CollegeBoard | SAT®

Services for Students with Disabilities (SSD) Coordinator Handbook

This handbook is to help prepare SSD Coordinators for requesting and administering accommodations for the SAT® Suite of Assessments.

Using This Guide

This guide provides information about key activities required by the SSD Coordinator. The topics covered include:

CollegeBoard

Understanding Types of Accommodations

College Board provides two types of accommodations for the SAT Suite of Assessments.

College Board Approved Accommodations are designed for students with documented disabilities and must be approved in advance by College Board. Students who are approved for College Board accommodations will receive college reportable scores. Once approved for accommodations, with limited exceptions, a student remains approved for all College Board tests.

State-allowed Accommodations (SAAs) are state-specific accommodations defined by the state that require a request to be submitted and are automatically approved. Schools and students will receive scores for students testing with SAAs and those scores are used for accountability participation. However, the scores are not college or scholarship-reportable. These accommodations apply to state testing only and are requested for each state administration. Refer to information available through your state as to how these scores are used for accountability.

What to know about College Board Accommodations

All requests for accommodations are submitted by the designated SSD coordinator in the College Board online system, called SSD Online. Requests can be submitted as soon as a school has a 6-digit Attending Institution (AI) code. Students with some accommodations will test on the primary test day. Other accommodations allow the school to schedule the test day(s) during a designated accommodations testing window.

The accommodations that students request for the College Board assessments should be consistent with the accommodations they use for taking assessments in school. College Board acknowledges that some terminology used in the creation of IEP 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. The school can determine the best option in consultation with the student and family. Use the following information to assist in determining which College Board option may be appropriate for the accommodation(s) defined in the IEP/504.

Assessments Read Aloud

College Board Option	What Does This Mean?
Reader	Test staff reads the test to the student. Must be completed in a 1-to-1 environment. Student automatically receives 50% extended time and extra breaks on all sections.
MP3 Audio Format	Audio version of the test, delivered on a flash drive. Student automatically receives 100% extended time, extra breaks on all sections, and additional time for section 2.

Extended Time on Assessments (on the clock)

College Board Option	What Does This Mean?
50% Extended Time	Student receives time-and-a-half for each approved section of the test and may receive extended time in reading and/or math.
100% Extended Time	Student receives double time for each approved section of the test and may receive extended time in reading and/or math.

Note: More than 100% extended time is also available.

Breaks during Assessments (off the clock)

College Board Option	What Does This Mean?
Extra Breaks	Student is given a break halfway through longer sections and a break after every section.
Extended Breaks	Student is given breaks at the standard time, but breaks are typically twice as long.
Breaks As Needed	Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break.

It's also helpful to know specific information about common types of accommodations. You can use the accommodation(s) that will create the most positive testing environment for the student. Keep in mind that these are not the only options of accommodations available but are examples of commonly requested accommodations. The College Board provides many different types of accommodations and will review all requests. **All of the College Board-approved accommodations listed in the following table result in college- and scholarship-reportable scores**.

Be sure to confirm with the test supervisor which assessment(s) your state or district is administering. Use the chart below to understand the meaning of certain accommodations for PSAT 8/9, PSAT 10, SAT (no Essay), and SAT (with Essay).

Timing

Accommodation	What to Know	Days of Testing
50% extended time for reading (time and a half)	• Student receives extended time for ALL sections. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 2 days
50% extended time for math (time and a half)	• Student receives extended time only for the math sections. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
100% extended time for reading (double time)	• Student receives extended time for ALL sections. • Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. • Student is automatically approved for extra breaks.	PSAT 8/9: 2 days PSAT 10: 2 days SAT (no Essay): 2 days SAT (with Essay): 2 days

Accommodation	What to Know	Days of Testing
100% extended time for math (double time)	▪ Student receives extended time only for the math test. ▪ Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing. ▪ Student is automatically approved for extra breaks.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Extra Breaks	▪ Student is given a break halfway through longer sections and a break after every section.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Extended Breaks	▪ Student is given breaks at the standard time but breaks are typically twice as long. ▪ A student with extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Breaks as Needed	▪ Typically given to a student with physical or medical conditions. ▪ Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break. ▪ A student who requests breaks as needed may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day

Presentation/Recording

Accommodation	What to Know	Days of Testing
American Sign Language (ASL)	▪ Student receives test directions, the only listening portion of the SAT and PSAT, in ASL by an adult. ▪ Interpreters must meet testing staff requirements.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Assistive technology-compatible (ATC)	▪ Digital version of the test, delivered on a flash drive. ▪ For use with screen readers and other assistive technology ▪ Student is automatically given 100% extended time on the writing and language section only. ▪ Student must use the entire time for which they are approved. They cannot move to the next section when they are finished, even if they are the only student testing.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
MP3 Audio	▪ Audio version of the test, delivered on a flash drive. ▪ Student automatically receives 100% extended time (plus additional time on the writing and language test) and extra breaks on all sections. ▪ Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.	PSAT 8/9: 2 days PSAT 10: 2 days SAT (no Essay): 2 days SAT (with Essay): 2 days
Reader	▪ Student is read the SAT aloud by an adult. ▪ Student must be in a 1-to-1 setting with an adult. ▪ Student automatically receives 50% extended time and extra breaks on all sections. ▪ Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 2 days

Accommodation	What to Know	Days of Testing
Writer/Scribe	▪ Student is assigned an adult to transcribe answers onto the answer sheet. ▪ Student automatically receives 50% extended time and extra breaks on all sections. ▪ Student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing. ▪ The scribe must capture the essay portion of the SAT exactly as dictated by the student. Student does not have to dictate spelling, unless a word is unclear. They do need to dictate punctuation to be captured by the scribe.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 2 days

Setting/Other

Accommodation	What to Know	Days of Testing
Small Group	▪ Depends on the number of students in the group and the size of the room. ▪ There is no minimum number of students that must be tested in a room. In a school day administration, schools plan rooms based on their capacity. The benefit of requesting the small group accommodation is to ensure the student is approved for accommodations for any future testing, e.g. national SAT testing.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Home/Hospital Testing	▪ Requested through SSD Online ▪ Test is administered at a location other than school (e.g. home or hospital) to a student with a disability that prevents them from attending school.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day
Temporary Medical Conditions	▪ Not requested through SSD Online ▪ Support for student with temporary impairments caused by injury or accidents ▪ See Forms section in the appendix for the necessary paperwork.	PSAT 8/9: 1 day PSAT 10: 1 day SAT (no Essay): 1 day SAT (with Essay): 1 day

Students testing over 2 days should test over consecutive days. If a student is absent on the second day, they should resume testing the next day they return to school.

Combinations of accommodations are possible (Example: breaks as needed and 100% extended time). In these instances, be sure to refer to the Nonstandard Administration Report (NAR) for information on the number of days a student will test and whether this will occur on the primary test day or in the accommodated window.

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Accessing SSD Online

SSD coordinators will use SSD Online to submit requests for accommodations on the behalf of students. **Schools can have multiple SSD coordinators**, but only one should be listed as the primary coordinator who will receive communications from the College Board.

Once the SSD coordinator(s) are identified they should request access to the SSD Online system. To access the system, the 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.

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Requesting Accommodations

Preparing to Request Accommodations

The process for requesting accommodations can be more efficient if the SSD coordinator has certain information about the student(s) on hand. This information includes:

- IEP or 504 Plan
    - 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
    - Date of birth
    - Estimated graduation date
    - Gender
    - Student mailing address
    - Student phone number

An Accommodations Request Worksheet is included in the Appendix of this handbook to assist SSD coordinators in organizing student information before going into SSD Online to submit a request. This worksheet is **NOT** required, it is offered only as a resource.

Getting Started

Use the following suggested steps to organize your requests:

1. Identify students who will be testing this year and confirm accommodations.

    a. Use the Dashboard to look students up, or

    b. Print the Eligibility Roster. The Roster provides all students approved for accommodations at your school.

2. For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.

3. For students with previously approved accommodations, verify

    a. The accommodations approved match the student's current identified IEP/504 accommodation needs;

    b. The student information including name, birth date, and graduation date are correct; and

    c. The student is receiving the testing accommodations on school and district assessments.

4. For any student no longer at your school, notate the information on the eligibility roster. Fax the roster to (866) 360-0114 to have the student removed from the Dashboard and reports.

Verify the accommodations request deadlines for your state or district school day administration. They may be different from the deadlines posted online for national testing.

Using SSD Online

Requesting College Board Accommodations

1. Obtain parental consent. Before submitting a request for accommodations for College Board tests, schools must have parent/guardian consent to share information for students under the age of 18 and to request accommodations. Verification of consent will be requested during the online process. However, College Board does not require schools to submit the consent form. If you do not have parent/guardian approval through the student's IEP, 504, or other school documentation, then a consent form must be signed and kept on file at the school. Email or phone consent is acceptable if allowed by district policy and it is documented.

2. Login to SSD Online.

3. Enter basic student information.

4. Answer questions about the student's disability.

5. Answer questions about the student's plan and documentation.

   a. Most requests for accommodations are automatically approved based on information provided during the online process.

   b. In cases where additional documentation is required, the SSD coordinator will be provided a list of recommended documentation to submit. Please note that while the recommended documentation listed is most helpful in determining a student's need for accommodations, it is not required. The College Board will review all documentation that is submitted.

   c. Upload or fax documentation that demonstrates the need for the requested accommodation.

Requesting State-allowed Accommodations

1. Obtain parental consent. Before submitting a request for accommodations for College Board tests, schools must have parent/guardian consent to share information for students under the age of 18 and to request accommodations. Verification of consent will be requested during the online process. However, College Board does not require schools to submit the consent form. If you do not have parent/guardian approval through the student's IEP, 504, or other school documentation, then a consent form must be signed and kept on file at the school. Email or phone consent is acceptable if allowed by district policy and it is documented.

2. Login to SSD Online.

3. Enter basic student information.

4. Select the state-allowed accommodation(s).

5. Submit the request.

Note: Requests for State-allowed Accommodations are automatically approved. If the requests are submitted by the published request deadline, materials will be automatically shipped for testing.

Monitoring Your Dashboard

SSD coordinators can follow the progress of requests for accommodations on the SSD Online Dashboard.

Once the approval is granted (within a few days if no documentation is required and up to 7 weeks if additional documentation is required), the student will be assigned an SSD number. If the student does not have a College Board account, an eligibility letter will be mailed to the student's home address describing the accommodations the student has been approved to use. Schools can also print a copy of the eligibility letter in SSD Online, if desired.

From the Dashboard of SSD Online, SSD coordinators can also initiate other requests for accommodations, access necessary SSD forms, and create an eligibility roster or a nonstandard administration report (NAR).

Maintaining Your Dashboard

As test day approaches, check your dashboard to confirm that the students listed still attend your school and that the information for each student is accurate. You may need to make changes to listed students, student information, or requested accommodations.

Making Changes to Previously Submitted Requests

1. From the Dashboard, locate the student to change.

2. Select "Options."

3. Click "Create Change Request."

4. Print the change request form, annotate with requested changes, and fax the request form to SSD at (866) 360-0114.

5. Note that the request to add additional accommodations for a student typically requires supporting documentation.

Changing Graduation Date

It's important to keep the student's graduation date accurate. If a student's expected graduation date changes, this change should also be made in SSD Online.

1. From the Dashboard, create eligibility roster.

2. Print roster.

3. Find the student, annotate with the new graduation date, and fax the eligibility roster to SSD at (866) 360-0114.

Changing Demographic Information

If you need to change other demographic information in SSD Online such as student name, date of birth, or gender, call the School Day Support line for guidance at 1-844-688-9995.

Adding a Student to the SSD Online Dashboard

SSD coordinators can transfer students to and from their dashboard. It's helpful if students provide their SSD number. The first step is to obtain a student's College Board SSD Number.

The following are ways to obtain a student's SSD number if the student is new to your school:

1. Ask the student or parent if they have a copy of the eligibility letter.

2. Have the student log in to their College Board account to obtain a copy of the eligibility letter.

    a. Select "My Plan."

    b. Select "View your eligibility letter."

3. Contact the student's previous school and request a copy of the eligibility letter or the SSD number.

4. Contact the College Board Educator Hotline, provided in your manual, or contact the SSD Department directly at 844-255-7728.

To add the student with previously approved accommodations to your Dashboard:

1. Click "Submit Accommodations Request" in the top right corner of the dashboard.

    a. A screen titled "Before You Begin" will open.

    b. Read the information provided and click "Continue" to proceed.

2. On the Student Details page, respond "Yes" to these two questions: "Has a Student Eligibility Form already been submitted for this student?" and "Is this a Transfer Student?"

3. You will be asked for the student's name, date of birth, and SSD number.

4. If the student is requesting accommodations that are different from those approved or is not receiving the approved accommodations at your school, documentation review may be required.

Removing a Student from Your SSD Online Dashboard

To remove a student who no longer attends your school from your dashboard:

1. Log in to SSD Online.

2. From the dashboard, create eligibility roster.

3. Print roster.

4. Find the name of each student who needs to be removed from your dashboard, and annotate the roster with as much detail as possible.

5. Fax the annotated roster to SSD at (866) 360-0114.

SSD Online Reports

NAR (Nonstandard Administration Report)

The Nonstandard Administration Report (NAR) is a list of students approved for accommodations who are taking a specific test. The NAR will be used for room and staff planning for testing students with accommodations.

The SSD coordinator must print a copy of the NAR before test day. More information will be provided about when the NAR can be accessed (after the processing of the bulk registration file). The test supervisor can also request access to SSD Online (see previous section) to obtain access to the NAR, if desired.

To access the NAR (when available):

1. From the SSD Online dashboard, select "Create Nonstandard Administration Report."

2. Select the appropriate test administration.

3. Enter your school's six-digit AI code, and then select "Continue."

4. Select "Create SAT Nonstandard Administration Report" which will list all the students approved for accommodations.

For SAT, the NAR includes helpful information about organizing testing for accommodated students. The NAR has been enhanced this year to include **all** students with disabilities and to indicate which color test book the student must use, whether the student tests over one day or two, and whether the student can be scheduled in the accommodated testing window.

For PSAT-related assessments, the NAR includes all students who have been approved for accommodations; however, <u>any</u> student listed on the NAR for PSAT-related assessments is able to test in the accommodated window for PSAT.

Eligibility Roster

The eligibility roster is used by the school for the purpose of sending updates about students to College Board or to make changes to the student's information in SSD Online. It provides a listing of all students with approved accommodations who will test at the school.

SSD Coordinator Role in National SAT Testing

Although your state is opting to provide the SAT on a school day to your students, some students may also voluntarily register for a national administration of the SAT at their own expense. For national testing, most students will test in a weekend test center. These test centers are normally housed in high schools or colleges that applied to the College Board and were approved for weekend testing. Many accommodations, including 50% extended time, extra breaks, use of a calculator and others can be provided in a test center.

However for students that have certain accommodations, which include 100% extended time testing over two days, MP3 Audio, Assistive Technology (ATC), braille, or large font needs greater than 20 point, have the option to test in their school due to their special testing needs. This is referred to as "school-based testing." This means your school, even if you have not signed up to be a national test center, may have students looking to test there. The primary SSD coordinator of a school serves as the contact for College Board and students who require school-based testing.

In order to support this process, we ask that each SSD coordinator fill out their SSD School Testing Calendar online. It is accessible on the SSD Online Dashboard; it allows you to notify us if there are administrations for which you will not be able to provide school-based testing for students. Please make sure that your testing calendar and summer contact information are updated in SSD Online.

The decision to support school-based testing is completely at the discretion of the school. Testing these students at your school is optional. If you decide to not support the national testing for these students, College Board will work with students directly to find another school in the area that is available. Neither the College Board nor the state requires you to participate nor does this have an impact on the state-provided spring testing. We only ask that you update the School Testing Calendar in SSD Online.

Schools that can support school-based testing are required to begin testing anytime between the Saturday of the national test date and the following Tuesday. All testing must be complete by the Wednesday after the Saturday administration. Schools may determine the best schedule. Based on your school's defined availability on the SSD School Testing Calendar, you will receive a notification in advance of test day from College Board/ETS if any of your students with school-based accommodations have registered for an administration of the SAT. To see the students at your school that have been approved for the accommodations that require national testing at their school, as well as any administrations for which those students have registered, your school's SSD coordinator can login to SSD Online and check the Nonstandard Administration Report (NAR).

Many states have laws and many schools have policies against paying staff honoraria in addition to their salary. However, a request can be made if one of the following applies:

1. The number of students being tested requires the hiring of external staff for administration of the SAT during school hours;

2. The SAT was administered on a weekend (by school and/or external staff); or

3. The SAT was administered before or after the school year (for example in June or August).

To request payment under these circumstances, please complete the **SAT School-Based Testing Payment Authorization Form**. This does not apply to schools and districts participating in the SAT School Day program in which all students take the test on a weekday.

CollegeBoard

English Learner Supports

English learners taking the SAT Suite of Assessments during the school day in the spring will have access to translated test directions and word-to-word bilingual glossaries. The supported languages for one or both of these supports in 2018 (new languages are in bold) include **Albanian**, Arabic, **Bengali**, Chinese (Mandarin), **Gujarati**, Haitian Creole, **Hindi**, Polish, Portuguese, Russian, Spanish, **Urdu**, and Vietnamese.

The assessment results, when these supports are used, are college and scholarship reportable and do not require an approval or request in SSD Online. Please note that these supports are not available when taken on a national, weekend administration of the SAT.

Schools will be required to print the necessary translations, and the list of approved glossaries will be available in February.

Glossary

Attending Institution (AI) Code: A six-digit code that identifies a school. Each attending institution has a unique AI code. This code is sometimes referred to as a College Entrance Examination Board (CEEB) code or a school code.

Bulk Registration: The process in which the state or district preidentifies students for testing.

College Board Accommodations: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the College Board. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

Eligibility Roster: Used for submitting changes to student information in SSD Online.

Nonstandard Administration Roster (NAR): A list of all students approved for accommodations. Includes detailed information about the accommodations for which students are approved.

Pre-ID Label: Label provided for each student included in the bulk registration (preidentification) file submitted by your state or district. The pre-ID label is applied to the answer sheet before the test.

Services for Students with Disabilities (SSD): College Board department that supports accommodation requests and accommodated testing.

State-Allowed Accommodations (SAA): Accommodations or supports that may be available to your students that doesn't result in a college or scholarship-reportable score and is applicable only to state-provided SAT or PSAT testing.

State Student ID (SASID): State student identification number for students

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SSD Coordinator Checklist

This is a suggested checklist of activities for the SSD coordinator. You may choose to conduct certain activities at a different time at your school, be sure to reference the deadlines available for your state or district.

Now to 7 Weeks Prior to Test Day

Mark when Complete	Activity
☐	Primary SSD coordinator for the school is identified, creates a College Board professional account, and requests access to SSD Online.
☐	Review any current approvals to ensure student information and graduation date are accurate.
☐	Begin submitting College Board requests for accommodations in SSD Online.
☐	Coordinate with the Test Supervisor on tasks and responsibilities for testing students with disabilities.

4 Weeks Prior to Test Day

Mark when Complete	Activity
☐	Utilize online training available for SSD coordinators.
☐	Continue submitting College Board accommodation requests and monitor approval status in SSD Online.
☐	Print initial NAR to assist in room and schedule planning.

2 Weeks Prior to Test Day

Mark when Complete	Activity
☐	Read and review testing manuals for information on managing the administration.
☐	Monitor approval status in SSD Online.
☐	Print new NAR if additional students have been approved.

1 Week Prior up to Test Day

Mark when Complete	Activity
☐	Ensure that students testing with accommodations know where and when to report for test day.
☐	Assist the test supervisor in reconciling test materials for students testing with accommodations.
☐	Monitor approval status in SSD Online.
☐	Print new NAR if additional students have been approved.
☐	Coordinate activities with the test supervisor for test day and administering the assessment to students with disabilities.

CollegeBoard

Accommodations Request Worksheet (for local use only)

Student Name   _____

Parent Consent Received? Yes _____ No _____

Student Information

Date of Birth   _____

Expected Graduation Date   _____

Student Mailing Address   _____

Home Phone Number   _____

Next Intended Test: _____

The fields "student email" and "social security number" are optional, do not complete.

Disability

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

When did the disability first occur? (Within the past four school months or longer than four 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, math and writing; 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   _____

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.

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.

Services for Students with Disabilities

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.

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| |

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.

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| |

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):

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| |

   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?

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| |
| |

Signature: _____ Date: _____

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