



Services for Students with Disabilities (SSD) Overview for Coordinators

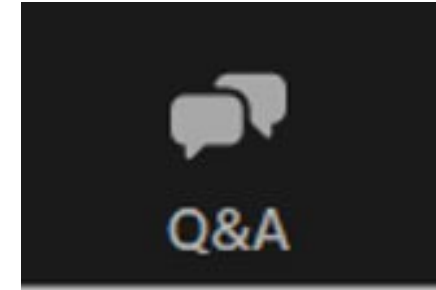
SAT®

Ohio Department of Education & Workforce



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

March 2024						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4 ★	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Good Friday	30
April 2024						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
31 Easter	1	2	3	4	5	6
7	8	9 Good Friday	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 ★	27
28	29	30				

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

Activities	Deadline
College Board Approved Accommodations and EL Extended Time Requests	January 16, 2024
State-Allowed Accommodations (SAAs)Requests	January 16, 2024

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



44 total questions
1 section – with calculator

80 total minutes (1.38 min/question)



70 total minutes (1.59 min/question)

Discrete and set based questions
Multiple-choice ($\approx 78\%$)
Student-produced response (SPR) ($\approx 22\%$)



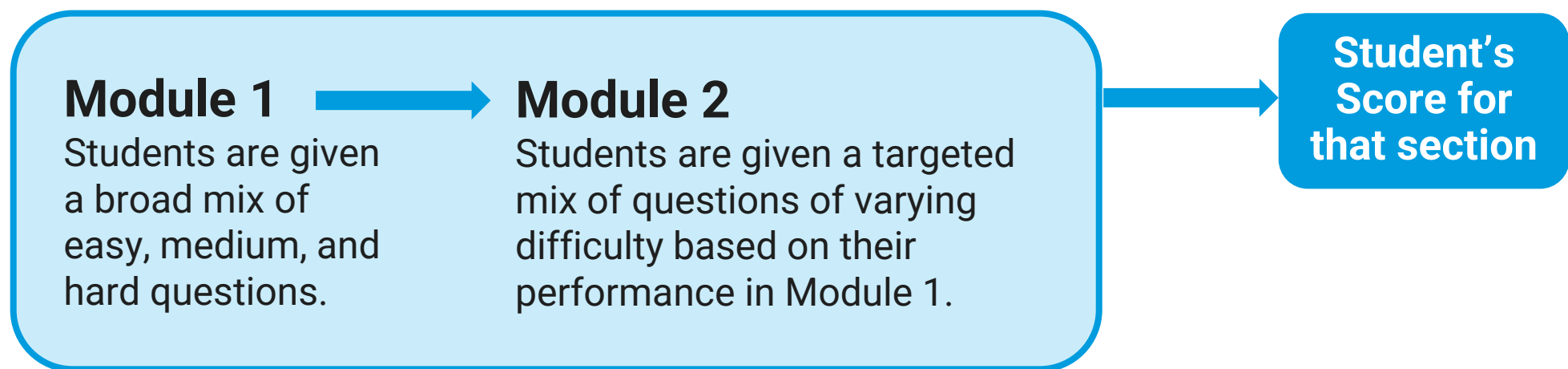
Discrete questions
Four-option multiple-choice ($\approx 75\%$)
Student-produced response (SPR) ($\approx 25\%$)

Digital SAT and PSAT are Multi-Stage Adaptive

	Multi-Stage Adaptive Testing (MST) (SAT and PSAT)	Item Adaptive (NOT SAT or PSAT)
Test Delivery	Sets of questions (called modules)	One item at a time
Adaptive	Based on how students perform in the previous module	Based on a student responds to each question
Navigation	Students can review items within a module	Students are not able to go back to a question
Test Length	Supports shorter test lengths	Supports shorter test lengths
Examples	GRE, digital SAT	ACCUPLACER, SBAC, NWEA – MAP, NCLEX

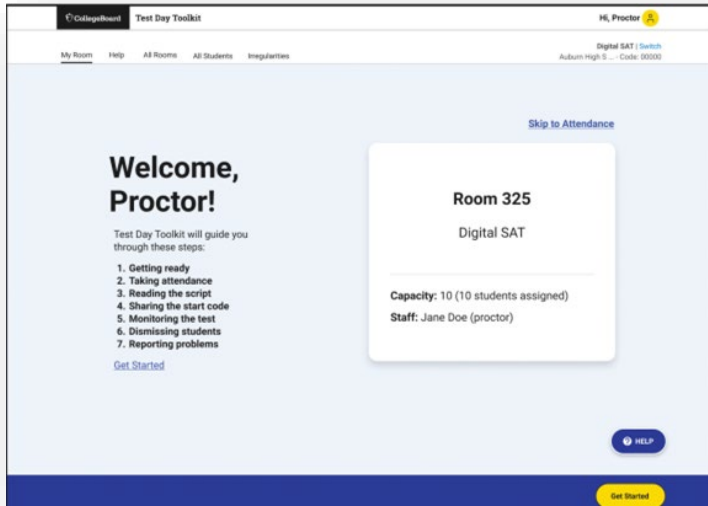
What is a **Module** of the Digital SAT School Day?

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

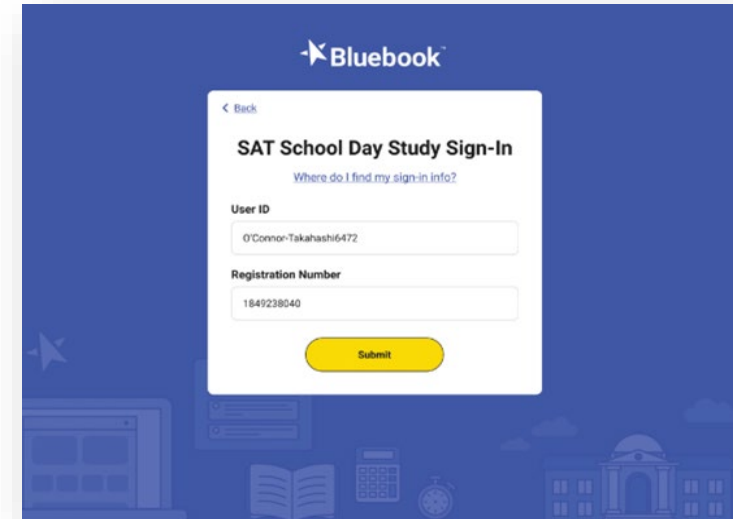


NOTE: This set-up is called “**multi-stage**” adaptive. As opposed to “item” adaptive testing, students can go back to prior questions within a module, and the test adapts based upon a greater amount of student performance information than a single response.

Digital Test Administration Systems



Test Day Toolkit (Staff)



Bluebook (Students)

- **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

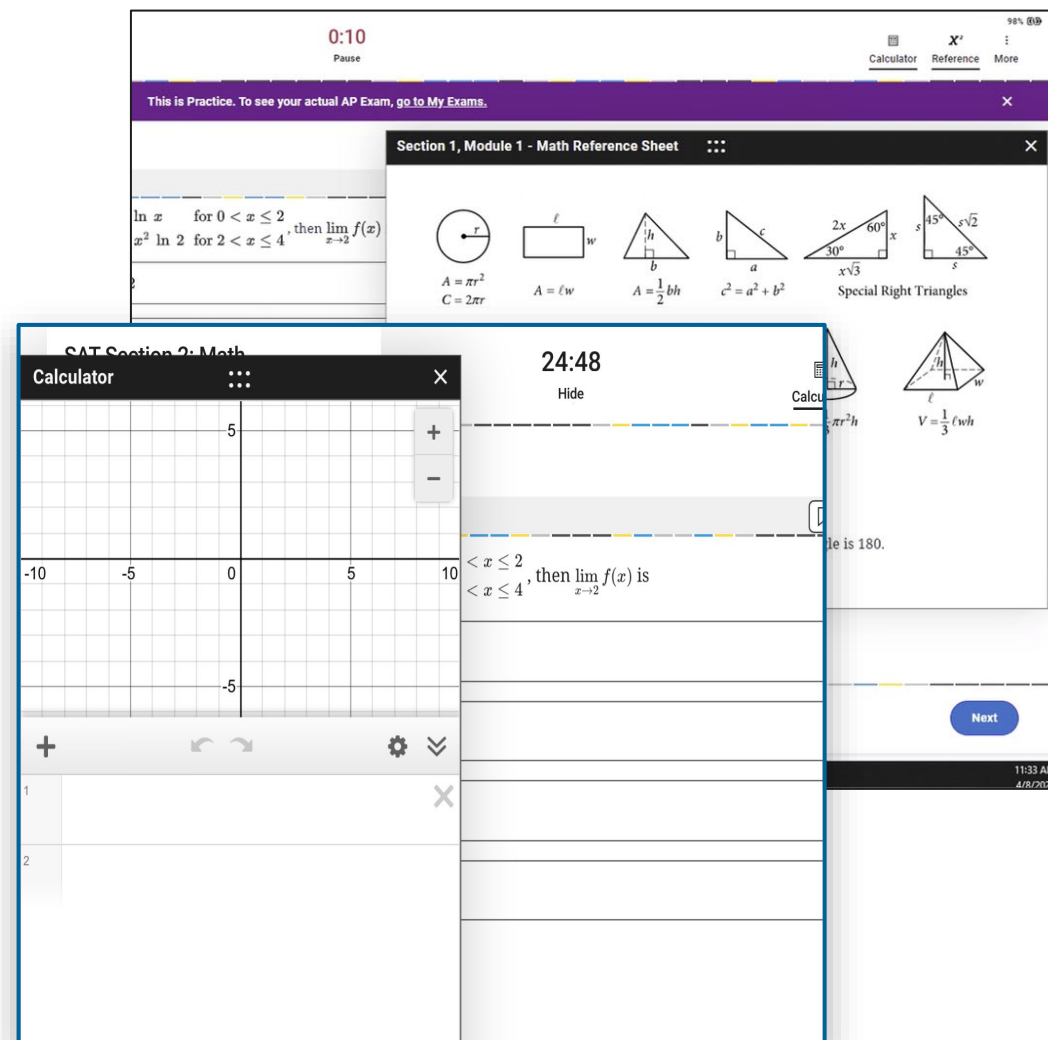


Device must be
able to **connect**
to Wi-Fi

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

Flag & Review

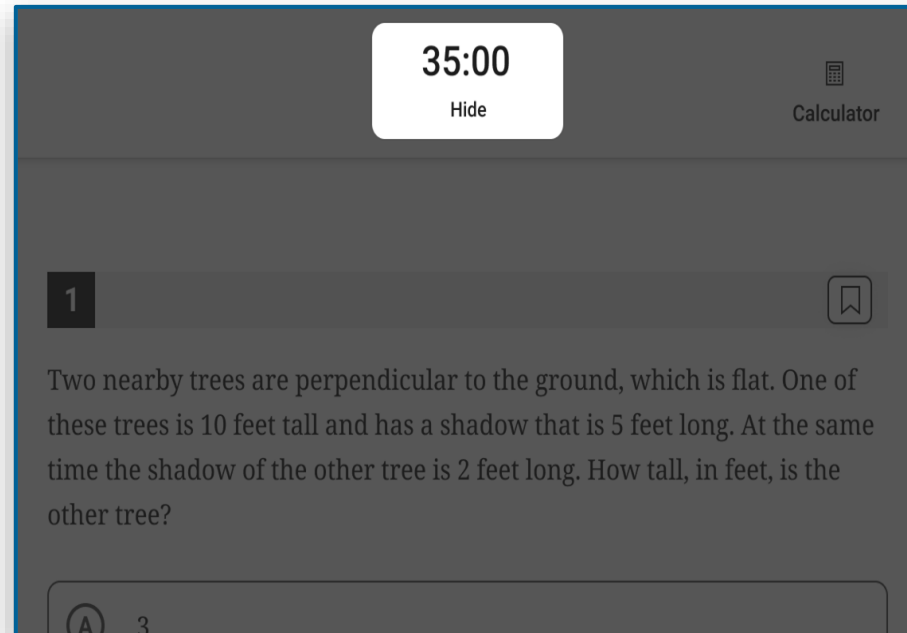
The screenshot displays the Bluebook application interface. At the top, it shows 'SAT Section 2: Math' with a timer at 35:00. Below this, a question bar indicates question 1. The question text is: 'If $f(x) = x + 7$ and $g(x) = 7x$, what is the value of $4f(2) - g(2)$?'.

Below the math question, a reading question is visible. It starts with 'Sculptor Ruth Asawa's works have been widely _____. Critics have raved about her public fountains in San Francisco, for example, and her intricate loop-wire sculptures—which combine basket-weaving techniques she learned in Mexico City with modernist and abstract expressionist styles—are regarded as masterpieces. Which choice completes the text with the most logical and precise word or phrase?'. The answer choices are: (A) commended, (B) collected, (C) refused, and (D) imitated.

Overlaid on the reading question is a 'Section 1, Module 1: Reading and Writing Questions' dialog box. This dialog box contains a filter bar with 'Current' (selected), 'Unanswered', and 'For Review' (with a red flag icon). Below the filter bar is a grid of question numbers from 1 to 14. Question 7 is highlighted with a red flag icon. At the bottom of the dialog box is a 'Go to Review Page' button. Below the dialog box, a status bar shows 'Question 7 of 14'.

Bluebook Application Tools: Hide/Unhide Timer

Hide/Unhide Test Timer



Bluebook Application Tools: Full Annotation

Full Annotation Tools

The screenshot displays the Bluebook application interface. On the left, a text passage is shown with a highlighted section: "In recommending Bao Phi's collection *Sông 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." Two icons (a square with a plus and a square with a minus) are positioned above the text. To the right, a question is displayed: "Which choice completes the text with the most logical and precise word or phrase?" Below the question are three answer choices: (A) scholarly, (B) melodic, and (C) jarring. At the bottom, a "New Annotation" tool is open, showing a dark header with the text "New Annotation: 'pieces by the spoken-word poet... _____ nature when printed: t'" and a "CLOSE X" button. Below the header, there are options for "Highlight Color" (a yellow circle) and "Underline style" (a box with a 'u' and a line). A large, empty text box is provided for the user to enter their annotation.

SSD Coordinator Role

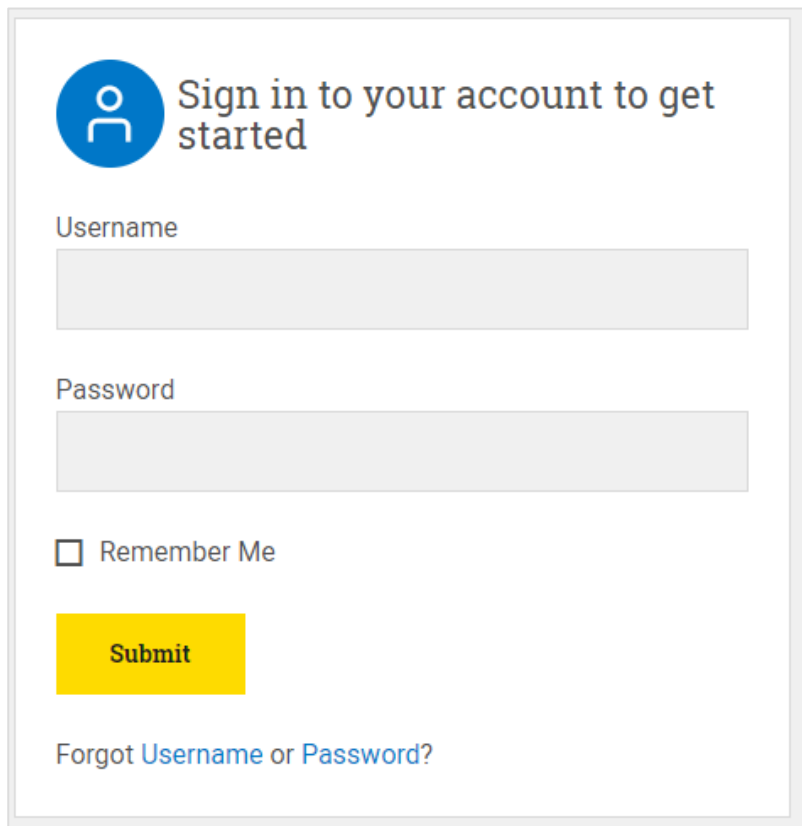
Testing Staff Roles and Responsibilities Overview



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



The screenshot shows a sign-in form for SSD Online. At the top left is a blue circular icon with a white person silhouette. To its right is the text "Sign in to your account to get started". Below this are two input fields: "Username" and "Password". Under the "Password" field is a checkbox labeled "Remember Me". A yellow "Submit" button is positioned below the checkbox. At the bottom of the form is a link that says "Forgot Username or Password?".

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

SSD Coordinator Form



The form is titled "SSD Coordinator Form" and is part of the CollegeBoard Services for Students with Disabilities. It includes a QR code and a form number F0000000. The form is divided into several sections: School Information, Coordinator Information, and Signatures. The School Information section includes fields for School Code, School Name, School Address, City, State, ZIP Code, and Country. The Coordinator Information section includes fields for Last Name, First Name, Middle Initial, Date of Birth, Gender, Work Telephone, Fax, Email, and a checkbox for "Are you the primary SSD Coordinator for your school?". The Signatures section includes fields for the SSD Coordinator Signature, Date, School Principal or Assistant Principal Name, and School Principal or Assistant Principal Signature, Date. There is also a disclaimer at the bottom of the form.

CollegeBoard
Services for Students with Disabilities

SSD Coordinator Form

This form will establish you as the SSD Coordinator for your school and allow you to obtain access to SSD Online. If you do not already have a professional login account with the College Board, you will need to create one at <https://account.collegeboard.org/login/login>. If you are the SSD Coordinator for more than one school, you will need to submit a separate form for each school you work with, but you should create only one professional login account.

Each school's primary SSD Coordinator will also be considered the school's Testing Coordinator for in-school College Board testing. If a school administers in-school tests, the primary SSD Coordinator will be responsible for receiving secure tests, as well as generating testing rosters and Nonstandard Administration Reports for school-based testing.

Complete, sign, and fax this form to the College Board's Services for Students with Disabilities at 866-360-0334. Do not attach a cover sheet to this form when faxing. All fields are required.

School Information

If your school doesn't have a code, enter "N/A" in the school code field and you will be sent a form to request one. If you don't know your school's code, look it up at <http://test.collegeboard.org/register/test-code-search>.

School Code: _____ School Name: _____

School Address: _____

City: _____ State: _____ ZIP Code: _____

Country: _____

Coordinator Information

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth (MM/DD/YY): ____/____/____ Gender: ☐ Male ☐ Female

Work Telephone: _____ Fax: _____ Email: _____

Forms without valid, school-issued email addresses cannot be processed; please ensure your email is correct before submitting.

Are you the primary SSD Coordinator for your school? Yes ☐ No ☐

If not, provide the name of your school's primary SSD Coordinator: _____

Signatures

I confirm that I am my school's authorized Services for Students with Disabilities Coordinator, or authorized to serve in this capacity, and assume the responsibilities that include advising staff and students of proper procedures in applying for testing accommodations, submit accommodation requests on behalf of students, and maintain documentation related to students' accommodations and disabilities. If I serve as the SSD Testing Coordinator, I also assume responsibility for providing secure testing conditions and timely return of materials.

SSD Coordinator Signature: _____ Date: _____

School Principal or Assistant Principal Name: _____

School Principal or Assistant Principal Signature: _____ Date: _____

Principal: Please be aware that by signing this form, you are permitting this individual to request accommodations for College Board tests, and to access students' personal disability information.

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](https://www.collegeboard.org/ssd), 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

Digital 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.)

There may be differences between how accommodations work on College Board tests and how they work in the classroom.

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

Universal Tools Available to All Students

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

Answer Eliminator (striketrough)

Question Navigator
(review specific questions)

Expand Passage or Item

Student Clock (counts down time
for each section and gives a 5-
minute warning)

Zoom

Color Contrast

Calculator (Desmos)

Math Reference Sheet

Annotator (highlighter and notepad)

Mark for Review

Digital SAT Testing Time (with Breaks)

Timing	SAT
Standard time	2 hours 24 minutes
Time and one-half (reading)	3 hours 41 minutes
Time and one-half (math only)	3 hours 4 minutes
Double time (reading)	4 hours 58 minutes
Double time (math only)	3 hours 39 minutes

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

Screen Reader for Digital Exams

Human Reader

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.

Students will receive a test format enabled with time and one-half (+50%) extended time.

Writer/Scribe

Dictation for Digital Exams

Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text.

Assistive Technology

Students will be able to take a digital exam using approved assistive technology software.

Color Overlay/Color Contrast

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.

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.

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.

Additional Accommodations

Four-Function Calculator

There is not Math with no calculator section. A calculator is built into the digital exam and is a universal tool for all students.

Limited Time

Students will test using the digital exam. They will test over multiple days if the test time exceeds their approved time.

Auditory Amplification/FM System

Students can use their FM system. Students will be allowed to use headphones.

ASL/SEE – Direction Only

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.

Food/Drink/Medication

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.

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



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

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**

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time

+ Add

Request extended time for the following subjects:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Extra / Extended Breaks

+ Add

Includes requests for:

- Breaks: Extra
- Breaks: Extended
- Breaks: As needed
- Other: Extra / Extended Breaks

Reading / Seeing Text

+ Add

Includes requests for:

Requesting a Paper Testing Accommodation - 2

- After Selecting **Reading/Seeing Text** select **Other**

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time ⊕ Add

Request extended time for the following subjects:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Extra / Extended Time

Includes requests for:

- Breaks: Extra
- Breaks: Extended
- Breaks: As needed
- Other: Extra / Extended

Reading / Seeing Text

Includes requests for:

- ☐ Large Print Test Book: Other
- ☐ Human Reader for paper tests **DOCUMENTATION REQUIRED**
- ☐ Pre-recorded audio (MP3 via streaming) for paper tests
- ☐ Braille with raised line drawings, contracted
- ☐ Magnification Device (non-electronic)
- ☐ Magnification Device (electronic) **DOCUMENTATION REQUIRED**
- ☐ Raised Line Drawings
- ☐ Colored Overlay
- ☐ Assistive Technology Compatible Test Form **DOCUMENTATION REQUIRED**
- ☐ Screenreader for digital tests **DOCUMENTATION REQUIRED**
- ☒ Other: Reading / Seeing Text **DOCUMENTATION REQUIRED**

[Cancel](#) [Save Accommodation\(s\)](#)

Requesting a Paper Testing Accommodation - 3

- After selecting **Other/ Reading Seeing Text Documentation Required**, enter the need for a paper accommodation.

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time

Request extended time for the following subjects:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Extra / Extended Time

Includes requests for:

- Breaks: Extra
- Breaks: Extended
- Breaks: As needed
- Other: Extra / Extended

Reading / Seeing Text

- ☐ Large Print Test Book: Other
- ☐ Human Reader for paper tests **DOCUMENTATION REQUIRED**
- ☐ Pre-recorded audio (MP3 via streaming) for paper tests
- ☐ Braille with raised line drawings, contracted
- ☐ Magnification Device (non-electronic)
- ☐ Magnification Device (electronic) **DOCUMENTATION REQUIRED**
- ☐ Raised Line Drawings

☒ **Other: Reading / Seeing Text** **DOCUMENTATION REQUIRED**

Paper test for digital assessments

Cancel

Save Accomodation(s)

State Allowed 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.

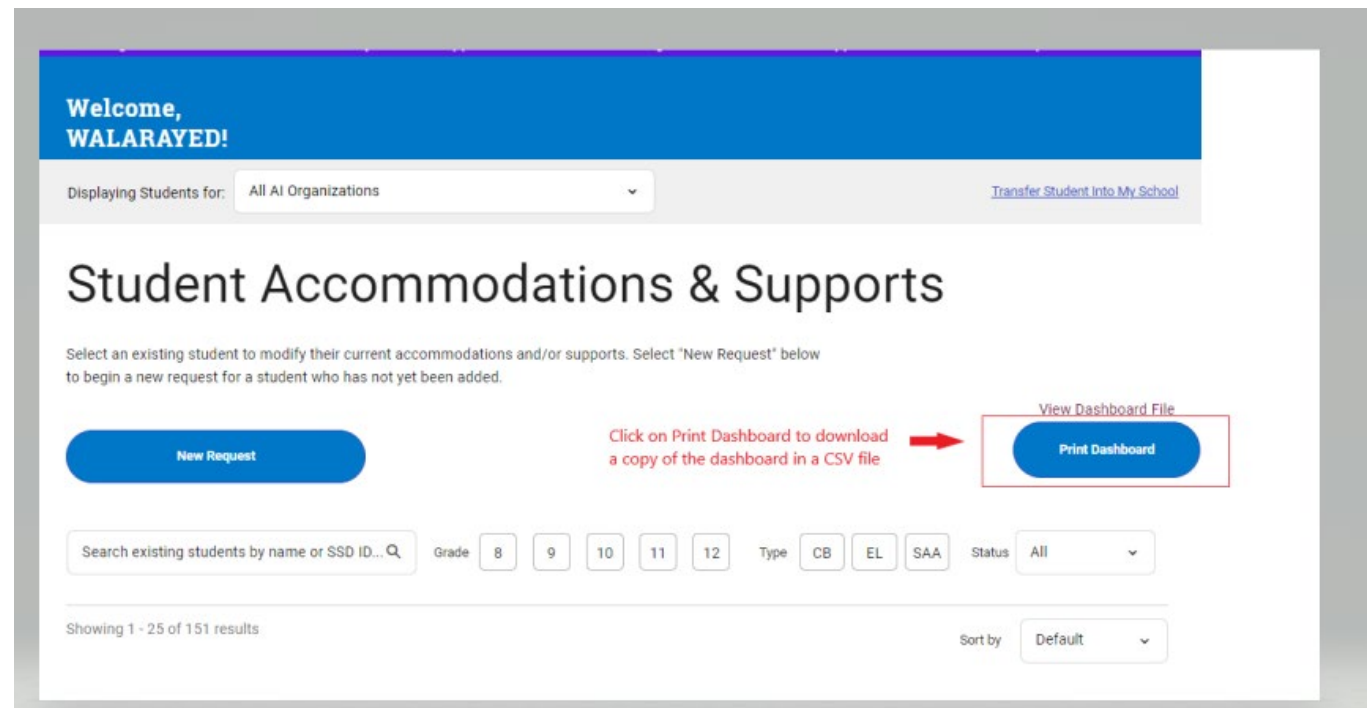
When should accommodations be requested?



- ☐ 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.



SERVICES FOR STUDENTS WITH DISABILITIES

Consent Form for Accommodations Request

By completing this form, you consent for College Board to process certain information to inform decisions about accommodations provided to students on any College Board tests that you choose to take, including SAT®, PSAT-related assessments, AP®, and CLEP® as further detailed below.

Student Information:

Student Name: _____

School: _____

Student Date of Birth: _____

Student and Parent/Guardian Signature:

I seek to apply for testing accommodation(s) on College Board test(s) that I may choose to take now or in the future, including SAT, PSAT-related assessments, AP, and CLEP, due to disability. I authorize my school to release to College Board copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that College Board requests for the purpose of determining my eligibility for testing accommodations on College Board tests; and to discuss my disability and accommodation needs with College Board. I also grant College Board permission to receive and review my records and to discuss my disability and needs with school personnel (including the school I attend and school at which the College Board test[s] may be administered to me) and other professionals.

I understand and agree that any information and documentation my school may submit to support my request for accommodations will be used by College Board to inform decisions about accommodations provided to me on any College Board test(s) I choose to take, including SAT, PSAT-related assessments, AP, and CLEP. I understand that my consent is necessary for College Board to collect, use, store, and analyze my mental or physical health condition or diagnosis, including disability- or accommodations-related information, in order to make decisions about which accommodations may be approved by College Board and to administer College Board test(s) to me with approved accommodations.

I understand that I have the right to withdraw the above consent at any time by completing the Withdrawal of Consent Form available at accommodations.collegeboard.org/request-accommodations/request/forms, and mailing or faxing it to College Board at the address or facsimile number provided on the form.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

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

School Instructions

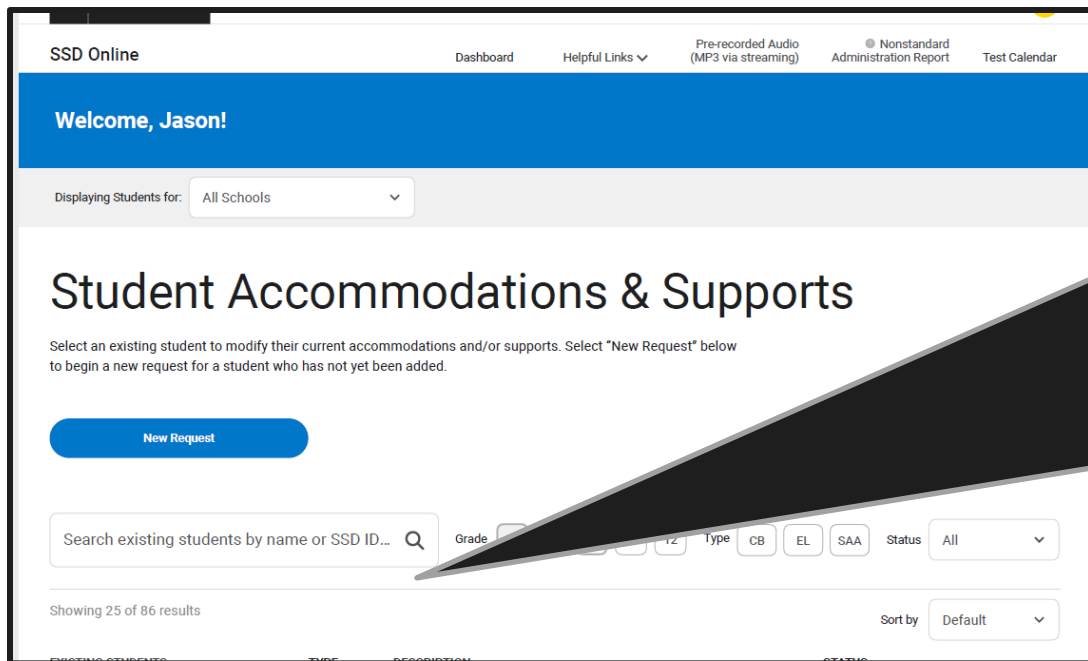
This form should be used when a request for accommodation(s) is submitted electronically (via SSD Online). The form should be maintained by the school with the student's records. It does not need to be sent to College Board. You will be asked to verify that a signed consent form is on file at the school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

Submit a New Request – 1

- 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.



SSD Online

Dashboard Helpful Links ▾ Pre-recorded Audio (MP3 via streaming) Nonstandard Administration Report Test Calendar

Welcome, Jason!

Displaying Students for: All Schools ▾

Student Accommodations & Supports

Select an existing student to modify their current accommodations and/or supports. Select "New Request" below to begin a new request for a student who has not yet been added.

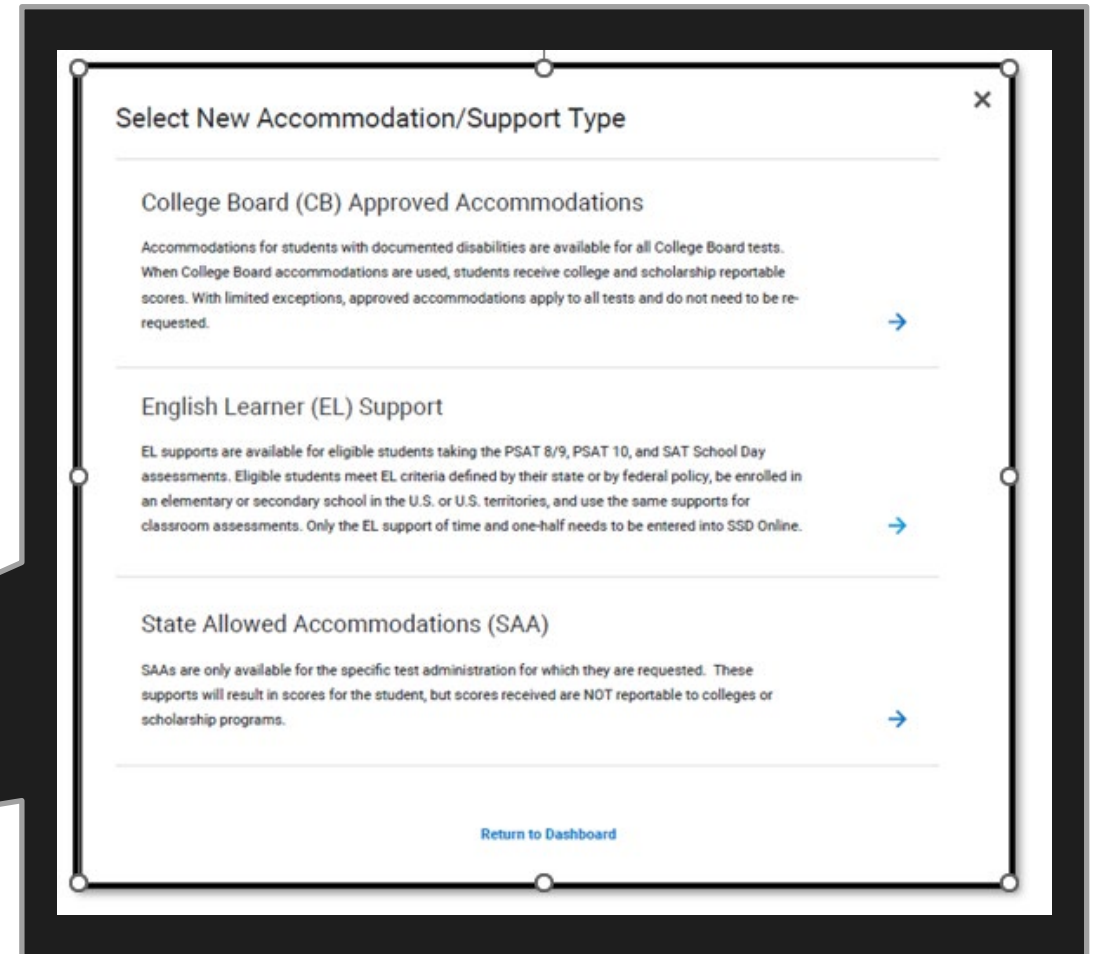
[New Request](#)

Search existing students by name or SSD ID... 🔍

Grade Type CB EL SAA Status All ▾

Showing 25 of 86 results

Sort by Default ▾



Select New Accommodation/Support Type

College Board (CB) Approved Accommodations

Accommodations for students with documented disabilities are available for all College Board tests. When College Board accommodations are used, students receive college and scholarship reportable scores. With limited exceptions, approved accommodations apply to all tests and do not need to be re-requested. →

English Learner (EL) Support

EL supports are available for eligible students taking the PSAT 8/9, PSAT 10, and SAT School Day assessments. Eligible students meet EL criteria defined by their state or by federal policy, be enrolled in an elementary or secondary school in the U.S. or U.S. territories, and use the same supports for classroom assessments. Only the EL support of time and one-half needs to be entered into SSD Online. →

State Allowed Accommodations (SAA)

SAAs are only available for the specific test administration for which they are requested. These supports will result in scores for the student, but scores received are NOT reportable to colleges or scholarship programs. →

[Return to Dashboard](#)

Submit a New Request - 3

New Request

Search using the student first and/or last name and school to find a student. Select student and click Continue. Or, if student not found, click Student Not Listed to add.

NAME *

First Name
John

Last Name
A

SCHOOL *
Herbert Hoover High School

Clear

Search

Showing ### results

	First name	MI	Last name	Date of Birth	SSD ID Number
<input checked="" type="radio"/>	First name	MI	Last name	04-02-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	01-01-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	07-09-2002	#XXXXXX
<input type="radio"/>	First name	MI	Last name	12-15-2000	
<input type="radio"/>	First name	MI	Last name	01-07-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-04-2002	
<input type="radio"/>	First name	MI	Last name	02-29-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-23-2001	

Student Not Listed

Continue →

- 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.

New Accommodation Request (CB)

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 plan
Formal Plan
the student

- **Documentation**

Have documentation
In some cases
review. The
submitted

Download [Parental Consent Form](#) →

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



[Back](#)

[Start New Accommodation Request](#)

Submit a New Request - 5

If the student was not found associated to your school, you will now enter student information.

Add Student

Complete the information below to start a request. Fields marked with * are required.

Student Information

Name

First Name * MI

Last Name *

Date of Birth

MM / DD / YYYY *

School

Select School *

Dashboard / Tom Jones

New Student Accommodation Request

- 1 Disabilities
- 2 Accommodations
- 3 School Plan
- 4 Review & Submit

Disabilities

Communication Disorder/Speech and Language

- ☐ Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder
- ☐ Language Disorder/Mixed Receptive-Expressive Language Disorder
- ☐ Phonological Disorder
- ☒ Other Communication/Speech and Language Disorder

Please specify... *

Dashboard / Tom Jones

New Student Accommodation Request

- 1 Disabilities
- 2 Accommodations

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time

Request 50%, 100%, or greater than 100% extended time for:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Previously Approved / Pending Accommodations

Reading: Time and one-half (+50%)
Writing: (Essays/free response): Double time (+100%)
Math: More than double time (>+100%)

Select the Accommodation(s)

Dashboard / Tom Jones

- ✓ Disabilities
- 2 Accommodations
- 3 School Plan
- 4 Review & Submit

New Student Accommodation Request

Accommodations

Extended Time	No extra time (+0%)	Time and one-half (+50%)	Double time (+100%)	More than Double time (greater than +100%)
Reading	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value=""/>
Writing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value=""/>
Mathematical Calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="150"/>

Cancel

Save Accomodation(s)

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

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.


[Dashboard](#) / Student Name

- ✓ Disabilities
- ✓ Accommodations
- 3** School Plan
- 4 Review and Submit

New Accommodation Request (CB)

School Plan

Please tell us about the student's educational plan.

Select the student's current educational plan from the list below * 

- ☐ IEP
- ☐ 504 Plan
- ☐ Qualified formal plan
- ☐ Formal written plan/program
- ☐ Student does not have a plan

When did the current plan go into effect? *

Month * 

Year *

Is this the student's first educational plan? *

- ☐ Yes
- ☐ No

What was the student's initial educational plan? *

- ☐ IEP
- ☐ 504 Plan
- ☐ Qualified formal plan
- ☐ Formal written plan/program

Terms & Agreement

×

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.

☐

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.



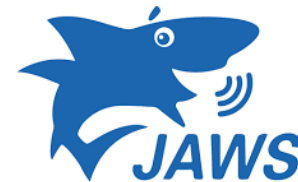
[Chromevox
Tutorial](#)



[Apple Spoken
Content Tutorial](#)



[Windows Narrator
Complete Guide](#)



[JAWS Training
Page](#)



[NV Access
Support Page](#)

Chromebooks and TTS

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:

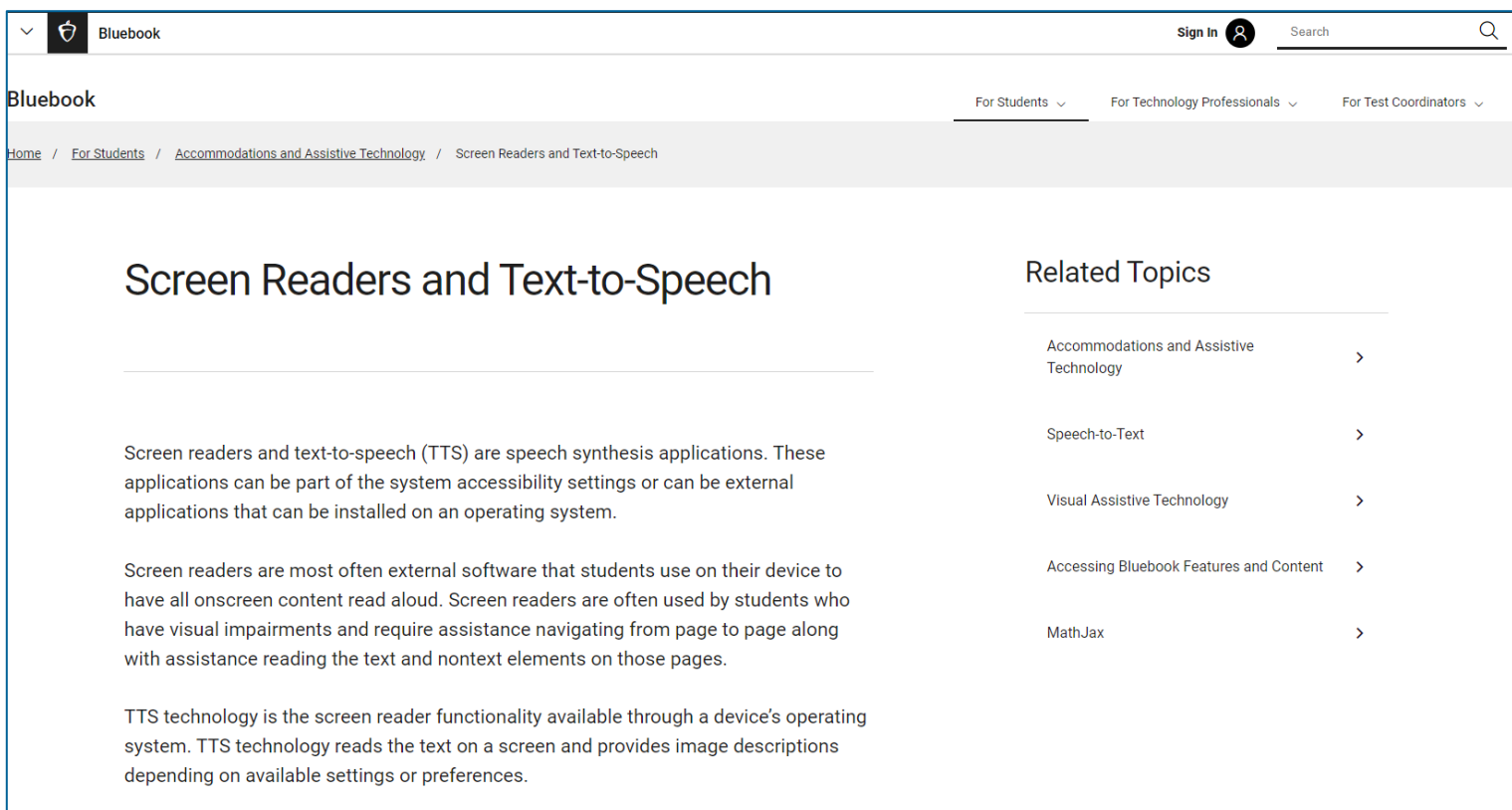
- Apple Voice Control (Operating System)
- Chromebook Dictation Operating System)
- Windows Speech Recognition/Dictation (Operating System)
- Dragon Naturally/Speaking (3rd Party Software)



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](#).



The screenshot shows the Bluebook website interface. At the top, there is a navigation bar with the Bluebook logo, a 'Sign In' button, and a search bar. Below the navigation bar, there are tabs for 'For Students', 'For Technology Professionals', and 'For Test Coordinators'. The main content area is titled 'Screen Readers and Text-to-Speech' and contains three paragraphs of text. To the right of the main content, there is a 'Related Topics' section with five links: 'Accommodations and Assistive Technology', 'Speech-to-Text', 'Visual Assistive Technology', 'Accessing Bluebook Features and Content', and 'MathJax'.

Bluebook

Sign In Search

Bluebook

For Students For Technology Professionals For Test Coordinators

Home / For Students / Accommodations and Assistive Technology / Screen Readers and Text-to-Speech

Screen Readers and Text-to-Speech

Screen readers and text-to-speech (TTS) are speech synthesis applications. These applications can be part of the system accessibility settings or can be external applications that can be installed on an operating system.

Screen readers are most often external software that students use on their device to have all onscreen content read aloud. Screen readers are often used by students who have visual impairments and require assistance navigating from page to page along with assistance reading the text and nontext elements on those pages.

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.

Related Topics

- Accommodations and Assistive Technology >
- Speech-to-Text >
- Visual Assistive Technology >
- Accessing Bluebook Features and Content >
- MathJax >

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.

New English Learner (EL) Support Request

Students Qualifying for EL Support

English Learner (EL) Supports should only be used by students who, at the time they test, meet the definition of "English Learner" as defined by the state in which they test, or the U.S. Federal guidelines, and who attend and test at a school in the U.S. If EL Supports are appropriately used, scores will be reportable to colleges and scholarship programs.

Support available

You are submitting a request for this student to receive the following

EL - Time and one-half (+50%)

Select Assessment

An EL Support may only be used for the specific test administration for which it is requested. Requests for EL Supports must be resubmitted if required for a future test. Students may use EL Supports for the following College Board test(s):

- ☐ PSAT 8/9
- ☐ PSAT 10
- ☐ SAT School Day

Expiration

The EL Support will be valid for the assessment selected for the academic year of the request. The support will automatically expire at the end of each school year.

Cancel

Continue

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!

