CollegeBoard SAT®

Michigan SSD Coordinator Handbook

This handbook is to help prepare Michigan Services for Students with Disabilities (SSD) coordinators for requesting and administering accommodations and EL supports for the state-provided SAT® Suite of Assessments.

Using This Guide

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

Understanding Types of Accommodations

All requests for accommodations for the Michigan-provided SAT with Essay, PSAT™ 10, or PSAT™ 8/9 for 8th and 9th grades are submitted by the designated SSD coordinator in the College Board's online system, SSD Online. Accommodation requests can flow within the Services for Students with Disabilities (SSD) Online system in two ways: **State-allowed or College Board approved**.

- College Board Approved Accommodations: Students with approved accommodations will receive college or scholarship reportable scores. Once approved for accommodations, with limited exceptions, a student remains approved for all College Board tests.

- State-allowed Accommodations (SAA): Students, schools, and the state will receive scores; however, the scores are not accepted by colleges, universities, or scholarship programs. These accommodations apply to state testing only and are requested for each state administration. The use of state-allowed accommodations is recommended for 8th graders because PSAT 8/9 scores are not sent to colleges, universities or scholarship programs, and SAAs align with the student's current IEP/504. Using an SAA in 8th grade does not preclude a student from using College Board approved accommodations in future years when scores are desired to be sent to colleges.

Consideration of state-allowed accommodations are especially important for students taking the SAT, where the student generally wants scores to be reported to colleges and universities. However, at the eighth-grade level, scores are not reported to higher education institutions or scholarship programs.

College Board–Approved Accommodations	State-Allowed Accommodations
Once approved, can be used for all College Board assessments.	Available only for Michigan-provided SAT, PSAT 10, or PSAT 8/9.
Once approved, students remain approved for accommodations.	Must be requested each year.
Available for all assessments, but recommended for 9th, 10th, 11th grade; **Choosing this option does not change the IEP team's responsibility to review student needs and necessary accommodations at each annual review.**	Available for all assessments, but recommended for 8th grade
Most requests are approved automatically. Some requests require documentation review, which could take up to 7 weeks.	All requests are automatically approved.
Scores are provided to the state, school, student, and applicable colleges and scholarship programs, if requested.	Scores are provided to the state, school, and student
Students will test with purple (SAT), blue (SAT in accommodated window), orange (PSAT 10), or dark red (PSAT 8/9) test books.	Students will use lime-green test books for each assessment.
Start as soon as school has an AI (Attending Institution) code. Request deadline is February 19, 2019.	Start week of January 7, 2019. Request deadline is February 19, 2019.

Understanding Accommodations

Requests for accommodations are submitted by the designated SSD coordinator in the College Board online system, SSD Online. Requests for College Board approved accommodations can be submitted as soon as a school has a six-digit attending institution (AI) code. AI codes can be found in the Test Center Participation Page of the Secure Site once a school has been established for testing. State-allowed accommodations can be submitted starting the week of January 7, 2019.

The accommodations that students request for the College Board assessments generally should be consistent with the accommodations they use for taking assessments in school. Some terminology used in the creation of Individualized Education Program (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. Additionally, some accommodations may be administered differently on College Board tests than they are for school tests, and it is important to understand how an accommodation is administered to determine if it is appropriate for an individual student. 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 or 504 plan.

Extended Time

College Board Option	What Does This Mean?
50% Extended Time	Student receives time-and-a-half for each approved section of the test. Student may be approved for extended time for the entire test, or for just one section (e.g., Reading, Writing and Language (Essay only), or Math). Students must stay for the entire amount of extended time; they cannot self-pace.
100% Extended Time	Student receives double time for each approved section of the test, and may receive extended time in Reading, Writing and Language (Essay only), or Math. Students must stay for the entire amount of extended time; they cannot self-pace.

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

Breaks

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.

Note: Testing time does not include breaks, i.e., the clock stops before and resumes after breaks.

Assessments Read Aloud

College Board Option	What Does This Mean?
Reader	Test staff reads the test to the student. Must be completed in a one-to-one environment. Student automatically receives 50% extended time and extra breaks on all sections.
Assistive Technology–Compatible (ATC) Format	Compatible Microsoft Word format of the test; intended to be used with screen readers or other assistive technology.
MP3 Audio Format	Audio version of the test. Student automatically receives 100% extended time, extra breaks on all sections, and additional time for section 2 (Writing and Language Test).

It's also helpful to know specific information about common types of accommodations. You can request use of 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 for students with disabilities and will consider all requests. **All the College Board–approved accommodations result in college- and scholarship-reportable scores.**

Use the chart below to understand the meaning and days of testing of certain accommodations for the SAT with Essay, PSAT 10, and PSAT 8/9.

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.	SAT with Essay (SAT School Day only): 2 days PSAT 10: 1 day PSAT 8/9: 1 day
50% Extended Time for Mathematical Calculations (Time and a Half)	- Student receives extended time only for the Math sections (unless approved for other accommodations). - 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 for Math sections.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
50% Extended Time for Written Language Expression (Essay) (Time and a Half)	- Student receives extended time only for the SAT Essay section (unless approved for other accommodations). - 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 for the Essay.	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.	SAT with Essay: 2 days PSAT 10: 2 days PSAT 8/9: 2 days
100% Extended Time for Mathematical Calculations (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.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day

Accommodation	What to Know	Days of Testing
100% Extended Time for Written Language Expression (Essay) (Double Time)	- Student receives extended time only for the SAT Essay. - 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 for the SAT Essay.	SAT with Essay: 1 day* *Note: If a student is approved for 100% extended time for both math and writing, and is taking the SAT with Essay, they would test over 2 days.
Extra Breaks	Student is given a break halfway through longer sections and a break after every section.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 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.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Breaks as Needed	- Most often provided for students with significant physical or medical conditions, but also appropriate for some other disabilities. - Breaks are granted as requested by the student during the test. 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 test blood sugar during the test. These must be requested specifically.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day

NOTE: Students testing with the same timing must be grouped together when testing.

Presentation

Accommodation	What to Know	Days of Testing
Assistive Technology-Compatible (ATC)	▪ Digital version of the test (accessible Microsoft Word format); delivered on a flash drive ▪ For use with screen readers and other assistive technology. The type of device must be provided in the request. ▪ Student is automatically given 100% extended time on the Writing and Language Test only. If extended time is needed for other sections, it must be requested. ▪ 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.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
MP3 Audio	▪ Audio version of the test ▪ 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. ▪ Students must either use headphones or test in a one-to-one setting.	SAT with Essay: 2 days PSAT 10: 2 days PSAT 8/9: 2 days
Reader	▪ Student is read the test aloud by an adult. ▪ Student must be in a one-to-one setting. (Each student must have their own reader. Reader cannot read to a group of students.) ▪ 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. Reader reads the entire test.	SAT with Essay (SAT School Day only): 2 days PSAT 10: 1 day PSAT 8/9: 1 day

Recording Answers

Accommodation	What to Know	Days of Testing
Writer/Scribe	▪ Student orally tells their responses to an adult scribe, and the scribe records the responses onto an answer sheet. ▪ Student must test in a one-to-one setting. (Each student must have their own scribe.) ▪ 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 responses as dictated by the student. For the SAT Essay, student does not have to dictate spelling, unless a word is unclear. They do need to dictate punctuation to be captured by the scribe.	SAT with Essay (SAT School Day only): 2 days PSAT 10: 1 day PSAT 8/9: 1 day
Large-Block Answer Sheet (LBAS)	▪ Students will mark squares with an "X" instead of filling in bubbles. ▪ May be requested on its own or with other accommodations.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Computer for Essay	▪ Approval for computer applies only to students taking the SAT with Essay and is used only for the Essay task. ▪ School must provide the computer, students may not use a personal computer or a computer belonging to their family ▪ Computer must have word processing software, attached to a working printer, and cannot be connected to the internet or network ▪ Typed essays must comply with certain guidelines, available in the *SAT Accommodated Testing Manual*, to be properly scored and for the students to receive online images of their essays	SAT with Essay: 1 day

$\bigcirc$ **CollegeBoard**

Setting/Other

Students requiring setting accommodations may be easily distracted in large group settings or have disabilities or temporary conditions that prevent them from attending school.

Accommodation	What to Know	Days of Testing
Sign Language Interpreter for Oral Instructions	▪ Interpreter provides test directions (the only oral portion of the SAT, PSAT 10, or PSAT 8/9) in sign language, such as American Sign Language (ASL) or Exact English Signing (EES). ▪ ASL interpreter cannot be used for test questions. ▪ Interpreters are designated by the school and must meet testing staff requirements.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Small Group	▪ Student tests with a smaller group of students. Number of students that may be assigned to a "small group" room depends on the size of the room. ▪ In a school day administration, schools plan rooms based on their capacity and assign students to rooms. While a school can assign students to a "small group" room without accommodations, approval of small group ensures that a student receives this accommodation for future tests, e.g., national SAT testing.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Preferential Seating	▪ In a school day administration, schools plan rooms based on their capacity and assign students to rooms. While a school can provide preferential seating without a need for approved accommodation, approval of preferential seating ensures that a student receives this accommodation for future tests, e.g., national SAT testing.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Four-Function Calculator	▪ For use on the Math Test – No Calculator test. ▪ Percentage and square-root functions are permitted.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day

◊ CollegeBoard

Accommodation	What to Know	Days of Testing
Permission for Food/Medication	- Will use standard time, unless approved for other timing or break accommodations. May also need to request accommodation for breaks as needed. - EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. - For other medications, contact the SSD office.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Permission to Test Blood Sugar	- Will use standard time, unless approved for other timing or break accommodations. May also need to request breaks as needed as a separate accommodation. - Approval to test blood sugar does not permit the student to have a cell phone, unless they are also approved for a cell phone for glucose monitoring in the testing room. - If approved for a cell phone in the testing room, the phone must remain on the proctor's desk and can only be viewed under direct supervision. - Phone settings must be adjusted so sounds are produced only when monitoring is required. The proctor should ask the student for instructions on how to proceed if any alarm goes off.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 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.	SAT with Essay: 1 day PSAT 10: 1 day PSAT 8/9: 1 day
Temporary Medical Conditions	- Accommodations should NOT be 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.	For all tests, the number of testing days depends on the specific support approved for.

Students testing over two 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, for SAT School Day, whether this will occur on the primary test day or in the accommodated two-week testing window.

◇ CollegeBoard

Accessing SSD Online

SSD coordinators use SSD Online to submit requests for accommodations and the English Learner 50% extended time support 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 or coordinators are identified and the school has an AI code assigned, 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 at collegeboard.org.

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 business days to receive the access code.

Requests for accommodations may begin once the access code is used for SSD Online.

Requesting Accommodations and English Learner (EL) Supports

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.

CollegeBoard

Getting Started

Use the following suggested steps to organize your requests:

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

   a. Use the SSD Online Dashboard to look students up, or

   b. Print the Eligibility Roster. The roster provides a list of 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. Accommodations approved match the student's current needs.

   b. Student information including name, birth date, and graduation date are correct.

4. For any student no longer at your school, note the information on the Eligibility Roster. Fax the roster to 866-360-0114 to have the student removed from the dashboard and reports.

5. Identify students who require an SAA or EL 50% extended time support and submit a request in SSD Online starting the week of January 25, 2019.

Using SSD Online

Requesting College Board Accommodations

1. You can request College Board accommodations as soon as you have an AI code.

2. Obtain parental consent. Before submitting a request for accommodations for College Board tests, schools must have parent/guardian consent to share information and to request accommodations. (For students over the age of 18, the student can provide consent.) Verification of consent will be requested during the online process. Consent forms are available at collegeboard.org/students-with-disabilities/forms. The College Board does not require schools to submit the consent form, but it must be kept on file at the school. (Parent/guardian approval obtained through the student's IEP, 504 plan, or other school documentation may be acceptable if it includes consent for requesting accommodations.)

3. Sign in to SSD Online.

4. Enter basic student information.

5. Answer questions about the student's disability and requested accommodations.

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

   a. Many 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. 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

You can request state-allowed accommodations starting the week of January 7, 2019.

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 plan, 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. Sign in 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.

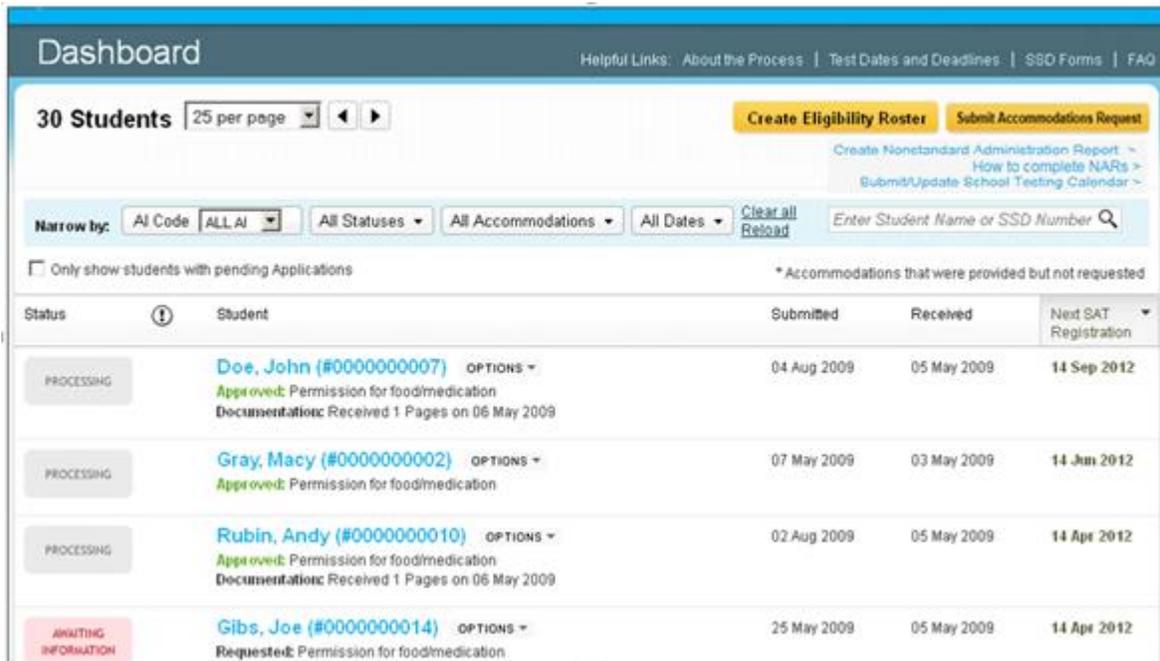**Requesting EL 50% Extended Time Support**

You can request 50% extended time for English Learners starting the week of January 25, 2019.

1. Obtain parental consent. Before submitting a request for the support for College Board tests, schools must have parent/guardian consent to share information for students under the age of 18. 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 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. Sign in to SSD Online.

3. Go to the EL Support Dashboard.

4. Enter basic student information.

5. Select the 50% extended time support.

6. Submit the request.

Note: Requests for EL 50% extended time 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. (Note: College Board and state-allowed accommodations have separate dashboards.)

Both the SSD coordinator and the student will be notified of the College Board's decision. If the student doesn't 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 SSD Online Dashboard, SSD coordinators can also initiate other requests for accommodations, view the SSD School Testing Calendar, access necessary SSD forms, and create an Eligibility Roster or an 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 the Eligibility Roster.

2. Print the 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 Michigan Educator Hotline at 866-870-3127.

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 sign 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 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.

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. Sign in to SSD Online.

2. From the dashboard, create the Eligibility Roster.

3. Print the 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

Nonstandard Administration Report (NAR)

The 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 and is available approximately four weeks prior to test day.

The SSD coordinator must print a copy of the NAR before test day to provide to the test coordinator.

To access the NAR (when available):

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

2. Select the appropriate test administration.

3. If necessary, enter your school's six-digit AI code, and then select Continue.

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

5. Select the students that will be tested.

For the SAT, the NAR includes helpful information about organizing testing for accommodated students. The NAR includes **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. It will also include EL students using 50% extended time.

For the PSAT 10 and state-provided PSAT 8/9, the NAR includes all students who have been approved for accommodations and can test in the accommodated testing window. It will also include EL students using 50% extended time.

Eligibility Roster

The Eligibility Roster is used by the school for sending updates about students to the 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 choose to 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, students who have certain accommodations, such as 100% extended time testing over two days, MP3 audio, assistive technology–compatible (ATC), braille, or large font greater than 20 points, 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 the College Board and students who require school-based testing.

In order to support this process, we ask that each primary 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.

School-based testing for national tests can be done 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. (There is an extended testing window for the August 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 who 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 sign in to SSD Online and check the dashboard.

Honoraria for school-based national SAT testing are available 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).

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.

English Learner Supports

SSD coordinators and test coordinators can work with district English Learner coordinators (if applicable) to identify students needing EL supports. English learners will be able to utilize EL supports for the spring 2019 state-provided assessments. These supports include the use of a College Board approved word-to-word bilingual glossary, translated test directions, and 50% extended time. Students can use one or any of these supports in combination. Students will receive college-reportable scores when any of these supports are used. These supports are not currently available for the national, weekend administrations of the SAT.

Use of a College Board approved word-to-word bilingual glossary:

- The list will be expanded to approximately 100 glossaries for spring 2019.

- The use of a glossary does NOT require approval by the College Board.

- The approved list is available at collegeboard.org/michigan

Use of translated test directions:

- Translated test directions will be available in PDF format. Schools must print the directions for students; no printed test directions will come with the test materials.

- Use of translated test directions does NOT require approval by the College Board.

- Translations will be available in February 2019 to print.

Use of 50% extended time:

- Students will receive 50% extended time on each section of the SAT. Students must sit for the entire time allotted and cannot go ahead in the test, even if they are the only one testing.

- Although not an accommodation, EL students requiring 50% extended time will need to be identified in SSD Online. Schools can request 50% extended time for ELs starting in January 2019. Students

will be automatically approved, and no supporting documentation is required. Cannot identify these students in SSD Online until the week of January 25, 2019.

- EL students using 50% extended time can be tested with other students with accommodations testing with the same timing and test materials.

To determine if the use of 50% extended time for an English learner is appropriate please use the guiding questions below. A preponderance of evidence should exist rather than a few answers of "yes" to the following questions for the student to be provided this level of support. Consider:

- Is the student formally identified as an English learner?

- Does the student typically receive additional time to complete assignments?

- Does the student typically receive additional time to complete in class assessments?

- Is the student a recently arrived student (attended U.S. schools for 12 months or less)?

- Does the student typically use a bilingual word-to-word dictionary in the classroom?

- Does the student use additional or different linguistic supports in the classroom?

- Does the student need additional time to process written text in English?

- When given the choice, does the student indicate he or she would prefer to have extra time for assignments?

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.

- **College Board–Approved Accommodations:** A change in the format or administration of a test to provide access for a person with a disability that results in college- and scholarship-reportable scores. Such accommodations must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks.

- **Coordinator Report Form (CRF):** The scannable form used to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

- **Educational Entity Master (EEM)**: A repository of basic contact information regarding educational systems in the state of Michigan.

- **Eligibility Roster:** List of all students in a school who are approved for accommodations. The list may be printed from SSD Online. It is used for submitting changes to student information in SSD Online.

- **Irregularity Report (IR):** The scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

- **Nonstandard Administration Report (NAR):** A list of students approved for accommodations who are taking a specific test. Generated in SSD Online, it includes detailed information about the accommodations for which students are approved.

- **Pre-ID Label:** Label provided for each student who is preidentified in the Secure Site. The pre-ID label is applied to the answer sheet before the test. Students without a label must be pre-ID'ed and a label must be printed locally.

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

- **State-Allowed Accommodation (SAA)**: An accommodation that may be available to your students that does **NOT** result in college- or scholarship- reportable scores and is applicable only to state-provided SAT, PSAT 10, and PSAT 8/9 testing. Recommended for grade 8 accommodations.

- **Unique Identifier Code (UIC):** State student number for the state of Michigan.

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. Mark the checkboxes when complete.

Present–7 Weeks Prior to Test Day

☐ 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 coordinator on tasks and responsibilities for testing students with disabilities.

☐ Obtain parent/guardian consent.

☐ Begin submitting state-allowed requests and EL 50% extended time requests in January.

☐ Read and review testing manuals for information on managing the administration in February.

4 Weeks Prior to Test Day

☐ 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

☐ Monitor approval status in SSD Online.

☐ Print new NAR if additional students have been approved.

1 Week Prior up to Test Day

☐ Ensure that students testing with accommodations know where and when to report for test day.

☐ Assist the test coordinator 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 coordinator for test day and administering the assessment to students with disabilities.

Accommodations Request Worksheet (for local use only)

....

NOTE: *Use this worksheet to collect the information needed to submit an accommodations request. This worksheet is for preparation purposes only, is NOT required, and should NOT be sent to the College Board.*

....

Student Name _____

Parent Consent Received? Yes _____No _____

Student Information

Date of Birth:_____   Expected Graduation Date:_____

Student Mailing Address: _____

Home Phone Number: _____   Next Intended Test: _____

Disability

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

_____

_____

When did the disability first occur? (Within the past 4 school months or longer than 4 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, Writing and Language, and Math; 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: _____

 CollegeBoard

◯ CollegeBoard

Services for Students with Disabilities

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 College Board'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 their 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.

CollegeBoard

Services for Students with Disabilities

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):

Test Name:_____Test Date: _____

Test Name:_____Test 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:_____

CollegeBoard

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.

☉ CollegeBoard

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 their 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.

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.

4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time do they 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):

    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 their performance on tests? What happens if supports are not provided?

Signature: _____ Date: _____

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

☉ CollegeBoard