other criteria are met
Materials and Preparation	Copy of instructions from testing manual
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	This accommodation is not the same as translated instructions. For SAT School Day, PSAT 10, and PSAT 8/9, English Learners can be provided translated instructions. This is not considered an accommodation and doesn't need to be requested in SSD Online.

Written Copy of Oral Instructions Schedule

	Administration	Category	Days to Test
Written Copy of Oral Instructions	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Sign Language Interpreter for Oral Instructions

Description	Student may use a sign language interpreter on test day. Interpreters may be used only for oral instructions. Interpreters cannot be used for test question content
Typical Use	For students who are deaf or hard of hearing who use a sign language interpreter.
What to Consider When Requesting	Please note that most College Board tests are written tests. Many students who require a sign language interpreter during school may be accommodated with a written copy of oral instructions for College Board tests.
Verification Process	School Verification when other criteria are met
Materials and Preparation	Student/school must supply a sign language interpreter who meets College Board testing staff requirements. .
SAT Suite of Assessments Digital Alternative	No alternative needed.
Notes	Students with only this accommodation can test in the standard room.

Sign Language Interpreter for Oral Instructions Schedule

	Administration	Category	Days to Test
Sign Language Interpreter for Oral Instructions	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Assistive Technology

Description	Assistive Technology should be requested if the student will need a special device or software when taking College Board tests. Examples include use of screen-readers, Braille display, math software, etc.
Typical Use	Appropriate for students with visual or severe physical disabilities who use assistive technology in school.
What to Consider When Requesting	The student should request only the technology they are using in school. Provide a detailed description of the technology that is being requested, including the name and version. If the student will need a digital form of the test for use with the assistive technology, please also request the ATC test format. In most cases, technology cannot be connected to the internet.
Verification Process	Documentation required
Materials and Preparation	The student will require a computer and approved assistive technology. Technology must be disconnected from internet. Some additional security measures may be required.
SAT Suite of Assessments Digital Alternative	No alternative needed
Notes	All assistive technology/applications must be specifically requested and approved.

Assistive Technology Schedule

	Administration	Category	Days to Test
Assistive Technology	Weekend SAT (without Essay)	School-based	1 day
	Weekend SAT with Essay	School-based	1 day
	SAT Subject Tests	School-based	1 day
	SAT School Day (without Essay)	Window	1 day
	SAT School Day with Essay	Window	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

Auditory Amplification/FM System

Description	Permission to use auditory amplification, for students who use FM system in school.
Typical Use	Appropriate for students who are hard of hearing and use an FM system in school.
What to Consider When Requesting	Can the student be accommodated with written copy of oral instructions?
Verification Process	School verification when other criteria are met
Materials and Preparation	Student must bring own FM system.
SAT Suite of Assessments Digital Alternative	No alternative needed

Notes	Students with only this accommodation can test in the standard room.

Auditory Amplification/FM System Schedule

	Administration	Category	Days to Test
Auditory Amplification/FM System	Weekend SAT (without essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary or Alternate	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual
	AP	Primary or Late	1 day

4-Function Calculator

Description	Permission to use a 4-function calculator for test sections that don't permit the use of a calculator. The calculator may have the following functions only: addition, subtraction, multiplication, division, square root, and percent.
Typical Use	For students with severe math disorders who have difficulty with basic math.
What to Consider When Requesting	Does the student's disability impact their ability to perform basic math functions? For students who perform math slowly but who aren't functionally impacted in their ability to perform math functions, extended time for mathematical calculations should be requested instead.
Verification Process	School verification when other criteria are met
Materials and Preparation	Student must bring their own 4-function calculator. Inspect the calculator to make sure it's a basic, 4-function calculator only.
SAT Suite of Assessments Digital Alternative	4-function calculator tool
Notes	Be aware that many tests permit the use of calculator for all students

4-Function Calculator Schedule

	Administration	Category	Days to Test
4-Function Calculator	Weekend SAT (without Essay)	Center-based	1 day
	Weekend SAT with Essay	Center-based	1 day
	SAT Subject Tests	Center-based	1 day
	SAT School Day (without Essay)	Primary	1 day
	SAT School Day with Essay	Primary	1 day
	PSAT/NMSQT	Primary	1 day
	PSAT 10 and PSAT 8/9	Primary or Window	Refer to Manual

Administration	Category	Days to Test
AP	Primary or Late	1 day

Accommodations for Computer-Based/Digital Testing (SAT Suite of Assessments)

Student accommodations must be approved by SSD prior to test day and should be consistent with the accommodations they use for taking assessments in school. The SSD Online system does not currently have digital-specific language. Be sure to review the digital alternatives provided in the accommodation-specific charts when in consultation with the student and family. Students taking the test with accommodations, especially those with assistive technology devices, should pre-test the device in the Student Digital Test Preview prior to test day to ensure operational functionality.

Some students may test with accommodations that aren't appropriate for a digital test. If this is the case, the student may opt out of testing in the digital mode and test with a paper-based test, or the student may choose to test with the following digital alternatives. The SSD coordinator should work with the student and family to determine which accommodation option(s) the student will use on test day. Refer to the digital testing manual for more information.

Assistive Technology and Text-to-Speech (TTS)

TTS provides textual alternatives to written text and non-text content in digital assessments. Verbalizations or audio presentation of text can be useful to students who are unable to access test content due to visual disabilities (i.e., students who are blind or visually impaired) or due to learning disabilities (e.g., students who have difficulties decoding words in the process of reading). The TTS accommodation provides a delivery mechanism for audio presentation for students not using a screen reader. TTS also allows the student to control aspects of text delivery such as what is read and, depending on the platform, the voice.

There are 2 TTS accommodations:

The **Read Text Only** accommodation reads the text on the screen and provides a short description of each image. This accommodation is intended for students who don't require a detailed description of the images. It requires 50% extended time, unless the student is approved for more.

The **Read Text and Graphics** accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads alternative long descriptions of images. It is intended for students who require detailed image descriptions. It requires 100% extended time, unless the student is approved for more.

Administering Tests with Accommodations

Administering Accommodations

Accommodations don't alter the sections, the order, or questions of College Board tests; they mostly influence the timing and testing environment. Unless a student has an accommodation that dictates otherwise (e.g., 4-function calculator for non-calculator sections, or permission to take breaks as needed), all rules that apply to the standard test administration must be followed when administering a test with accommodations.

Uniform procedures are essential to a standardized testing program. The only way to ensure comparable scores for students taking the test in different locations is for proctors to follow the same testing procedures and give their instructions exactly as they appear in the testing room manual.

Detailed instructions for administrating tests with accommodations are included in each of the test manuals. Be sure to read the appropriate test manuals well before test day and follow the procedures outlined. If you're administering school-based accommodations to students during the weekend SAT, training is available through SSD Online.

Keep in mind:

- *Only* give the accommodations that the student is approved for in SSD Online or on the NAR. Giving additional accommodations, even accommodations that the student uses in school, can result in the cancellation of scores.
- Don't seat students together if they have accommodations that may distract each other.
- Some accommodations require special seating, staff, materials, or equipment. For example, students approved for a reader or scribe must test in a 1-to-1 setting. Students approved for MP3 audio require a computer and internet access.
- Some accommodations require testing over 2 days.
- Some accommodations require the use of more than 1 script. Prior to test day, proctors should review the manual closely, and pay attention to the script(s) require in their testing rooms.

Nonstandard Administration Report

If you are administrating a test to students with accommodations, or if your school is participating in SAT School Day, you will need to generate a NAR. A NAR is a list of students approved for accommodations and testing in a particular test administration. To generate a NAR:

- Select **Create Nonstandard Administration Report** in the top right corner of the dashboard and select AP, SAT, PSAT/NMSQT and PSAT 10, or PSAT 8/9 if accommodations are required to be submitted in SSD Online.
- You'll be prompted to select from a list of students with approved accommodations for that exam.
- Click **Create Nonstandard Administration Report** when you've finished selecting students.
- A PDF will be generated.

The SSD coordinator can use the NAR as their testing roster. The NAR lists registered students and their approved accommodations, including any extended time or required test formats. The SSD coordinator will use the information from the NAR to define and refine the testing schedule, help determine the number of needed accommodated testing rooms, and staffing requirements.

For the SAT the NAR also provides information about which students can test in the same room, even if

they have different accommodations. For example, a student approved for 100% extended time and large print can test in the same room as a student with just 100% extended time, because the timing of their testing is the same. However, a student approved for 100% extended time and extended breaks will need to test in a separate testing room, because their testing time will differ from the other 2 students.

Administering EL Supports

For students using a word-to-word bilingual glossary:

- Students may supply their own glossaries; however, confirm the glossary is on the approved list. Plan to collect the glossary prior to test day to check for unauthorized written information or test aids in the glossary. Store securely until provided to the proctor on test day.
- Students can be seated in standard testing rooms.

For students using translated test directions:

- Print the applicable PDF for the student. Printed directions will not be supplied to schools. Store securely until provided to the proctor on test day.
- Students can be seated in standard testing rooms.

For students who are using 50% extended time support:

- Confirm the student is listed on the NAR before test day (by the applicable EL request deadline).
- Students using the extended time support can use the same test materials as other students taking the test with 50% extended time. They can test in the same room if no other accommodations are being administered that require different timing or breaks.

Appendix/Forms

Accommodations Request Worksheet (for local use only)

NOTE: *Use this worksheet to collect the information needed to submit an accommodations request. This worksheet is for preparation purposes only, is NOT required, and should NOT be sent to the College Board.*

Student Name _____

Parent Consent Received? Yes _____No _____

Student Information

Date of Birth:_____ Expected Graduation Date:_____

Student Mailing Address: _____

Home Phone Number: _____ Next Intended Test: _____

Disability

Diagnosis *(Be specific—e.g., learning disorder in reading; generalized anxiety disorder; diabetes)*.

_____

_____

When did the disability first occur? (Within the past 4 school months or longer than 4 school months ago?)

_____

Requested Accommodations

(Include only accommodations that will be needed for College Board tests. Be specific, e.g., 50% extended time in Reading, Writing and Language, and Math; extra breaks between test sections).

_____

_____

Is the student currently receiving these accommodations for school tests on a daily basis? Yes_____ No _____

If the student has a current IEP, 504, or formal plan, does it include these accommodations? Yes_____ No _____

Documentation

Formal Plan

Type: IEP _____ 504 Plan _____ Other formal plan _____ No current plan _____

Approximate date of FIRST school plan (even if at a different school): _____

Tests/Evaluations on File at School

(Differs with disability—e.g., tests of cognitive ability and academic achievement for learning disabilities, RTI or MTSS documentation, eye examination for visual disability, medical examination for physical/medical disability.)
Where applicable, include:

Test name(s) and date(s): _____

Examiner's name, title, license type: _____

CollegeBoard

Services for Students with Disabilities

Teacher Survey

Student Name: _____ Return To: _____

Teacher Name: _____ Subject/Class: _____

To the teacher: The student named above has requested testing accommodations for College Board tests. Your detailed input regarding his/her needs on classroom tests is valuable in our decision making process.

1. How long has the student been in your class? _____

2. **OBSERVATION:** Briefly describe your observations of the student's disability and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.

3. **ACCOMMODATIONS USED:** What specific accommodations are used by the student during classroom testing? Please indicate which of these accommodations are used on a consistent basis.

4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)

   a. Multiple-choice test items: _____

   b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type):

   c. How does the student generally use the extended time (e.g., to complete test questions, to review completed test questions, to take breaks, etc.)?

5. **IMPACT:** Describe the impact of the provided accommodations on the student's performance. Does the student use the accommodations effectively? How does it change his/her performance on tests? What happens if accommodations are not provided?

Signature: _____ Date: _____

Contact the College Board at 212-713-8333 if you have questions.

Consent Form for Accommodations Request

Student Information

Student Name: _____

School: _____

Student Date of Birth: _____

Student and Parent/Guardian Signature

I wish to apply for testing accommodation(s) on College Board tests (SAT, SAT Subject Tests, PSAT 10, PSAT/NMSQT, and/or Advanced Placement Exams) due to disability. I authorize my school: to release to the College Board copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that the College Board requests for the purpose of determining my eligibility for testing accommodations on College Board tests; and to discuss my disability and accommodation needs with the College Board. I also grant the College Board permission to receive and review my records, and to discuss my disability and needs with school personnel and other professionals.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(Parent/guardian signature is required if Student is under 18.)

Instructions to the School

This form should be used when a request for accommodation(s) is submitted electronically (via SSD Online). The form should be maintained by the school with the student's records. It does not need to be sent to the College Board. You will be asked to verify that a signed Consent Form is on file at the school prior to submitting a request for accommodations.

The College Board

Consent Form for Request for English Learner (EL) Supports

Student's Name: _____

School Name: _____ School AI Code: _____

Student's Date of Birth: _____ / _____ / _____

I wish to use certain testing EL support(s) provided by my school as part of the ____/____/____
_____ administration.
<Test Name, choose from PSAT 8/9, PSAT 10 or SAT School Day> <Test Date>

Student and Parent/Guardian Signature
I wish to use EL Supports on _____<Test Name> due to my status as an English Learner. I authorize my school: to release to the College Board copies of my records that document my need for EL Supports; to release any other information in the school's custody that the College Board requests for the purpose of determining my eligibility for EL Supports on College Board tests; and to discuss my English Learner status and support needs with the College Board. I also grant the College Board permission to receive and review my records, and to discuss my status and needs with school personnel and other professionals. I understand that EL Supports are only available for PSAT 8/9, PSAT 10 and SAT School Day at this time.

_____ ____/____/____
Student's Signature Date

_____ ____/____/____
Parent /Guardian's Signature Date
(Required if Student is under 18)

Instructions to the School:

Unless you have been specifically advised by your state that this consent form is not needed, this form must be completed and kept on file at the school when a request for EL Supports on
the _____ is submitted to the College Board for the purposes of the ____/____/____
<Test Name> <Test Date>
_____ administration. For each student for whom EL Supports have been
<Test Name>
requested, a copy of this form bearing the signatures of the student and parent/guardian must be obtained by the school. The school should maintain the completed, signed form with the student's records. The signed form does not need to be sent to the College Board, but the school should indicate in Student Information Confirmation page of the EL Supports request application that a signed form is on file.

The College Board

Services for Students with Disabilities

Instructions to the School:

Unless you have been specifically advised by your state that this consent form is not needed, this form must be completed and kept on file at the school when a request for State-Approved accommodation(s) on the _____ is submitted to the College Board for the purposes of the _____ /_____ /_____
<Exam Name> <Exam Date>
_____. For the Connecticut SAT School Day, this additional parental consent form is not
<Exam Name>
required beyond consent given in the I.E.P., 504 Plan, or English Language Learner classification. For each student for whom State-Approved Accommodations have been requested, a copy of this form bearing the signatures of the student and parent/ guardian must be obtained by the school. The school should maintain the completed, signed form with the student's records. The signed form does not need to be sent to the College Board, but the school should indicate in Student Information Confirmation page of the State-Approved Accommodations request application that a signed form is on file.

Consent Form for Request for State-Allowed Accommodations

Student's Name: _____

School Name: _____ School AI Code: _____

Student's Date of Birth: _____ /_____ /_____

I wish to use certain testing accommodation(s) provided by my State/District as part of the _____ /_____ /_____
<Exam Date>
_____. I fully understand that testing with State-Allowed Accommodations will result in
<Exam Name>
test scores that are not eligible to be reported to colleges, universities or scholarship organizations. By signing below, I authorize my school to request such accommodations for me.

Note to Student: Please make sure you have carefully considered this policy governing the _____ scores that are earned with accommodations that are not approved by the College
<Exam Name>
Board. If you wish to test with accommodations and receive scores that are reportable to colleges and universities, you should submit a request for accommodations to the College Board Services for Students with Disabilities. Once you have signed this form consenting to the use of such accommodations, we cannot guarantee that further requests for changes to your accommodations can be processed, and these accommodations cannot be waived on test day. This does not preclude you from requesting accommodations from the College Board for future tests.

_____ _____ /_____ /_____
Student's Signature Date

_____ _____ /_____ /_____
Parent /Guardian's Signature Date
(Required if Student is under 18)

Support for Students with Temporary Physical/Medical Conditions

Who Should Use This Form?

This form should be used only to request testing support for **students with temporary impairments** (caused by injury, accident, etc.) who cannot postpone their tests. **Use for the SAT, SAT Subject Tests, and AP Exams**.

- Students seeking testing supports for impairments that are not temporary must use SSD Online or complete the College Board's Student Eligibility Form to receive approval for testing accommodations.
- For students taking AP Exams, if the temporary impairment will be resolved by the late testing dates, the AP Coordinator should not seek temporary support. Instead, go to www.collegeboard.com/school and order an alternate exam for the student (note ordering deadlines). In such cases, there is no additional charge for late testing.
- Temporary support on the SAT is available only to seniors.

Important: If a student uses extended testing time or any other testing support without first receiving written authorization from the College Board's SSD office, that student's test score(s) will not be reported.

Directions for SSD Coordinator (or other appropriate school official)

1. Complete Part 1. You will need information from the student's doctor and teachers.
2. Enter your school code on all pages.
3. Give the student a copy of this form. The student must obtain written confirmation from his/her doctor regarding the needed supports. Remind the student that the doctor must provide information pertaining to all items in Part 3 and that the student and parent or guardian must sign Part 2. The student should return the signed form and documentation to you.
4. Collect a completed Teacher's Survey Form (Part 4) from the student's teacher(s). If the student is taking an AP Exam, collect a Teacher's Survey from each of the AP teachers in whose subject the student is taking an AP Exam. For the SAT, include a Teacher's Survey from the student's core teachers. (Teachers may respond on a separate sheet as long as it contains all information requested in Part 4, including the student's name.)
5. Depending on the student's physical/medical condition, additional documentation may be needed. **Note:** If the student is requesting testing assistance for a concussion or head injury, copies of medical evaluation(s) and testing (e.g., ImPACT testing or neuropsychological evaluation) must be included.
6. Fax the completed request form along with any attachments to (973) 735-1900. If you are unable to fax, mail the request form and documents to:

   College Board Services for Students with Disabilities - Temporary Supports
   Educational Testing Service
   1425 Lower Ferry Road
   Ewing, NJ 08618

Time Frame

Submit this form and documentation as soon as the temporary impairment has been medically verified. The College Board will expedite processing of temporary support forms. However, an appropriate review and determination cannot occur instantaneously. Individuals who submit requests or information shortly before a scheduled College Board test should be prepared to be informed that there was insufficient time to make a determination on their request. The College Board will reply by email or fax as soon as possible.

CollegeBoard

Services for Students with Disabilities

Support for Students with Temporary Physical/Medical Conditions

PART 1: To Be Completed by School Official

Student Name: _____ Date of Birth: _____

Expected Date of Graduation (month/year): _____ School Code: _____

If you don't know your school's code, look it up at http://sat.collegeboard.org/register/sat-code-search.

School Name: _____

City: _____State: _____

Specify the tests(s) and date(s) for which the student needs support (for SAT Subject Tests and AP Exams, indicate subject as well):

Exam Name: _____ Exam Date: _____ Exam Subject: _____

Exam Name: _____ Exam Date: _____ Exam Subject: _____

Exam Name: _____ Exam Date: _____ Exam Subject: _____

Exam Name: _____ Exam Date: _____ Exam Subject: _____

Describe the specific support requested:

Describe the injury/medical condition, including date of onset:

Name of school official completing form: _____ Title: _____

Telephone: _____ Fax: _____ Email: _____

What is the best way to contact you? ◯ Telephone ◯ Fax ◯ Email

Signature of School Official: _____ Date: _____

PART 2: Student and Parent/Guardian Signatures

Agreement below must be signed by the student and, if the student is under 18, the student's parent/guardian before the request can be processed.

I wish to request support on College Board test(s) for a temporary physical/medical condition. I give the College Board permission to receive and review my records and to discuss my physical/medical condition and needs with school personnel and other professionals.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____Date: _____

Support for Students with Temporary Physical/Medical Conditions

PART 3: Doctor's Confirmation

Return to school official: _____ by _____ (date). School Code: _____

Attach a letter from the doctor that responds to **ALL** of the following statements (this request for support cannot be considered unless each of the following items has been addressed):

1) Description of injury and degree of impairment.
2) Date of injury/onset of condition.
3) Expected date of recovery.
4) For students with hand/arm/wrist injuries:
    a. If the student is in a cast or restraining device:
        - Indication of the area covered (a picture can be substituted).
        - The anticipated date of removal of the cast/device.
        - If the cast/device is removable, indicate when it must be worn and any restrictions during removal periods.
        - If the cast involves the hand, the degree of movement that is possible with the hands and fingers.
    b. If a hand or arm is affected, is this the dominant hand/arm (i.e., the one with which the student customarily writes)?
5) For students who are requesting testing assistance for a concussion/head injury, you **must** include:
    a. Copies of a medical evaluation.
    b. Copies of testing that has been completed (e.g., ImPACT testing or neuropsychological evaluation). Please note that ImPACT testing is a brief screening measure, not a diagnostic instrument, and without other measures is not sufficient to establish a need for support. If this is the only testing available, be sure to provide a detailed medical evaluation.
    c. Information regarding the student's current condition, including:
        i. Full description of the injury, including how the student was injured and whether the student lost consciousness.
        ii. Description of **current** symptoms, including frequency, intensity, and duration of current symptoms.
        iii. Description of current medical restrictions, if any.
        iv. If extended time is requested, information about the student's ability to perform timed tasks.

    Please note that concussions have a normal course of recovery and, therefore, documentation should include symptom progression during and after the recovery phase.

The doctor's confirmation must clearly indicate the doctor's name, specialty, address, and phone number and must be signed and dated by the doctor.

Support for Students with Temporary Physical/Medical Conditions

Part 4: Teacher Survey Form

Student Name: _____ Return To: _____

Teacher Name: _____ Subject/Class: _____ School Code: _____

To the teacher: The student named in Part 1 has requested temporary assistance for College Board tests. Your detailed input regarding his/her needs on classroom tests is valuable in our decision making process.

1. How long has the student been in your class? _____
2. **OBSERVATION:** Briefly describe your observations of the student's condition and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.

3. **SUPPORTS USED:** What specific temporary supports are used by the student during classroom testing? Please indicate which of these supports are used on a consistent basis.

4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)
   a. Multiple-choice test items: _____
   b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type):

   c. How does the student generally use the extended time (e.g., to complete test questions, to review completed test questions, to take breaks, etc.)?

5. **IMPACT:** Describe the impact of the provided supports on the student's performance. Does the student use the temporary supports effectively? How does it change his/her performance on tests? What happens if supports are not provided?

Signature: _____ Date: _____

Contact the College Board at 212-713-8333 if you have questions.

Support for Students with Temporary Physical/Medical Conditions

Who Should Use This Form?

This form should be used only to request testing support for **students with temporary impairments** (caused by injury, accident, etc.) who cannot postpone their tests. **Use for state provided SAT, PSAT 10, and PSAT 8/9 requests only**. Students seeking testing supports for impairments that are not temporary must use SSD Online or complete the CollegeBoard's Student Eligibility Form to receive approval
for testing accommodations.
Important: If a student uses extended testing time or any other testing support without first receiving written authorization from the College Board's SSD office, that student's test score(s) will not be reported.

Directions for SSD Coordinator (or other appropriate school official)

1. Complete Part 1. You will need information from the student's doctor and teachers.
2. Enter your school code on all pages.
3. Give the student a copy of this form. The student must obtain written confirmation from his/her doctor regarding the needed supports. Remind the student that the doctor must provide information pertaining to all items in Part 3 and that the student and parent or guardian must sign Part 2. The student should return the signed form and documentation to you.
4. Collect a completed Teacher's Survey Form (Part 4) from the student's teacher(s). If the student is taking an AP Exam, collect a Teacher's Survey from each of the AP teachers in whose subject the student is taking an AP Exam. For the SAT, include a Teacher's Survey from the student's core teachers. (Teachers may respond on a separate sheet as long as it contains all information requested in Part 4, including the student's name.)
5. Depending on the student's physical/medical condition, additional documentation may be needed. **Note:** If the student is requesting testing assistance for a concussion or head injury, copies of medical evaluation(s) and testing (e.g., ImPACT testing or neuropsychological evaluation) must be included.
6. Fax the completed request form along with any attachments to (973) 735-1900. If you are unable to fax, mail the request form and documents to:

   College Board Services for Students with Disabilities - Temporary Supports
   Educational Testing Service
   1425 Lower Ferry Road
   Ewing, NJ 08618

Time Frame

Submit this form and documentation as soon as the temporary impairment has been medically verified. The College Board will expedite processing of temporary support forms. However, an appropriate review and determination cannot occur instantaneously. Individuals who submit requests or information shortly before a scheduled College Board test should be prepared to be informed that there was insufficient time to make a determination on their request. The College Board will reply by email or fax as soon as possible.

CollegeBoard

Services for Students with Disabilities

Support for Students with Temporary Physical/Medical Conditions

PART 1: To Be Completed by School Official

Student Name: _____ Date of Birth: _____

Expected Date of Graduation (month/year): _____ School Code: _____

If you don't know your school's code, look it up at http://sat.collegeboard.org/register/sat-code-search.

School Name: _____

City: _____State: _____

Specify the tests(s) and date(s) for which the student needs support (state-provided SAT, PSAT 10, or PSAT 8/9):

Exam Name: _____ Exam Date: _____

Exam Name: _____ Exam Date: _____

Describe the specific support requested:

Describe the injury/medical condition, including date of onset:

Name of school official completing form: _____ Title: _____

Telephone: _____ Fax: _____ Email: _____

What is the best way to contact you? ◯ Telephone ◯ Fax ◯ Email

Signature of School Official: _____ Date: _____

PART 2: Student and Parent/Guardian Signatures

Agreement below must be signed by the student and, if the student is under 18, the student's parent/guardian before the request can be processed.

I wish to request support on College Board test(s) for a temporary physical/medical condition. I give the College Board permission to receive and review my records and to discuss my physical/medical condition and needs with school personnel and other professionals.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____Date: _____

Support for Students with Temporary Physical/Medical Conditions

PART 3: Doctor's Confirmation

Return to school official: _____ by _____ (date). School Code: _____

Attach a letter from the doctor that responds to **ALL** of the following statements (this request for support cannot be considered unless each of the following items has been addressed):

1) Description of injury and degree of impairment.
2) Date of injury/onset of condition.
3) Expected date of recovery.
4) For students with hand/arm/wrist injuries:
    a. If the student is in a cast or restraining device:
        - Indication of the area covered (a picture can be substituted).
        - The anticipated date of removal of the cast/device.
        - If the cast/device is removable, indicate when it must be worn and any restrictions during removal periods.
        - If the cast involves the hand, the degree of movement that is possible with the hands and fingers.
    b. If a hand or arm is affected, is this the dominant hand/arm (i.e., the one with which the student customarily writes)?
5) For students who are requesting testing assistance for a concussion/head injury, you **must** include:
    a. Copies of a medical evaluation.
    b. Copies of testing that has been completed (e.g., ImPACT testing or neuropsychological evaluation). Please note that ImPACT testing is a brief screening measure, not a diagnostic instrument, and without other measures is not sufficient to establish a need for support. If this is the only testing available, be sure to provide a detailed medical evaluation.
    c. Information regarding the student's current condition, including:
        i. Full description of the injury, including how the student was injured and whether the student lost consciousness.
        ii. Description of **current** symptoms, including frequency, intensity, and duration of current symptoms.
        iii. Description of current medical restrictions, if any.
        iv. If extended time is requested, information about the student's ability to perform timed tasks.

    Please note that concussions have a normal course of recovery and, therefore, documentation should include symptom progression during and after the recovery phase.

The doctor's confirmation must clearly indicate the doctor's name, specialty, address, and phone number and must be signed and dated by the doctor.

Support for Students with Temporary Physical/Medical Conditions

Part 4: Teacher Survey Form

Student Name: _____ Return To: _____

Teacher Name: _____ Subject/Class: _____ School Code: _____

To the teacher: The student named in Part 1 has requested temporary assistance for College Board tests. Your detailed input regarding his/her needs on classroom tests is valuable in our decision making process.

1. How long has the student been in your class? _____
2. **OBSERVATION:** Briefly describe your observations of the student's condition and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.

3. **SUPPORTS USED:** What specific temporary supports are used by the student during classroom testing? Please indicate which of these supports are used on a consistent basis.

4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)
   a. Multiple-choice test items: _____
   b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type):

   c. How does the student generally use the extended time (e.g., to complete test questions, to review completed test questions, to take breaks, etc.)?

5. **IMPACT:** Describe the impact of the provided supports on the student's performance. Does the student use the temporary supports effectively? How does it change his/her performance on tests? What happens if supports are not provided?

Signature: _____ Date: _____

Contact the College Board at 212-713-8333 if you have questions.