Services for Students with Disabilities (SSD) Overview for Coordinators

SAT ®
Ohio Department of Education & Workforce

11/30/2023
Housekeeping

• Please use the Q&A feature on Zoom for any questions.

• We'll address questions at the end of each section. If they pertain to a unique need, we'll follow up with you after the presentation.

• If your question is not answered during our time today, we will follow-up via email.

• Our session is being recorded. The recording will be available via a link shared on www.collegeboard.org/ohio
Today’s Agenda

• Sharing PII with College Board
• Testing Windows and Deadlines
• The SSD Coordinator Role
• Digital SAT
• Preparing to Test with Accommodations
• Reviewing and Requesting Accommodations in SSD Online
• Screen Readers, Text-to-Speech, and Speech-to-Text
• Sample Scenarios for Requesting Accommodations
• English Learner (EL) Supports for Digital Testing
• Questions & Answers
Session Goals

Our goal today is to provide you with the latest information regarding SSD accommodations for the spring 2024 administration.

In this session, we will give you a clear overview of the tasks and responsibilities of the school SSD coordinator.

By the end of the session, you will have a clear understanding of the next steps required to start submitting or reviewing student accommodations.
Sharing Personal Identifiable Information (PII) With College Board

Student PII may include the following data:

• Name
• Date of Birth
• Address
• Telephone number
• Email address
• Identifying numbers, such as the SSD Number

Please exercise caution when handling Student PII. If you must discuss an issue that involves sharing this information, please do so via telephone.
Testing Window and SSD Deadlines
Ohio Spring 2024 SAT School Day Testing Window

Spring SAT School Day Testing Window
Monday March 4 – Friday April 26

• Schools have the flexibility to test students on any weekday within the eight-week testing window.

• In cases of absence on the primary test date(s), students will be provided with an alternative testing opportunity on a feasible subsequent day.

• Testing can occur in both morning and afternoon sessions, and multiple sessions can be run in a single day.
## Spring 2024 Deadlines

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Board Approved Accommodations and EL Extended Time Requests</td>
<td>January 16, 2024</td>
</tr>
<tr>
<td>State-Allowed Accommodations (SAAs)Requests</td>
<td>January 16, 2024</td>
</tr>
</tbody>
</table>

**Note:** State-Allowed Accommodations should only be used in very rare circumstances, as they result in a non-college reportable score.
Digital SAT Overview
Digital SAT and PSAT Test Specifications at a Glance

Reading and Writing

96 total questions (2 sections)  
100 total minutes (1.04 min/question)  
Set based questions

54 total questions (1 section)  
64 total minutes (1.19 min/question)  
Discrete questions
Digital SAT and PSAT Test Specifications at a Glance

**Math**

- **58 total questions**
- **2 sections – calculator and no calculator**
- **80 total minutes (1.38 min/question)**
- **Discrete and set based questions**
  - Multiple-choice (≈78%)
  - Student-produced response (SPR) (≈22%)

- **44 total questions**
- **1 section – with calculator**
- **70 total minutes (1.59 min/question)**
- **Discrete questions**
  - Four-option multiple-choice (≈75%)
  - Student-produced response (SPR) (≈25%)
Digital SAT and PSAT are Multi-Stage Adaptive

<table>
<thead>
<tr>
<th></th>
<th>Multi-Stage Adaptive Testing (MST) (SAT and PSAT)</th>
<th>Item Adaptive (NOT SAT or PSAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Delivery</td>
<td>Sets of questions (called modules)</td>
<td>One item at a time</td>
</tr>
<tr>
<td>Adaptive</td>
<td>Based on how students perform in the previous module</td>
<td>Based on a student responds to each question</td>
</tr>
<tr>
<td>Navigation</td>
<td>Students can review items within a module</td>
<td>Students are not able to go back to a question</td>
</tr>
<tr>
<td>Test Length</td>
<td>Supports shorter test lengths</td>
<td>Supports shorter test lengths</td>
</tr>
<tr>
<td>Examples</td>
<td>GRE, digital SAT</td>
<td>ACCUPLACER, SBAC, NWEA – MAP, NCLEX</td>
</tr>
</tbody>
</table>
What is a **Module** of the Digital SAT School Day?

Each **Section** of the digital SAT School Day is composed of two **Modules**:

1. **Module 1**
   Students are given a broad mix of easy, medium, and hard questions.

2. **Module 2**
   Students are given a targeted mix of questions of varying difficulty based on their performance in Module 1.

**Student’s Score for that section**

**NOTE:** This set-up is called “**multi-stage**” adaptive. As opposed to “item” adaptive testing, students can go back to prior questions within a module, and the test adapts based upon a greater amount of student performance information than a single response.
Digital Test Administration Systems

- **Test Day Toolkit** is the online application that testing staff use to administer the digital SAT Suite of Assessments.

- **Bluebook** is the application that students use to take the digital SAT Suite of Assessments. Bluebook and Test Day Toolkit work together to make digital testing possible.
Ensure Devices Meet Requirements

Personal or School Managed:
- Lap/Desktop (Mac/Windows)
- Tablet (iPad/Windows)
- School-Managed Chromebook

Device should be able to hold a charge for 3 hours

Device must be able to connect to Wi-Fi

For more information visit: https://bluebook.collegeboard.org/technology/devices/requirements
Bluebook Application Tools: Desmos Calculator

Built-in Desmos Graphing Calculator & Math Reference Sheets
Bluebook Application Tools: Flag and Review
Bluebook Application Tools: Hide/Unhide Timer

Two nearby trees are perpendicular to the ground, which is flat. One of these trees is 10 feet tall and has a shadow that is 5 feet long. At the same time the shadow of the other tree is 2 feet long. How tall, in feet, is the other tree?
Bluebook Application Tools: Full Annotation

In recommending Bao Phi's collection Song I Sing, a librarian noted that pieces by the spoken word poet don't lose their _____ nature when printed; the language has the same pleasant musical quality on the page as it does when performed by Phi.

Which choice completes the text with the most logical and precise word or phrase?

- scholarly
- melodic
- legendary

New Annotation: "pieces by the spoken word poet _____ nature when printed."

Highlight Color: [ ] Underline style: [ ]
SSD Coordinator Role
Testing Staff Roles and Responsibilities Overview

SSD Coordinator

- Submits accommodation requests for all students who require them.
- Submits EL support requests for all students who require them.
- Communicates with students and families about necessary testing accommodations.
- Reviews accommodations for students who received approval previously to ensure those accommodations still meet the needs of the student.
- Assists the school test coordinator in determining rooms and staff required for administering the test with accommodations.
- Works with the school test coordinator and technology coordinator to make sure student devices are configured to support assistive technology (as needed) for testing.
- Partners with the school test coordinator to administer the SAT to students who are testing with accommodations.
Returning SSD Coordinators

Confirm that you still have access to SSD Online by logging in to your College Board Account at www.collegeboard.org.

• If you’ve forgotten your password, use the forgot username or forgot password links on the sign-in page.

• Choose SSD Online from your Account Dashboard or login to SSD Online directly at: ssdonline.collegeboard.org.
New SSD Coordinators

To access the SSD Online system, the new SSD coordinators will need to request access.

- School must have Attending Institution (AI) code to establish SSD Online access.
- Educators must have a College Board professional account and must also complete SSD Coordinator Form, found on www.collegeboard.org/ssd.
- An email is sent to the SSD coordinator when the form is submitted.
- Each school should have one Primary SSD coordinator.
- There can be multiple SSD coordinators with SSD Online access at a school if it is allowed by district/school policy.
Preparing to Test with Accommodations
Accommodations on the Digital SAT

• Some accommodations may be given differently than they were on paper tests, or they may not be needed.

• All students will test digitally, including students testing with accommodations, unless they have an accommodation that requires another mode (which is a rare exception).
Accommodations on the Digital SAT (cont.)

- Quiet, structured environment
- Must stay for the entire amount of time (no self-pacing)
- Different types of accommodations may test in different settings

There may be differences between how accommodations work on College Board tests and how they work in the classroom.
# Universal Tools Available to All Students

**Tools available to all students that don't require accommodation approvals:**

<table>
<thead>
<tr>
<th>Answer Eliminator (strikethrough)</th>
<th>Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Navigator (review specific questions)</td>
<td>Color Contrast</td>
</tr>
<tr>
<td>Expand Passage or Item</td>
<td>Calculator (Desmos)</td>
</tr>
<tr>
<td>Student Clock (counts down time for each section and gives a 5-minute warning)</td>
<td>Math Reference Sheet</td>
</tr>
<tr>
<td>Annotator (highlighter and notepad)</td>
<td>Mark for Review</td>
</tr>
</tbody>
</table>
**Digital SAT Testing Time (with Breaks)**

<table>
<thead>
<tr>
<th>Timing</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard time</td>
<td>2 hours 24 minutes</td>
</tr>
<tr>
<td>Time and one-half (reading)</td>
<td>3 hours 41 minutes</td>
</tr>
<tr>
<td>Time and one-half (math only)</td>
<td>3 hours 4 minutes</td>
</tr>
<tr>
<td>Double time (reading)</td>
<td>4 hours 58 minutes</td>
</tr>
<tr>
<td>Double time (math only)</td>
<td>3 hours 39 minutes</td>
</tr>
</tbody>
</table>

Students must sit for the entire amount of time for which they are approved; self-pacing is not allowed.
## Timing and Break Accommodations

### Extended Time
Students will receive their approved amount of extended time within the digital exam and will also receive extra breaks.
- Extended time for reading will receive extended time for the entire test;
- Extended time for math only will receive it only for the Math section.
- Extended time and/or breaks will receive an exam configured based on the approved timing accommodation.

### Breaks as Needed
Students approved for this accommodation will receive an exam that allows them to pause their exam to take breaks as needed. The pause feature appears below the timer.

### Extended Breaks
Students approved for this accommodation will receive an exam with twice the time of the regularly scheduled break applied.

### Extra Breaks
Students approved for this accommodation will receive an exam with an extra 5-minute break applied between Module 1 and Module 2 in each section.

### Extra and Extended Breaks
Students approved for this accommodation will receive an exam with twice the time of regularly scheduled breaks and extra breaks applied.
## Reading and Writing Accommodations

<table>
<thead>
<tr>
<th><strong>Screen Reader for Digital Exams</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Reader</strong></td>
</tr>
<tr>
<td>Students approved for a human reader or screen reader for digital exams will take a digital exam using the screen reader functionality available through their device’s operating system (i.e., text-to-speech) or their own screen reader software.</td>
</tr>
<tr>
<td>Students will receive a test format enabled with time and one-half (+50%) extended time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writer/Scribe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dictation for Digital Exams</strong></td>
</tr>
<tr>
<td>Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to take a digital exam using approved assistive technology software.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Color Overlay/Color Contrast</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device’s screen.</td>
</tr>
</tbody>
</table>
Reading and Writing Accommodations, continued

| Large-Print Exam                      |
| Large-Print Answer Sheet              |
| Magnification Device (electronic/non-electronic) |

Students will use the zoom in and out function available through their operating system.

| Braille with raised line drawings, contracted |

Raised Line Drawings (formerly “braille graphs and figures”)

Students approved for a braille accommodation will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones. If a student is unable to test using the digital exam, they will need to receive paper testing.

Students can take the digital exam and use the raised line drawing supplement.

| Raised Line Drawings (formerly “braille graphs and figures”) |
| Students can take the digital exam and use the raised line drawing supplement. |

<p>| Braille Writer |
| For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to receive paper testing. |</p>
<table>
<thead>
<tr>
<th>Additional Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-Function Calculator</strong></td>
</tr>
<tr>
<td>There is not Math with no calculator section. A calculator is built into the digital exam and is a universal tool for all students.</td>
</tr>
<tr>
<td><strong>Limited Time</strong></td>
</tr>
<tr>
<td>Students will test using the digital exam. They will test over multiple days if the test time exceeds their approved time.</td>
</tr>
<tr>
<td><strong>Auditory Amplification/FM System</strong></td>
</tr>
<tr>
<td>Students can use their FM system. Students will be allowed to use headphones.</td>
</tr>
<tr>
<td><strong>ASL/SEE – Direction Only</strong></td>
</tr>
<tr>
<td>Students will receive directions signed in American Sign Language or Signed Exact English. There is no technology solution or system requirements as these are non-embedded accommodations.</td>
</tr>
<tr>
<td><strong>Food/Drink/Medication</strong></td>
</tr>
<tr>
<td>Students will be permitted to bring food, drink, or medication into the testing room. There is no technology solution or system requirements as these are non-embedded accommodations.</td>
</tr>
</tbody>
</table>
Additional Accommodation Considerations

There are some accommodations which do not require approval for school-day exams.

Unless parents/guardians request otherwise, provide these accommodations to all students for whom it appears on their IEP, 504, or Declassification plans.

- Small group testing
  - If the school has the space and staff to conduct individual testing for each student, this is permitted.
  - On School Day, there is no minimum requirement for the number of students testing together, and no accommodations request is required.
  - For small group testing, College Board typically recommends having 5-10 students in a standard-sized classroom.
  - Student’s in-school testing needs will determine their appropriate test setting.

- Preferential seating
- Wheelchair accessibility
- Familiar proctor (cannot be a relative)
- Other modified setting (special furniture)
- Access to nurse/aide during breaks
# Paper Accommodations & Digital Testing Equivalents

<table>
<thead>
<tr>
<th>Approved Accommodation</th>
<th>Digital Testing Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Reader</td>
<td>Screen Reader (Text-to-Speech)</td>
</tr>
<tr>
<td>Prerecorded Audio (MP3 via Streaming)</td>
<td>Screen Reader (Text-to-Speech)</td>
</tr>
<tr>
<td>Braille with Raised Line Drawings, Contracted</td>
<td>Screen Reader, Refreshable Braille Display</td>
</tr>
<tr>
<td>Braille, contracted UEB Technical</td>
<td>Screen Reader, Refreshable Braille Display</td>
</tr>
<tr>
<td>Raised Line Drawings</td>
<td>Raised Line Drawings (Screen Reader/ Text-to-Speech)</td>
</tr>
<tr>
<td>Writer/Scribe to Record Responses</td>
<td>Dictation (Speech-to-Text)</td>
</tr>
<tr>
<td>Large Print</td>
<td>Zoom (Universal Tool)</td>
</tr>
<tr>
<td>Braille Writer</td>
<td>Braille Display, Voice Recognition (Speech-to-Text), Screen Reader</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>Color Settings on OS and/or Device Screen</td>
</tr>
</tbody>
</table>
Requesting a Paper Testing Accommodation - 1

- Most students will take the digital SAT test.
- In rare exceptions, a student may not be able to test using a computer. In such cases, the SSD coordinator should request paper testing for these students in SSD Online.
- The paper versions of the digital SAT is not adaptive tests and are longer testing experiences.
- SSD coordinators or other testing staff will need to transcribe the student’s paper test responses into Bluebook and then return the paper test materials to College Board.
- In SSD Online select Reading/ Seeing Text
Requesting a Paper Testing Accommodation - 2

- After Selecting **Reading/Seeing Text** select **Other**
Requesting a Paper Testing Accommodation - 3

• After selecting **Other/ Reading Seeing Text Documentation Required**, enter the need for a paper accommodation.
State-Lowed Accommodations (SAAs) For SAT

State-allowed accommodations should only be used in very rare circumstances because they result in a non-college reportable score.
Reviewing and Requesting Accommodations in SSD Online
Accommodation Submissions Best Practices

• Start early! Having plenty of time to work on submitting requests makes the process smoother.
• Remember – students must be approved in SSD online in advance to test digitally with their accommodations.
• Please confirm the current accommodations are showing and making any necessary changes early (refer to the deadlines).
• Discuss test accommodations during IEP/504/Plan meetings so you are clear about student and family expectations.
• Speak to the students and teachers about the accommodations they are currently using for classroom tests.
Accommodation Submissions Best Practices (cont.)

• Make sure parents/guardians and students understand differences between College Board tests and classroom tests.
• Carefully review the disability and accommodation categories during the submission process in SSD to avoid selecting the option “Other” if possible.
• Make sure to carefully review and confirm student information before submitting the accommodations request to avoid any typos or other errors.
• Check your SSD Dashboard regularly, be on the lookout for email communications from College Board when decisions for requests have been posted.
When should accommodations be requested?

- Student should have a documented disability.
- Functional impact should be demonstrated.
- The submitted documentation (if requested) must show the need for the specific accommodation being requested.
Reviewing Students’ Approved Accommodations

• Review the approved accommodations for all students at your school to make sure they still meet their needs.

• New this year, you can export the SSD Online dashboard to make this process easier.
  • Click the blue “Print Dashboard” button to export the dashboard.
  • Sort and filter data in the .csv file.
Before submitting a new request for accommodations for College Board tests, schools must obtain consent to share the student’s information with College Board.

If you do not have parent/guardian approval through the student’s IEP or 504, a consent form is available for your use at https://accommodations.collegeboard.org/media/pdf/ssd-consent-form-accommodations.pdf

- A parent/guardian must provide consent for students under age 18.
- The student can provide consent if 18 or older.
- Verification of consent will be requested during the online process.
- Email or phone consent is acceptable if this is allowable by district policy and is documented.
Submit a New Request - 2

- Log in to www.collegeboard.org/ssdonline.
- Click the button in upper left corner.
- Choose College Board Accommodations.
Submit a New Request - 3

- You will search to find a student to see if a record already exists for that student at your school. It will only search records associated with your AI code.
- If the student is found, you will continue.
- If the student is not found, select Student Not Listed to enter student information.
Submit a New Request - 4

- You will be asked to answer questions on behalf of the student for whom you are requesting accommodations.
- Confirm that you have parent/guardian or student consent.

Before You Begin

You are about to begin a request for student testing accommodations. You will be asked to answer questions on behalf of the student you are requesting accommodations for.

This process will take approximately 6–8 minutes to complete.

Before starting this request, please ensure that you have the following student information:

- **Demographic Information**
  - Including the student’s date of birth, address, email address, telephone number and expected graduation date
- **Disability Information**
  - The student’s disability and the accommodations they are requesting
- **Plan Information**
  - The type of accommodations the student is requesting
  - Formal Plan: The student’s current formal accommodation plan
  - **Document Information**
    - Have documentation that supports the student’s disability and the accommodations they are requesting.
    - In some cases, the information you enter will be reviewed. The review process typically takes 5–7 business days.

Download Parental Consent Form

Do you have Parent/Guardian Consent for this accommodation request (or student consent, if 18 or older)?

[On/Off Switch]
Submit a New Request - 5

If the student was not found associated to your school, you will now enter student information.
Select the Accommodation(s)

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

New Student Accommodation Request

Accommodations

<table>
<thead>
<tr>
<th>Extended Time</th>
<th>No extra time (+0%)</th>
<th>Time and one-half (+50%)</th>
<th>Double time (+100%)</th>
<th>More than Double time (greater than +100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>%</td>
</tr>
<tr>
<td>Writing</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>%</td>
</tr>
<tr>
<td>Mathematical Calculations</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>150%</td>
</tr>
</tbody>
</table>

Cancel  Save Accommodation(s)
Enter School Plan Information

- Answer questions about the student’s plan
- Indicate if the requested accommodations are in the plan and used on classroom tests.
- Provide information about the process for determining the student’s need.
- Upload documentation, if requested.
Terms & Agreement

1. Confirm True & Accurate Information
I verify that unless otherwise indicated in my responses above (1) the accommodations requested above are provided and used on school-based test; (2) the school has documentation on file that meets the College Board Guidelines for Documentation, and (3) all the information provided in my responses above is true and accurate.

2. You are submitting for School-Based Accommodation(s)
One or more of the requested accommodations is considered a “school-based accommodation”, which should be administered in your school, if the student registers for the weekend SAT or SAT Subject Tests. Your School Testing Calendar indicates that there are weekend SAT administration dates for which your school is not available to administer school-based testing. Please make sure that your School Testing Calendar accurately reflects your school’s availability, and that your student is notified of the school’s testing schedule.

I have read, understand, and agree to the terms above.

[Radio button for agreement]

[Buttons: Cancel, Agree & Continue]
Screen Readers, Text-to-Speech, and Speech-to-Text
Screen Readers and Text-to-Speech

Screen readers are specifically designed to serve the visually impaired, who require assistance navigating from page to page and help with the text and non-text elements on a screen, such as buttons, images, etc. Screen readers also convert digital text to braille for students who use a refreshable braille device.

Text-to-speech (TTS) software is NOT designed specifically for visually impaired users, but rather for those who may have a print or reading disability, as well as English Learners.
Using Screen Reader and TTS Technology

• Most often students use Screen Reader/TTS on their device to have all onscreen content read aloud.

• Students will receive an exam format enabled with time and one-half (+50%) extended time.

• Configure required Assistive Technology (AT) settings before opening the Bluebook app for test preview or full-length practice and before checking in on exam day.

• On exam day, a student won’t be able to adjust AT settings after starting the check-in process in the Bluebook app.

• Screen reader/TTS is not embedded in Bluebook. The student should use a technology that is already known and comfortable for them through classroom use.
Using Screen Readers and TTS

- TTS technology is the screen reader functionality available through a device’s operating system. TTS technology reads the text on a screen and provides image descriptions, depending on available settings or preferences.
- Most operating systems have TTS and/or screen reader technology available for use (i.e. Chromebooks have ChromeVox/Select-to-Speak, Apple devices have Spoken Content/VoiceOver) which must be configured/enabled before testing.
- The most common types of applicable external screen reader software that work best with Bluebook are JAWS and NVDA.
Chrome OS (Chromebooks)
To ensure that students are able to access the device’s built in **Text-to-Speech** and/or other accessibility features for the Bluebook exam application, the Floating Accessibility Menu should be enabled on specific devices used by these students. It is not available by default.

ChromeVox or Select-to-Speak can be used.

For more information about how to enable accessibility features for Chromebooks visit College Board’s [Screen Readers and Text-to-Speech webpage](#).
Windows Devices and TTS

Windows operating systems 10 or 11
To use text-to-speech on Windows devices, student can use the keyboard controls to start and stop narration.

For more information about how to enable accessibility features for Windows devices, visit College Board’s Screen Readers and Text-to-Speech webpage.
**macOS and iOS**

**Mac operating systems (macOS and higher)**

**iOS devices (versions 14-16). Do not use iOS17.**

To ensure students using Apple devices can access TTS and other accessibility features on the Bluebook exam application:

- enable the settings menu
- select accessibility
- choose the desired accessibility feature

Spoken Content or Apple VoiceOver can be used.

For more information about how to enable accessibility features for Macs and iPads, visit College Board’s [Screen Readers and Text-to-Speech webpage](#).
Speech-to-Text

Voice recognition or speech-to-text (STT) technology transcribes a student’s spoken words into text for item responses in a digital exam. Students approved for this technology or for writer/scribe may use STT technology for digital exams.

Word prediction must be disabled for STT technology.

Supported STT/dictation applications for Bluebook are:
• Apple Voice Control (Operating System)
• Chromebook Dictation Operating System)
• Windows Speech Recognition/Dictation (Operating System
• Dragon Naturally/Speaking (3rd Party Software)

For the most current information on speech-to-text applications, including guides and custom documentation, visit https://bluebook.collegeboard.org/students/accommodations-and-assistive-technology/speech-to-text.
Screen Reader, TTS, and STT Information

For comprehensive and up to date information, visit College Board’s Screen Readers and Text-to-Speech webpage.
Sample Scenarios for Requesting Accommodations
Scenario 1

The student receives extended time on classroom tests as per their IEP. The student sometimes uses additional time to complete the test, but they often use that time to take additional breaks during testing.

• Points for consideration:
  • Does the student need more “on-the-clock” time for testing? If yes, then an extended time accommodation may be appropriate for the student.
  • Does the student need more “off-the-clock” time to take breaks during testing? If yes, then a break accommodation may be appropriate for the student.
  • No self-pacing - must use the complete allotted time

• Before requesting accommodations, you may want to discuss the student’s needs with the student and their family.
  • Note: It may be helpful for this student to try out the extended time accommodations by taking a practice test online in Bluebook.
**Scenario 2**

The student uses large print instructional materials in class, as per their IEP.

- Before requesting accommodations, you may want to discuss the student’s needs with the student and their family.
  - It may be helpful for this student to try out the universal tools in Bluebook, specifically the zoom in/out tool, by taking a practice test online with the appropriate monitor.
  - A larger screen/monitor, such as a TV, may be more appropriate for this student’s needs.
  - Depending on the individual need and severity of the disability, paper testing may be appropriate in some rare instances.
Scenario 3

The student has a human reader accommodation for tests, as per their IEP.

- In most cases, students who have a human reader accommodation will test digitally using screen reader or TTS.
- Before requesting accommodations, you may want to discuss the student’s needs with the student and their family.
  - It may be helpful for this student to try out their device’s TTS or screen reader tools by taking a practice test online in Bluebook.
    - If this meets the student’s needs, request screen reader/TTS for the student.
    - If the student’s needs are not met, it may be best to request human reader for digital testing.
  - Note: A human reader accommodation will require 1:1 testing with a proctor who will read the test to the student from the computer screen and respond for the student on the computer.
English Learner Supports
English Learner (EL) Supports for Digital Testing

EL Time and One-Half (+50%)

• Using this support results in a college-reportable score for students.
• Students receive Time and One-Half (+50%) extended time on each section of the test.
• Students must sit for the entire time allotted. They cannot go ahead in the test even if they are the only one testing.
• Students using this support can be tested with other students using the same timing.
• This support must be submitted in SSD Online by the published deadline in order for the student to receive the correct test package.
• EL Supports expire annually and must be renewed.
Requesting English Learner Supports

- EL time and one-half must be requested in SSD Online.
  - No documentation is required.
- Use of translated test directions and approved word-to-word bilingual dictionaries does not require a submission in SSD Online.
English Learner (EL) Support for Digital Testing

Using these supports will result in a college-reportable score for students. They do not have to be requested in SSD Online.

**Translated Test Directions**

- Printed versions of the test directions can be downloaded by educators in February 2024 and distributed to students on test day as needed.
- Languages available include Albanian, Arabic, Bengali, Chinese/Mandarin, French, Gujarati, Haitian Creole, Hindi, Pashto, Polish, Portuguese, Russian, Spanish, Ukrainian, Urdu, and Vietnamese.
- Other languages can be supported “on the fly” by approved translators.

**Word-to-Word Bilingual Dictionaries**

- The list of approved dictionaries can be found on College Board’s website.
Questions & Answers
Resources

For assistance, reach out to us.

**STATE SAT/EXAM Customer Support**
(866-609-2205)

**STATE Email Support**
OHSAT@collegeboard.org
Thank you!