



Understanding the College Board Accommodations Process

November 2016

Session Goals

Our goal today is to provide an overview of PSAT 10 and SAT including:

- + Activities before, during, and after test day
- + Review of the College Board Accommodations Request Process
- + Review of the State Allowed Accommodations Request Process
- + Q&A

General Information

+ Overview

- College Board Website
 - General website: www.collegeboard.org
 - Colorado website: www.collegeboard.org/colorado
- College Board Professional Account
 - Access to SSD Online (accommodations requests)
 - Access to Score Reporting Portal

Testing Roles

- + **Test Center Supervisor** – is responsible for all aspects of the PSAT 10 and/or SAT administration at the school
- + **Services for Students with Disabilities (SSD) Coordinator(s)** – is responsible for overseeing all aspects of the SAT and/or PSAT 10 administration for students testing with accommodations
- + **Associate Supervisor** – is the test administrator
- + **Proctors** – assists the associate supervisor with monitoring students in the testing room
- + **Hall Proctor**– responsible for monitoring the hallways on test day
- + **Principal** – receives general information about test day activities

Roles and Responsibilities at Participating Schools

- **Services for Students with Disabilities (SSD) Coordinator** is responsible for:
 - Being the school's liaison with the College Board's Services for Students with Disabilities office.
 - Submitting accommodation requests for students with demonstrated needs.
 - Responsible for all aspects of testing at the school for students with accommodations who appear on the Non-standard Administration Roster (NAR).
 - Schools will identify a primary SSD Coordinator.
 - Ensure all test day staff are appropriately trained to ensure associate supervisor(s) are prepared.

Accommodations – New for April 2017

- + SSD Online system improvements
 - Enhancements to the user interface were completed in October 2016
 - Enhancements to school verification process release January 2017
- + New Braille Format – UEB format will be shipped with EBAE format
- + Translated Test Directions for English Language Learners
 - Scores will be college and scholarship reportable
 - NO accommodation request required
 - Printed versions of the test directions will be downloadable for educators to distribute to students on test day as needed for Arabic, Haitian-Creole, Mandarin, Portuguese, Polish, Russian, Spanish, and Vietnamese.

Accommodated Testing Window

- + Students who are testing with certain accommodations, identified on the Non Standard Accommodation Report (NAR) will have a window to test.
- + The Accommodated Testing Window for students on the NAR.
 - Accommodations window 4/11/17 – 4/14/17
 - Accommodations Makeup window: 4/17/17-4/21/17
- + Students testing with accommodations over 2-days should test on consecutive days. All testing must be complete by 4/21/17.
- + There is no additional makeup testing date.

Key Dates

Activity	Audience	SAT	PSAT 10
Confirmation and Notification of AI Code	Test Center Supervisor	Mid-December	
Accommodations Request Deadline	SSD Coordinator	Now – 2/15/17	
Districts to update Data Pipeline	District	12/16/16	
Registration Window for the March National Test if using a voucher	Student	12/1/16-1/15/17	N/A
Student SAT w/essay Opt in Window	Student	1/27/17-2/12/17	N/A
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/9/17 – 3/17/17	
March National Test Administration	Student	3/11/17	N/A
Pre-Administration Activities	Test Center Supervisor	3/10/17-4/10/17	

Key Dates

Activity	Audience	SAT	PSAT 10
Late Accommodations Request Window	SSD Coordinator	Late March – Early April	
Secure Materials Arrive at Schools	Test Center Supervisor SSD Coordinator	4/4/17-4/6/17	
Administration Date	Test Center Supervisor SSD Coordinator	4/11/17	4/11/17 or 4/12/17 (District choice)
Accommodated Testing Window	SSD Coordinator	4/11/17-4/14/17	N/A
Accommodations Makeup Testing	SSD Coordinator	4/17/17-4/21/17	N/A
Makeup Administration	Test Center Supervisor	4/25/17	4/25/17 or 4/26/17 (Determined by initial date)
Final date to ship answer sheets for scoring	Test Center Supervisor SSD Coordinator	4/28/17	
Educator Score Release	Test Center Supervisor	6/15/17	6/15/17
Student Score Release	Students	6/17/17	6/10/17

Site Establishment & Student Registration

Student Registration & Materials Ordering

- + CDE's Role
 - + CDE will pull student information from the state interchange system on 12/16/16.
 - + CDE will bulk register all students for either the SAT (without essay) or PSAT 10.
- + School's Role
 - + The SSD Coordinator will submit accommodations requests for students through College Board's SSD Online system.
 - + For SAT, the Test Center Supervisor will communicate the option for students to choose to add the optional essay.
- + Student's Role (SAT only)
 - + Submit request for optional essay. More details to follow.

SAT National Testing

- + Virtual schools have the option to either establish a testing center for their students to take the SAT on the school day test date, or have their students test on the March 11, 2017 national administration.
- + Virtual schools will receive vouchers to allow students to register online.
- + Student registration must be completed by January 15, 2017.
- + Accommodations to support these students follow the same process and should be requested by January 11, 2017.

Accommodations Requests

- + The College Board is committed to making sure that students with disabilities can take the exams with the accommodations they need, and will consider all requests to ensure that we measure students' academic abilities, regardless of their disabilities.
- + All accommodations requests will be submitted through our SSD Online system. There are two types:
 - **College Board Accommodations** for students with disabilities will be supported that generate reportable score that qualify for scholarship consideration. Once approved for accommodations, with limited exceptions, a student remains approved for all College Board tests.
 - **State-Allowed Accommodations** defined by CDE e.g. English Language Learners. These accommodations will be requested each year the student tests.

SSD Online – College Board Accommodations

- + For College Board accommodations, will be entered from the SSD Online Dashboard.
- + The entry of accommodations will go through one of two paths:
 - School verification – Some requests can be approved automatically through our school-verification system. The SSD Coordinator verifies that the student meets College Board eligibility criteria and the student has documentation on file that meets the College Board Guidelines for Documentation e.g., formal accommodation plan for four school months, receiving accommodation on school tests for four school months)
 - Documentation Review – Other requests require documentation. The College Board reviews a student's disability documentation to determine if it meets the guidelines and if accommodations are appropriate. SSD Online tells coordinators when documentation is required, and based on the specific request, what documentation would be most helpful.

Requesting Accommodations – College Board Accommodations

Who is Eligible?

- + Student must have a documented **disability**
- + **Functional impact** needs to be demonstrated. The presence of a disability does not necessarily mean student needs testing accommodations. Student's needs on a test, such as the PSAT 10 or SAT, may differ from their needs in school.
- + Must **show need** for the specific accommodation being requested

Creating Your SSD Online Account

- + Returning SSD Coordinators do not need to do anything.
- + New SSD Coordinators should go to www.collegeboard.org to create a College Board Professional Account if you don't already have one. If you have one already, do not create a new one.
- + Complete the [SSD Coordinator Form](#), found at www.collegeboard.org/ssd
 - + Provides information about you and your school.
 - + Requires principal's signature.
- + 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.

What is the Application Process?

- + **Online request process** - Log in at any time to see status of students' request or to print a list of approved students. Go to: www.collegeboard.org/ssdonline

Dashboard

Helpful Links: [About the Process](#) | [Test Dates and Deadlines](#) | [SSD Forms](#) | [FAQ](#)

30 Students 25 per page ◀ ▶

Create Eligibility RosterSubmit Eligibility Form

Create AP Nonstandard Administration Report >
How to complete AP NARs >

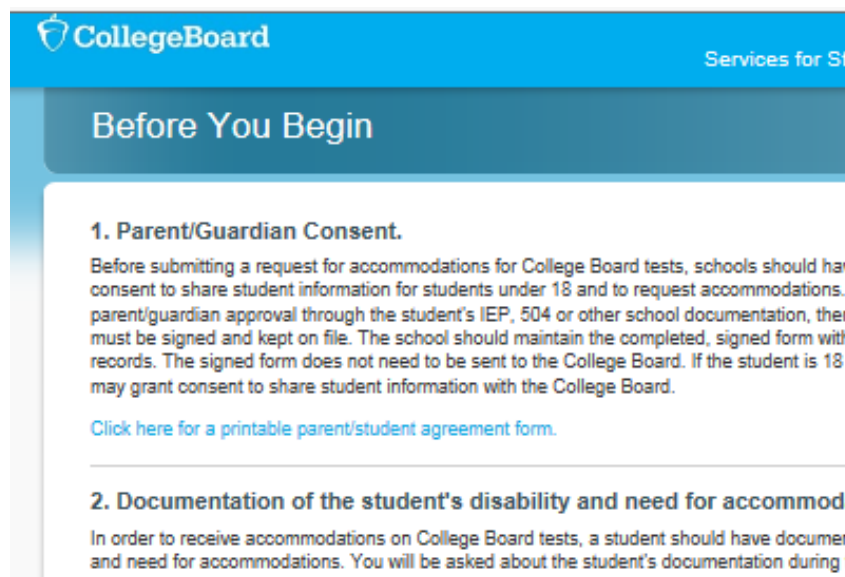
Narrow by: AI Code ALL AI All Statuses All Accommodations All Dates [Clear all](#) [Reload](#)

☐ Only show students with pending Applications * Accommodations that were provided but not requested

Status	Student	Submitted	Received	Next SAT Registration
PROCESSING	Doe, John (#0000000007) OPTIONS Approved: Permission for food/medication Documentation: Received 1 Pages on 06 May 2009	04 Aug 2009	05 May 2009	14 Sep 2012
PROCESSING	Gray, Macy (#0000000002) OPTIONS Approved: Permission for food/medication	07 May 2009	03 May 2009	14 Jun 2012
PROCESSING	Rubin, Andy (#0000000010) OPTIONS Approved: Permission for food/medication Documentation: Received 1 Pages on 06 May 2009	02 Aug 2009	05 May 2009	14 Apr 2012
AWAITING INFORMATION	Gibs, Joe (#0000000014) OPTIONS Requested: Permission for food/medication	25 May 2009	05 May 2009	14 Apr 2012

What is the Application Process?

1. Confirm parental consent. You may print our consent form if needed.
2. Search for a student or enter a basic student information for a new request.



The screenshot shows the 'Before You Begin' section of the CollegeBoard application process. It includes a heading '1. Parent/Guardian Consent.' followed by a paragraph explaining that schools must obtain parental consent for students under 18. A link is provided to download a printable form. Below this is a heading '2. Documentation of the student's disability and need for accommodations.' followed by a paragraph stating that students must have documentation of their disability and need for accommodations.

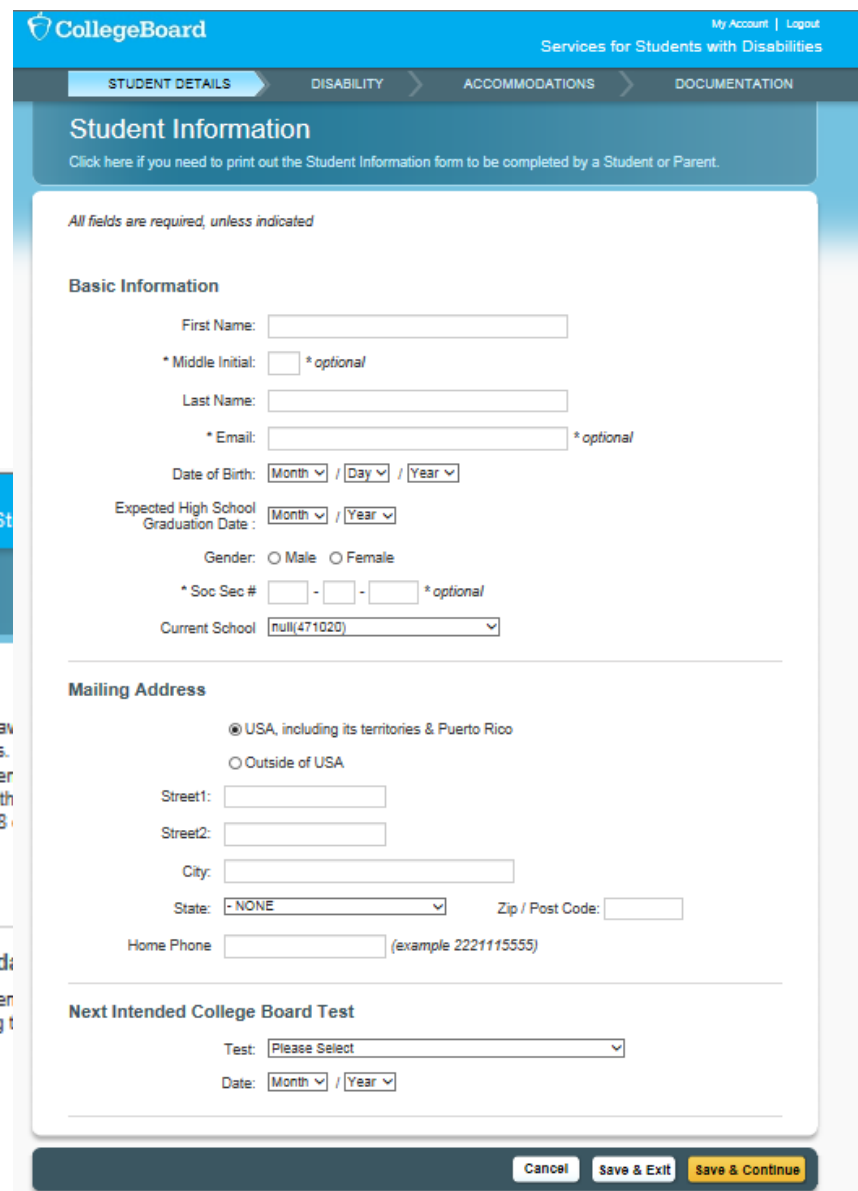
1. Parent/Guardian Consent.

Before submitting a request for accommodations for College Board tests, schools should have consent to share student information for students under 18 and to request accommodations. parent/guardian approval through the student's IEP, 504 or other school documentation, then must be signed and kept on file. The school should maintain the completed, signed form with records. The signed form does not need to be sent to the College Board. If the student is 18, may grant consent to share student information with the College Board.

[Click here for a printable parent/student agreement form.](#)

2. Documentation of the student's disability and need for accommodations.

In order to receive accommodations on College Board tests, a student should have documentation and need for accommodations. You will be asked about the student's documentation during the



The screenshot shows the 'Student Information' form. It includes a header with the CollegeBoard logo and navigation tabs for 'STUDENT DETAILS', 'DISABILITY', 'ACCOMMODATIONS', and 'DOCUMENTATION'. The form is titled 'Student Information' and includes a link to print the form. It contains sections for 'Basic Information' and 'Mailing Address'. The 'Basic Information' section includes fields for First Name, Middle Initial (optional), Last Name, Email (optional), Date of Birth, Expected High School Graduation Date, Gender, Soc Sec # (optional), and Current School. The 'Mailing Address' section includes radio buttons for 'USA, including its territories & Puerto Rico' (selected) and 'Outside of USA', followed by fields for Street1, Street2, City, State (dropdown), Zip / Post Code, and Home Phone. At the bottom, there is a section for 'Next Intended College Board Test' with a dropdown for 'Test' and a date field.

CollegeBoard My Account | Logout
Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

Student Information
Click here if you need to print out the Student Information form to be completed by a Student or Parent.

All fields are required, unless indicated

Basic Information

First Name:

* Middle Initial: * optional

Last Name:

* Email: * optional

Date of Birth: / /

Expected High School Graduation Date: /

Gender: ☐ Male ☐ Female

* Soc Sec #: - - * optional

Current School:

Mailing Address

☒ USA, including its territories & Puerto Rico
☐ Outside of USA

Street1:

Street2:

City:

State: Zip / Post Code:

Home Phone: (example 2221115555)

Next Intended College Board Test

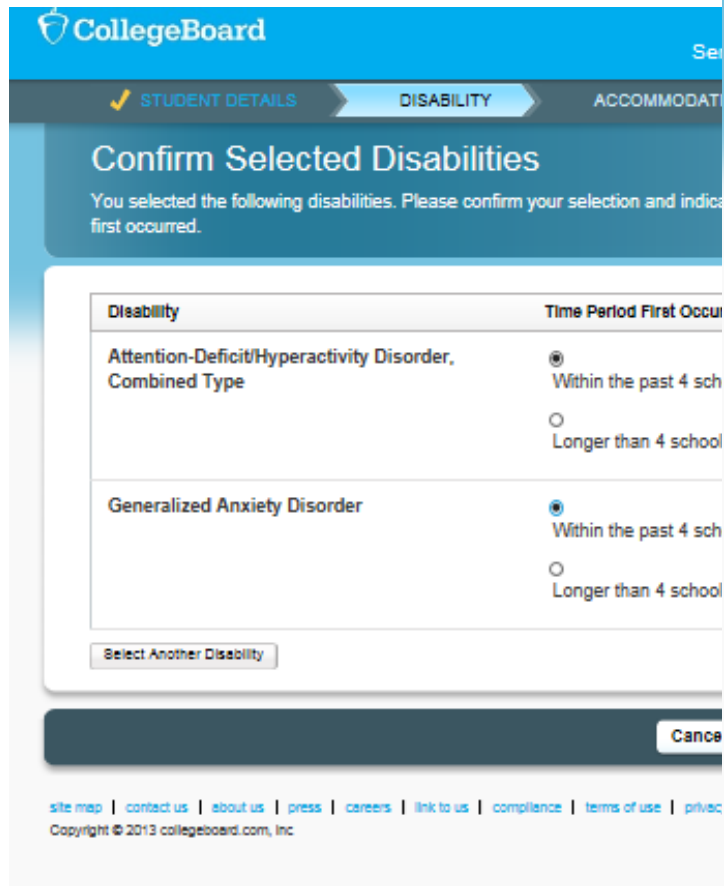
Test:

Date: /

Cancel Save & Exit Save & Continue

What is the Application Process?

3. Answer questions about the student's disability.



CollegeBoard

STUDENT DETAILS DISABILITY ACCOMMODATIONS

Confirm Selected Disabilities

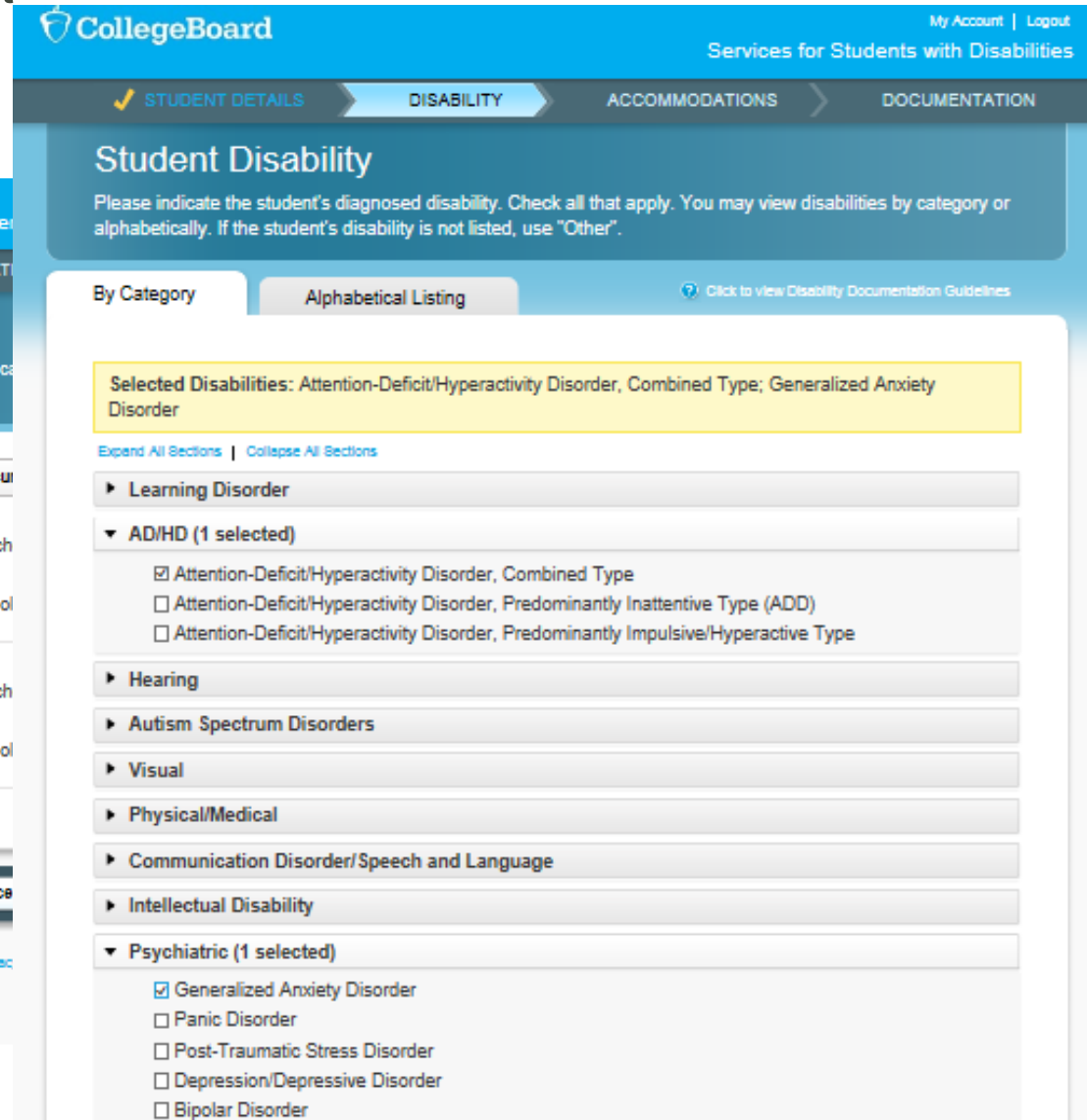
You selected the following disabilities. Please confirm your selection and indicate when first occurred.

Disability	Time Period First Occurred
Attention-Deficit/Hyperactivity Disorder, Combined Type	<input checked="" type="radio"/> Within the past 4 school years <input type="radio"/> Longer than 4 school years
Generalized Anxiety Disorder	<input checked="" type="radio"/> Within the past 4 school years <input type="radio"/> Longer than 4 school years

Select Another Disability

Cancel

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Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

Student Disability

Please indicate the student's diagnosed disability. Check all that apply. You may view disabilities by category or alphabetically. If the student's disability is not listed, use "Other".

By Category | Alphabetical Listing [Click to view Disability Documentation Guidelines](#)


Selected Disabilities: Attention-Deficit/Hyperactivity Disorder, Combined Type; Generalized Anxiety Disorder

[Expand All Sections](#) | [Collapse All Sections](#)

- ▶ Learning Disorder
 - ▼ AD/HD (1 selected)
 - ☒ Attention-Deficit/Hyperactivity Disorder, Combined Type
 - ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type (ADD)
 - ☐ Attention-Deficit/Hyperactivity Disorder, Predominantly Impulsive/Hyperactive Type
- ▶ Hearing
- ▶ Autism Spectrum Disorders
- ▶ Visual
- ▶ Physical/Medical
- ▶ Communication Disorder/Speech and Language
- ▶ Intellectual Disability
- ▼ Psychiatric (1 selected)
 - ☒ Generalized Anxiety Disorder
 - ☐ Panic Disorder
 - ☐ Post-Traumatic Stress Disorder
 - ☐ Depression/Depressive Disorder
 - ☐ Bipolar Disorder

What is the Application Process?

3. (Continued) Answer questions about requested accommodations.



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Services for Students with Disabilities

STUDENT DETAILS > DISABILITY > ACCOMMODATIONS

Select Accommodations


Please indicate the accommodations that the student needs for College Board tests, rather than all the accommodations that the student uses in school if they are not needed for College Board tests.

Selected Accommodation: (none)

[Expand All Sections](#) | [Collapse All Sections](#)

- Extended Time
- Reading / Seeing Text
- Recording Answers
- Extra / Extended Breaks
- Modified Setting
- Other
- Use this section to add any additional comments regarding Accommodations

[Cancel](#)



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Services for Students with Disabilities

STUDENT DETAILS > DISABILITY > ACCOMMODATIONS > DOCUMENTATION

Student Accommodations

Please select only the accommodations that you are requesting on College Board tests, rather than all the accommodations that the student currently gets at the school.

Selected Accommodation: Reading Extra Time: +50%; Written Language Expression: +50%; Extra Breaks

[Expand All Sections](#) | [Collapse All Sections](#) [Click to view Accommodation Details](#)

Extended Time (2 selected)

Indicate the amount of extended time requested for each test or section type. If you are not requesting extended time for a particular test type, leave that section blank.

Test Section	+50% (time & 1/2)	+100% (double time)	Greater than +100%
Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Language Expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening (Foreign language and music test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking (Foreign language test only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extra / Extended Breaks (1 selected)

- ☒ Extra Breaks
- ☐ Extended Breaks
- ☐ Breaks As Needed [Why Can't I Select this?](#)

What is the Application Process?

4. (Continued) Answer questions about the students plan and documentation.

Note: We understand that Colorado schools may not have cognitive testing. College Board accepts RTI or MTSS documentation as well.

CollegeBoard Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

Documentation

In order to be eligible for accommodations on College Board tests, a student must have documentation of a disability and need for accommodations. Documentation requirements may vary depending on the specific disability and requested accommodations. In some cases, you will need to send the documentation to the College Board for review. Your answers to the following questions will help us to determine the most helpful for this student, and whether the documentation needs to be reviewed by the College Board.

Evaluation Testing Verification

Please indicate if your school records contain one or more of the following tests/evaluations. Requests for verification of documentation will differ depending on the student's disability and requested accommodations. In some cases, the tests/evaluations listed below may provide similar types of information, but not all tests/evaluations listed may be needed. See [Documentation guidelines](#).

1 Was a Psychiatric Evaluation conducted?

☐ Yes, a test was conducted

☒ No, a test has not been conducted (Documentation may be required)

2 Was a Psychiatric Update conducted within the last 12 months?

☐ Yes, a test was conducted

☒ No, a test has not been conducted (Documentation may be required)

Cancel Save

CollegeBoard Services for Students with Disabilities

STUDENT DETAILS DISABILITY ACCOMMODATIONS DOCUMENTATION

School Plan

Does the student currently have a formal education plan in place that was approved by the school, such as an IEP, 504 Plan, or other formal written plan?

☒ Yes, a current formal education plan is approved for the student.

Please indicate the type of program:

Please provide your best estimate of the date that the INITIAL (first ever) plan went into effect for the student, **EVEN IF AT ANOTHER SCHOOL**. (NOTE: Estimate the approximate date of the student's FIRST plan, NOT current plan. For example, if this is the student's triennial evaluation, the student has had the plan in place for approximately 3 years. If this is a new student at your school, but the student had an IEP or 504 plan at the previous school, use the date of the prior school's plan).

☐ I know the specific date: /

☐ I am not sure of the date, but it was within the last 4 school months - Documentation Required

☐ I don't know / remember the specific date, or it was more than 4 school months ago

☐ No, a current formal education plan is not currently approved for the student (Documentation required).

Cancel Save & Exit Save & Continue

What is the Application Process?

5. Many requests will be approved automatically through our school-verification system. Based on the information provided by the SSD Coordinator, the system will identify “No Documentation is Required”.

The screenshot displays the CollegeBoard 'Services for Students with Disabilities' page. The main heading is 'Your Accommodation Request Is Ready to Submit'. Below this, a message states: 'In order for us to determine if the requested accommodations are appropriate, you will need to provide documentation of the student's disability and need for accommodations. Based on the student's disability and requested accommodations, the documentation listed below will best assist in determining whether the student is eligible for the requested accommodations. This is not an exclusive list. Please send any additional documentation that you believe will assist us in determining the student's need for accommodations.'

The 'Requested Documentation' section indicates 'No Documentation is Required'.

The 'Student Information' section contains the following details:

BASIC INFORMATION	MAILING ADDRESS	SCHOOL INFORMATION
Name: John Doe	1425 Lower Ferry Rd	High School Code: 311262
Date of Birth: Jan 1, 1997	Ewing, NJ 08618 , US	High School Name: ETS HIGH SCHOOL/MARGO MERIWETHER
Expected High School Graduation Date: Jun, 2016	Home Phone: (222)111-5555	
Gender: Male	Email:	

The 'SCHOOL ADDRESS' is listed as: Rosedale Road, Princeton, NJ 08541, US.

The 'Selected Disability' is 'Disorder of Written Expression, Central Auditory Processing, Convergence Insufficiency'.

The 'Selected Accommodation' is 'Extra / Extended Breaks: Extra Breaks Between Test Sections'.

What is the Application Process?

6. In some cases, you may be prompted to provide additional documentation.
7. The system will request documentation and provide examples of the types of documentation that is helpful. The documentation suggested is based on the type of disability and accommodation being requested.
8. There is no specific documentation requirements, be sure any documentation answers the What, How, and Why questions.

My Account | Logout
Services for Students with Disabilities

Your Accommodation Request Is Ready to Submit

DOCUMENTATION NEEDED. In order for us to determine if the requested accommodations are appropriate, you will need to fax, mail or upload documentation of the student's need for accommodations. Documentation should demonstrate the student's disability, impact of the disability on College Board tests, and need for the specific accommodations that are requested. Based on the student's disability and requested accommodations, the documentation listed below is recommended. We recognize that you may have other forms of documentation that may also be helpful. If you do not have the documentation that is suggested, or if you have other documentation that you believe will assist us in determining the student's need for accommodations, other types of documentation may be substituted or added. Please see collegeboard.org/ssd for additional information regarding documentation.

Recommended Documentation (Please read above, not all examples noted are required.)

- Cognitive Ability** (Commonly used tests that measure cognitive abilities)
Cognitive ability tests should be comprehensive, individually administered, standardized and norm-referenced assessments of general intellectual ability as well as specific cognitive domains or processes. They measure abilities such as abstract reasoning, visual processing, general knowledge, memory and attention, information processing, and processing speed. Abbreviated or brief measures (i.e., VABI, KBIT-2, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate cognitive ability. Please provide scaled and/or standard scores for each administered subtest, composite/cluster scores, and an overall measure of general intellectual ability.
[Why is this recommended?](#)
- Academic Achievement** (Commonly used tests that measure academic achievement)
Achievement tests should be individually administered, nationally-normed, comprehensive assessments of academic achievement. They measure academic functioning in areas such as reading, math and written expression. Abbreviated academic measures (i.e., VMAP-4, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate a disability. Please provide standard scores for all academic subtests, as well as the written report. Age or grade equivalents, ranges, percentiles or RPI scores are not sufficient.
[Why is this recommended?](#)
- Psychiatric Evaluation**
For psychiatric disabilities, documentation should show that a comprehensive assessment was conducted to arrive at the diagnosis and to determine the need for the requested accommodation(s). Documentation should include a history, the nature and severity of symptoms, summary of assessment procedures and evaluation instruments used to make the diagnosis, a narrative summary of the evaluation results, treatment and medication (past and current) as well as a rationale for each accommodation recommended by the evaluator. A qualitative description of how your disability impacts your academic functioning, specifically its functional impact on your ability to take College Board tests, should be included. In most cases, a medical note is not sufficient and cannot serve as a substitute for the comprehensive testing.
[Why is this recommended?](#)
- Psychiatric Update within one year**
For psychiatric disabilities, an annual evaluation update should be done within 12 months of the request for accommodations, describing the current manifestation of your disability and the effect that it has on your academic functioning and ability to participate in standardized tests.
[Why is this recommended?](#)
- Teacher Observations**
Teacher observations regarding the impact of the student's disability in school and the student's use of accommodations for school-based tests (Teacher survey form may be used)
[Why is this recommended?](#)

Print Documentation Checklist

Accommodations Documentation - What, How, and Why

- + When submitting documentation, including IEP and 504 plans, please be sure it is comprehensive and provides information to answer the following questions:
 - Student must have a documented disability (“**What**”)
 - Functional impact needs to be demonstrated. (“**How**”)
The mere presence of a disability does not necessarily mean a student requires testing accommodations on College Board tests. Include the degree to which a student’s activities are affected.
 - The submitted documentation must show the need for the specific accommodation being requested. (“**Why**”)

Accommodations & Documentation

- + There is **no set “list”** of accommodations: We receive, and approve, requests for new types of accommodations on a regular basis.
- + College Board requires that a student have a documented disability, however there are **no set documentation** requirements.
 - We will review any documentation that is provided.
 - Documentation recommended will vary based on the disability and accommodation being requested.
- + Accommodations required for CB tests may differ from those needed in school
- + We encourage schools to work with the parents – The request process is most efficient when the school submits a request online, has all available documentation, and when parent is aware of what accommodations are being requested.

Documentation Guidelines

- + Documentation that includes the following is **most helpful** in the review process:
 - State the specific disability as diagnosed
 - Be current (varies based on disability/documentation)
 - Provide relevant educational, developmental and medical history
 - Describe the comprehensive testing techniques
 - Describe the functional limitations
 - Describe the specific accommodations
 - Establish the professional credentials of the evaluator
- + Send documentation that was used to make the determination even if out of date with any current information about the student. Please note that schools are not required to have students retested to support any documentation request.

Documentation of Disabilities

Documentation for **Learning Disabilities/ADHD**

- Most helpful:
 - Scores from nationally-normed, individually administered testing and report from psycho-educational evaluation should be included.
 - Include the student's standard or scaled scores (Age/grade equivalents and/or percentiles are not sufficient), as well as full report.
 - WRAT, Nelson-Denny, WASI and/or KBIT alone are not sufficient, without other documentation. College Board does not require a specific test

Documentation of Disabilities

Documentation for **Learning Disabilities/ADHD** (continued)

- Where a student has been approved for accommodations through a **Response to Intervention** (RTI) process, without comprehensive testing, documentation is required and the request will be evaluated through the documentation review process.
 - Detailed description of the process used, including all assessment tools used by the school to determine the nature and scope of disability and the interventions provided.
 - The student's response to interventions and other assessment tools
 - Any other information that would help us to understand student's disability and need for accommodations (e.g., teacher evaluations or surveys, detailed performance reports, etc.).
 - Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities

Documentation of Disabilities

+ Documentation of **Psychiatric Disorders**

- Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.
- Include frequency, duration and intensity of symptoms

+ Documentation for **Physical/Medical Disabilities**

- A summary of assessment procedures and evaluation instruments used to make the diagnosis
- A narrative summary of the evaluation results, and
- A rationale for each accommodation recommended by the evaluator.
- Temporary medical conditions are not disabilities and have a separate process. See [website](#) for details.

Documentation of Disabilities

+ Documentation for **Visual Disabilities**

- Include the student's visual measurements and results from the most recent eye examination
- If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements should be included. Justification for the request of any or all accommodations should be provided.

Documentation of Accommodations

- + Extended time
 - Documentation that *time* is an issue
 - Keep in mind: No self-pacing – consider other accommodations
- + Four-function calculator (for non-calculator sections)
 - Documentation on an impact on math calculation
 - For non-calculator sections, only basic, four-function calculator would be approved (no scientific or graphing calculator)

What if documentation is not available?

The College Board documentation guidelines are recommendations, however we understand that the requested documentation may not be available. Alternate documentation such as the following can be provided:

- + Detailed description of the process used to determine that accommodations are needed, including all assessment tools used by the school to determine the nature and scope of disability
- + Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities
- + Other information such as teacher surveys, detailed performance reports, writing samples, etc.

The image shows a screenshot of the College Board 'Teacher Survey' form. At the top, the College Board logo is followed by the text 'Services for Students with Disabilities'. The title 'Teacher Survey' is prominently displayed. Below the title, there are fields for 'Student Name', 'Return To', 'Teacher Name', and 'Subject/Class'. A paragraph of text explains that the student named above has requested testing accommodations and that the teacher's input is valuable. The survey consists of four numbered questions: 1. 'How long has the student been in your class?' with a text input field. 2. 'OBSERVATION: Briefly describe your observations of the student's disability and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class.' with a large text input area. 3. 'ACCOMMODATIONS USED: What specific accommodations are used by the student during classroom testing? Please indicate which of these accommodations are used on a consistent basis.' with a large text input area. 4. 'EXTENDED TIME USED: If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)' with sub-questions 'a. Multiple-choice test items:' and 'b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type):' followed by a large text input area.

What is the Application Process?

9. Submit documentation (upload to SSD Online, fax, or mail) when required
10. Receive e-mail notification that decision has been made; log in to view decision letter

CollegeBoard Services for Students with Disabilities

Cover Page

The documentation required for this application is listed below. Please collect the documentation and provide it to the College Board via fax or mail. Please fill out and print this page to use as your fax cover sheet.

Cover Sheet

Student Name: **Joe Johnson**

SSD#: **221771**

High School: **Thomas Edison High School**

Grade: **11**

To: College Board Services for Students with Disabilities

FAX INFORMATION	SSD COORDINATOR CONTACT INFO:
Fax Number: 212.222.1221	Name: Jane Lewis
Attention: Jim Johnson	Phone: 212.222.2223
Number of pages: <input type="text"/>	Email: jlewis@school.edu

(including cover sheet)

Cognitive Ability test conducted:

No

Medical evaluation test conducted within the last 12 months:

No

Psychiatric Update within one year

No

Neuro

No

Psychi

No

Edit

Con

Submit Documentation

This request requires documentation to support the student's need for accommodations. Documentation can be submitted online or can be faxed to Services for Students with Disabilities. Please select from one of the options below.

To submit documentation at a later time, go back to your Dashboard and select Options next to the student's name on your Dashboard and chose your preferred method of submission.

Please note that only Adobe Acrobat .pdf documents can be submitted online at this time. Other types of documents are not currently supported and will need to be faxed.

[Upload Documentation Now](#) [Fax Documentation Now](#) [Back to Dashboard](#)

[Navigate student to Upload Documents page](#) [Submit request for accommodations and navigate Coordinator to coversheet](#) [Submit request for accommodations and navigate Coordinator to dashboard](#)

[Cancel](#) [Save & Exit](#) [Submit](#)

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What is the Application Process?

- + Once submitted the review process will take several weeks.
 - Start early
 - If documents are requested, please be aware that the documentation listed are suggestions. Follow the guidelines of answering What, How and Why?
 - You will receive an email when a decision has been made on your request. Or, you may check the Dashboard in SSD Online for the latest status.

Common Reasons why Applications Are not Approved

- + Insufficient documentation
 - Example: Student submits 504 plan, with no documentation explaining why accommodation is needed.
 - Example: Student with visual disability requesting large print, and does not include visual measurements or results from eye exam.
- + Documentation not current
 - Example: Academic scores are submitted from student are more than 5 years old, and no recent information is provided.
- + Requesting inappropriate accommodations (e.g., time v. breaks)
 - Example: Student with diabetes requests extended time in order to test blood sugar. Student should have requested extra breaks.

Common Reasons why Applications Are not Approved

- + No diagnosed disability
 - English Language Learner requests accommodations.
 - Student who “reads slowly” but does not have a disability requests accommodations.
- + No functional impact
 - + Example: Student with minor hearing impairment requests accommodations. Student may require accommodations for classroom (e.g., to listen to teacher) but may not need accommodations for CB test.
- + Accommodation interferes with test validity
 - + Example: Student requests graphing calculator for no-calculator sections, or graphic organizer for writing sections.

Any application can be resubmitted with additional documentation for consideration even if after the deadline. College Board will review submissions to work on approvals for the make-up test day.

Special Cases

+ Changes in accommodations

- If a student's accommodation needs to be changed, the SSD Coordinator can use SSD Online to request the change.

+ Students who transfer

- If a student had previously been approved for accommodations by the College Board while at his or her old school, the SSD Coordinator can use SSD Online to move the student to his or her dashboard. There is no need to reapply for accommodations unless there is a change in need. We encourage communications between schools/districts to confirm status.
 - If a student transfers in after the February 24th deadline, SSD Coordinators should submit the request as soon as possible so that College Board can review in time to allow for students to test on the makeup test date..
- + Temporary medical conditions are not disabilities and have a separate process. See [website](#) for details.

Requesting Accommodations – State-Allowed Accommodations

State-Allowed Accommodations (SAA)

- + State-Allowed Accommodations are ONLY intended for students who would not be eligible for College Board accommodations
 - American Sign Language (Signed Exact English is reportable)
 - English Language Learners - students who do not have a disability but need accommodations because they are still learning English).
- + State-Allowed Accommodations must be requested each time a student is registered to test.
- + State-Allowed Accommodation requests are automatically confirmed based on the parameters agreed to by the state.
- + Students who test with State-Allowed Accommodations will NOT receive scores that can be used for scholarship opportunities.
- + State-Allowed Accommodations can be requested starting 30 days before the test date, but no later than 11 days before the test date.

Accommodation Request – State-Allowed

- + Accessed via the SSD Online Dashboard
- + The State-Allowed Dashboard is clearly marked to remind users these scores are not scholarship reportable.

[Back to SSD Dashboard](#)[Helpful Links: | FAQ](#)

State-Allowed Accommodations > Dashboard

i Notice

State-Allowed Accommodations (SAA) should only be used by students when College Board accommodations are not available. Use of SAA's will result in an unreportable score and student scores will not be eligible for college submission or scholarship opportunities.

Your state/district has arranged SAA's for the following College Board tests:

An SAA request must be submitted for each student that requires them. To start, click the **Request State-Allowed Accommodations** button below

0 Students

Narrow by:

[Clear all](#)

SAA Request Status	Student	Submitted	Testing Status
--------------------	---------	-----------	----------------

Accommodation Request –

- + Enter basic student information including name, home address, date of birth, and graduation date.

CollegeBoard

My Account | Logout

Services for Students with Disabilities

SAA Dashboard

Helpful Links: | [Consent Form](#) | [FAQ](#)

State-Allowed Accommodations > Student Information

Important

Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.

Notice

Your state/district has arranged SAA's for the following College Board tests:

- PSAT NMSQT - Oct 15, 2016 - Grade (10)
- PSAT NMSQT - Oct 15, 2016 - Grade (9, 8)
- PSAT 8/9 - Sep 26, 2016 - Grade (9)
- PSAT NMSQT - Oct 15, 2016 - Grade (11, 10, 9)

Please complete the fields below, using the student information as it appears in the student's school records. All fields are required unless indicated.

Basic Information

First Name:

* Middle Initial: * optional

Last Name:

* Email: * optional

Date of Birth: / /

Expected High School Graduation Date: /

Gender: ☐ Male ☐ Female

* Soc Sec #: - - * optional

Current School:

Test Admin:

Mailing Address

☒ USA, including its territories & Puerto Rico

☐ Outside of USA

Street1:

Street2:

City:

State: Zip / Post Code:

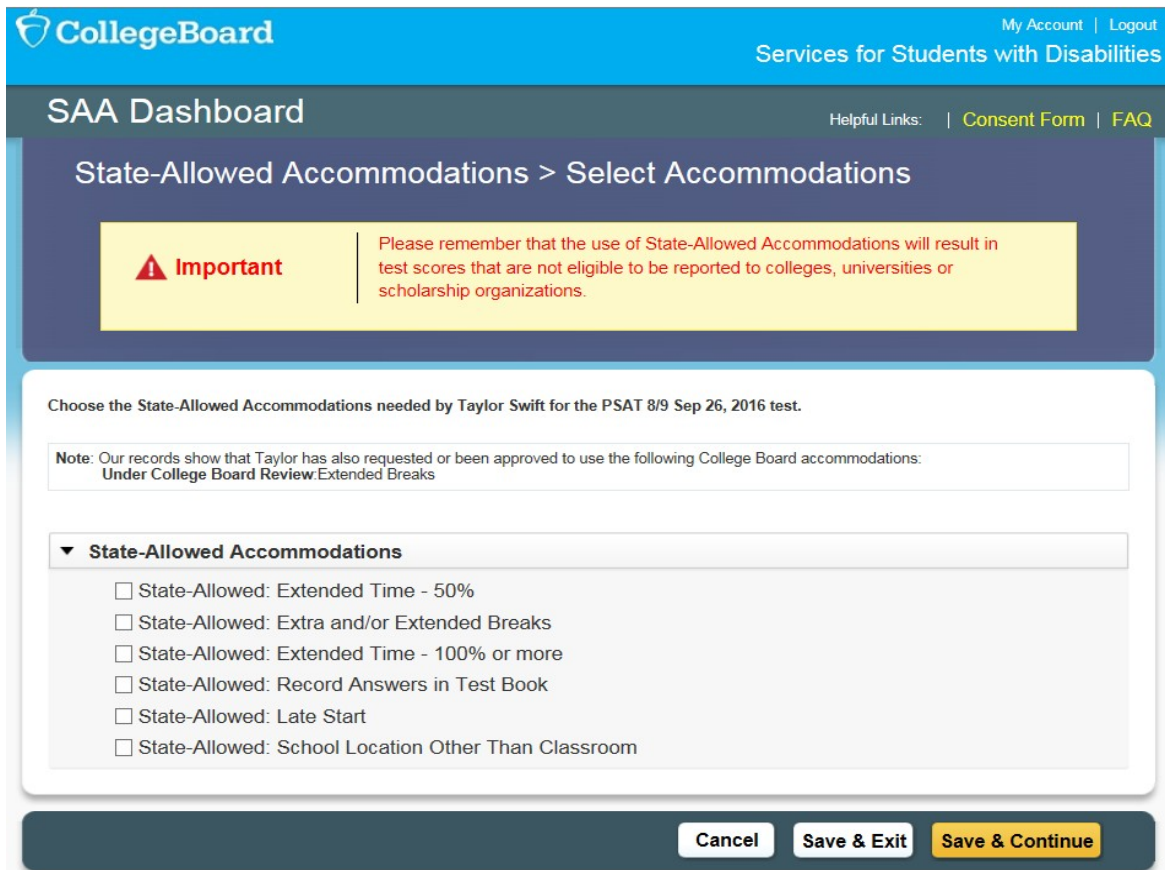
Cancel

Save & Exit

Save & Continue

Accommodation Request – State-Allowed

- + Select the accommodation being requested. The list of accommodations will be specific to those approved by the state.
- + If a student has been approved for a College Board Accommodation, it will also be displayed here.



The screenshot displays the CollegeBoard SAA Dashboard. At the top, the CollegeBoard logo is on the left, and 'My Account | Logout' and 'Services for Students with Disabilities' are on the right. Below this is a dark blue header with 'SAA Dashboard' and 'Helpful Links: | Consent Form | FAQ'. The main content area is titled 'State-Allowed Accommodations > Select Accommodations'. A yellow warning box with a red triangle icon and the word 'Important' states: 'Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.' Below this, a prompt asks to 'Choose the State-Allowed Accommodations needed by Taylor Swift for the PSAT 8/9 Sep 26, 2016 test.' A note indicates that Taylor has also requested or been approved for 'Under College Board Review: Extended Breaks'. A section titled 'State-Allowed Accommodations' with a dropdown arrow contains a list of checkboxes: 'State-Allowed: Extended Time - 50%', 'State-Allowed: Extra and/or Extended Breaks', 'State-Allowed: Extended Time - 100% or more', 'State-Allowed: Record Answers in Test Book', 'State-Allowed: Late Start', and 'State-Allowed: School Location Other Than Classroom'. At the bottom, there are three buttons: 'Cancel', 'Save & Exit', and 'Save & Continue'.

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My Account | Logout
Services for Students with Disabilities

SAA Dashboard
Helpful Links: | [Consent Form](#) | [FAQ](#)

State-Allowed Accommodations > Select Accommodations

Important Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.

Choose the State-Allowed Accommodations needed by Taylor Swift for the PSAT 8/9 Sep 26, 2016 test.

Note: Our records show that Taylor has also requested or been approved to use the following College Board accommodations:
Under College Board Review: Extended Breaks

▼ State-Allowed Accommodations

- ☐ State-Allowed: Extended Time - 50%
- ☐ State-Allowed: Extra and/or Extended Breaks
- ☐ State-Allowed: Extended Time - 100% or more
- ☐ State-Allowed: Record Answers in Test Book
- ☐ State-Allowed: Late Start
- ☐ State-Allowed: School Location Other Than Classroom

Cancel Save & Exit Save & Continue

Accommodation Request – State-Allowed

- + Review and submit request.

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My Account | Logout

Services for Students with Disabilities

SAA Dashboard

Helpful Links: | [Consent Form](#) | [FAQ](#)

State-Allowed Accommodations > Review and Submit

 **Important**

Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.

Student Information

Please confirm the information below and make any changes prior to your final submission. When you are ready click the Submit button at the bottom of the page.

BASIC INFORMATION

Name: Taylor Swift

Date of Birth: Jan 2, 2002

Expected High School Graduation Date: Jun, 2020

Gender: Female

MAILING ADDRESS

123 Main Street

Wheatland, CA 95692, U.S.

Home Phone: (708)815-1122

Email: tswift@yahoo.com

SCHOOL INFORMATION

High School Code: 063760

High School Name: WHEATLAND UNION HIGH SCHOOL

SCHOOL ADDRESS

1010 Wheatland Road

Wheatland, CA 95692, U.S.

Edit

State-Allowed Accommodations

State-Allowed: Late Start

Edit

College Board Accommodations

Under College Board Review/Extended Breaks

Consent Form

Parent/guardian consent to share student information with College Board, and to request accommodations that will result in scores that are not reportable to colleges and scholarship organizations, should be obtained for any student under 18. If the student is over 18, the student may consent. This consent should be maintained as part of the student's record. If you need a separate consent form for your records, we provide this [Consent Form for State-Allowed Accommodations](#).

Do you have consent from the relevant parent/guardian, through the student's IEP, 504, English Language classification or other consent form?

☐ Yes, I have consent on file or through a valid IEP, 504, or English Language Learner classification

☐ No

If you need a separate consent form for your records, print the [Consent Form for State-Allowed Accommodations](#). Click the **Save & Exit** button, below, to save the information you have entered so far. Once you have obtained a signature, locate the student's name on the State-Allowed Accommodations dashboard, and select "Edit Request" next to the student's name, to submit the request.

Confirming Information

I verify that the information provided in my responses above is true and accurate. I also acknowledge that I am aware that because State-Allowed Accommodations are not reviewed or approved by the College Board's Services for Students with Disabilities, the student's scores for the PSAT 8/9 Sep 26, 2016 test administration are not college reportable or eligible for reporting to scholarship organizations.

☐ Check to confirm acceptance of the this statement

Save & Exit

Submit

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Prioritizing Requests

- + Accommodation requests may begin once you receive your access code and have established an SSD Coordinator.
- + While we encourage schools to start early, we suggest prioritizing requests as follows to allow you to take advantage of the SSD Online system enhancements as they become available.
- + Beginning now
 - Identify any students who have previously been approved for a College Board accommodation, for example those who took PSAT 10 or AP last year. There is no need to reapply for accommodations for these students unless their needs have changed. They will receive the same accommodations as previously approved.
 - Submit applications for any students with an IEP who have been receiving accommodations for more than 4 months.

Prioritizing Requests

- + Beginning in January
 - Submit applications for any students with an IEP who have been receiving accommodations for less than 4 months.
 - Submit accommodation requests for students who have 504 plans.
 - Submit any state allowed accommodation requests.
- + A late request window will be supported for the following reasons:
 - Students who are newly enrolled at the school
 - Students who are newly classified at an eligible grade level.
 - Students who have a newly identified disability

Preparing for Test Day

Standard Schedule

	PSAT 10 (in minutes)	SAT (in minutes)	SAT with Essay (in minutes)
Reading	60	65	65
Break	5	10	10
Writing and Language	35	35	35
Math (no calculator)	25	25	25
Break	5	5	5
Math (with calculator)	45	55	55
Book collection	5	15	15
		N/A	50
Total (hours, minutes)	3 hours	4 hours	4h, 50m

PSAT Testing Rooms

Room Type	Standard Room(s)		Non-Standard Room	State-Allowed Room
Room Label	Standard	Standard Roster	Non-Standard NAR**	State-Allowed
Description	No accommodations are used; students test in the standard testing rooms	Approved accommodations that can be used in the standard testing rooms under standard testing schedule	Approved accommodations that are separate from the standard testing rooms and can test in the accommodations window	Accommodations allowed by CSDE that do not result in a score reportable for scholarship opportunities
Examples (NOT EXHAUSTIVE)	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> 14 pt Large print Wheelchair accessibility Large-block answer sheet Magnifier 	<ul style="list-style-type: none"> 20 pt Large print MP3 Audio Braille 50% Extended time 100% Extended time Breaks as needed Extended breaks Extra breaks 	<ul style="list-style-type: none"> ASL interpreter Use of word-for-word glossary EL Math only
Where to find students who qualify	Pre-ID from Data Pipeline	Eligibility Roster in SSD Online	NAR Report in SSD Online	NAR Report in SSD Online
Person Responsible	Test Center Supervisor	Test Center Supervisor	SSD Coordinator	SSD Coordinator
Test Date(s)	April 11 or 12, 2017	April 11 or 12, 2017	April 11 or 12, 2017	April 11 or 12, 2017
Make-Up Test Date(s)	April 25 or 26, 2017	April 25 or 26, 2017	April 25 or 26, 2017	April 25 or 26, 2017
PSAT 10 Test Book Colors	Orange	Orange	Orange	Lime

**NAR = Nonstandard Administration Report

SAT Testing Rooms

Room Type	Standard Room(s)		Non-Standard Room(s)		State-Allowed Room
Room Label	Standard	Standard Roster	Non-Standard Roster	Non-Standard NAR**	State-Allowed
Description	No accommodations are used; students test in the standard testing rooms	Approved accommodations that can be used in the standard testing rooms under standard testing schedule	Approved accommodations that are separate from the standard testing rooms	Approved accommodations that are separate from the standard testing rooms and can test in the accommodations window	Accommodations allowed by CSDE that do not result in a college reportable score
Where to find students who qualify	Pre-ID from Data Pipeline	Eligibility Roster in SSD Online	Eligibility Roster in SSD Online	NAR Report in SSD Online	NAR Report in SSD Online
Examples (NOT EXHAUSTIVE)	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> 14 pt Large print Wheelchair accessibility Large-block answer sheet Magnifier 	<ul style="list-style-type: none"> Extended breaks Extra breaks 50% Extended time (All sections for SAT no essay) 50% Extended Time (Math only) 50% Extended time (Essay only) 	<ul style="list-style-type: none"> 20 pt Large print MP3 Audio Braille 50% Extended time (All sections for SAT with essay) 100% Extended time Breaks as needed 	<ul style="list-style-type: none"> ASL interpreter Use of word-for-word glossary EL Math only
Person Responsible	Test Center Supervisor	Test Center Supervisor	Test Center Supervisor	SSD Coordinator	SSD Coordinator
Test Date(s)	April 11, 2017	April 11, 2017	April 11, 2017	April 11-14, 2017	April 11-14, 2017
Make-Up Test Date(s)	April 25, 2017	April 25, 2017	April 25, 2017	April 17-21, 2017	April 17-21, 2017
SAT Test Book Colors	Purple	Purple	Pink	Blue	Lime

**NAR = Nonstandard Administration Report

Preparing Rooms and Staffing

- + The SSD Coordinator will be using the Non-Standard Accommodations Roster (NAR), accessible via SSD Online, to refine rooms and staffing.
- + If more than a single room is required for testing, the SSD Coordinator will need to identify Associate Supervisors to assist with testing.
- + Size of cohort testing and size of rooms used for testing determine number of rooms needed.

Seating and Furniture Requirements

- + Use chairs with backs.
- + Face seats in the same direction. Place chairs directly behind those in the preceding row.
- + Separate each student by a minimum of four feet from right to left (measure from center of desk). The equivalent of ACT's 3 foot rule.
- + Ensure unimpeded access to every student by staff.
- + Seat only one student at a table measuring six feet in length or less.
- + Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- + Provide a large, smooth writing surface, preferably desks or tables.
- + Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- + Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

Staff with Household Members who will be testing

- + Staff with children or those who have students residing in the same household cannot have access to any test materials for the same assessment(s) the child is taking before, during, or after test day. For example:
 - If a staff member's child will be taking the SAT, he/she cannot serve as testing staff for the SAT, however he/she may serve as testing staff for PSAT 10. Or, if a member's child will be taking the PSAT 10, he/she cannot serve as testing staff for the PSAT 10, but may serve as testing staff for the SAT.
 - It is possible for test day staff to serve multiple roles in a small test center. We recommend the Test Center Supervisor remain in the test room and have the additional test day staff serve the Hall Proctor. However, for large test centers we recommend the Associate Supervisors be in the testing rooms, with appropriate number(s) of Proctors and Hall Proctors. The Test Center Coordinator then can float around the test center, assisting with questions and resolving any issues that may arise.

Planning for Staffing Needs

- + Each school should plan for one Test Center Supervisor and one SSD Coordinator. All test day staff must be district employees.
- + There should be a minimum of one Associate Supervisor (test administrator) for every 34 students for standard rooms and one to 10 for nonstandard rooms.
- + For rooms with more than 34 students, assign additional proctors to help.
- + At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

Apply the ratios listed here on a room-by-room basis.

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Proctors
For a Single Standard Testing Room	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
For a Single Nonstandard Testing Room	
1 – 10	0
More than 10	1

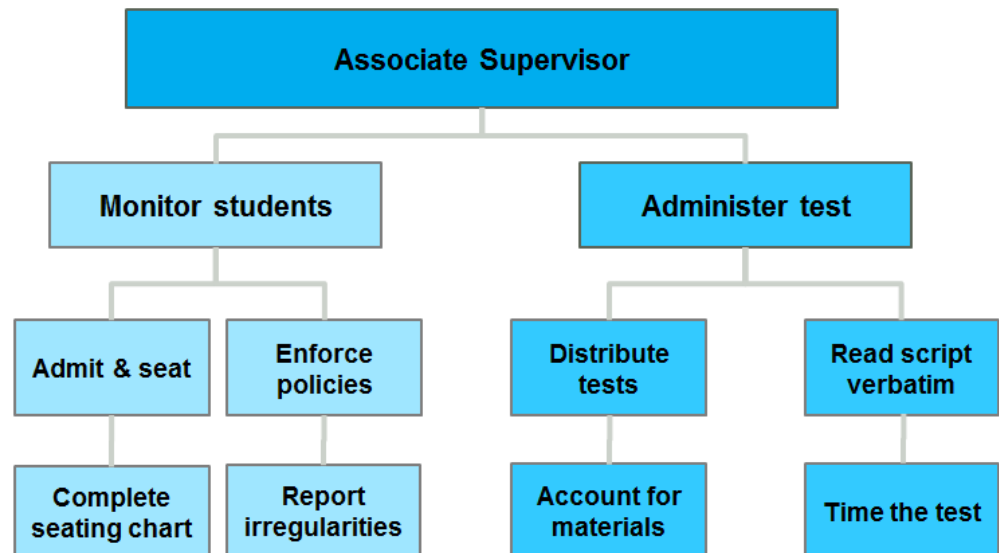
Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

Roles and Responsibilities at Participating Schools

- **Associate Supervisor(s)** are accountable for everyone in the testing room and everything that takes place in that room including management of all testing materials, conduct the testing and monitor test-takers to ensure a fair administration
 - Must be a district employee
 - Each room requires one Associate Supervisor.
 - One Associate Supervisor must be designated as the back-up for the Test Center Supervisor



Training for SSD Coordinator and Staff

- + SSD Coordinators are required to read all Supervisor manuals in advance of test day.
- + SAT - Test Center Supervisors will receive a link to the Online Test Day Training. They will need to share the link with the SSD Coordinator.
- + PSAT - College Board will be conducting a test day training webinar for test center staff in mid-to-late March.
- + The SSD Coordinator is responsible for training other testing staff that will support accommodated testing.
- + The SSD Coordinator should have the printed manuals with them on test day for quick and easy reference.

Test Materials Delivery

- + All test materials for students will be addressed to the Test Center Supervisor.
 - The SSD Coordinator should work closely with the Supervisor to ensure all materials are received.
 - All materials must be kept secure in a safe or locked office prior to test day.
 - If materials are missing or damaged contact College Board immediately at 1-866-917-9030
- + In addition to test materials, schools will receive Pre-ID labels to be affixed to answer sheets as part of a pre-administration session.

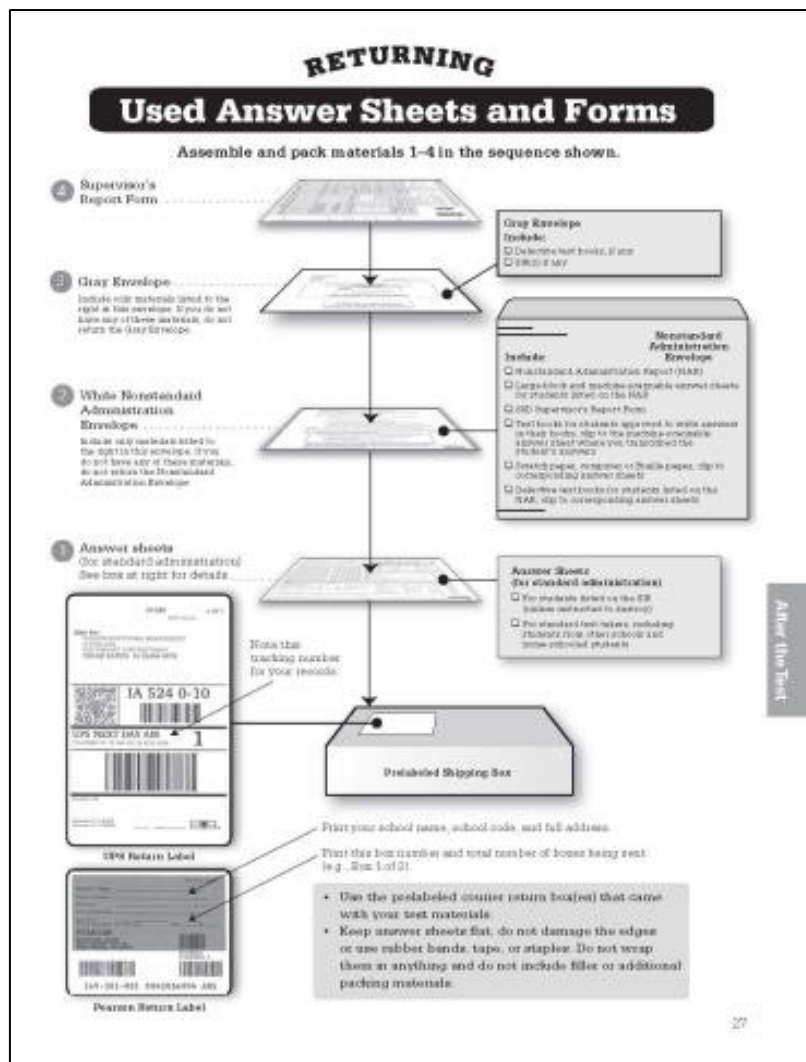
Test Day & Post Test Day

- ✓ Administer the Test
- ✓ Return answer sheets

Test Day

- + SSD Coordinator/Associate Supervisors will be responsible for distributing, collecting and maintaining security of test materials.
- + Students will complete the questionnaire on test day, per CDE guidelines, if it was not completed in advance.
- + Test Center staff should have a copy of the testing manual on hand for test day.
 - Everything educators need for test day is included in the supervisor's manuals.
 - Electronic versions will be available on the Colorado website in January (www.collegeboard.org/colorado)

Test Materials Return – PSAT 10



- + Follow the instructions in the PSAT 10 Supervisor's Manual regarding the order in which to pack answer sheets and related materials in the pre-labeled courier box(es)
- + Note: Test books for PSAT 10 do not need to be returned. However they do need to be recollected and **stored securely.**
- + Follow the instructions in the Supervisor's Manual to store any used test books securely for use in review with students when score reports are returned.

Test Materials Return – SAT

RETURNING

Used Answer Sheets and Forms

Assemble and pack materials 1-7 in the sequence shown. SSD Coordinators: Follow instructions given in Section G of *The SAT School Day Testing Manual*.

- 7 Test Supervisor's Report Form
- 6 Annotated online rosters (including nonstandard test-takers)
- 5 Green Envelope
- 4 Gray Envelope
- 3 Ancillary items not included in all test administrations (see box at bottom right for a list)
- 2 Large-block used answer sheets
- 1 Regular used answer sheets

Green Envelope

Include only:

- School Day Test Day Registration Bulk Transmittal form
- Registration forms from students registering on test day
- Eligibility Approval Letters for students with disabilities

Gray Envelope

Include only:

- Testing from Materials Reporter/Seating Charts
- SAT® During Staff Agreement form
- Supervisor's Integrity Report (SIR)
- Defective test books
- Request to Cancel Test Scores form

Ancillary Items

The following items will occasionally be associated with an administration, and must be placed on top of the used answer sheets:

- White envelope containing test books with answer marked inside and associated used answer sheets
- Used answer sheets with misplaced marks
- Test books containing answers that must be transmitted (due to insufficient or defective answer sheets)

UPS Return Label

Note this tracking number for your records

Note reference number for your records

Print your carrier name and number here

Print this box number and total number of boxes being sent (e.g., Box 1 of 2)


PSM ACSTIN TCB Return Label

Prelabeled Shipping Box or Envelope


RETURNING

Test Books and Unused Answer Sheets


- 1 **PACK**
 - Use carton(s) from original test materials shipment.
 - Include only the items shown below.
- 2 **SEAL**
 - Use supplied tape.
 - Remove, cover, or cross out the original shipping labels.
- 3 **LABEL**
 - Use supplied preprinted TR RETURNS labels. (Supplied labels may be different from sample shown here.)
 - Do not put two return labels on one box, or cover a return label with another label. Place new label on box.
 - Write down tracking number for your records.
 - If your label is missing, ship by accessible courier to:
**Inbound Processing Center
290 Ludlow Drive
Trenton, NJ 08638**
- 4 **SHIP**



Call 1-800-PXCE-UPS to arrange for pickup during regular school days or to schedule a special pickup.



OR Place the prelabeled package in a UPS drop box.



OR Take the package to any UPS customer center.

IMPORTANT NOTES:

- Do not put answer sheets inside test books.
- For more information about returning materials, see *The SAT School Day Testing Manual*.

Questions



Contact Information

- + Colorado Website: www.collegeboard.org/colorado

- + College Board's Colorado School Day Support:
 - 1-866-917-9030
 - coloroadministratorsupport@collegeboard.org

- + CDE: Will Morton
 - 303.866.6997
 - Morton_W@cde.state.co.us