



# Idaho PSAT/NMSQT® Accommodations Overview Fall 2019

Fall 2019 Implementation



***Supporting Schools and Students to Achieve***

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# Session Goals



Our goal today is to share the latest information about the accommodations process based on current planning.

Today we will provide:

- An overview of accommodations for the PSAT/NMSQT fall 2019 administration
- An update on enhancements for fall 2019



# Idaho Provided PSAT/NMSQT for Grade 10 Students



# PSAT/NMSQT Test Dates



- All 10<sup>th</sup> grade students attending public schools in Idaho are eligible to take the PSAT/NMSQT as a state-provided opportunity.
- Schools are responsible for the cost of students who participate in PSAT/NMSQT in other grades (9, 11, etc.)
- PSAT/NMSQT scores will be available to ID SDE for Idaho assessment reports.
  - Primary test day is: **October 16, 2019**
  - Alternate test day is: **October 30, 2019**

# Implementation Key Dates



Activities	Date
Order test materials in TOS	May—September 19, 2019
Request accommodations	Now—August 27, 2019
Late accommodation requests	Until September 4, 2019
Bulk Registration Window	August 20–September 19, 2019
Order, reduce, or increase test book order deadline	September 19, 2019
Preadministration/non-secure materials arrive	No later than September 13, 2019
Secure test materials arrive	No later than October 9, 2019
Primary test date	October 16, 2019
Alternate test date (if school cannot test on 10/16)	October 30, 2019
Scores available to educators	Early December 2019
Scores available to students	Mid-December 2019
Complete grade level adjustments, fee waivers, remittance	January 2020



# New for PSAT/NMSQT 2019



# New for PSAT/NMSQT 2019



- Seating requirements have changed.
  - The minimum distance between students has been reduced from 4 feet to 3 feet. Measured from center of desk.
  - Schools may seat 2 students at a table that is 6 feet or longer.
- Required staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10).
- Answer sheets have been modified to allow for more diverse gender identification.
- Test coordinators will now use their regularly scheduled UPS pickup or schedule their own, pre-paid pickup of materials once testing is completed.
- Schools will be asked to add a pink label to their return shipping box if they have irregularities to report.
- MP3 Audio Format will be a streaming download in place of a thumb drive. Thumb drives will be available as a backup if school cannot download the materials.





# Staff Roles and Responsibilities





# Test Staff Roles – Test Coordinator



- The test coordinator manages the test site and staff. They order all testing materials in the test ordering site and ensure that they are received, handled, and stored securely. They are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. They assume responsibility for fee waiver processing and submitting payment of the invoice at the end of testing. they also are responsible for returning all test materials.
- Online training is provided for all PSAT/NMSQT coordinators. Be sure to complete it well before test day. The test coordinator will receive an email with more information about the training and instructions for accessing it.

# Testing Staff Roles - SSD Coordinator



- The SSD coordinator works with students to apply for accommodations through the SSD Online portal. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT/NMSQT coordinator in ordering materials, in determining testing rooms and staff needed for administering the test with accommodations, and in administering the test.
- The SSD coordinator will be responsible for downloading and testing the MP3 audio format in advance of test day. They will also assign proctors if needed to administer the MP3 version on test day.
- The SSD coordinator may assist with finding appropriate staff for student who require assistance from support staff e.g. readers, scribes, etc.
- Accommodation requests are submitted by the SSD coordinator in the College Board online request system, SSD Online. All accommodations must be approved by College Board in advance in SSD Online.

# Testing Staff Roles - Proctor



- Proctors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They account for all testing materials in the testing room, conduct the testing, and monitor students to ensure a fair administration.
- Proctors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.

# Testing Staff Roles – Hall or Room Monitors



- Hall monitors and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing, and check the hallways during testing.
- Monitors may be members of the school's staff or other adults who have been trained to help you and the proctors.

# Cooperative Roles



- Promoting partnership to support students with disabilities

Test Coordinator	SSD Coordinator
<ul style="list-style-type: none"><li>• Responsible for planning the administration for ALL students, including those with accommodations</li><li>• All shipments will be addressed to the test coordinator</li><li>• Responsible for returning all materials</li></ul>	<ul style="list-style-type: none"><li>• Responsible for applying for accommodations and printing the list of students approved for accommodations</li></ul>
Cooperative Responsibilities	
The test coordinator can enlist the help of the SSD coordinator to assist with planning the administration for students with disabilities.	



# College Board Systems & Access



# College Board Professional Account




- A College Board Professional Account is required for all system access.
- Each user creates their own account at [collegeboard.org](https://collegeboard.org) to allow for a single sign-on to College Board tools including:
  - SSD Online
  - Bulk Registration
  - Test Day Training
  - K12 Reporting Portal
- Access codes allow users to link their Professional Account to each system.
  - Access codes are valid for one school year.
  - Access codes are specific for each system and are used with the first new login.
  - Access codes are typically provided via email and will only allow you to link your College Board Account to the specific system that is identified in the email.



# Creating your SSD Online Account



- New SSD Coordinators should go to [www.collegeboard.org](http://www.collegeboard.org) to create a College Board Professional Account if you don't already have one.
- Complete the SSD Coordinator Form, found at [www.collegeboard.org/ssd](http://www.collegeboard.org/ssd)
  - Provide information about you and your school.
  - Obtain your principal's signature.
  - Fax the form to College Board (instruction on form). An access code will be emailed approximately 2-3 days after receipt of your form.
- 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.

CollegeBoard

Services for Students with Disabilities

**SSD Coordinator Form**

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

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

Complete, sign, and fax this form to the College Board's Services for Students with Disabilities at 866-360-0114. **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://sat.collegeboard.org/register/sat-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.

- SSD coordinators use SSD Online to submit requests for accommodations on the behalf of students.
  - College Board will determine non-standard material orders to be shipped to schools for test day.
- Schools can have multiple SSD coordinators, but only one should be listed as the primary coordinator who will receive communications from the College Board.
- To access the system using your College Board account, complete the **SSD Coordinator Form**, found on <https://accommodations.collegeboard.org/forms>
- Within a couple of days, an access code will be sent to allow access.
  - SSD online access remains active year to year.



# Tasks for SSD Coordinators



# Work With the Test Coordinator



The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A list of students approved for accommodations, and notification of any updates. This will prompt the test coordinator to order test materials for that student and update the Master Student List.
- A list of needed support staff for accommodated students.
- Help with setting up any computers for flash drives or MP3 streaming.
- Assistance with planning for rooms and materials.

# Request Accommodations



Accommodation requests are submitted by the SSD coordinator in the College Board online request system, SSD Online. All accommodations must be approved by College Board in advance in SSD Online. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take approximately seven weeks to process from the date College Board receives all documentation.

- Each school must have one SSD coordinator, but may have more.
- For detailed instructions on how to access SSD Online, see [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).
- *IMPORTANT: If a student needs temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the SSD office. The support must be requested and approved before test day.*

# Review Approved Students



The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.
- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
  - The accommodations approved match the student's current identified accommodation needs. (Submit updates in SSD Online.)
  - The student's name, birth date, and graduation date are correct. (Submit a name change form to make any updates.)
- Mail or fax updates to the eligibility roster (e.g., removing students no longer at your school). Contact information is provided at [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).
- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

# Download and Verify the NAR



- The SSD coordinator will need to supply the test coordinator with the Nonstandard Administration Report or NAR regularly in the weeks leading up to the test administration.
- The NAR, which can be accessed through SSD Online, will be available about 30 days before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. As additional accommodations are approved, be sure to place test material orders for your additional students.
- **IMPORTANT:** *If students test with any accommodations that are not preapproved by College Board, scores for those students will not be reported.*





# Accommodations Fall 2019



# The Tools



- **Services for Students with Disabilities (SSD) Online:**

The system for requesting accommodations and EL supports. College Board will use this system to determine which materials are needed for students.

- **Accommodations Request Deadline:** August 27, 2019
- **Late Accommodations Request Deadline:** September 4, 2019 (late arrivals to a school or district, new IEP or 504 plan approvals, etc.)

- **Non-Standard Administration Report (NAR):**

The NAR will provide a list of students approved for accommodations and provide which accommodations have been approved for testing, which materials are needed, and when students will test.

- **Eligibility Roster:**

A listing of all students at your school (Attending Institution - AI) with accommodations.

# Prepare to Test With Accommodations



College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being canceled. To help ensure that the students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).
- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials.

# Prepare to Test With Accommodations



- Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. All students, including those who are testing with accommodations, will use the standard test books (with dark green covers) unless approved for another format (for example, large print or braille). The proctor in the accommodated room should test students using the scripts in this manual.
- Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations unless otherwise approved as an accommodation.
- College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to approved students with documented needs. Some students may be approved by College Board for one or more alternate test formats.

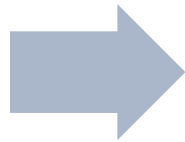
# Accommodations & Supports



College Board offers the same accommodations and alternate test formats for the PSAT/NMSQT.

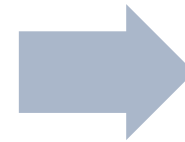
## Supports Available to all Students

- Repeat directions
- Time remaining notifications
- Calculator for w-calculator sections



## Standard Test Format

- Extended Time
- Additional Breaks
- Modified settings
- Reader
- Scribe
- Large block answer sheet
- Permission for meds, food, drinks



## Alternate Test Formats

- Braille
- Large Print
- MP3
- Assistive Technology



# Understanding Common Accommodations



# Determining Accommodations



- The accommodations that schools request for students for the PSAT/NMSQT should be consistent with the accommodations listed in their IEP/504 plans for instruction and assessments. In other words, students should be already familiar with using the accommodation.
- We recognize that some terminology used in the creation of an IEP or 504 plan may differ from the College Board nomenclature.
  - For example, if a student typically has assessments read aloud in school, they may wish to request a reader or MP3 audio format for oral presentation of the assessment.
  - The school can determine the best option in consultation with the student and family.
- The College Board accommodations that follow are examples of commonly requested accommodations. The College Board provides many different types of accommodations and will review all requests that are made.
- When considering requests for timing accommodations, please keep in mind that the student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.



# Accommodated Timing and Breaks



- Some of your students may be approved for accommodations that require different timing and/or breaks for one or more sections on the test.
  - Students who are approved for extended time only in math will get extended time only for the math section. Students approved for extended time in reading will receive extended time for the entire test.
- A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.
  - Extra breaks
  - Extended breaks
  - Breaks as needed

# Test Aids and Support Staff



Students may be approved by College Board for aids or support staff such as a reader to dictate test questions, a braille device, or a scribe to record responses.

Some students may be approved for accommodations relating to the recording of answers. These accommodations may include the following methods:

- Writer/scribe
- Braille writer
- Record responses in the test book
- Record answers on an enlarged (large-block) answer sheet

Students who are deaf or hearing-impaired:

- May be approved to have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a copy of the spoken directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.

# Test Aids and Support Staff (cont.)



Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.
- Will need a script for dictation of test questions (for use by the reader), a regular-type test book (for use by the student), and possible additional test materials as approved by College Board (for example, braille materials).

Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than is given in other formats.

# Large Print



Students who test with large print—14-point, 20-point, or larger print—test with standard time and breaks (Script 1), unless approved by College Board for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.

# Braille Test Formats



- Students who test with braille test formats have standard time and breaks (Script 1) unless approved by College Board for other accommodations. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Make sure each student approved for braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.
- The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The *Braille Reference Information* contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-print tests.
- To supplement each braille test, a regular-type test book is included as a reference. A reader's script will also be sent in case the student asks to have a question read.

# MP3 Audio Format (streaming)



- New this year! The MP3 audio format will be a downloadable application. The SSD Coordinator will need to test the application in advance. If the streaming application does not work, schools may request an MP3 Audio Format on flash drive.
- Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled.
- Whenever possible, students should use earphones when testing with an audio format or text-to-speech software. If earphones aren't available, the student should be tested in a separate room.
- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.

# Assistive Technology Compatible (ATC)



- The ATC format is provided on a flash drive and requires each student to use a school-provided computer that has a USB port.
  - Make sure that any other electronic device used for testing, including a computer for use of flash drives, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all Local Area Network (LAN) or ethernet connections).
  - Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).
  - Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.
- Students testing with ATC will receive 100% extended time for Section 2 only. For all other sections, they will receive the timing they are approved for by College Board (standard, 50%, or 100%).
  - Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends or for accommodated breaks during test sections, they need to close the file.





# Requesting Accommodations



# College Board Accommodations



- The majority of students with a current Individualized Education Program (IEP) or 504 Plan will have those same accommodations automatically approved
- All accommodations requests will be submitted through the College Board SSD Online system.
- The entry of accommodations will go through one of two paths:
  - **School verification** – Most requests will 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 (e.g. IEP or 504).
  - **Documentation Review** – Some requests require documentation such as extended time more than 100%, different types of assistive technology and software, large print test book sizes greater than 20-point font, and other special requests. These exceptions will require documentation for further clarification.

# SSD Online Dashboard



- Managing Accommodations
- ✓ Access SSD online at: [www.collegeboard.org/ssdonline](http://www.collegeboard.org/ssdonline)
- ✓ Use the Dashboard to submit requests, monitor status, and print reports.

## Dashboard

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

**30 Students** 25 per page ◀ ▶

[Create Eligibility Roster](#) [Submit Accommodations Request](#)

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

# Submitting a New Request in SSD Online



- Log in to [www.collegeboard.org/ssdonline](http://www.collegeboard.org/ssdonline)
- Click “Submit accommodation Request” in upper right corner.
- Accommodation requests should be submitted for all Grade 9, 10, and 11 students.

The screenshot shows the CollegeBoard SSD Online dashboard. At the top, there's a blue header with the CollegeBoard logo and navigation links: "My Account | Logout" and "Services for Students with Disabilities". Below this is a dark blue "Dashboard" bar with helpful links: "About the Process", "Test Dates and Deadlines", "SSD Forms", and "FAQ".

The main content area shows "22 Students" with a "25 per page" dropdown and navigation arrows. On the right, there are two buttons: "Create Eligibility Roster" and "Submit Accommodations Request", which is circled in red. Below these buttons are links for "Create Nonstandard Administration Report" and "How to complete NARs".

A "Narrow by:" section includes filters for "AI Code" (set to "ALL AI"), "All Statuses", "All Accommodations", and "All Dates", along with "Clear all" and "Reload" links. A search bar prompts to "Enter Student Name or SSD Number". A checkbox option is available to "Only show students with pending Applications".

A table lists student requests with columns for Status, Student, Submitted, Received, and Next SAT Registration. The table contains four entries:

Status	Student	Submitted	Received	Next SAT Registration
AWAITING INFORMATION	<b>, Tipenro (#0007025228)</b> Requested: Writing Greater than +100%, Listening +100% (double time), Mathematical Calculations +100% (double time), Large Print Test Book Documentation: Received 5 Pages on 13 Sep 2016	13 Sep 2016		
IN-REVIEW	<b>Fisher, Externalreavc (#0007025217)</b> Requested: Preferential seating, Reading +50% (time and 1/2), Enlarged (Large Block) answer sheet (No bubbles/not scanned), Mathematical Calculations +100% (double time), 4-Function Calculator, Extra Breaks Between Test Sections Documentation: Received 2 Pages on 19 Oct 2016	19 Oct 2016	19 Oct 2016	
IN-REVIEW	<b>Kompella, KThree (#0007025137)</b> Requested: Reading +100% (double time), Writing +50% (time and 1/2), Small group setting, Preferential seating Documentation: Received 1 Pages on 05 Oct 2016	05 Oct 2016	05 Oct 2016	
IN-REVIEW	<b>Speedrlk, Sparklsk (#0007024529)</b> Requested: Reading Greater than +100%, Writing +50% (time and 1/2), Speaking Greater than +100%, Mathematical Calculations +100% (double time) Documentation: Received 3 Pages on 04 Apr 2016	04 Apr 2016	04 Apr 2016	

# Submitting a New Request in SSD Online



- Confirm whether an accommodations request has been submitted previously for the student
- If you are unsure if a request was already submitted, choose “No”

The screenshot shows the 'Student Details' form in the CollegeBoard SSD Online system. The header is blue with the CollegeBoard logo and 'Services for Students with Disabilities'. A navigation bar below the header has four tabs: 'STUDENT DETAILS' (active), 'DISABILITY', 'ACCOMMODATIONS', and 'DOCUMENTATION'. The main content area is titled 'Student Details' and includes a link to print the form. Below this, a note states 'All fields are required, unless indicated'. The form contains two sections: 'Student Information' with the question 'Has a Student Request for Accommodations already been submitted for this student?' and radio buttons for 'No' and 'Yes'; and 'Is this a Transfer Student?' with the question 'Is this student a previously approved Transfer Student?' and radio buttons for 'No' and 'Yes'. At the bottom right are 'Cancel' and 'Continue' buttons. The footer includes a site map, contact information, and a TRUSTe privacy certification logo.



# Submitting a New Request in SSD Online



- Select “Continue” to proceed

CollegeBoard

My Account | Logout

Services for Students with Disabilities

Before You Begin

**1. Parent/Guardian Consent.**

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

[Click here for a printable parent/guardian consent 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 of a disability and need for accommodations. You will be asked about the student's documentation during the online process. In the majority of cases, documentation does not need to be sent to the College Board. However, in some cases, you will need to send the documentation to the College Board for review. Upon completion of the online Request for Accommodations, you will be notified as to whether documentation must be submitted, and will receive a printable list of recommended documentation for the specific student. Documentation recommendations may vary depending on the student's disability and requested accommodations.

With some exceptions, documentation will be requested for the College Board's review when any of the following circumstances apply: The student's only disability is "other impairment"; the student has been declassified or has no formal plan in place; the student has not had an official educational plan, and/or used the requested accommodations on school tests; the student needs more than 100% extended time; the student needs individualized testing; or the student needs testing accommodations not commonly provided.

[Click here for more information about the College Board's documentation guidelines.](#)

**IMPORTANT NOTES**

- This system should be used to request accommodations for the following College Board tests only: SAT Reasoning Test, SAT Subject Tests, Advanced Placement Program Exams, and PSAT/NMSQT & PSAT10 \*. Once approved for accommodations, with limited exceptions, the student's approved accommodations remain valid for all noted College Board tests.  
\* For Michigan schools, this system should also be used to request accommodations for the PSAT 8/9.
- Only one request for accommodations should be submitted for a student. Should you wish to resubmit an accommodation request, or add/remove accommodations, you may do so from the student's Student Details page.
- **START EARLY!** Where documentation is required, processing takes approximately seven weeks from receipt of complete information. If a student uses accommodations that have not been approved by the College Board prior to the test administration, test scores will not be provided.

Cancel

Continue

# Submitting a New Request in SSD Online



- Enter basic student information. You will need to have the student's:
  - First and Last Name
  - Date of Birth
  - Expected high school graduation month & year
  - Gender
  - Mailing address and phone number

The screenshot shows the 'Student Information' form in the CollegeBoard SSD Online system. The form is titled 'Student Information' and includes a link to print the form. It is divided into sections: 'Basic Information' and 'Mailing Address'. The 'Basic Information' section includes fields for First Name, Middle Initial (optional), Last Name, Email (optional), Date of Birth (Month/Day/Year), Expected High School Graduation Date (Month/Year), Gender (Male/Female), Soc Sec # (optional), and Current School (dropdown). 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 'Next Intended College Board Test' section with a dropdown for the Test and a dropdown for the Date. The form has a blue header with the CollegeBoard logo and navigation tabs for 'STUDENT DETAILS', 'DISABILITY', 'ACCOMMODATIONS', and 'DOCUMENTATION'. The footer contains 'Cancel', 'Save & Exit', and 'Save & Continue' buttons.

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

# Submitting a New Request in SSD Online



- Select the student's diagnosed disability

The screenshot shows the 'Student Disability' section of the CollegeBoard SSD Online interface. At the top, there's a blue header with the CollegeBoard logo and navigation links for 'My Account' and 'Logout'. Below this is a dark blue navigation bar with tabs for 'STUDENT DETAILS', 'DISABILITY' (which is active), 'ACCOMMODATIONS', and 'DOCUMENTATION'. The main heading is 'Student Disability', followed by instructions: '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".' There are two tabs: 'By Category' (selected) and 'Alphabetical Listing'. A yellow box highlights the 'Selected Disabilities: Attention-Deficit/Hyperactivity Disorder, Combined Type; Generalized Anxiety Disorder'. Below this, there are expand/collapse links. The 'Learning Disorder' section is expanded, showing 'AD/HD (1 selected)' with three checkboxes: 'Attention-Deficit/Hyperactivity Disorder, Combined Type' (checked), 'Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type (ADD)', and 'Attention-Deficit/Hyperactivity Disorder, Predominantly Impulsive/Hyperactive Type'. Other categories like 'Hearing', 'Autism Spectrum Disorders', 'Visual', 'Physical/Medical', 'Communication Disorder/Speech and Language', 'Intellectual Disability', and 'Psychiatric (1 selected)' are listed below. The 'Psychiatric' section is also expanded, showing 'Generalized Anxiety Disorder' as the selected option, along with 'Panic Disorder', 'Post-Traumatic Stress Disorder', 'Depression/Depressive Disorder', and 'Bipolar Disorder'.



# Submitting a New Request in SSD Online



- Confirm disability and time period of first occurrence

CollegeBoard My Account | Logout  
Services for Students with Disabilities

✓ STUDENT DETAILS **DISABILITY** ACCOMMODATIONS DOCUMENTATION

## Confirm Selected Disabilities

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

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

[Select Another Disability](#)

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

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# Submitting a New Request in SSD Online



- Select the requested accommodations

The screenshot shows the 'Select Accommodations' page in the CollegeBoard SSD Online system. The page has a blue header with the CollegeBoard logo and 'Services for Students with Disabilities'. Below the header is a navigation bar with four tabs: 'STUDENT DETAILS', 'DISABILITY', 'ACCOMMODATIONS' (which is highlighted), and 'DOCUMENTATION'. The main content area has a title 'Select Accommodations' and a instruction: 'Please indicate the accommodations that the student needs for College Board tests. Do not include accommodations that the student uses in school if they are not needed for College Board tests.' Below this is a yellow box stating 'Selected Accommodation: (none)'. There are links for 'Expand All Sections' and 'Collapse All Sections', and a help icon with the text 'Click to view Accommodation Details'. A list of accommodation categories is shown, each with a right-pointing arrow: 'Extended Time', 'Reading / Seeing Text', 'Recording Answers', 'Extra / Extended Breaks', 'Modified Setting', 'Other', and 'Use this section to add any additional comments regarding Accommodations'. At the bottom of the page are three buttons: 'Cancel', 'Save & Exit', and 'Save & Continue'.

# Select Accommodations



[STUDENT DETAILS](#) [DISABILITY](#) **ACCOMMODATIONS** [DOCUMENTATION](#)

## Select Accommodations

Please indicate the accommodations that the student needs for College Board tests. Do not include accommodations that the student uses in school if they are not needed for College Board tests. Some accommodations, indicated below, require documentation. Please note that under some circumstances, documentation may be required for any/all accommodations.

**Selected Accommodation: (none)**

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

**Extended Time**

Indicate the amount of extended time requested for each test or section type. Extended time should be used if the students need additional testing time. College Board assessments do not allow self-pacing therefore students will be required to sit for the entire duration of the 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% (Documentation required)
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Language Expression	<input 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"/>

**Reading / Seeing Text**

- ☐ Large Print Test Book -- select font size --
- ☐ Enlarged (Large Block) answer sheet (No bubbles/not scanned)
- ☐ Reader
- ☐ MP3 Audio
- ☐ Braille
- ☐ Magnifier (Documentation required)
- ☐ Magnifying Machine (Documentation required)
- ☐ Braille graphs and figures
- ☐ Colored Overlay
- ☐ Assistive Technology Compatible Test Form (Documentation required)
- ☐ Other (Documentation required)

**Recording Answers**

- ☐ Enlarged (Large Block) answer sheet (No bubbles/not scanned)
- ☐ Computer (Word Processor ONLY for essays ONLY)
- ☐ Writer/Scribe to Record Responses
- ☐ Braille Writer
- ☐ Record answers in test book
- ☐ Other (Documentation required)

**Extra / Extended Breaks**

Extra/Extended breaks should be used for students who need more time "off the clock" in between testing sections or other exceptions to the standard break schedule.

- ☐ Extra Breaks
- ☐ Extended Breaks
- ☐ Breaks As Needed
- ☐ Permission to Test Blood Sugar
- ☐ Other (Documentation required)

**Modified Setting**

- ☐ Preferential seating -- select seating preference --
- ☐ Small group setting
- ☐ School-Based Testing
- ☐ One-to-one testing
- ☐ Wheelchair Accessibility
- ☐ Other (Documentation required)

**Other**

- ☐ Permission for food/medication
- ☐ Written copy of oral instructions
- ☐ Sign Language Interpreter for Oral Instructions ONLY
- ☐ Assistive Technology (Documentation required)
- ☐ Auditory Amplification / FM System
- ☐ 4-Function Calculator
- ☐ Other (Documentation required)

**Use this section to add any additional comments regarding Accommodations**

Use this area to add any additional comments...

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

# Submitting a New Request in SSD Online



- Confirm accommodations

## Confirm Selected Accommodations

You selected the following accommodations. Please confirm your selection(s) and indicate if the Student is consistently using the accommodations on school tests and whether the accommodations are part of a current IEP, 504 or formal plan.

Accommodation	
<b>Writing +50% (time and 1/2)</b>	
Is the Student consistently using this accommodation for school tests ?	If the Student has a current IEP, 504, or formal plan, does it include this accommodation?
<input type="radio"/> Yes	<input type="radio"/> Yes
<input type="radio"/> No (Documentation required)	<input type="radio"/> No (Documentation required)
<b>Mathematical Calculations +50% (time and 1/2)</b>	
Is the Student consistently using this accommodation for school tests ?	If the Student has a current IEP, 504, or formal plan, does it include this accommodation?
<input type="radio"/> Yes	<input type="radio"/> Yes
<input type="radio"/> No (Documentation required)	<input type="radio"/> No (Documentation required)
<b>Reading +50% (time and 1/2)</b>	
Is the Student consistently using this accommodation for school tests ?	If the Student has a current IEP, 504, or formal plan, does it include this accommodation?
<input type="radio"/> Yes	<input type="radio"/> Yes
<input type="radio"/> No (Documentation required)	<input type="radio"/> No (Documentation required)

Select Another Accommodation

# Submitting a New Request in SSD Online



- Answer questions about the student's plan and documentation

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 student's 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 what document is 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 for the student. 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, and therefore 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 & Exit Save & Continue

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?

### Formal Education Plan / Program Verification

Is there a current school-generated formal educational plan/program that is approved for the student. (To be current, the plan/program must have been approved within the past 12 months.)

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

Please indicate the type of program:

<input checked="" type="radio"/> Current IEP	Individual Education Program approved by the student's school that aligns with state IEP guidelines and/or the requirements of the Individuals with Education Act (IDEA).
<input type="radio"/> Current 504 Plan	Formal education plan approved by the student's school that aligns with Section 504 of the Rehabilitation Act.
<input type="radio"/> Current Qualified Formal Plan	Formal plan approved by the school, other than an IEP or 504, that meets the following criteria:  Created by a group of people who know the student, understand the meaning of the evaluation results, and the available accommodations; and that was developed using tests or evaluations that:  1) Are appropriate for the student's diagnosis and needs, 2) Were administered by those who meet state and/or professional guidelines for administering the evaluations and for diagnosing the disability in question, and 3) Demonstrate the student's disability and need for accommodations.
<input type="radio"/> Current Formal Written Plan/Program	Formal education/medical plan approved by the school that is not covered by the above options.

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: Jun / 2017

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

☐ 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



# Submitting a New Request in SSD Online



- Most 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 SSD Online interface. At the top, the CollegeBoard logo and navigation links "My Account" and "Logout" are visible. The main heading is "Your Accommodation Request Is Ready to Submit". Below this, a paragraph explains that documentation is needed to determine if requested accommodations are appropriate. A yellow box labeled "Requested Documentation" states "No Documentation is Required". The "Student Information" section contains fields for basic information, mailing address, school information, and school address, each with an "Edit" button. The "Selected Disability" and "Selected Accommodation" sections also include "Edit" buttons. The disability listed is "Disorder of Written Expression, Central Auditory Processing, Convergence Insufficiency" and the accommodation is "Extra / Extended Breaks: Extra Breaks Between Test Sections".

CollegeBoard My Account | Logout  
Services for Students with Disabilities

## Your Accommodation Request Is Ready to Submit

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.

### Requested Documentation

No Documentation is Required

### 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.

<b>BASIC INFORMATION</b> Name: John Doe Date of Birth: Jan 1, 1997 Expected High School Graduation Date: Jun, 2016 Gender: Male	<b>MAILING ADDRESS</b> 1425 Lower Ferry Rd Ewing, NJ 08618, US Home Phone: (222)111-5555 Email:	<b>SCHOOL INFORMATION</b> High School Code: 311262 High School Name: ETS HIGH SCHOOL/MARGO MERIWETHER
<b>SCHOOL ADDRESS</b> Rosedale Road Princeton, NJ 08541, US		

Edit

<b>Selected Disability</b> Disorder of Written Expression, Central Auditory Processing, Convergence Insufficiency	<b>Selected Accommodation</b> Extra / Extended Breaks: Extra Breaks Between Test Sections
----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

Edit Edit

# Submitting a New Request in SSD Online



- In some cases, you may be prompted to provide additional documentation.
- When asked for documentation, upload/provide the requested student IEPs or Section 504 Plans.

CollegeBoard

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](https://collegeboard.org/ssd) for additional information regarding documentation.

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

- 1 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., WIAT-II, 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?](#)
- 2 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., WRAT-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?](#)
- 3 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?](#)
- 4 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?](#)
- 5 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?](#)

# Submitting a New Request in SSD Online



- Upload the requested documents (upload to SSD Online, fax, or mail)
- You will receive an e-mail notification once the request has been processed; log in to SSD Online to view the decision letter.

The screenshot shows the 'Cover Page' and 'Cover Sheet' of the SSD Online application. The 'Cover Page' has a blue header with the CollegeBoard logo and 'Services for Students with Disabilities'. Below it, a section titled 'Cover Page' explains that documentation is required and provides instructions. The 'Cover Sheet' contains a form with the following fields:

Student Name:	Joe Johnson
SSD#:	221771
High School:	Thomas Edison High School
Grade:	11
To: College Board Services for Students with Disabilities	
<b>FAX INFORMATION</b>	
Fax Number:	212.222.1221
Attention:	Jim Johnson
Number of pages: (including cover sheet)	<input type="text"/>
<b>SSD COORDINATOR CONTACT INFO:</b>	
Name:	Jane Lewis
Phone:	212.222.2223
Email:	jlewis@school.edu

The screenshot shows a 'Submit Documentation' modal dialog box. The dialog has a title bar with a close button. The main text reads: '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.' Below this, there is a note: '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.' At the bottom, there are three buttons: 'Upload Documentation Now', 'Fax Documentation Now', and 'Back to Dashboard'. Below these buttons, there are three red text boxes with arrows pointing to the buttons: 'Navigate student to Upload Documents page' (pointing to 'Upload Documentation Now'), 'Submit request for accommodations and navigate Coordinator to coversheet' (pointing to 'Fax Documentation Now'), and 'Submit request for accommodations and navigate Coordinator to dashboard' (pointing to 'Back to Dashboard'). The background shows a blurred view of the SSD Online interface with a 'Cognitive Ability' test conducted section.



# Documentation Guidelines



Documentation should address:

- **What:** Provide the student's documented disability
  - **How:** Describe the functional impact and degree of impact. The mere presence of a disability does not necessarily mean a student requires testing accommodations on College Board tests.
  - **Why:** Show the need for the specific accommodation being requested.
- If requested, documentation that includes the following information 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, if applicable
    - 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.
  - Any application can be resubmitted if not approved with additional documentation for consideration even if after the SSD submission deadline.



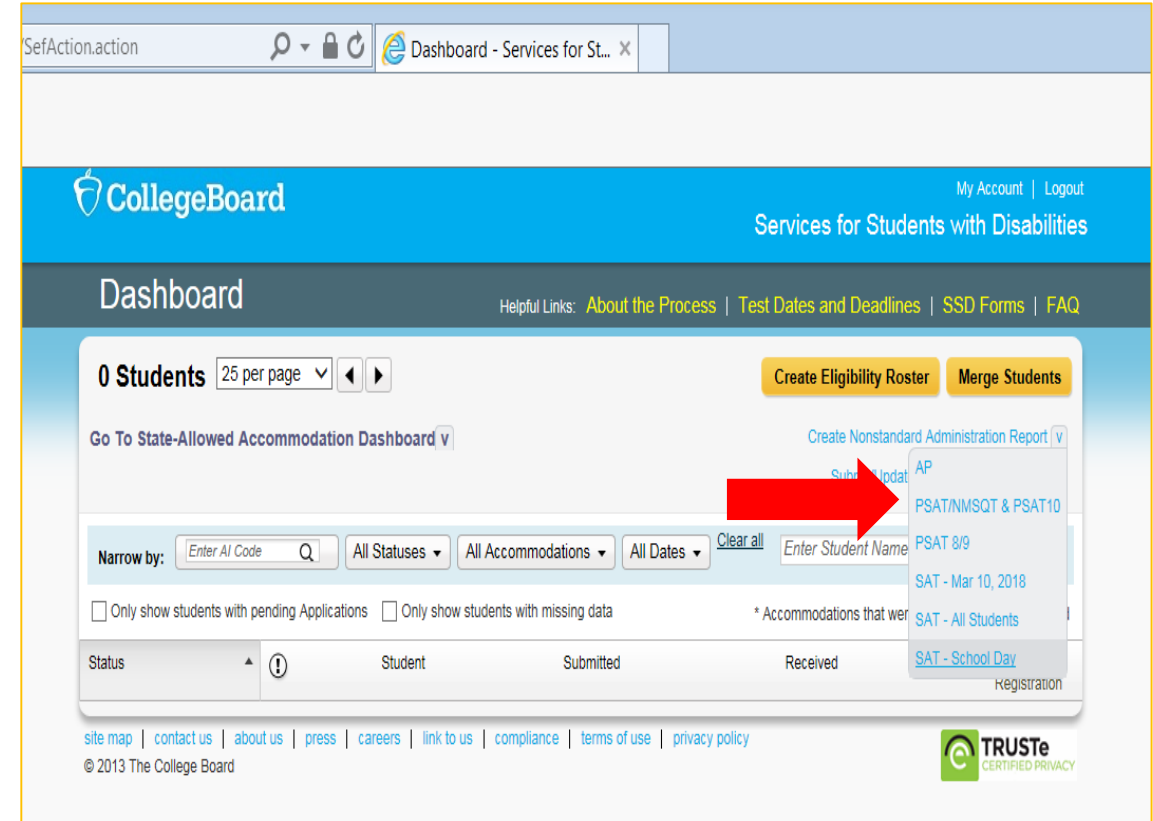
# The Nonstandard Administration Report



# Nonstandard Administration Report (NAR)



- The PSAT/NMSQT NAR provides a list of all approved students with accommodations for testing.
- SSD coordinators will access and print the NAR from the SSD Online Dashboard.
- The NAR will be used to populate your Master Student List (roster) as well as act as room rosters for accommodated testing.
- The NAR includes
  - a summary of students with their SSD numbers,
  - a list of students who will test with accommodations, and
  - instructions for testing students with accommodations.
- The NAR will be available approximately 4 weeks prior to test day.
- Until the NAR is available, the Eligibility Roster in SSD Online can be used to see all students currently approved for accommodations at your school.





# Next Steps



# Next Steps



- The accommodations that schools request for students for the PSAT/NMSQT should be consistent with the accommodations they use on a daily basis both during instruction and assessments.
- Identify students who will be testing this year
  - Confirm their accommodations are approved in SSD Online
  - Or, request accommodations for them in SSD Online.
- Monitor approvals of accommodations in SSD Online so that the test coordinator may order any necessary alternate formats in the Test Ordering System.
  - To receive testing materials, the order must be placed in Test Ordering System by
    - **September 19, 2019**

# Questions? Who to Contact



- Danielle Taylor, Idaho SDE: [dtaylor@sde.idaho.gov](mailto:dtaylor@sde.idaho.gov)
- Paul Kleinert: [pkleinert@sde.idaho.gov](mailto:pkleinert@sde.idaho.gov)
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- Eddie Pawlawski: [cpawlawski@collegeboard.org](mailto:cpawlawski@collegeboard.org)