



RIDE Rhode Island
Department
of Education

Services for Students with Disabilities (SSD) Overview for Coordinators

Spring 2024 Digital SAT Suite of Assessments

December 2023



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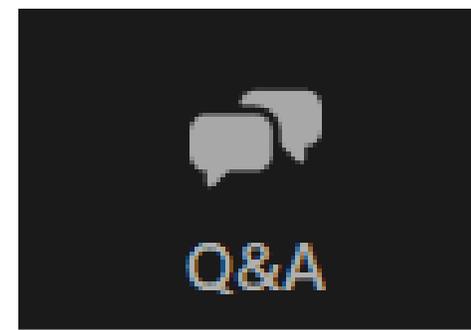
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Housekeeping

- Please use sticky notes and parking lot for questions. Always include your name and email in case we need to follow up.
- We will address questions or, if they pertain to a unique need, we'll follow up with you after the presentation.
- We will leave time at the end of the presentation to answer questions.
- If your question is not answered during our time today, we will follow-up via email.



Today's Agenda

- Session Goals
- Sharing PII with College Board
- Testing Window and SSD Online Deadlines
- SSD Coordinator Role
- Digital SAT, PSAT 10, and PSAT 8/9
- Commonly Requested 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
- Resources
- 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

Please exercise caution when handling student PII.

If it becomes necessary to discuss an issue that involves sharing this information, please opt for communication via telephone whenever possible.

Testing Window and SSD Online Deadlines

Spring 2024 Digital Testing Window - RIDE SAT & PSAT 10

Primary Test Window: April 1 – April 12

Makeup and Retests: April 22 – April 26

All testing must be completed by April 26.

- Rhode Island schools will participate in testing for students in grades 10 & 11.
 - Grade 11 – SAT
 - Grade 10– PSAT 10
- Schools may test students on any weekday(s) during the testing window.
- Schools can test in the morning and/or in the afternoon and run multiple testing sessions in one day.

Spring 2024 Deadlines

Activity	Deadline
College Board Approved Accommodations and English Learner (EL) Extended Time Requests	February 12, 2024
State-Allowed Accommodations (SAAs) Requests Opens January 9, 2024	February 12, 2024

Note: State-Allowed Accommodations should only be used in very rare circumstances, as they result in a non-college reportable score.
Available SAAs will be covered later in the presentation.

SSD Coordinator Role

SSD Coordinator Role

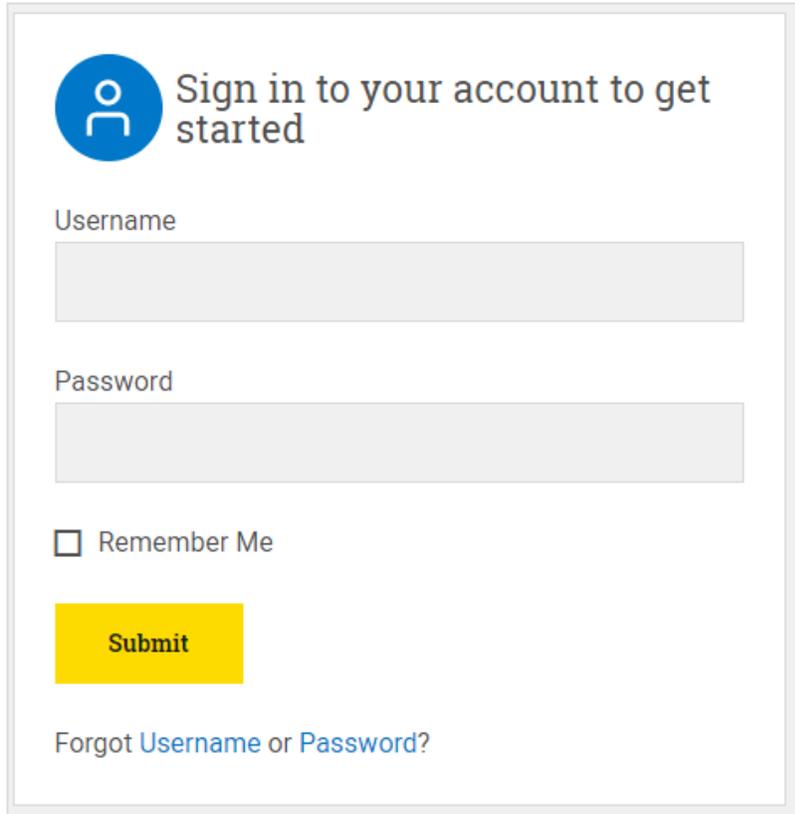


SSD Coordinator

The SSD coordinator is responsible for:

- Submitting accommodation requests for all students who require them.
- Submitting EL support requests for all students who require them.
- Communicating with students and families about necessary testing accommodations.
- Reviewing accommodations for students who received approval previously to ensure those accommodations still meet the needs of the student.
- Assisting the test coordinator in determining rooms and staff required for administering the test with accommodations.
- Working with the test coordinator and technology coordinator to make sure student devices are configured to support assistive technology (as needed) for testing.
- Partnering with the test coordinator to administer the SAT and PSAT 10 to students who are testing with accommodations.

Returning SSD Coordinators



The screenshot shows a sign-in form with the following elements:

- A blue circular icon with a white person silhouette.
- The text "Sign in to your account to get started" next to the icon.
- A "Username" label above a text input field.
- A "Password" label above a text input field.
- A checkbox labeled "Remember Me".
- A yellow "Submit" button.
- A link "Forgot Username or Password?" at the bottom.

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

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 routers 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 888-360-0333. 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, new SSD coordinators will need to request access.

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

Digital SAT and PSAT 10 Overview

Paper vs. Digital 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

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

Digital SAT and PSAT 10 have Two Modules per Section

Module 1

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



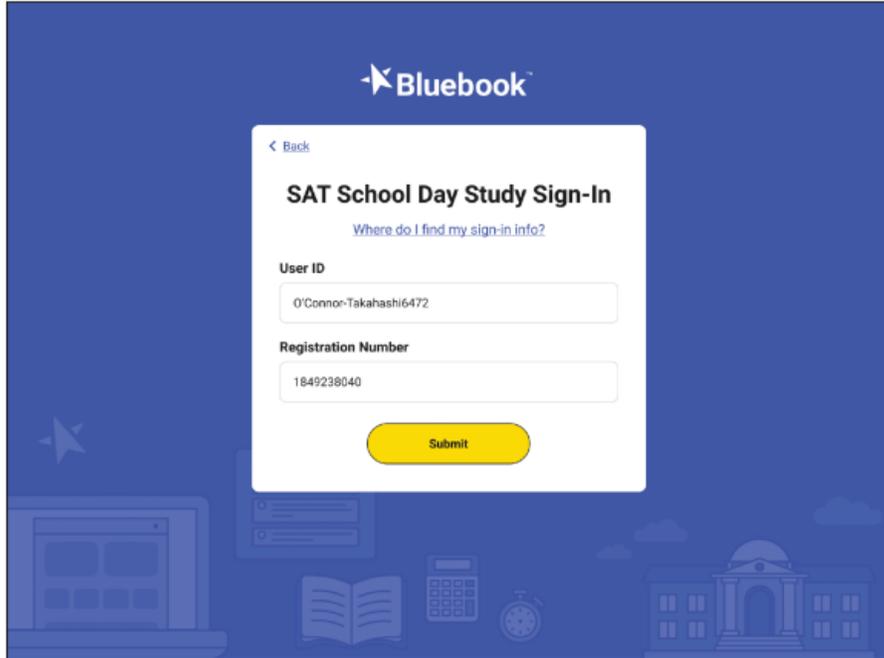
Module 2

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

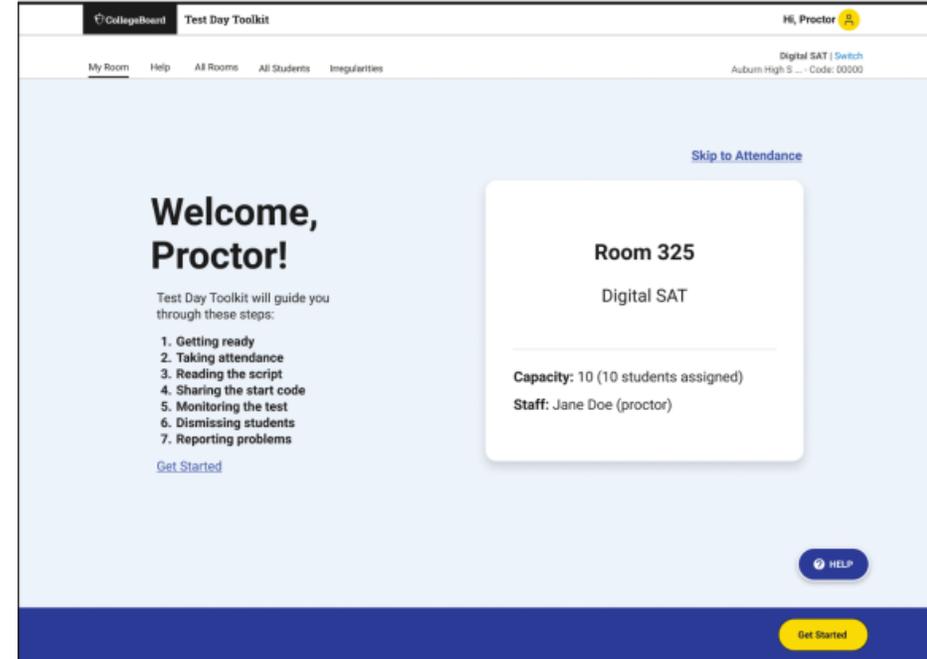


**Student's
Score for
that section**

Digital SAT Suite Test Administration System



Bluebook
(for Students)



Test Day Toolkit
(for Test Coordinators
and Proctors)

Testing Device Requirements



Laptop
Tablet*

School Managed Device
(Chromebook or Desktop)



Testing device
should be able to
hold a charge for
the full exam.



Testing Device
must be able to
connect to Wi-Fi.

Universal Tools Available to All Students

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

Answer Eliminator (strikethrough)

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

Bluebook Application Tools

The screenshot displays the SAT Section 2: Math interface. At the top, it shows a timer at 0:10 and a 'Pause' button. Below the timer is a purple banner that reads 'This is Practice. To see your actual AP Exam, go to My Exams.' The main content area is titled 'Section 1, Module 1 - Math Reference Sheet' and contains several mathematical formulas and diagrams: $\ln x$ for $0 < x \leq 2$, $x^2 \ln 2$ for $2 < x \leq 4$, $\lim_{x \rightarrow 2} f(x)$, a circle with radius r and area $A = \pi r^2$, a rectangle with length ℓ and width w and area $A = \ell w$, and a triangle with base b and height h and area $A = \frac{1}{2}bh$. Below the reference sheet is a calculator window with a grid and a 'Calculator' button. The main question area shows a question number '1' in a red box, followed by the text 'If $f(x) = x + 7$ and $g(x) = 7x$, what is the value of $4f(2) - g(2)$?' and a red flag icon.

Built-in Desmos graphing calculator & math reference sheets

The screenshot displays the SAT Reading and Writing interface. It shows a passage about Bao Phi's collection *Sóng I Sing*. A yellow highlight is placed over the text: '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.' Below the passage is a question: 'Which choice completes the text with the most logical and precise word or phrase?' with three options: (A) scholarly, (B) melodic, and (C) jarring. A 'New Annotation' box is visible at the top right, containing the text: 'New Annotation: "pieces by the spoken-word poet... nature when printed: t"'. Below the annotation box are options for 'Highlight Color' and 'Underline style'.

Full annotation tools

The screenshot displays the SAT Reading and Writing interface. It shows a question number '7' in a red box, followed by a passage about sculptor Ruth Asawa. Below the passage is a question: 'Which choice completes the text with the most logical and precise word or phrase?' with four options: (A) commended, (B) collected, (C) refused, and (D) limited. A 'Section 1, Module 1: Reading and Writing Questions' review window is overlaid on the question, showing a grid of question numbers 1 through 14, with question 7 highlighted in red. Below the grid is a 'Go to Review Page' button and a 'Question 7 of 14' dropdown menu.

Flag and review

The screenshot displays the SAT Reading and Writing interface. It shows a question number '1' in a red box, followed by a question: 'Two nearby trees are perpendicular to the ground, which is flat. One of these trees is 10 feet tall. The other tree is 15 feet tall. How far apart are the bases of the two trees?' Below the question is a multiple-choice option (A) 3. A 'Test timer (show or hide)' window is overlaid on the question, showing a timer at 35:00 and a 'Hide' button.

Test timer (show or hide)

Commonly Requested Accommodations

SAT and PSAT 10 Testing Time (with breaks)

Timing	SAT and PSAT 10
Standard time	2 hours 24 minutes
Time and one-half (reading)	3 hours 41 minutes
Time and one-half (math only)	3 hours 9 minutes
Double time (reading)	4 hours 48 minutes
Double time (math only)	3 hours 44 minutes

- Testing is no longer limited to mornings
 - Schools can test in the morning and/or in the afternoon.
 - Schools can run multiple testing sessions in a day.
- Two-day testing may occur with unique combinations of accommodations, such as more than double time for the entire test.

Timing and Break Accommodations

<u>Extended Time</u>	<p>Students will receive their approved amount of extended time within the digital exam and will also receive extra breaks.</p> <ul style="list-style-type: none">• 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.
<u>Breaks as Needed</u>	<p>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.</p>
<u>Extended Breaks</u>	<p>Students approved for this accommodation will receive an exam with twice the time of the regularly scheduled break applied.</p>
<u>Extra Breaks</u>	<p>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.</p>
<u>Extra and Extended Breaks</u>	<p>Students approved for this accommodation will receive an exam with twice the time of regularly scheduled breaks and a 5-minute break applied between Module 1 and Module 2 in each section.</p>

Break Accommodations (standard testing time)

Standard Breaks	Extended Breaks	Extra Breaks	Extra & Extended Breaks	Breaks as Needed (Standard breaks, with stop-the-clock breaks as needed/requested)
Reading and Writing Module 1 – 32 min	Reading and Writing Module 1 Reading and Writing Module 2 BREAK – 10 minutes Math Module 1 Math Module 2 BREAK – 10 minutes Math Module 1 Math Module 2 Total Time=Variable			
Reading and Writing Module 2 – 32 min	Reading and Writing Module 2 – 32 min	BREAK – 5 min	BREAK – 10 min	
BREAK – 10 minutes	BREAK – 20 minutes	Reading and Writing Module 2 – 32 min	Reading and Writing Module 2 – 32 min	
Math Module 1 – 35 min	Math Module 1 – 35 min	BREAK – 10 minutes	BREAK – 20 minutes	
Math Module 2 – 35 min	Math Module 2 – 35 min	Math Module 1 35 min	Math Module 1 – 35 min	
Total Time=2h 24m	Total Time=2h 34m	BREAK – 5 min	BREAK – 10 min	
		Math Module 2 – 35 min	Math Module 2 – 35 min	
		Total Time=2h 34 min	Total Time=2h 54m	

Reading and Writing Accommodations

<u>Screen Reader for Digital Exams</u>	Students already approved for a human reader for paper testing or screen reader for digital exams will take a digital exam using the text-to-speech accessibility feature or screen reader functionality available through their device's operating system or their own screen reader software.
<u>Human Reader for Digital Exams</u>	Students will receive a non-adaptive test format enabled with time and one-half (+50%) extended time. A reader script will be provided.
<u>Writer/Scribe</u> <u>Dictation for Digital Exams</u>	Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text.
<u>Assistive Technology</u>	Students will be able to take a digital exam using approved assistive technology software.
<u>Color Overlay/Color Contrast</u>	Students can use the color settings available through their operating system and/or device screen. If this doesn't meet their needs, they can request to use a plastic overlay attached to their device's screen.

Reading and Writing Accommodations, continued

<u>Large-Print Exam</u> <u>Large-Print Answer Sheet</u>	If already approved for paper testing large print, students should use the universal tool for zoom. Students will use the zoom in and out function available through their operating system.
<u>Magnification Device</u> <u>(electronic/non-electronic)</u>	If a student requires large print and cannot test digitally, please request a paper test accommodation (specify font size) and be approved for large print for digital testing.
<u>Braille with raised line drawings, contracted</u>	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.
<u>Raised Line Drawings (formerly "braille graphs and figures")</u>	Students can take the digital exam and use the raised line drawing supplement.
<u>Braille Writer</u>	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

<u>Four-Function Calculator</u>	There is not a Math with no calculator section. A calculator is built into the digital exam and is a universal tool for all students.
<u>Limited Time</u>	Students will test using the digital exam. They will test over multiple days if the test time exceeds their approved time.
<u>Auditory Amplification/FM System</u>	Students can use their FM system. Students will be allowed to use headphones.
<u>ASL/SEE – Direction Only</u>	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.
<u>Food/Drink/Medication</u>	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 they appear on their IEP or Section 504 Plan.

- Small group testing
 - If the school has the space and staff to conduct individual testing for each student, this is permitted.
 - For school-day exams, 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.
 - Students' in-school testing needs will determine their appropriate test setting.
- Preferential seating
- Wheelchair accessibility
- Familiar proctor (cannot be a member of student household or 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) - device-dependent for max

Requesting a Paper Testing Accommodation

- Most students will take the digital SAT and/or PSAT 10.
- 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 and PSAT 10 are not adaptive tests and are **longer** testing experiences.
- SSD coordinators or other testing staff will need to transcribe a student's paper test responses into Bluebook and then return the paper test materials to College Board.

The screenshot displays the 'Accommodations' section of the SSD Online interface. At the top, it instructs users to select one or more accommodations from a list of categories. Below this, the 'Extended Time' section is visible, with a list of subjects: Reading, Writing, Mathematical Calculus, Listening, and Speaking. A red line highlights the 'Other: Extra / Extended' option in the 'Includes requests for:' section. A modal window is open, showing a list of accommodations under the heading 'Reading / Seeing Text'. The selected option is 'Other: Reading / Seeing Text', which is marked with a checkmark and 'DOCUMENTATION REQUIRED'. Below the selection, there is a text input field containing the text 'Paper test for digital assessments'. At the bottom of the modal, there are two buttons: 'Cancel' and 'Save Accomodation(s)'.

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 Calculus
- Listening
- Speaking

Extra / Extended

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)

- State-allowed accommodations should be used only in very rare circumstances because they result in a non-college reportable score.
- State-allowed accommodations must be requested in SSD Online.
- Available State Allowed Accommodations for Rhode Island include:
 - EL Math Only (no special configuration required)
 - Sign language interpreter for instructions, content, and student responses.

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. The deadline is February 12, 2024.
- If possible, discuss test accommodations during IEP/Section 504 Plan meetings so you are clear about student and family expectations.
- Speak to the students and their teachers about the accommodations they are currently using for classroom tests.
- 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 and be on the lookout for email communications from College Board when decisions for requests have been posted.

Under what conditions 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 students' 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.

SSD Accommodations Management

Skip to main content

Hi, Wafa

SSD Online

Dashboard Helpful Links Pre-recorded Audio (MP3 via streaming) Non-Standard Administration Report School Testing Calendar

Clicking Back or Forward in the browser may cause the application to exit. Use the navigation buttons within the application for the best user experience.

Welcome, WALARAYED!

Displaying Students for: All AI Organizations

Transfer Student into My School

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

Print Dashboard

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

Grade 8 9 10 11 12

Type CB EL SAA

Status All

NOTE: The Nonstandard Administration Report (NAR) is no longer available. Please utilize the Print Dashboard functionality when planning testing rooms.

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

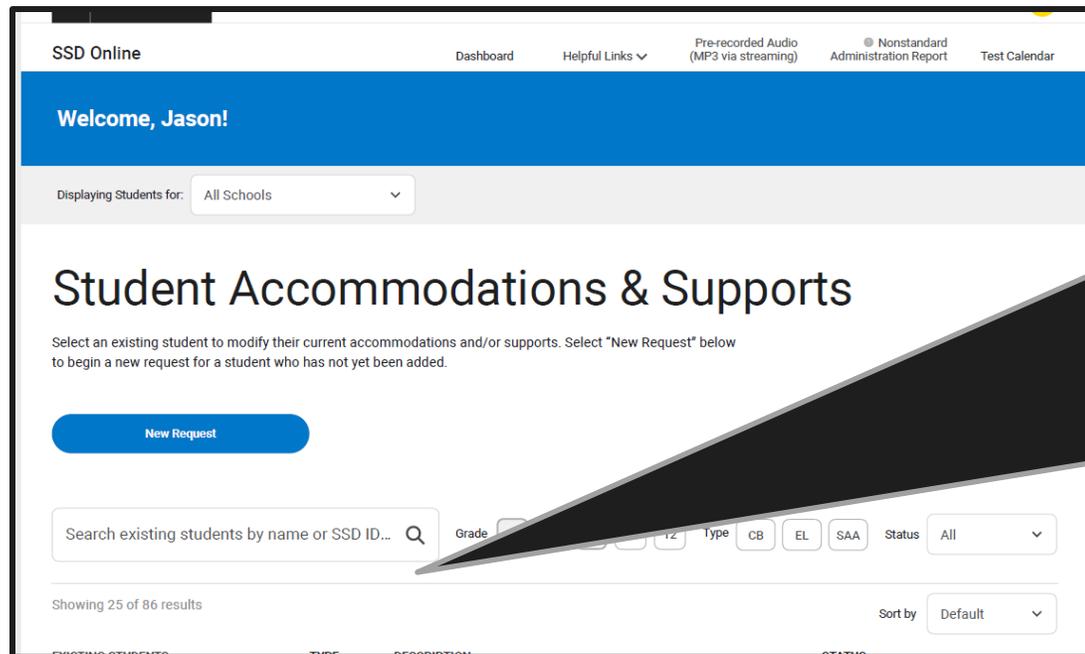
This form should be used when a request for accommodation(s) is submitted electronically (via SSD Online). The form should be maintained by the school with the need to be sent to College Board. You will be asked to verify that a signed consent form is on file at the school prior to submitting a request for accommodations.

Submit a New Request

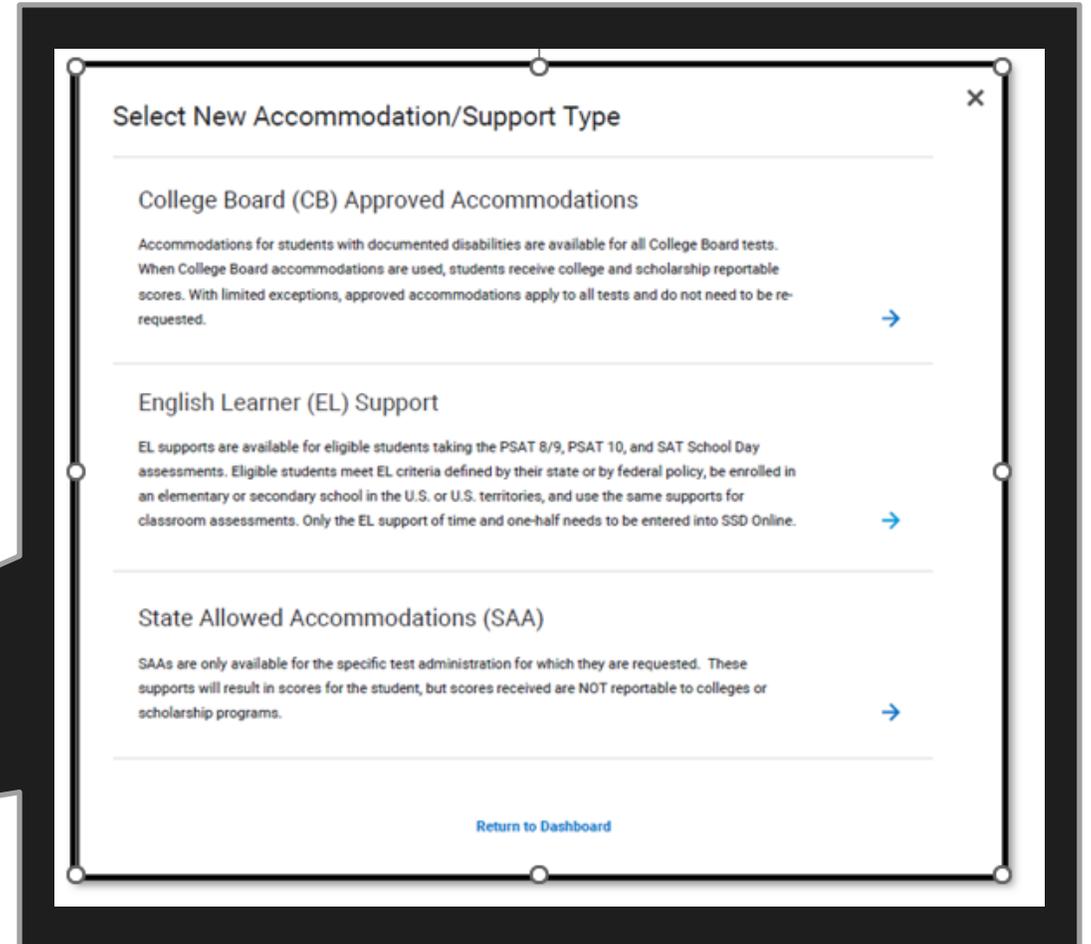
- Before submitting a new request for accommodations for College Board tests, schools must obtain consent to share the student's information with College Board.
- If you do not have parent/guardian approval through the student's IEP or Section 504 Plan, a consent form is available for your use at the College Board website:
<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 age 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

- Log in to www.collegeboard.org/ssdonline.
- Click the button in upper left corner.
- Choose College Board (CB) Approved Accommodations.



The screenshot shows the SSD Online dashboard. At the top, there's a navigation bar with 'SSD Online', 'Dashboard', 'Helpful Links', 'Pre-recorded Audio (MP3 via streaming)', 'Nonstandard Administration Report', and 'Test Calendar'. A blue banner says 'Welcome, Jason!'. Below that, a dropdown menu shows 'Displaying Students for: All Schools'. The main heading is 'Student Accommodations & Supports'. Below the heading, there's a text instruction: '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.' A prominent blue button labeled 'New Request' is visible. At the bottom, there's a search bar and filters for 'Grade', 'Type' (with buttons for CB, EL, SAA), and 'Status' (set to All).



The screenshot shows a modal window titled 'Select New Accommodation/Support Type'. It contains three sections, each with a description and a right-pointing arrow:

- 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.

At the bottom of the modal, there is a 'Return to Dashboard' link.

Submit a New Request

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 * SCHOOL *

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

- 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
- **Plan Information**
The type of formal school the student is currently attending (e.g., Formal Plan, Other Formal Plan, Informal Plan, or None of the Above) and the student's first formal plan)
- **Documentation**
Have documentation of the student's disability. In some cases, you will need to provide documentation for review. The SSD Online system will review the documentation submitted to College Board.

[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

- 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 *

Dashboard / Tom Jones

1 Disabilities

2 Accommodations

3 School Plan

4 Review & Submit

New Student Accommodation Request

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

3 School Plan

4 Review & Submit

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.

Please tell us about your school's process for determining your student's need for and use of the requested accommodation on classroom tests.

Was a meeting held to discuss your student's academic functioning and need for the requested accommodation(s)? *

Yes No

Who was involved in the discussion and resultant decision for classroom test accommodations? Check all that apply. *

- School Psychologist
- School learning specialist
- Teacher(s)
- School Administrator (e.g., Principal)
- Parent(s)/Guardian(s)
- Student
- Other professional

Please specify *

I don't know

What information was used to assess your student's current need for accommodation(s)?

- Documentation/evaluation from professionals (e.g., Psycho-educational evaluation, medical evaluation)
- Teacher observations
- Parent(s) observations/student's comments
- Student's previous and current academic functioning
- Student history of receiving accommodations or academic difficulties
- School data (e.g., scores on state testing)
- Parent/student request

Other

Please specify *

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 (TTS)

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.

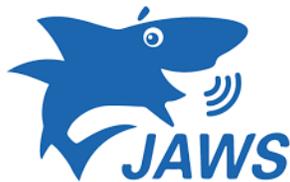
Text-to-speech (TTS) software is NOT designed specifically for visually impaired users, but rather for those who may have a disability that severely limits or prevents them from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text).

Using Screen Readers

- Most operating systems have screen reader technology available for use:
 - Chromebooks have ChromeVox/Select-to-Speak
 - Apple devices have Spoken Content/VoiceOver

NOTE: These must be enabled and configured **before** testing.

- The most common types of applicable external screen reader software that work best with Bluebook are JAWS and NVDA.



[JAWS Training Page](#)



[NV Access Support Page](#)

Using Text-to-Speech (TTS)

TTS technology is the read aloud functionality available through a device's operating system. TTS technology reads the text on a screen.

A student should configure assistive technology settings before opening Bluebook to answer preview questions and before exam day.

The settings may include verbosity, punctuation, text processing, and other settings as approved. Students need to ensure all settings are configured before beginning the check-in process in Bluebook.

On exam day, students won't be able to adjust these settings after entering the start code at the end of the check-in process.

Using Screen Reader and TTS Technology

- Students will receive an exam format enabled with time and one-half (+50%) extended time.
- Configure required 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 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 to and comfortable for them through classroom use.

Chromebooks and TTS

Chrome OS (Chromebooks)

To ensure that students are able to access the device's built in TTS 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.



Chromevox
Tutorial

Windows Devices and TTS

Windows Operating Systems 10 or 11

To use text-to-speech on Windows devices, students 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](#).



[Windows Narrator
Complete Guide](#)

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, then 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](#).



**Apple Spoken
Content Tutorial**

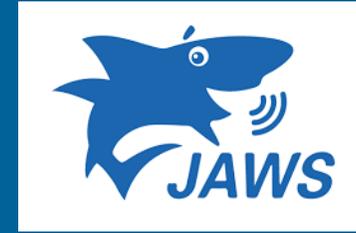
Speech-to-Text

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 and will test in a 1:1 setting.

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 three tabs: '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 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'. Each link has a right-pointing chevron icon.

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 >

Human Reader for Digital Exams – 1:1 Administration

- If a student's needs are not met using screen reader or TTS, an SSD Coordinator can request Human Reader for Digital Exams accommodation for that student.

Option 1

- Human Reader for Digital Exam – non-adaptive.
- Student receives a non-adaptive digital linear form of the test.
- A reader script is provided that includes the text, graphics, points of emphasis, etc.
- How to request:
 - Reading/Seeing Text – Human Reader for Digital Exams.
 - Time and one-half will be provisioned for the student test package.

Option 2

- Human Reader for Digital Exam – adaptive test.
- Student receives an adaptive form of the digital test.
- No reader script provided; the reader sits beside the student and reads off the screen as the questions appear.
- How to request:
 - Reading/Seeing Text – Other. Type in 'Human Reader for Digital ADAPTIVE test.'
 - Time and one-half will be provisioned for the student test package.

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. The student must use the complete allotted time
- Before requesting accommodations, you may want to discuss the student’s needs with the student and their parents/guardians.
 - 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 parents/guardians.
 - 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.

Note: Because digital testing is adaptive and shorter than the paper test, we encourage you to think creatively about how to accommodate students using the digital format. Consider requesting a paper test only as a last resort.

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 parents/guardians.
 - 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 this **does not** meet the student's needs, it may be best to request human reader for digital testing – refer to slide 57 for that information.

English Learner (EL) Supports for Digital Testing

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 may 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.

English Learner (EL) Supports 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, Mexican Spanish, 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](#).

Requesting English Learner Supports

- EL time and one-half must be requested in SSD Online annually.
 - 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

Resources

Need Assistance?

**College Board Customer Support
SAT School Day for State Support
(866) 609-2205**

**College Board Customer Support Email
rischoolday@collegeboard.org**

**Rhode Island Department of Education
Tricia Bowler
Tricia.Bowler@ride.ri.gov
(401) 222-8478**

Additional Training Opportunities

**Test Coordinator Training
In-Person – Jan. 23, 2024
Webinar – Jan. 25, 2024**

**Office Hours
March 19 & 21, 2024**

**For more information:
[https://ride.ri.gov/instruction-
assessment/assessment/psat-and-sat](https://ride.ri.gov/instruction-assessment/assessment/psat-and-sat)**

Questions & Answers

Thank you!