

**COLORADO'S ACCESSIBILITY AND ACCOMMODATIONS TABLE
FOR SPRING, 2019 SCHOOL DAY PSAT AND SAT**

Accessibility and Accommodations Table for 9th, 10th, and 11th Grade PSAT and SAT School Day

Name of 9th Grade Test: <u>PSAT™ 8/9</u> Name of 10th Grade Test: <u>PSAT™ 10</u> Name of 11th Grade Test: <u>SAT®</u>		Feature is universally available to all students (note in Comments if prior notification is required) Y w/CB-R Y w/SAA (available to Students with Disabilities or English Learners only) No N/A	Accommodation available to students with disabilities (with prior approval) Y w/CB-R Y w/SAA No N/A	Accommodation available to English Learners (with prior approval) Y w/CB-R Y w/SAA No N/A	Response Codes	
					Y w/CB-R	Y w/SAA
Timing/Scheduling		Universally available Feature	Accommodations for Students with Disabilities	Accommodations and Supports for English Learners (student must be NEP or LEP)	Comments	
1	Administration of the assessment at a time of day most beneficial to the student, with appropriate supervision	Y w/SAA	Y w/CB-R	Same as universally available feature for all students		
2	Administer the parts within a content area in any order	No	No	No		
3	Extended assessment time	Y w/SAA	Y w/CB-R	Y w/CB-R	For English Learners to receive a reportable score, extended time accommodation must be submitted in SSD Online system by the accommodations deadline.	
4	Frequent supervised breaks (stop-the-clock breaks)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students		
5	Method of informing students of remaining time (e.g., clock or timer)	N/A	N/A	N/A	Supervisors may provide time remaining notifications during the administration.	
6	Other timing/scheduling accommodation (specify)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	The College Board receives and approves requests for new types of timing and/or scheduling accommodations on an ongoing basis. If an accommodation is not listed, contact the College Board SSD helpline.	

	Setting	Universally available Feature	Accommodations for Students with Disabilities	Accommodations and Supports for English Learners (student must be NEP or LEP)	Comments
7	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision e.g., <ul style="list-style-type: none"> • Home when student is homebound • Care facility when it is medically necessary 	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
8	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility, district office, day treatment center, residential treatment center)	N/A	N/A	N/A	Assumes site is an approved site by CDE and will be established as a testing site.
9	Administration of the assessment individually or in a small group	Y w/CB-R	Same as universally available feature for all students	Same as universally available feature for all students	Schools can establish room plans and seating assignments. For students with disabilities, recommend submitting request in SSD Online so students will have the accommodation for national SAT testing as well.
10	Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	Y w/CB-R	Same as universally available feature for all students	Same as universally available feature for all students	Schools can establish room plans and seating assignments.
11	Use of accommodated seating, special lighting, or furniture	N/A	Y w/CB-R	N/A	The seating and room requirements call for a chair with a back so the use of accommodated seating for students with disabilities requires approval. If a school's available furniture options require an exception to the room/seating policies, they must contact CB for approval.
12	Able to move, stand, or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)	N/A	Y w/CB-R	N/A	May require 1:1 testing
13	Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	The use of a concentration aid requires SSD approval in order to receive a reportable score.
14	Placement of teacher/proctor near student	Y w/CB-R	Same as universally available feature for all students	Same as universally available feature for all students	Schools can establish room plans and seating assignments. For students with disabilities, recommend submitting request in SSD Online so students will have the accommodation for national SAT testing as well.

15	Other setting accommodation (specify)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	The College Board receives and approves requests for new types of setting accommodations on an ongoing basis. If an accommodation is not listed, contact the College Board SSD helpline.
	Presentation	Universally available Feature	Accommodations for Students with Disabilities	Accommodations and Supports for English Learners (student must be NEP or LEP)	Comments
16	Reading all assessment directions in student's native language	N/A	N/A	Y w/CB-R	College Board annually provides translated test directions in thirteen languages. Local translation of test directions into languages not available from College Board is allowed.
17	Qualified person familiar to the student administers the assessment (e.g., Special Education Teacher, Bilingual/ESL staff)	N/A	N/A	N/A	School assigns proctors and rooms
18	Assessment directions <ul style="list-style-type: none"> • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in Test Administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions 	No Y w/CB-R Y w/CB-R Y w/SAA	Same as universally available feature for all students	Same as universally available feature for all students	All students may ask for directions to be repeated. Proctor may not emphasize key words. Student restating of directions cannot disrupt other students.
19	Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Supervisors may provide time remaining notifications during the administration. Other pacing prompts or cues are not permitted for CB-R
20	Reading aloud the Writing content using a reader script to an individual student or in small groups of no more than 5 students	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Students using readers must test in a 1:1 setting.
21	Reading aloud the Mathematics content using a reader script to an individual student or in small groups of no more than 5 students	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Students using readers must test in a 1:1 setting.
22	Reading content and questions in the student's native language (Mathematics and Writing) <ul style="list-style-type: none"> • Student must be dominant in a native language other than English; and • Student's English proficiency is determined to be basic or intermediate; and • Student receives bilingual instruction in that native language. 	N/A	N/A	Y w/SAA	Translation of the Reading content and questions into the student's native language is not permitted.
23	Use of audio or video versions of assessment in English	Y w/SAA (Audio)	Y w/CB-R (Audio)	Same as universally available feature for all students	Audio versions are available. Video versions are not available.

24	Use of video or audio versions of assessment in English for English language learners <ul style="list-style-type: none"> • Student must be dominant in a native language other than English ; and • Student's English proficiency is determined to be basic or intermediate 	N/A	N/A	Y w/SAA (Audio)	Audio versions are available. Video versions are not available
25	Student takes Mathematics test only (English Learner must be in first year in U.S. and NEP or LEP)	N/A	N/A	Y w/SAA	Student will receive Math score only (no EBRW or overall score)
26	Directions provided using sign language - American Sign Language (ASL), Exact English Signing (EES), or Pidgin Signed English (PSE)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
27	Sign the Reading and Writing test content - American Sign Language (ASL), Exact English Signing (EES), or Pidgin Signed English (PSE)	N/A	Y w/SAA	N/A	
28	Sign the Mathematics test content - American Sign Language (ASL), Exact English Signing (EES), or Pidgin Signed English (PSE)	N/A	Y w/SAA	N/A	
29	Use of calculator/talking calculator on the non-calculator sections of the Mathematics assessment	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	For students with a disability, 4-function calculators may be used on non-calculator sections with approval
30	Use of arithmetic tables	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
31	Use of manipulatives (e.g. actual coins and bills, base 10 blocks, and concrete objects)	Y w/SAA	Y w/CB-R or Y w/SAA	Same as universally available feature for all students	Some types of manipulatives may not be permitted for College Board reportable scores, but will be available as a state allowed accommodation.
32	Use of an abacus	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
33	Use of rulers as provided by the State	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
34	Use of adapted rulers, protractors, Braille and large print rulers and protractors	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
35	Use of individual auditory amplification devices or special sound systems	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	The use of audio amplification in a large test setting (i.e. a gym) is permitted.
36	Use of visual aids (e.g., closed circuit television, magnification devices)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
37	Use of Braille and enlarged print versions of assessment	N/A	Y w/CB-R	N/A	

38	Use of a page turner	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
39	Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	N/A	Y w/CB-R	Same as universally available feature for all students	
40	Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
41	Use of bilingual dictionaries that define or explain words or terms	N/A	N/A	Y w/SAA	
42	Use of dictionary, thesaurus, spelling book, or grammar book for Mathematics, Reading, and Writing	Y w/SAA	Same as universally available feature for all students	Same as universally available feature for all students	
43	Use of bilingual word-to-word, non-electronic translation glossary for English learners	N/A	N/A	Y w/CB-R	Word-to-word glossaries for approved languages are available to any student for reportable scores. Advance approval not required.
44	Use of screen reader/text-to-speech on reading assessment	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
45	Other presentation accommodation (specify)	Y w/SAA	Y w/CB-R	Y w/SAA	The College Board receives and approves requests for new types of presentation accommodations on an ongoing basis. If an accommodation is not listed, contact the College Board SSD helpline.
	Response	Universally available Feature	Accommodations for Students with Disabilities	Accommodations and supports for English Learners (student must be NEP or LEP)	Comments
46	Student responds in his/her native language to the constructed response items on assessments	Y w/SAA	Y w/SAA	Y w/SAA	
47	Student responds in sign language for Reading and Writing (Exact English only)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Exact English only
48	Student responds in sign language for Mathematics assessment - American Sign Language (ASL), Exact English Signing (EES), or Pidgin Signed English (PSE)	Y w/SAA	Y w/CB-R (EES only)	Same as universally available feature for all students	Exact English only
49	Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
50	Student responds orally (e.g., student tells Test Administrator which answer choice they are selecting)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Requires 1:1 testing
51	Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for Writing	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	Requires 1:1 testing

52	Use of augmentative/alternative communication devices e.g., <ul style="list-style-type: none"> • Picture/symbol communication boards • Speech generating devices 	N/A	Y w/CB-R	N/A	
53	Use of speech to text word processor for responses to Reading and Writing	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
54	Use of special adaptive writing tools such as pencil grip or larger pencil	N/A	Y w/CB-R	N/A	Students without disabilities can bring in any non-mechanical #2 pencil.
55	Use of adapted paper, additional paper, lined or grid paper for recording answers	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
56	Use of alternative writing position (e.g., desk easel, student standing up)	N/A	Y w/CB-R	N/A	Students without disabilities must meet the seating/room requirements.
57	Use of computer or word processor for Reading, Writing with the following features disabled <ul style="list-style-type: none"> • spell check • thesaurus • grammar check 	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
58	Use of Braillewriter or electronic Braillewriter for Reading and Writing with the following features disabled <ul style="list-style-type: none"> • spell check • thesaurus • grammar check 	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
59	Use of computers with alternative access for an alternative response mode e.g., <ul style="list-style-type: none"> • Switches • Alternative keyboards • Eye-gaze motion sensors • Voice recognition software • Head or mouth pointer • Specialized trackballs or mice 	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
60	Use of computers with word prediction software.	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	
61	Other response accommodation (specify)	Y w/SAA	Y w/CB-R	Same as universally available feature for all students	The College Board receives and approves requests for new types of response accommodations on an ongoing basis. If an accommodation is not listed, contact the College Board SSD helpline.