

Appendix G-2: SAT and DeSSA Accommodations Crosswalk - Delaware

Directions for use:

This document is meant to assist schools with understanding how the supports and accommodations that a student has available for the DeSSA ELA/Literacy and DeSSA Mathematics assessments align to those as part of the SAT. At times, the DeSSA Support/Accommodation is the closest match available to the SAT Accommodation. This document is meant as a guide and teams may need to discuss for students which accommodations or supports are appropriate based on the student's IEP, 504 Plan, or EL Plan.

At times, there is no equivalent support available for DeSSA as it may not exist as a support or it is considered part of a Universal Feature. If there is no equivalent, the IEP, 504 plan or EL plan may assist with decision about which accommodations are appropriate and needed. All request for accommodations must be submitted to The College Board (CB) the process for requesting and receiving approval for testing accommodations begins with the school submission of the request online through the SSD Online Disability Accommodation Management System. In most cases, accommodations will be automatically approved by CB without the need for additional documentation. However, CB may sometimes require additional submission of information.

College Reportable and DE Specific Accommodations:

To receive a college reportable score, the accommodation used by a student must be submitted to and approved by CB. The lists included in this document are not inclusive of all accommodations, and a school may submit accommodations not listed for CB decision about whether the accommodation can be approved and which category the accommodation would fit into (similar to DE system for Unique Accommodations).

Included in the crosswalk is also a category labeled DE Specific Accommodations. These are accommodations that are used for accountability purposes only and would not be college reportable. This would mean if a student asked CB to send their scores to a college, and the student used accommodations that were within this list, CB would not send their scores.

There are two ways that an accommodation could result in a non-college reportable (accountability only) score:

- The accommodation is included in the table below labeled DE Specific Accommodations
- The school applied for an accommodation that is considered College Reportable, but CB did not approve the request for the accommodation based on the evidence submitted. IF the school, after discussions with the parent and student, decided to still provide the accommodation, the score from that test would then be considered non-college reportable

If a student takes the SAT with DE Specific Accommodations (accountability only and non-college reportable) and then later takes the SAT only with accommodations that are College Reportable, then the student may request the scores from the SAT scores from the later test be submitted to colleges.



SAT Accommodations Crosswalk

	College Reportable Accommodations	Delaware State-Allowed Accommodations For State Accountability
Students with Disabilities	Used for accountability and college admission	Used for accountability purposes only
	<ul style="list-style-type: none"> • Extended time • Extra breaks, extended breaks or breaks as needed - Time of day • Limited timed testing • Modified setting (home, hospital, other) • Noise buffers • Preferential seating • Small group or one-on-one • Separate setting (within school) • Text-to-speech (computer, MP3, human reader) • Augmentative/alternative communication devices - Speech-to-text • Auditory amplification/FM system • Braille • Braille writer • Large print • Use of computer • Specialized calculator/talking calculator • Zoom/magnification • Arithmetic tables • Scribe • Color overlays • Special adaptive writing tools or desks • Additional paper to record answers • American Sign Language (directions) • Signed Exact English (test content and directions) <p><u>Note:</u> Not all accommodations are included. A school may apply for any accommodation that is not listed</p>	<ul style="list-style-type: none"> • American Sign Language – test content • American Sign Language – student responses <p>If an accommodation from the College Reportable list is not approved by college board for a student, the IEP or 504 team may decide that they want to continue to use the accommodation as non-college reportable (accountability purposes only). The school may re-apply for an accommodation that was not approved.</p>
English Learners	Used for accountability and college admission	Used for accountability purposes only
	<ul style="list-style-type: none"> - Translated written test directions (Albanian, Arabic, Bengali, Chinese, Gujarati, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, Vietnamese) - Translated test directions where a printed resource is not available (requires school to provide a native language reader) - Approved word-to-word bilingual glossaries (given with the professional judgment of the educators at the school) 	<ul style="list-style-type: none"> - Bilingual dictionaries not on the approved glossary list - Extended time; there is a study underway to examine this policy



College Board Approved Word-to-Word Dictionaries/Bilingual

Glossaries for SAT

In an effort to make the SAT Suite of Assessments more accessible for all students, English Learner (EL) students will have access to approved word-for-word dictionaries/bilingual glossaries. We recommend students be familiar with the dictionary or glossary in advance of testing. However, students will not be able to bring them on test day. School staff must plan to collect the books in advance of test day so they can check them for any writing and/or inserts that are inappropriate. On test day, the supervisor will distribute the books to students with their test materials and collect them after testing.

The following list of dictionaries or glossaries have been reviewed and approved for use by the College Board for the SAT, PSAT™ 10, and PSAT™ 8/9 assessments in Spring 2018. Schools may allow students to use any one of these supports during their testing. The use does not require a pre-approval from College Board and will result in scholarship and/or college-reportable scores.

See <https://collegereadiness.collegeboard.org/pdf/sat-sd-college-board-approved-glossaries.pdf> for ISBN Numbers.

Albanian Word-to-Word® Bilingual Dictionary	Arabic Word-to-Word® Bilingual Dictionary	Bengali Word-to-Word® Bilingual Dictionary	Bosnian-English/English-Bosnian Concise Dictionary	Burmese Word to Word® Bilingual Dictionary
Cambodian Word-to-Word® Bilingual Dictionary	Chinese Word-to-Word® Bilingual Dictionary	English-French/French-English Word-to-Word® Dictionary	French Word-to-Word® Bilingual Dictionary	German Word to Word® Bilingual Dictionary
Gujarati Word-to-Word® Bilingual Dictionary	Haitian Creole-English/English-Haitian Creole Concise Dictionary	English Haitian Creole Haitian Creole English Word-to-Word (Second Edition) Dictionary	Haitian Word-to-Word® Bilingual Dictionary	Hindi Word-to-Word® Bilingual Dictionary
Hmong Word to Word® Bilingual Dictionary	Italian Word-to-Word® Bilingual Dictionary	Japanese Word to Word® Bilingual Dictionary	Korean Word to Word® Bilingual Dictionary	Nepali Word to Word® Bilingual Dictionary
Polish-English/English-Polish Concise Dictionary	Polish-English/English-Polish Practical Dictionary	Polish Word-to-Word® Bilingual Dictionary	English-Portuguese/Portuguese-English Word-to-Word Dictionary	Portuguese Word-to-Word® Bilingual Dictionary
Punjabi Word to Word® Bilingual Dictionary	Romanian Word to Word® Bilingual Dictionary	Russian Word-to-Word® Bilingual Dictionary	Somali Word-to-Word® Bilingual Dictionary	Random House Webster's Handy Spanish Dictionary
English-Spanish/Spanish-English Word-to-Word Dictionary	Spanish Word-to-Word® Bilingual Dictionary	Swahili Word to Word® Bilingual Dictionary	Tuttle Pocket Vietnamese Dictionary	Tuttle Mini Vietnamese Dictionary
Urdu Word-to-Word® Bilingual Dictionary				

TIMING

(College Reportable if approved by CB) for Students with IEPs and 504 plans



SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Extended Time (50%, 100%, more than 100%)	Extended assessment time	No equivalent	DeSSA is an untimed test. Documentation needed for more than 100%. At times documentation may be needed for 100% or less than 100%.
Extra Breaks, Extended Breaks or Breaks as Needed	Frequent supervised breaks	Breaks/Frequent breaks	
Late Start	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	Time of Day	
Limited Timed Testing	Limited time per day testing/multiple day testing	No equivalent	For DeSSA this is allowable as part of universal design.

SETTING

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Home/Hospital Setting	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., Homebound, medical care facility)	Homebound	Students are administered paper-pencil form on all DeSSA Assessments except DeSSA-Alt.
Home/Hospital Setting; Other Modified Setting	Administration of the assessment in an alternate or modified setting (out of school) with appropriate supervision.	No equivalent	Whether/which accommodation is needed may depend on test setting.



SETTING

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Other Modified Setting	Use of accommodated seating, special lighting, or furniture	Modified Lighting Specialized Equipment or Furniture	Type of seating should be specified in request
Other	Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	No equivalent	
Other	Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	4.11 Noise Buffers	Requested aid should be specified in request
Preferential Seating	Placement of student where he/she is most comfortable (e.g., front of room) or placement of student near proctor.	Specified area or seats	
Small Group or One-to-One	Administration of the assessment individually or in a small group	Separate Setting Small Group	
Small group, One-to-One, or Other Modified Setting	Administration of the assessment in an alternate education setting (in school) with appropriate supervision (e.g., bilingual/English setting, special education setting, distraction free space)	4.07 Separate Setting	College Reportable, if student has a disability.



PRESENTATION

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Assistive Technology and Assistive Technology Compatible Format	Use of screen reader/text-to-speech on Reading assessment	Text-to-speech	
Assistive Technology	Use of augmentative/alternative communication devices, e.g., picture/symbol communication boards, speech generating devices	6.02 Alternative Response	Requests considered individually based on documentation submitted. Reportability dependent on nature of device required.
Assistive Technology	Use of computers with alternative access for an alternative response mode, e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice	6.02 Alternative Response	
Assistive Technology	Use of speech to text word processor for responses to Reading and Writing	6.08 Speech to text	
Auditory Amplification / FM System	Use of auditory amplification devices or special sound systems	No equivalent	This is considered a Universal Support
Braille	Use of Braille versions of assessment	101 Braille or Refreshable Braille	
Large Print (14 point, 20 point or greater than 20 point)	Use of large print versions of the assessment	Print Size or Computer Enlargement	



PRESENTATION

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Braille Writer	Use of Braillewriter or electronic Braillewriter for Reading and Writing with the following features disabled: spell check, thesaurus, grammar check	No equivalent	
Computer	Use of computer or word processor for Reading, Writing with the following features disabled: spell check, thesaurus, grammar check	No equivalent	DeSSA is given on the computer
Calculator	Use of calculator/talking calculator (four-function calculator) on non-calculator sections of the mathematics assessment.	6.03 Calculator	Four-function calculators only for non-calculator sections. Talking calculators for calculator permitted sections can be requested under Assistive Technology
Magnifying Machine	Use of visual aids (e.g., closed circuit television, magnification devices)	Zoom, 4.04 Magnification	Devices cannot be connected to internet or be able to record images
MP 3 Audio Test Form, Assistive Technology Compatible Test Form	Use of audio versions of assessment in English	Text-to-speech, Human Reader, 4.05, 4.13 and 6.06	
Other	Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task.	No equivalent	Student cannot be cued to move on to next question. Student may be advised of amount of time remaining.
Other	Use of arithmetic tables	6.04 Multiplication Table	Tables for addition, subtraction, multiplication and division (no formulas) are reportable.
Other	Use of non-skid surface that will not damage the answer document or scanning equipment	No equivalent	
Other	Use of an abacus	Abacus (6.01)	



PRESENTATION

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Other (or Scribe)	Use of a page turner	4.06 and part of 6.07 Scribe	If student is approved for a scribe, scribe may turn pages. Otherwise, can be approved under "Other".
Other Modified Setting	Use of alternative Writing position (e.g., desk easel, student standing up)	Separate Setting	
Other Reading/Seeing	Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	4.02 Color Text (Printed) 4.03 Color Overlays Highlighters	
Other Record Answers	Use of special adaptive Writing tools such as pencil grip or larger pencil	No equivalent	No lined or graph paper for reportable scores
Other Record Answers	Use of additional paper, for recording answers	No equivalent	Students are allowed to write in test booklets – therefore scratch paper would not be needed during the test.
Reader	Reading aloud the Reading, Writing, and Mathematics assessments using a reader script.	Read aloud 4.05 4.13 and 6.06	Must be read in a 1:1 setting
Record Answers in Test Book (if writing answers). Writer/Scribe (if pointing)	Student points to answers or writes directly in assessment booklet (transferred to document by teacher) or large block (non-bubble) answer sheet	Alternate Response Options 4.06 and 6.07 Scribe	
Sign Language Interpreter for Oral Instructions	Directions provided using sign language – American Sign Language (ASL) or Signed Exact English (SEE)	American Sign Language (ASL)	



PRESENTATION

(College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/Accommodation	Notes
Writer/Scribe	Student responds orally (e.g., student tells assessment administrator which answer they are selecting)	Scribe 4.06 and 6.07 Scribe	
Writer/Scribe	Use of a scribe for constructed response items for Writing	Alternate Response Options 4.06 and 6.07 Scribe	

DE Specific Accommodations

(For Accountability Only: Non-College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/Accommodation	Notes
Other	Sign the Reading, Writing, and Mathematics Assessments – Signed Exact English (SEE)	American Sign Language (ASL)	Non-college reportable if ASL is used for signing test questions (oral directions only are reportable) Signed Exact English may be approved for signing test, with reportable scores, if student has both a reading and hearing impairment.
State Allowed Accommodation	Sign the Reading and Writing Assessments - ASL	American Sign Language (ASL)	Non-college reportable
State Allowed Accommodation	Student responds in ASL for Reading and Writing or Mathematics	American Sign Language (ASL)	Non-college reportable
Other recording answers	Student responds in sign language for Reading and Writing (Signed Exact English Only)	American Sign Language (ASL)	American Sign Language is not college reportable Signed Exact English is college reportable.
Student responds in ASL for Mathematics - State Allowed - Non-college reportable	State Allowed Accommodation	American Sign Language (ASL)	Non-college reportable



DE Specific Accommodations

(For Accountability Only: Non-College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Student responds in Signed Exact English for Mathematics,	Other recording answers	American Sign Language (ASL)	American Sign Language is not college reportable Signed Exact English is college reportable.

NOTE: All accommodations supported as College Reportable scores can be supported as a State-Allowed accommodation if team determines student needs the accommodation and it is not approved by Office of Assessment

English Learners – Pilot Program (College Reportable)

SAT Supports	SAT Description	DeSSA Support/ Accommodation	Notes
Translation of Instructions	Reading all assessment directions in student’s native language (on the fly translation)	Translated Test Directions	
Translation of Instructions	Printed test directions in student’s native language. (Albanian, Arabic, Bengali, Chinese, Gujarati, Haitian-Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, Vietnamese)	Translated Test Directions	

DE Specific Accommodations

(For Accountability Only: Non-College Reportable) for Students who are English Learners

SAT Accommodation	SAT Description	DeSSA Support/ Accommodation	Notes
Extended Time (50%, 100%, more than 100%)	Extended assessment time	No equivalent	Non-college reportable