

Understanding the College Board Accommodations Process

January 20, 2016

Session Goals

- + Overview of CB Accommodations & State Allowed Accommodations
- + Review guidelines for documentation requests.
- + Provide an overview of the SSD Online system.
- + Respond to questions.

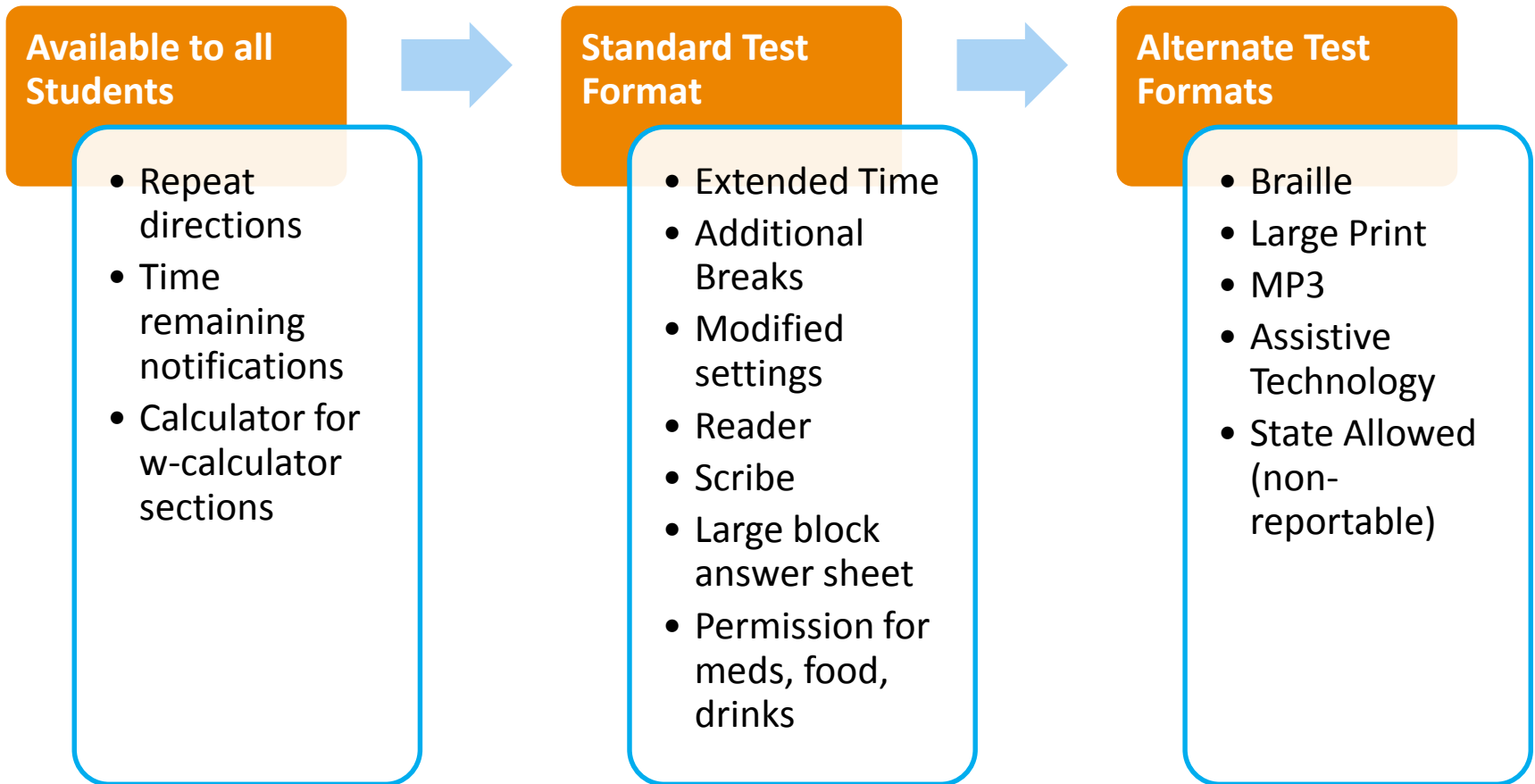
College Board Services for Students with Disabilities (SSD)

The College Board is committed to making sure that students with disabilities can take the exams with the accommodations they need, and will **consider all requests** to ensure that we measure students' academic abilities, regardless of their disabilities.

- + College Board SSD reviews requests for accommodations for students with documented disabilities taking PSAT/NMSQT, SAT[®] and other CB assessments.
- + Once approved for accommodations, with limited exceptions, student remains approved for all College Board tests.
- + There is **no set “list”** of accommodations: We receive, and approve, requests for new types of accommodations on a regular basis.
- + College Board requires that a student have a documented disability, however there are **no set documentation** requirements. We will review any documentation that is provided.
- + Accommodations required for CB tests may differ from those needed in school
- + We encourage schools to work with the parents – The request process is most efficient when the school submits a request online, has all available documentation, and when parent is aware of what accommodations are being requested.

College Board Accommodations

For College Reportable Scores



Who is Eligible?

- + Student must have a documented **disability**
- + **Functional impact** needs to be demonstrated. The presence of a disability does not necessarily mean student needs testing accommodations. Student's needs on a test, such as the SAT, may differ from their needs in school.
- + Must **show need** for the specific accommodation being requested

Accommodations – What, How, and Why

- + When submitting documentation, please be sure it is comprehensive and provides information to answer the following questions:
 - Student must have a documented disability (“**What**”)
 - Functional impact needs to be demonstrated. (“**How**”)
The mere presence of a disability does not necessarily mean a student requires testing accommodations on College Board tests.
 - The submitted documentation must show the need for the specific accommodation being requested. (“**Why**”)

What is the Application Process?

- + **Online request process** - Log in at any time to see status of students' request or to print a list of approved students. Go to: www.collegeboard.org/ssdonline

Dashboard
Helpful Links: [About the Process](#) | [Test Dates and Deadlines](#) | [SSD Forms](#) | [FAQ](#)

30 Students 25 per page ◀ ▶
[Create Eligibility Roster](#) [Submit Eligibility Form](#)

[Create AP Nonstandard Administration Report >](#)
[How to complete AP NARs >](#)

Narrow by: AI Code ALL AI All Statuses All Accommodations All Dates [Clear all](#) [Reload](#)

Only show students with pending Applications * Accommodations that were provided but not requested

Status	Student	Submitted	Received	Next SAT Registration
PROCESSING	Doe, John (#0000000007) OPTIONS Approved: Permission for food/medication Documentation: Received 1 Pages on 06 May 2009	04 Aug 2009	05 May 2009	14 Sep 2012
PROCESSING	Gray, Macy (#0000000002) OPTIONS Approved: Permission for food/medication	07 May 2009	03 May 2009	14 Jun 2012
PROCESSING	Rubin, Andy (#0000000010) OPTIONS Approved: Permission for food/medication Documentation: Received 1 Pages on 06 May 2009	02 Aug 2009	05 May 2009	14 Apr 2012
AWAITING INFORMATION	Gibs, Joe (#0000000014) OPTIONS Requested: Permission for food/medication	25 May 2009	05 May 2009	14 Apr 2012

What is the Application Process?

1. Print a **parental consent** form and have the parent sign it
2. Go to **SSD Online** (CB Professional account required)
3. **Enter** basic student information

Before You Begin

You will need the following information to submit an accommodations request:

1. Parent or student signature.

Where a student is under 18, a signed parent agreement is required to be on file. If the student is 18 or over, the student may sign the agreement.

[Click here for a printable parent/student agreement form.](#)

2. Documentation of the student's disability and need for accommodations.

In order to be eligible for accommodations on College Board tests, a student must have documentation of a disability and need for accommodations. In some cases, you will need to send the documentation to the College Board for review. Documentation requirements may vary depending on the student's disability and requested accommodations. Upon completion of the online Student Eligibility Form, you will receive a printable list of documentation for the specific student.

STUDENT DETAILS > DISABILITY > ACCOMMODATIONS > DOCUMENTATION

Student Information

Click here if you need to print out the Student Information form to be completed by a Student or Parent.

All fields are required, unless indicated

Basic Information

First Name:

* Middle Initial: * optional

Last Name:

Email:

Date of Birth: / /

Expected High School Graduation Date: /

Gender: Male Female

* Soc Sec #: - - * optional

Current School:

Mailing Address

USA, including its territories & Puerto Rico
 Outside of USA

Street1:

Street2:

City:

State: Zip / Post Code:

Home Phone:

Next Intended College Board Test

Test:

Date: /

Cancel Save & Exit Save & Continue

What is the Application Process?

4. **Answer questions** about student's disability.

The screenshot shows the CollegeBoard 'Student Disability' application page. The browser address bar shows 'https://ssd.collegeboa...'. The page header includes the CollegeBoard logo and 'Services for Students with Disabilities'. A navigation bar contains 'STUDENT DETAILS', 'DISABILITY', 'ACCOMMODATIONS', and 'DOCUMENTATION'. The main heading is 'Student Disability' with a sub-instruction: 'Please indicate the student's diagnosed disability. Check all that apply. You may view disabilities by category or alphabetically. If the student's disability is not listed, use "Other".' Below this, there are two tabs: 'By Category' and 'Alphabetical Listing'. A link for 'Click to view Disability Documentation Guidelines' is also present. The 'Selected Disabilities' section shows 'Diabetes' is selected. A list of categories follows: Learning Disorder, AD/HD, Hearing, Autism Spectrum Disorders, Visual, Physical/Medical (1 selected), Communication Disorder/Speech and Language, and Intellectual Disability. The 'Psychiatric' category is expanded, showing a list of conditions with checkboxes: Generalized Anxiety Disorder, Panic Disorder, Post-Traumatic Stress Disorder, Depression/Depressive Disorder, Bipolar Disorder, Obsessive-Compulsive Disorder, Schizophrenia Spectrum Disorder, Oppositional Defiant Disorder, and Tourette's Syndrome/Tic Disorder.

What is the Application Process?

4. (Continued) **Answer questions** about requested accommodations.

CollegeBoard My Account | Logout
Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS

Select Accommodations

Please indicate the accommodations that the student needs for College Board tests, rather than all the accommodations that the student currently gets at the school.

Selected Accommodation: (none)

Expand All Sections | Collapse All Sections

- Extended Time
- Reading / Seeing Text
- Recording Answers
- Extra / Extended Breaks
- Modified Setting
- Other
- Use this section to add any additional comments regarding Accommodations

Cancel

CollegeBoard My Account | Logout
Services for Students with Disabilities

Student Details Disability Accommodations Documentation

Student Accommodations

Please select only the accommodations that you are requesting on College Board tests, rather than all the accommodations that the student currently gets at the school.

Selected Accommodation: Reading Extra Time: +50%; Written Language Expression: +50%; Extra Breaks

Expand All Sections | Collapse All Sections [Click to view Accommodation Details](#)

Extended Time (2 selected)

Indicate the amount of extended time requested for each test or section type. If you are not requesting extended time for a particular test type, leave that section blank.

Test Section	+50% (time & 1/2)	+100% (double time)	Greater than +100%
Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Language Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening (Foreign language and music test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking (Foreign language test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extra / Extended Breaks (1 selected)

- Extra Breaks
- Extended Breaks
- Breaks As Needed [Why Can't I Select this?](#)

What is the Application Process?

4. (Continued) **Answer questions** about the students plan and documentation.

CollegeBoard My Account | Logout
Services for Students with Disabilities

✓ Student Details > ✓ Disability > ✓ Accommodations > Documentation

Documentation

In order to be eligible for accommodations on College Board tests, a student must have documentation of a disability and need for accommodations. Documentation requirements may vary depending on the student's specific disability and requested accommodations. In some cases, you will need to send the documentation to the College Board for review. Your answers to the following questions will help us to determine what document is required for this student, and whether the documentation needs to be reviewed by the College Board.

Formal Education Plan / Program Verification

Is there a current school-generated formal educational plan/program that is approved for the student. (To be current, the plan/program must have been approved within the past 12 months.)

Yes, a current formal education plan is approved for the student.

Please indicate the type of program:

Please provide your best estimate of the date the initial (first ever) plan went into effect for the student (even if at different school):

I know the specific date: /

I am not sure of the specific date, but it was within the last 4 months.

I don't know / remember the specific date or it was not within the past 4 months.

No, a current formal education plan is not currently approved for the student.

Evaluation Testing Verification

Please indicate if your school records contain one or more of the following tests/evaluations for the student. Requests for verification of documentation will differ depending on the student's disability and requested accommodations. In some cases, the tests/evaluations listed below may provide similar types of information, and therefore not all tests/evaluations listed may be needed. See [Documentation guidelines](#).

1 Was a **Cognitive Ability Test** conducted? [\(Cognitive Ability Test: SAT/ACT/IN cognitive ability\)](#)

Yes, a test was conducted

No, a test has **not been conducted**

2 Was a **Test of Academic Achievement** conducted within the last 5 years? [\(Cognitive Ability Test: SAT/ACT/IN academic achievement\)](#)

Yes, a test was conducted

No, a test has **not been conducted**

Cancel Save & Exit Save & Continue

What is the Application Process?

5. Many requests will be approved automatically through our school-verification system. Based on the information provided by the SSD Coordinator, the system will identify “No Documentation is Required”.

CollegeBoard My Account | Logout
Services for Students with Disabilities

Your Accommodation Request Is Ready to Submit

In order for us to determine if the requested accommodations are appropriate, you will need to provide documentation of the student's disability and need for accommodations. Based on the student's disability and requested accommodations, the documentation listed below will best assist in determining whether the student is eligible for the requested accommodations. This is not an exclusive list. Please send any additional documentation that you believe will assist us in determining the student's need for accommodations.

Requested Documentation

No Documentation is Required

Student Information

Please confirm the information below and make any changes prior to your final submission. When you are ready click the Submit button at the bottom of the page.

BASIC INFORMATION	MAILING ADDRESS	SCHOOL INFORMATION
Name: John Doe	1425 Lower Ferry Rd Ewing, NJ 08618 , US	High School Code: 311262
Date of Birth: Jan 1, 1997	Home Phone: (222)111-5555	High School Name: ETS HIGH SCHOOL/MARGO MERIWETHER
Expected High School Graduation Date: Jun, 2016	Email:	
Gender: Male		

[Edit](#)

Selected Disability	Selected Accommodation
Disorder of Written Expression, Central Auditory Processing, Convergence Insufficiency	Extra / Extended Breaks: Extra Breaks Between Test Sections
Edit	Edit

What is the Application Process?

- In some cases, you may be prompted to provide **additional documentation**.
- The system will request documentation and provide examples of the types of documentation that is helpful. The documentation suggested is based on the type of disability and accommodation being requested.
- Be sure any documentation answers the What, How, and Why questions.

CollegeBoard My Account | Logout
Services for Students with Disabilities

Your SSD is ready to Submit

Please confirm the information below and make any changes prior to your final submission. When you are ready, click the Submit button at the bottom of the page.

Requested Documentation

- 1 Test of Academic Achievement** (Commonly used tests that measure academic achievement)
Achievement tests should be individually administered, nationally-normed, comprehensive assessments of academic achievement. They measure academic functioning in areas such as reading, math and written expression. Abbreviated academic measures (i.e., WRAT-4, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate a disability. Please provide standard scores for all academic subtests, as well as the written report. Age or grade equivalents, ranges, percentiles or RPI scores are not sufficient.
[Why is this required?](#)
- 2 Psychiatric Update Within 1 year**
Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
[Why is this required?](#)

[Print Documentation Checklist](#)

Student Information

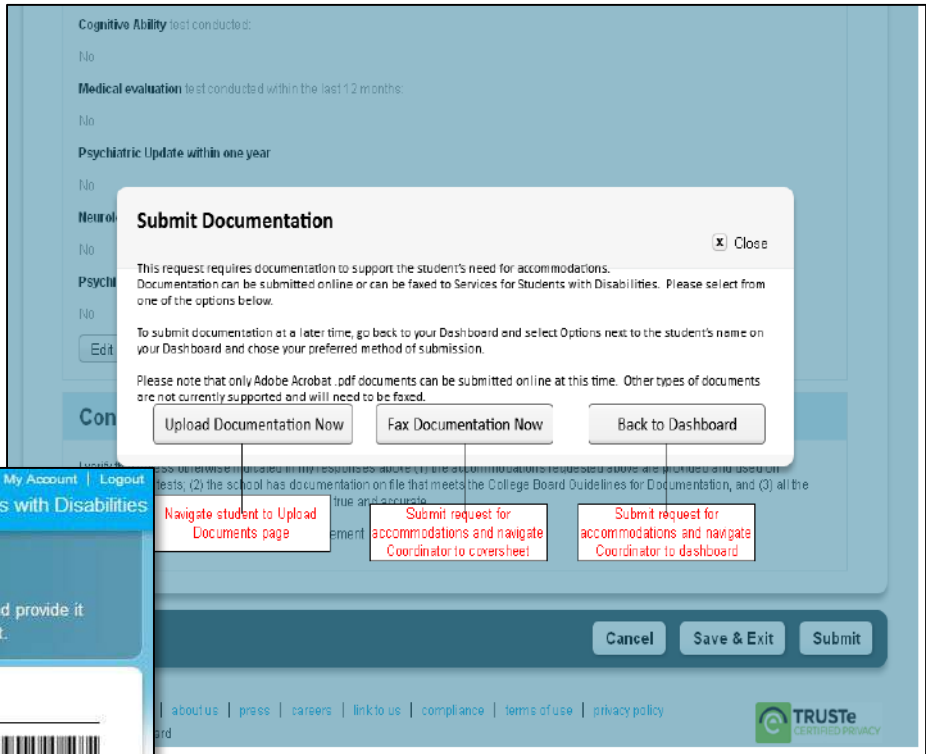
Lorem ipsum dolor sit amet, consectetur adipisicing elit. Integer ut libero quis nibh sodales tincidunt. Phasellus dui velit, blandit ac, adipiscing interdum, sodales in, augue. Cras eros neque, eleifend vel, tristique at, porta eu, lorem.

BASIC INFORMATION	MAILING ADDRESS	SCHOOL INFORMATION
Name: John Doe	222 Main Anywhere, VA 22001, US	High School Code: 000000
Date of Birth: Feb 1, 1992	Home Phone: 7035553300	High School Name: PS 1221
Expected High School Graduation Date: Jun 1, 2010	Email: john@doe.com	
Gender: Male		SCHOOL ADDRESS
Soc. Sec. #:		124 Main St. New York, NY 10001, USA

[Edit](#) [Print for Student / Parent Signature](#)

What is the Application Process?

- 9. **Submit** documentation (upload to SSD Online, fax, or mail) when required
- 10. Receive e-mail **notification** that decision has been made; log in to view decision letter



CollegeBoard Services for Students with Disabilities

Cover Page

The documentation required for this application is listed below. Please collect the documentation and provide it to the College Board via fax or mail. Please fill out and print this page to use as your fax cover sheet.

Cover Sheet

Student Name: **Joe Johnson**
SSD#: **221771**
High School: **Thomas Edison High School**
Grade: **11**

To: **College Board Services for Students with Disabilities**

FAX INFORMATION	SSD COORDINATOR CONTACT INFO:
Fax Number: 212.222.1221	Name: Jane Lewis
Attention: Jim Johnson	Phone: 212.222.2223
Number of pages: <input type="text"/>	Email: jlewis@school.edu
(including cover sheet)	

Helpful Tips – Entering Requests

- + Start early! Process takes approximately 7 weeks if documentation is required. Requests are due by **February 24, 2016**.
- + Request only those accommodations that a student will need on test day. Some accommodations that are used in school are not needed in a testing situation.
- + Avoid use of options labelled “other”. Check to see if disability or accommodation fits into another listed option. (E.g., “Learning Disorder – Reading” instead of “Other – dyslexia”).
- + Consider accommodations other than extended time. For example, students who need time to take a break should request extra breaks, not extended time.
- + Formal Plan: Enter date of FIRST IEP or 504 plan; NOT current plan. Date does not have to be exact.

Documentation Guidelines

- + Documentation recommendations **vary** depending on the disability and the accommodation requested.
- + Documentation should provide **evidence** of the following:
 - The disability
 - The degree to which the student's activities are affected (functional limitation)
 - The need for the specific accommodation requested
- + Documentation that includes the following is **most helpful** in the review process:
 - State the specific disability as diagnosed
 - Be current (varies based on disability/documentation)
 - Provide relevant educational, developmental and medical history
 - Describe the comprehensive testing techniques
 - Describe the functional limitations
 - Describe the specific accommodations
 - Establish the professional credentials of the evaluator
- + Send documentation that was used to make the determination even if out of date with any current information about the student. Please note that schools are not required to have students retested to support any documentation request.

Documentation of Disabilities

+ Documentation for **Learning Disabilities/ADHD**

- Most helpful:
 - Scores from **nationally-normed, individually administered** testing and report from psycho-educational evaluation should be included.
 - Include the student's standard or scaled scores (Age/grade equivalents and/or percentiles are not sufficient), as well as full report.
 - WRAT, Nelson-Denny, WASI and/or KBIT alone are not sufficient, without other documentation
 - College Board does not require a specific test

Documentation of Disabilities

+ Documentation for **Physical/Medical Disabilities**

- A summary of assessment procedures and evaluation instruments used to make the diagnosis
- A narrative summary of the evaluation results, and
- A rationale for each accommodation recommended by the evaluator.
- Temporary medical conditions are not disabilities and have a separate process. See [website](#) for details.

+ Documentation for **Visual Disabilities**

- Include the student's visual measurements and results from the most recent eye examination
- If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements should be included. Justification for the request of any or all accommodations should be provided.

+ Documentation of **Psychiatric Disorders**

- Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.
- Include frequency, duration and intensity of symptoms

Documentation of Accommodations

- + Extended time
 - Documentation that *time* is an issue
 - Keep in mind: No self-pacing – consider other accommodations

- + Computer
 - Documentation of an impact on written expression skills
 - Where an applicant requests a computer because of dysgraphia, the student should include documentation of a fine motor problem and an academic test of written language
 - Keep in mind: Computer is generally available for essays only; all special equipment must be requested

- + Four-function calculator (for non-calculator sections)
 - Documentation on an impact on math calculation
 - For non-calculator sections, only basic, four-function calculator would be approved (no scientific or graphing calculator)

What if documentation is not available?

The College Board documentation guidelines are recommendations for the documentation we find most helpful, however we understand that the requested documentation may not be available. In those cases, alternate documentation such as the following can be provided:

- + Detailed description of the process used to determine that accommodations are needed, including all assessment tools used by the school to determine the nature and scope of disability
- + Supporting documentation that demonstrates the student's disability, describes its impact on the student's activities, and supports the need for the requested accommodation
- + Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities
- + Other information such as teacher surveys, detailed performance reports, writing samples, etc.

The image shows a screenshot of a 'Teacher Survey' form from College Board's 'Services for Students with Disabilities' section. The form includes fields for 'Student Name', 'Return To', 'Teacher Name', and 'Subject/Class'. Below these fields is a paragraph of instructions for the teacher, followed by four numbered questions with corresponding text input boxes:

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):

Helpful Tips – Documentation

- + Typically IEPs or 504s do not include the degree to which the students' activities are impacted, therefore be sure that documentation addresses the questions of **What, How, and Why**.
- + College Board recommended documentation is most helpful, however **other documentation is acceptable**, but be sure that the documents demonstrate the student's disability, the impact of the disability on the student's ability to participate in College Board tests, and the need for the requested accommodation(s). Ask the student's parents if they have evaluations or medical documentation that the school does not have.
- + Documentation **should support the need** for the requested accommodation. For example:
 - When requesting a calculator, include documentation of an impact on math calculation.
 - When requesting a reader, include documentation of the student's reading ability.
 - When requesting a computer, include documentation of a fine motor issue or an impact on written expression.
 - When requesting extended time, include documentation of the student's ability to perform timed tasks.
- + If you have questions regarding documentation, you can call the SSD support line and ask for a clinician to discuss documentation options.

Common Reasons why Applications Are not Approved

- + Insufficient documentation
- + Documentation not current
- + Requesting inappropriate accommodations (e.g., time v. breaks)
- + No diagnosed disability
- + No functional impact
- + Accommodation interferes with test validity

Any application can be resubmitted with additional documentation for consideration even if after the deadline. College Board will review submissions to work on approvals for the make-up test day.

Special Cases

+ Changes in accommodations

- If a student's accommodation needs to be changed, the SSD Coordinator can use SSD Online to request the change.

+ Students who transfer

- If a student had previously been approved for accommodations by the College Board while at his or her old school, the SSD Coordinator can use SSD Online to move the student to his or her dashboard. There is no need to reapply for accommodations unless there is a change in need. We encourage communications between schools/districts to confirm status.
- If a student transfers in after the February 24th deadline, SSD Coordinators should submit the request as soon as possible so that College Board can review in time to allow for students to test on the makeup test date.

+ Temporary Accommodations

- College Board has a process to support students with temporary impairments (caused by injury, accident, etc.). These requests should be submitted via the [form](#), located on the College Board SSD website.

State-Allowed Accommodations (SAA)

- + State-Allowed Accommodations are ONLY intended for **students who would not be eligible for SSD accommodations** (e.g., English Language Learners - students who do not have a disability but need accommodations because they are still learning English).
 - Examples of supported state-allowed accommodations include Use of a Word for Word Glossary, extended time for EL students, and support for use of American Sign Language (ASL) when responding.
- + State-Allowed Accommodations must be requested each time a student is registered to test.
- + State-Allowed Accommodation requests are **automatically confirmed** based on the parameters agreed to by the state/district.
- + Students who test with State-Allowed Accommodations will NOT receive college reportable scores.
- + State-Allowed Accommodations can be requested starting 30 days before the test date, but no later than 11 days before the test date.

Accommodation Request – State-Allowed

- + The State-Allowed Dashboard is clearly marked to remind users these scores are not college reportable.

Back to SSD Dashboard Helpful Links: | [FAQ](#)

State-Allowed Accommodations > Dashboard

i Notice

State-Allowed Accommodations (SAA) should only be used by students when College Board accommodations are not available. Use of SAA's will result in an unreportable score and student scores will not be eligible for college submission or scholarship opportunities.

Your state/district has arranged SAA's for the following College Board tests:

An SAA request must be submitted for each student that requires them. To start, click the **Request State-Allowed Accommodations** button below

0 Students 25 per page ◀ ▶

Narrow by: [Clear all](#)

SAA Request Status	Student	Submitted	Testing Status
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Accommodation Request – State-Allowed

- + Enter basic student information including name, home address, date of birth, and graduation date.

Back to SSD Dashboard Helpful Links: Consent Form | FAQs

State-Allowed Accommodations: Student Information

Important Message: Please remember that the use of State-Allowed Accommodations will result in unreportable test scores.

Notice: Your state/district has arranged SAA's for the following College Board tests:
SAT School-Day, March 1, 2015, (11th)
SAT School-Day, March 1, 2015, (12th)

All fields are required, unless indicated

Basic Information

First Name:

* Middle Initial: * optional

Last Name:

* Email: * optional

Date of Birth: / /

Expected High School Graduation Date: /

Gender: Male Female

* Soc Sec #: - - * optional

Current School:

Callout 1: The current SSD rules to determine grade level by Expected High School Graduation Date will also apply here.

Callout 2: SSN is collected here for matching, but is not displayed on any users within SSD.

Mailing Address

USA, including its territories & Puerto Rico

Outside of USA

Street1:

Street2:

City:

State: Zip / Post Code:

Cancel Save & Exit Save & Continue

Accommodation Request – State-Allowed

- + Select the accommodation being requested. The list of accommodations will be specific to those approved by the state.
- + If a student has been approved for a College Board Accommodation, it will also be displayed here.

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Services for Students with Disabilities

< Back to SSD Dashboard Helpful Links: Consent Form | FAQ

State-Allowed Accommodations: Select Accommodations

Important Message: Please remember that the use of State-Allowed Accommodations will result in unreportable test scores.

Choose the State-Allowed Accommodations needed by Larry Walker for the SAT School-Day March 1, 2015 test.

Note: Our records show that Larry has also requested or been approved to use the following College Board accommodations:
College Board Approved: Magnifier, Extra Breaks
Under College Board Review: Permission to Test Blood Sugar

State-Allowed Accommodations:
Click [here](#) for information on State-Allowed Accommodation mappings for your district or state:

- State-Only - Extended Time (Same Day)
- State-Only - Extended Time (Multiple Days)
- State-Only - Extra and/or Extended Breaks
- State-Only - Late Start
- State-Only - Alternate Location
- State-Only - One-to-One Testing
- State-Only - Small Group Testing
- State-Only - Reader
- State-Only - Sign Language Interpreter
- State-Only - Assistive Technology
- State-Only - Large Print Test Book (20 point)
- State-Only - Braille
- State-Only - Use of Bilingual Dictionary
- State-Only - Cassette Test Book
- State-Only - Computer (Word Processor For Essays)
- State-Only - Brailier
- State-Only - Clarification of Directions
- State-Only - Other State Accommodations

If a LPA is similar to a College Board approved accommodation for the student, the LPA cannot be selected.

Cancel Save & Exit Save & Continue

Accommodation Request – State-Allowed

- + Review and submit request.
- + A parental request form is available for download on the review page.

CollegeBoard My Account | Logout
Services for Students with Disabilities

< Back to SSD Dashboard Helpful Links: Consent Form | FAQ

State-Allowed Accommodations: Review and Submit

Important Message: Please remember that the use of State-Allowed Accommodations will result in unreportable test scores.

Student Information

Please confirm the information below and make any changes needed.

BASIC INFORMATION Name: Larry Walker Date of Birth: Jan 1, 2002 Expected High School Graduation Date: Jan, 2016 Gender: Male	MAILING ADDRESS 123 Main Street Los Angeles, CA 08977, US Email: lwalker@yahoo.com	SCHOOL INFORMATION High School Code: 051585 High School Name: WESTSIDE COMMUNITY ADULT SCHOOL
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[Edit](#)

State-Allowed Accommodations

Bilingual Dictionary

[Edit](#)

Consent Form

A signed consent form is required for each student requesting State-Allowed Accommodations. The form must be signed by the student's parent/guardian, if the student is under 18, or by the student if 18 or over. The school should maintain the signed form with the student's records. It does not need to be sent to the College Board. A blank consent form can be viewed and printed at the [Consent Form for State-Allowed Accommodations](#).

Is there a signed consent form on file with the school?

Yes, I have a copy of the signed consent form on file.
 No

If you do not have a signed consent form, print the [Consent Form for State-Allowed Accommodations](#). Click the Save & Edit button below, to save the information you have entered so far. Once you have obtained a signature, locate the student's name on the State-Allowed Accommodations dashboard, and select "Edit State-Allowed Accommodation Request" next to the student's name, to submit the request.

Confirming Information

I verify that the information provided in my responses above is true and accurate. I also acknowledge that I am aware that because State-Allowed Accommodations are not reviewed or approved by the College Board's Services for Students with Disabilities, the student's scores for the [test] [date] test administration will not be reported to the student, to colleges, or for scholarship opportunities.

[Save & Exit](#) [Submit](#)

Prioritizing Requests

- + Request Deadlines – start now
 - College Board Accommodation requests, for college reportable scores, are due by **February 24, 2016**.
 - State Allowed-Accommodation requests, for non-college reportable scores, are due by **March 28, 2016**.
- + Given the shortened timeframe we recommended prioritizing in the following way:
 - Identify any students who have previously been approved for a College Board accommodation, for example those who have taken PSAT/NMSQT or AP. There is no need to reapply for accommodations for these students unless their needs have changed. They will receive the same accommodations for the CT SAT School Day as previously approved.
 - Of the remaining students,
 - Begin with students who have 504 plans. Please be sure to include information that answers the What, How, & Why questions.
 - Submit applications for any students who have been receiving accommodations in school for less than 4 months, followed by those who have been receiving accommodations for greater than 4 months.
 - Lastly, submit any requests for State-Allowed Accommodations.

Where to start?

- + **Identify an SSD Coordinator**

This should be someone who is familiar with the student's needs, for example, at the school level this may be a Lead Special Education Teacher Consultant or at the district level this may be a Special Education Director.

- + **Complete the SSD Coordinator Form to request access to SSD Online Go to**

<https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access>

- + **Create a College Board Educational Professional Log-in Account (EPL)**

Go to www.collegeboard.org/profaccount to create account

- + **Receive Access code (1st time only)**

Will be sent by email

- + **Download the parent consent form**

Download from SSD Online or from <http://professionals.collegeboard.com/testing/ssd/forms>

Contact Us

➤ **Coordinator Hotline**

(help with submitting approvals or checking approval status)

- FAX: (866) 360-0114
- By Phone: (212) 713-8333 or (844) 255-7728 (Coordinator Hotline)
- By Email: ssd@info.collegeboard.org

➤ **Students and Parents**

(registration, online account questions)

- By Phone: 212-713-8333

➤ **Delaware Department of Education Website (Accommodations)**

- <http://www.doe.k12.de.us/Page/2718>

Questions



Appendix

Delaware SAT & Smarter 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>Note: not all accommodations are included and 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> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Crosswalk Available at: http://www.doe.k12.de.us/Page/2718</p> </div>
English Learners	Used for accountability and college admission	Used for accountability purposes only
	<ul style="list-style-type: none"> - Translated test directions (by native language reader) - Printed test directions (Arabic, Chinese, Haitian-Creole, Portuguese, and Spanish) 	<ul style="list-style-type: none"> - Bilingual dictionary, word for word translation - Extended time

Delaware SAT & Smarter Accommodations Crosswalk

TIMING (College Reportable if approved by CB) for Students with IEPs and 504 plans			
SAT Accommodation	SAT Description	Smarter Support/Accommodation	Notes
Extended Time (50%, 100%, more than 100%)	Extended assessment time	No equivalent	Smarter 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 Smarter this is allowable as part of universal design.

Delaware SAT & Smarter Accommodations Crosswalk

SETTING (College Reportable) for Students with IEPs and 504 plans			
SAT Accommodation	SAT Description	Smarter 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)	No equivalent	
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.
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.

Delaware SAT & Smarter Accommodations Crosswalk

PRESENTATION (College Reportable) for Students with IEPs and 504 plans			
SAT Accommodation	SAT Description	Smarter 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	
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	Smarter is given on the computer

Delaware SAT & Smarter Accommodations Crosswalk

PRESENTATION (College Reportable) for Students with IEPs and 504 plans

SAT Accommodation	SAT Description	Smarter Support/Accommodation	Notes
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)	
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".

Delaware SAT & Smarter Accommodations Crosswalk

PRESENTATION (College Reportable) for Students with IEPs and 504 plans			
SAT Accommodation	SAT Description	Smarter Support/Accommodation	Notes
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)	
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	

Delaware SAT & Smarter Accommodations Crosswalk

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

SAT Accommodation	SAT Description	Smarter 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
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 CB.

Delaware SAT & Smarter Accommodations Crosswalk

English Learners – Pilot Program (College Reportable)			
SAT Accommodation	SAT Description	Smarter 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 Arabic, Chinese, Haitian-Creole, Portuguese, and Spanish	Translated Test Directions	

DE Specific Accommodations (For Accountability Only: Non-College Reportable) for Students who are English Learners			
SAT Accommodation	SAT Description	Smarter Support/Accommodation	Notes
State Allowed Accommodation	Use of bilingual word-for-word-Non-electronic translation glossary for English language learners	English Glossary Translations (glossaries)	Non-college reportable
Extended Time (50%, 100%, more than 100%)	Extended assessment time	No equivalent	Non-college reportable

Examples of Disabilities

College Board Disability

Learning Disability

- Reading Disorder
- Learning Disorder not Otherwise Specified
- Disorder of Written Expression
- Mathematics Disorder

Attention-Deficit/ Hyperactivity Disorder

- AD/HD Combined Type
- AD/HD Predominantly Inattentive Type (ADD)
- AD/HD Predominately Impulsive/Hyperactive

Autism Spectrum Disorders

- Autistic Disorder
- Asperger's Disorder
- Pervasive Development Disorder (PDD)

Hearing

- Deaf
- Hard of Hearing
- Central Auditory Processing
- Other Hearing Impairment

Visual

- Blind
- Legally Blind
- Low Vision/Visually Impaired
- Convergence Insufficiency (Documentation required)
- Other Visual Disorder (Documentation required)

Examples of Disabilities

College Board Disability

Physical/Medical

- Cerebral Palsy
- Diabetes
- Hydrocephalus
- Spina Bifida
- Sickle Cell Disease
- Neurofibromatosis
- Juvenile Rheumatoid Arthritis/Arthritis
- Lyme Disease
- Muscular Dystrophy
- Guillain-Barre Syndrome
- Crohn's Disease
- Chronic Fatigue Syndrome
- Cancer
- Epstein Barr
- Narcolepsy/Sleep Disorder
- Epilepsy/Seizure Disorder
- Traumatic Brain Injury
- Other Physical/Medical Disorder

Communication Disorder/Speech and Language

- Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder
- Language Disorder/Mixed Receptive-Expressive Language Disorder
- Phonological Disorder (Documentation required)
- Other Communication/Speech and Language Disorder (Documentation required)

Examples of Disabilities

College Board Disability

Intellectual Disability

- Intellectual Disability

Psychiatric

- Generalized Anxiety Disorder
- Panic Disorder
- Post-Traumatic Stress Disorder
- Depression/Depressive Disorder
- Bipolar Disorder
- Obsessive-Compulsive Disorder
- Schizophrenia Spectrum Disorder
- Oppositional Defiant Disorder
- Tourette's Syndrome/Tic Disorder
- Other Psychiatric Disorder

Other

- Multiply Handicapped
- Other (Documentation Required)
- Dysgraphia

Application Process

1. Print a parental consent form and have the parent sign it
2. Go to SSD Online (CB Professional account required)
www.collegeboard.org/ssdonline
3. Enter basic student information
4. Answer questions about student's disability, requested accommodations, and available documentation via SSD Online
5. Submit the request electronically via SSD Online
6. Review the system notification regarding any requested documentation
7. Submit documentation (upload to SSD Online, fax, or mail) when required
8. Receive e-mail notification that decision has been made; log in to view decision letter