CollegeBoard

Illinois State Board of Education

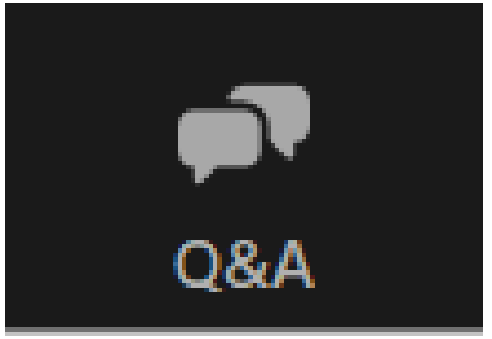
Services for Students with Disabilities (SSD) Overview for Coordinators

Spring 2024 Digital SAT Suite of Assessments

November 28, 29, and 30, 2023

Housekeeping

- Please use the Q&A feature on Zoom to ask any questions during the presentation.
- We will address questions or, if they pertain to a unique need, we'll follow up with you after the presentation.
- We will leave time at the end of the presentation to answer questions live, time permitting.
- If your question is not answered during our time today, we will follow-up via email.



Today's Agenda

- Session Goals
- Sharing PII with College Board
- Testing Window and SSD Online Deadlines
- SSD Coordinator Role
- Digital SAT with Essay, PSAT 10, and PSAT 8/9
- Commonly Requested Accommodations
- Reviewing and Requesting Accommodations in SSD Online
- Screen Readers, Text-to-Speech, and Speech-to-Text
- Sample Scenarios for Requesting Accommodations
- English Learner (EL) Supports for Digital Testing
- Resources
- Questions & Answers

Session Goals

Our goal today is to provide you with the latest information regarding SSD accommodations for the spring 2024 administration.

In this session, we will give you a clear overview of the tasks and responsibilities of the school SSD coordinator.

By the end of the session, you will have a clear understanding of the next steps required to start submitting or reviewing student accommodations.

Sharing Personal Identifiable Information (PII) with College Board

Student PII may include the following data:

- Name
- Date of Birth
- Address
- Telephone number
- Email address

Please exercise caution when handling student PII.

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

CollegeBoard

Testing Window and SSD Online Deadlines

Spring 2024 Digital Testing Window for SAT with Essay, PSAT 10, and PSAT 8/9

March 2024

Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10 Ramadan Starts	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Good Friday	30

April 2024

Sun	Mon	Tues	Wed	Thu	Fri	Sat
31 Easter	1	2	3	4	5	6
7	8	9 Ramadan Ends	10	11	12	13
14	15	16	17	18	19	20
21	22 Passover Begins	23	24	25	26	27
28	29	30 Passover Ends				

March 18-April 26, 2024

- Schools may test students on any weekday(s) during the six-week testing window.
- Any student who is absent on the primary test date selected by the school will be afforded at least one opportunity to test on a subsequent day(s) during the testing window, as feasible with scheduling and staffing.
- Schools can test in the morning and/or in the afternoon and run multiple testing sessions in one day.

Spring 2024 Deadlines

Activity	Deadline
College Board Approved Accommodations and English Learner (EL) Extended Time Requests	January 30, 2024
State-Allowed Accommodations (SAAs)Requests Opens January 9, 2024	January 30, 2024

Note: State-Allowed Accommodations should only be used in very rare circumstances, as they result in a non-college reportable score.

SSD Coordinator Role

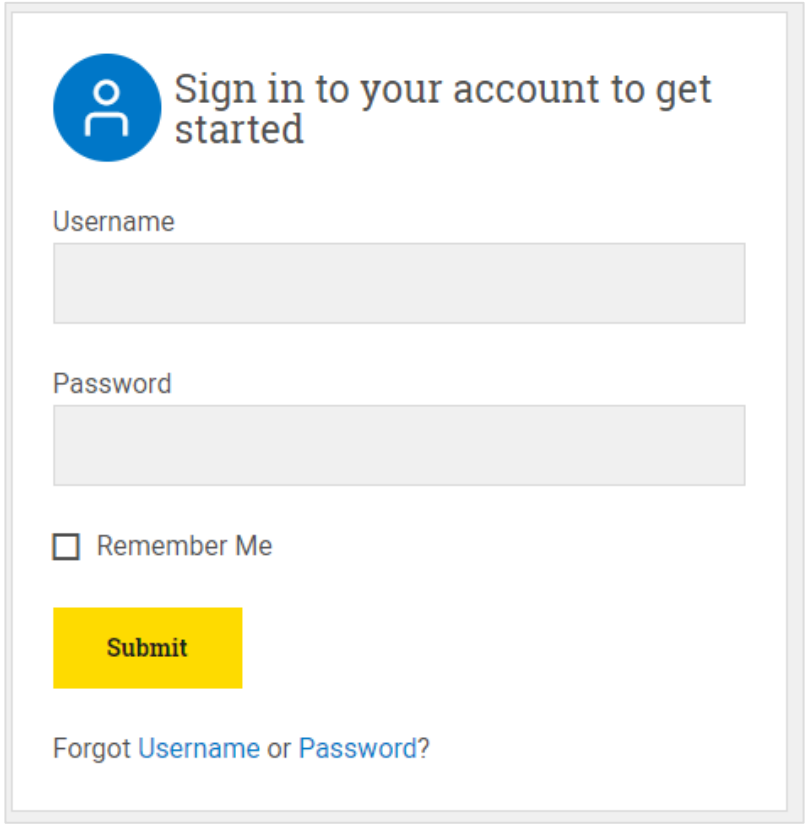
SSD Coordinator Role

SSD Coordinator

The SSD coordinator is responsible for:

- Submitting accommodation requests for all students who require them.
- Submitting EL support requests for all students who require them.
- Communicating with students and families about necessary testing accommodations.
- Reviewing accommodations for students who received approval previously to ensure those accommodations still meet the needs of the student.
- Assisting the test coordinator in determining rooms and staff required for administering the test with accommodations.
- Working with the test coordinator and technology coordinator to make sure student devices are configured to support assistive technology (as needed) for testing.
- Partnering with the test coordinator to administer the SAT with Essay, PSAT 10, and PSAT 8/9 to students who are testing with accommodations.

Returning SSD Coordinators

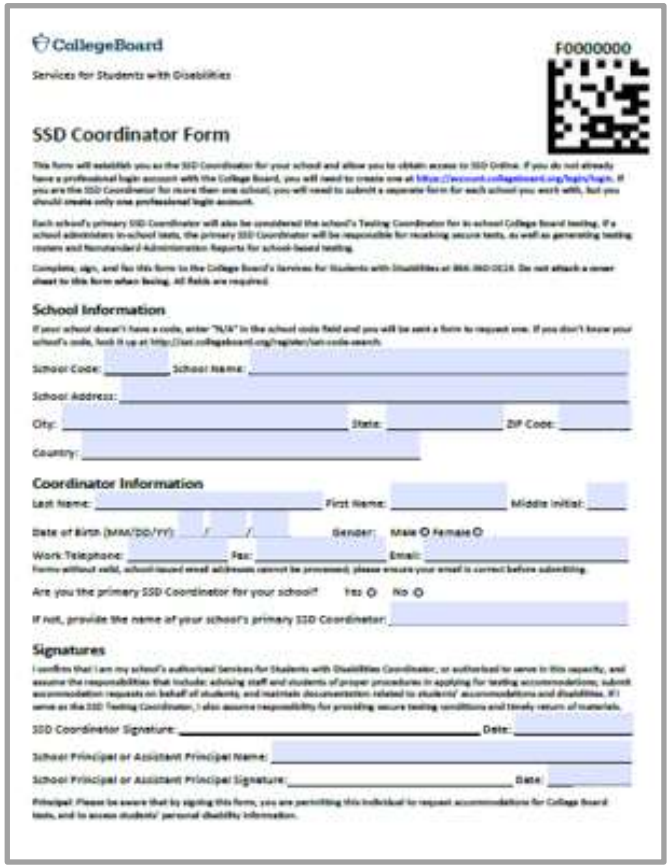


Confirm that you still have access to SSD Online by logging in to your College Board Account at www.collegeboard.org.

- If you've forgotten your password, use the forgot username or forgot password links on the sign-in page.
- Choose SSD Online from your Account Dashboard or login to SSD Online directly at: ssdonline.collegeboard.org.

New SSD Coordinators

SSD Coordinator Form



CollegeBoard

F0000000

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://ian.collegeboard.org/register/ian-code-search.

School Code: _____ School Name: _____

School Address: _____

City: _____ State: _____ ZIP Code: _____

Country: _____

Coordinator Information

Last Name: _____ First Name: _____ Middle Initial: ____

Date of Birth (MM/DD/YY): ___/___/___ Gender: Male ○ Female ○

Work Telephone: _____ Fax: _____ Email: _____

Forms without valid, school-issued email addresses cannot be processed; please ensure your email is correct before submitting.

Are you the primary SSD Coordinator for your school? Yes ○ No ○

If not, provide the name of your school's primary SSD Coordinator: _____

Signatures

I confirm that I am my school's authorized Services for Students with Disabilities Coordinator, or authorized to serve in this capacity, and assume the responsibilities that include: advising staff and students of proper procedures in applying for testing accommodations; submit accommodation requests on behalf of students; and maintain documentation related to students' accommodations and disabilities. If I serve as the SSD Testing Coordinator, I also assume responsibility for providing secure testing conditions and timely return of materials.

SSD Coordinator Signature: _____ Date: _____

School Principal or Assistant Principal Name: _____

School Principal or Assistant Principal Signature: _____ Date: _____

Principal: Please be aware that by signing this form, you are permitting this individual to request accommodations for College Board tests, and to access students' personal disability information.

To access the SSD Online system, new SSD coordinators will need to request access.

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

CollegeBoard

Digital SAT with Essay, PSAT 10, and PSAT 8/9

Paper vs. Digital Test Specifications at a Glance

Reading and Writing

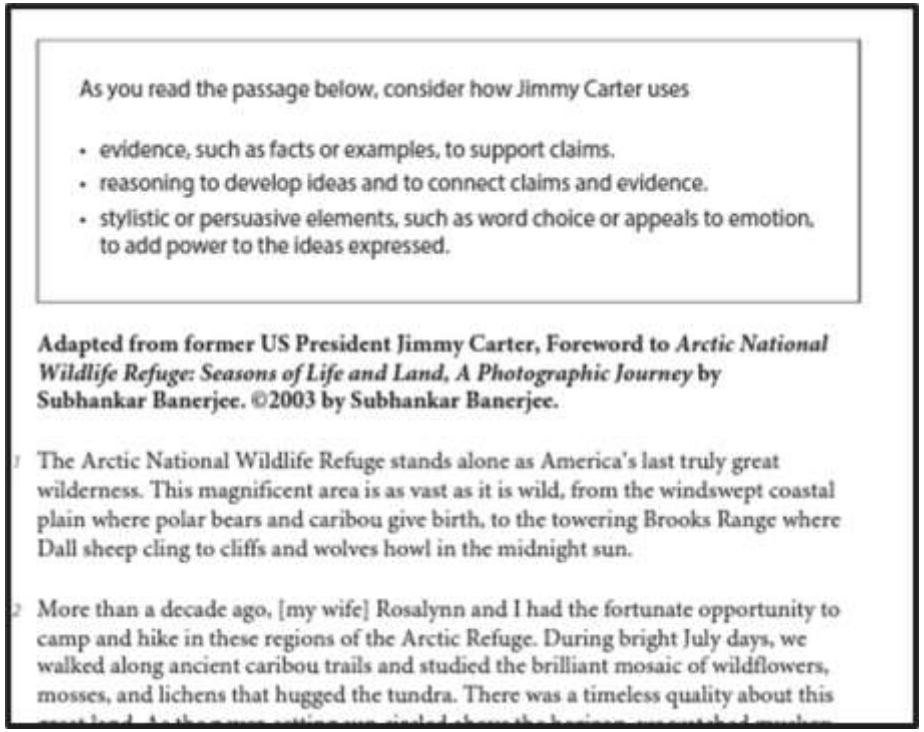
96 total questions (2 sections)	→	54 total questions (1 section)
100 total minutes (1.04 min/question)	→	64 total minutes (1.19 min/question)
Set based questions	→	Discrete questions

Paper vs. Digital Test Specifications at a Glance

Math

58 total questions 2 sections – calculator and no calculator	→	44 total questions 1 section – with calculator
80 total minutes (1.38 min/question)	→	70 total minutes (1.59 min/question)
Discrete and set based questions Multiple-choice (≈78%) Student-produced response (SPR) (≈22%)	→	Discrete questions Four-option multiple-choice (≈75%) Student-produced response (SPR) (≈25%)

Essay Section



As you read the passage below, consider how Jimmy Carter uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from former US President Jimmy Carter, Foreword to *Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey* by Subhankar Banerjee. ©2003 by Subhankar Banerjee.

1 The Arctic National Wildlife Refuge stands alone as America's last truly great wilderness. This magnificent area is as vast as it is wild, from the windswept coastal plain where polar bears and caribou give birth, to the towering Brooks Range where Dall sheep cling to cliffs and wolves howl in the midnight sun.

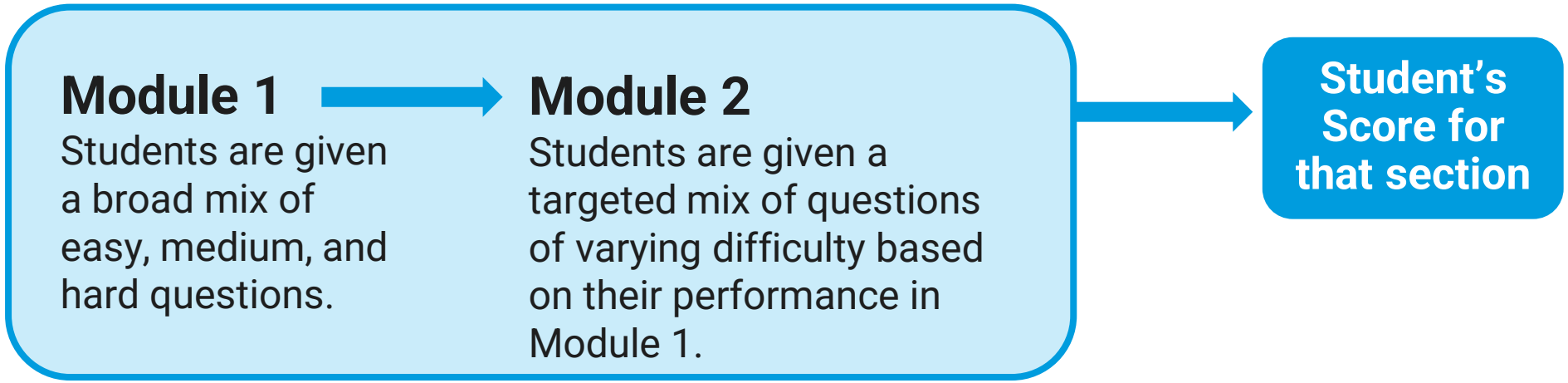
2 More than a decade ago, [my wife] Rosalynn and I had the fortunate opportunity to camp and hike in these regions of the Arctic Refuge. During bright July days, we walked along ancient caribou trails and studied the brilliant mosaic of wildflowers, mosses, and lichens that hugged the tundra. There was a timeless quality about this

- The Illinois State Board of Education (ISBE) requires SAT with Essay for all grade 11 Illinois public-school students (including those served at nonpublic facilities) and for some grade 12 public school students who have not tested previously or been identified as being exempt.
- The essay section is 50 minutes for students using standard time.
- A computer keyboard is required for the essay portion of the SAT.
  - *Note: Tablet users will also be permitted to use a keyboard for the entire test.*

Digital SAT and PSAT are Multi-Stage Adaptive

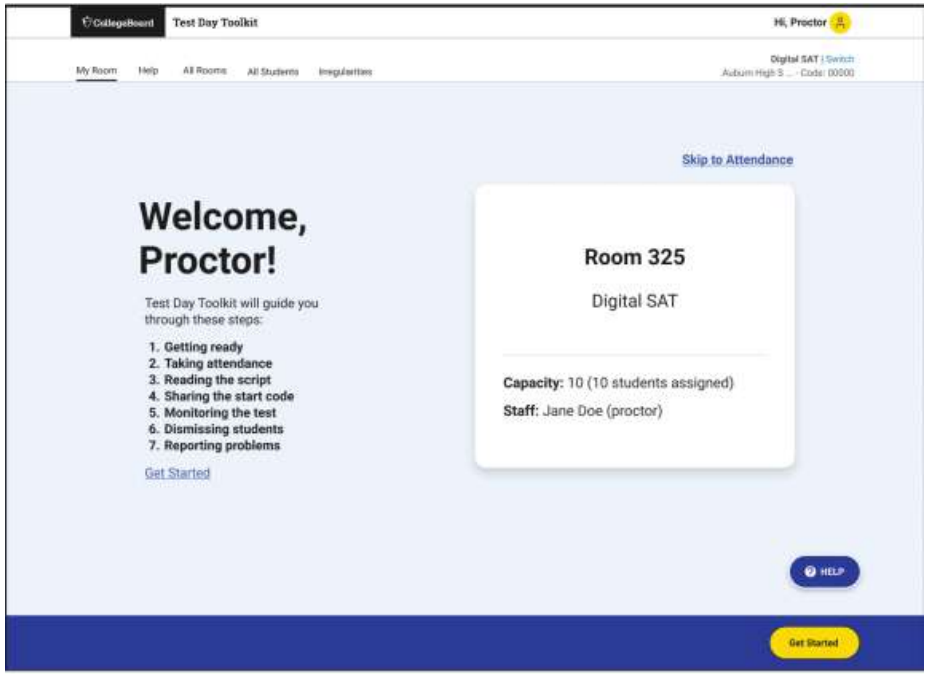
	Multi-Stage Adaptive Testing (SAT and PSAT)	Item Adaptive (NOT SAT or PSAT)
Test Delivery	Sets of items (called modules)	One item at a time
Adaptive	Based on how students perform in the previous module	Based on a student responds to each item
Navigation	Students can review items within a module	Students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

Digital SAT with Essay, PSAT 10, and PSAT 8/9 have Two Modules per Section



Digital SAT Suite Test Administration System

Bluebook
(for Students)



Test Day Toolkit
(for Test Coordinators
and Proctors)

Testing Device Requirements

Laptop
Tablet*
School Managed Device
(Chromebook or Desktop)
Keyboard for the Essay

*Must have a keyboard for SAT with Essay

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

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

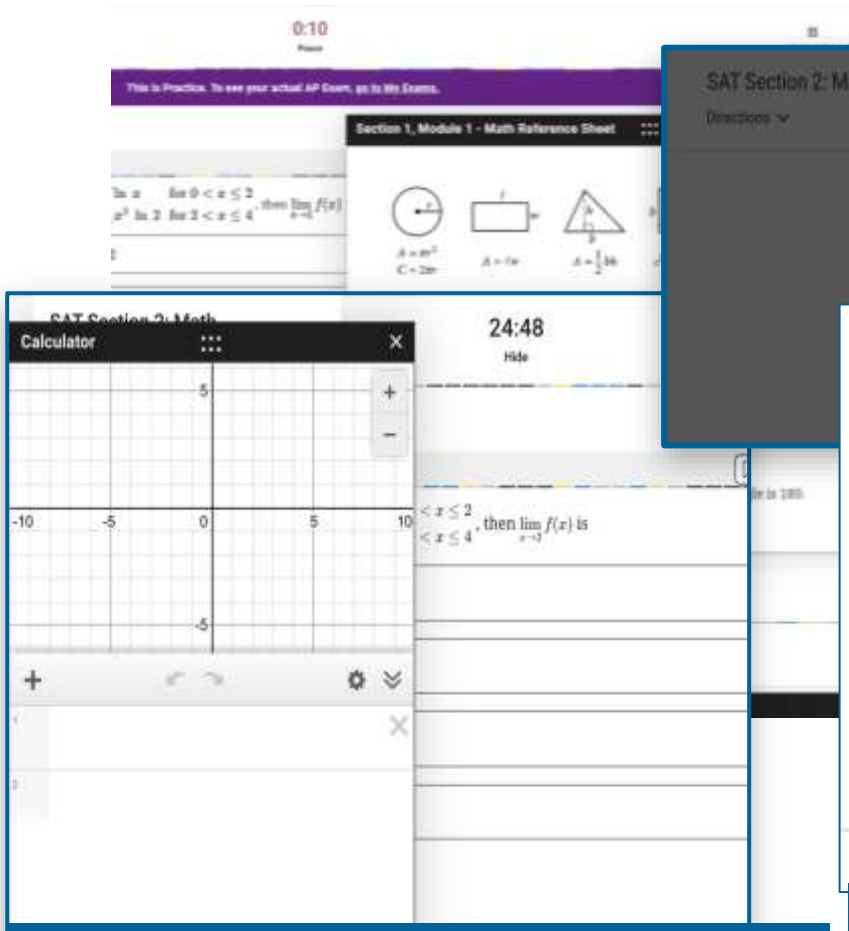
Universal Tools Available to All Students

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

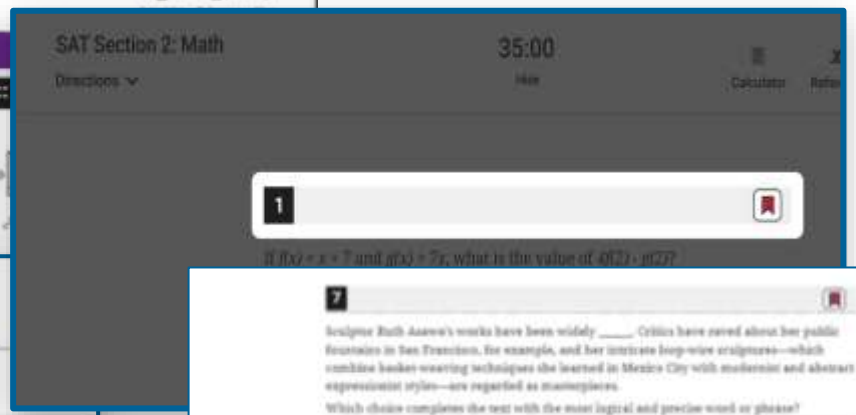
Answer Eliminator (strikethrough)
Question Navigator (review specific questions)
Expand Passage or Item
Student Clock (counts down time for each section and gives a 5-minute warning)

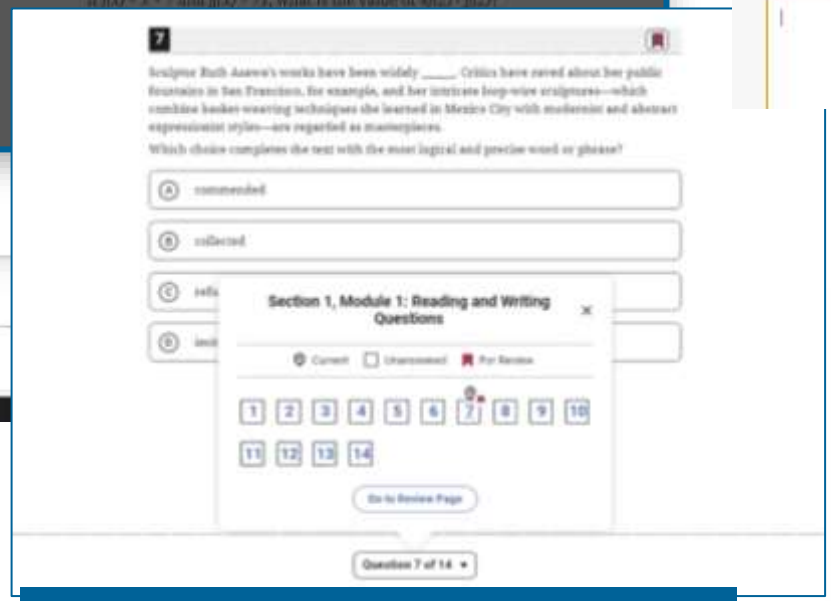
Zoom
Color Contrast
Calculator (Desmos)
Math Reference Sheet
Annotator (highlighter and notepad)
Mark for Review

Bluebook Application Tools

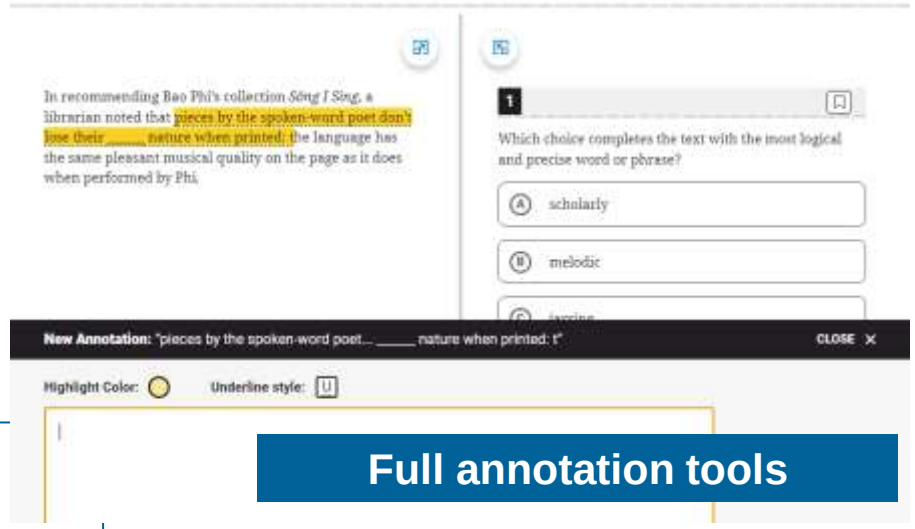


Built-in Desmos graphing calculator & math reference sheets

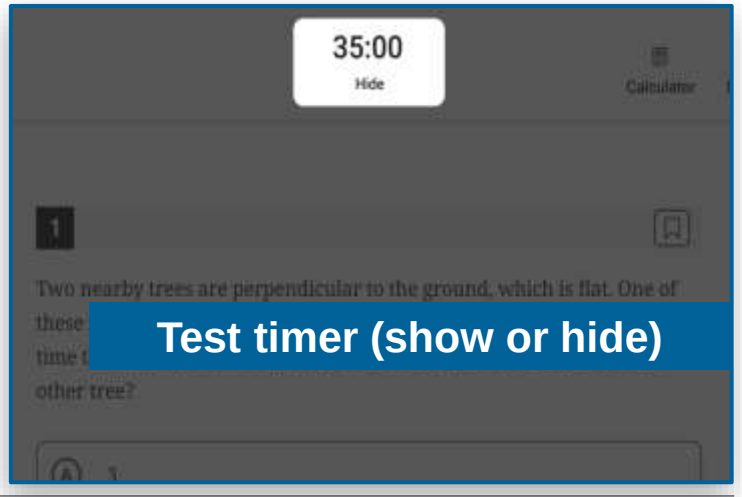




Flag and review



Full annotation tools



Test timer (show or hide)

Commonly Requested Accommodations

Digital SAT and PSAT Testing Time (with Breaks)

Timing	SAT with Essay	PSAT 10 and PSAT 8/9
Standard time	**3 hours 19 minutes**	2 hours 24 minutes
Time and one-half (reading)	5 hours 16 minutes 20 min nutrition break included	3 hours 41 minutes
Time and one-half (math only)	3 hours 59 minutes	3 hours 4 minutes
Double time (reading)	6 hours 43 minutes* 20 min nutrition break included	4 hours 58 minutes 20 min nutrition break included
Double time (math only)	4 hours 34 minutes	3 hours 39 minutes

*Testing over two days – Essay is on day 2.

Timing and Break Accommodations	
Extended Time	Students will receive their approved amount of extended time within the digital exam and will also receive extra breaks. • Extended time for reading will receive extended time for the entire test; • Extended time for math only will receive it only for the Math section. • Extended time and/or breaks will receive an exam configured based on the approved timing accommodation.
Breaks as Needed	Students approved for this accommodation will receive an exam that allows them to pause their exam to take breaks as needed. The pause feature appears below the timer.
Extended Breaks	Students approved for this accommodation will receive an exam with twice the time of the regularly scheduled break applied.
Extra Breaks	Students approved for this accommodation will receive an exam with an extra 5-minute break applied between Module 1 and Module 2 in each section.
Extra and Extended Breaks	Students approved for this accommodation will receive an exam with twice the time of regularly scheduled breaks and a 5-minute break applied between Module 1 and Module 2 in each section.

Break Accommodations (standard testing time)

Standard Breaks	Extended Breaks	Extra Breaks	Extra & Extended Breaks	Breaks as Needed (Standard breaks, with stop-the-clock breaks as needed/requested)
Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1
Reading and Writing Module 2	Reading and Writing Module 2	BREAK – 5 min	BREAK – 10 min	Reading and Writing Module 2
BREAK – 10 minutes	BREAK – 20 minutes	Reading and Writing Module 2	Reading and Writing Module 2	BREAK – 10 minutes
Math Module 1	Math Module 1	BREAK – 10 minutes	BREAK – 20 minutes	Math Module 1
Math Module 2	Math Module 2	Math Module 1	Math Module 1	Math Module 2
BREAK – 5 minutes	BREAK – 10 minutes	BREAK – 5 min	BREAK – 10 min	BREAK – 5 minutes
SAT with Essay	SAT with Essay	Math Module 2	Math Module 2	SAT with Essay
		BREAK – 5 minutes	BREAK – 10 minutes	
		SAT with Essay	SAT with Essay	

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

Reading and Writing Accommodations, continued	
Large-Print Exam Large-Print Answer Sheet Magnification Device (electronic/non-electronic)	If already approved for paper testing large print, students should use the universal tool for zoom. Students will use the zoom in and out function available through their operating system. If a student requires large print and cannot test digitally, they would to request a paper test accommodation (specify font size) and be approved for large print for digital testing.
Braille with raised line drawings, contracted	Students approved for a braille accommodation will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones. If a student is unable to test using the digital exam, they will need to receive paper testing.
Raised Line Drawings (formerly “braille graphs and figures”)	Students can take the digital exam and use the raised line drawing supplement.
Braille Writer	For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to receive paper testing.

Additional Accommodations	
Four-Function Calculator	There is not a Math with no calculator section. A calculator is built into the digital exam and is a universal tool for all students.
Limited Time	Students will test using the digital exam. They will test over multiple days if the test time exceeds their approved time.
Auditory Amplification/FM System	Students can use their FM system. Students will be allowed to use headphones.
ASL/SEE – Direction Only	Students will receive directions signed in American Sign Language or Signed Exact English. There is no technology solution or system requirements as these are non-embedded accommodations.
Food/Drink/Medication	Students will be permitted to bring food, drink, or medication into the testing room. There is no technology solution or system requirements as these are non-embedded accommodations.

Additional Accommodation Considerations

There are some accommodations which do not require approval for school-day exams.

Unless parents/guardians request otherwise, provide these accommodations to all students for whom they appear on their IEP or Section 504 Plan.

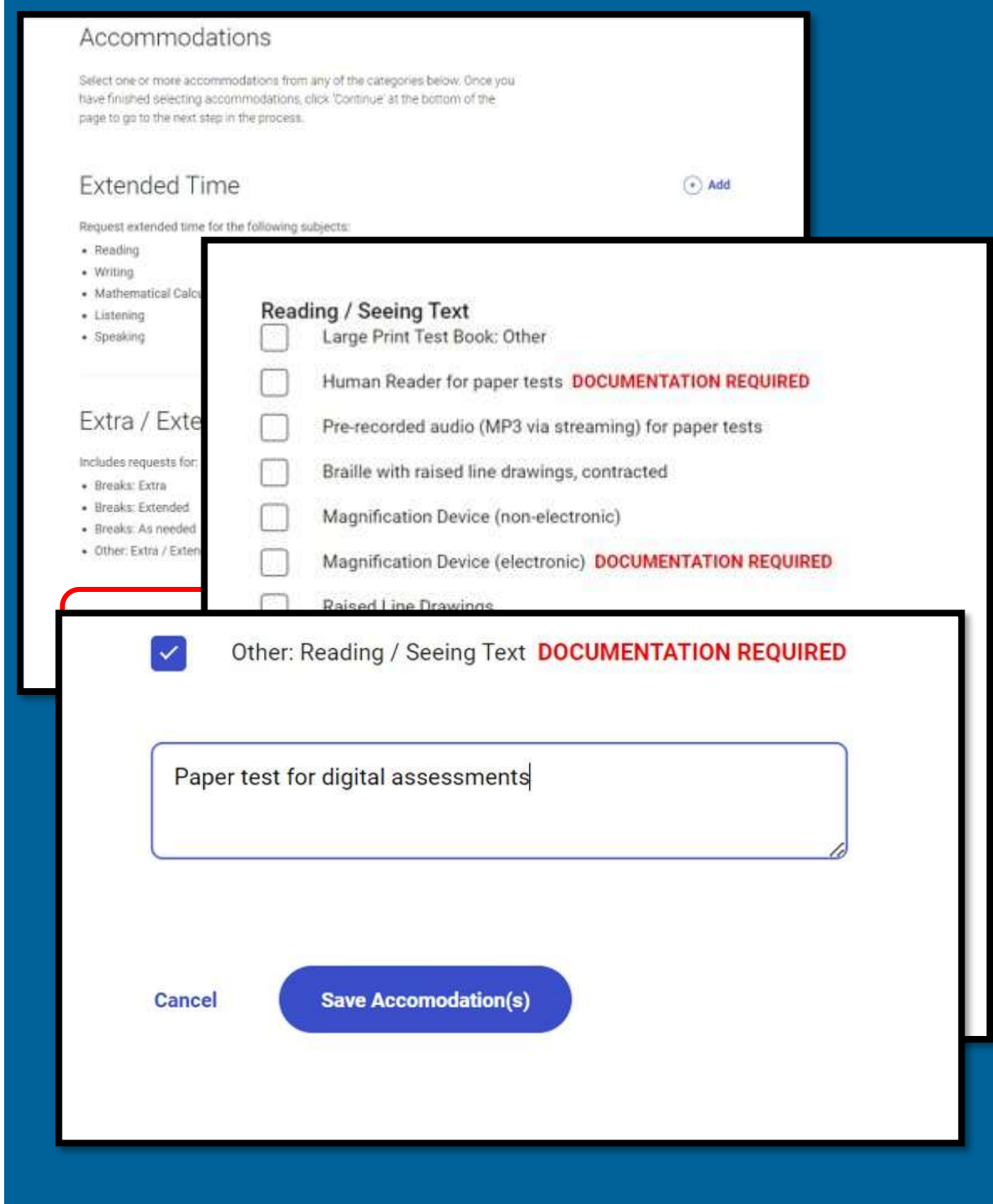
- Small group testing
  - If the school has the space and staff to conduct individual testing for each student, this is permitted.
  - For school-day exams, there is no minimum requirement for the number of students testing together, and no accommodations request is required.
  - For small group testing, College Board typically recommends having 5-10 students in a standard-sized classroom.
  - Students' in-school testing needs will determine their appropriate test setting.
- Preferential seating
- Wheelchair accessibility
- Familiar proctor (cannot be a relative)
- Other modified setting (special furniture)
- Access to nurse/aide during breaks

Paper Accommodations & Digital Testing Equivalents

Approved Accommodation	Digital Testing Equivalent
Human Reader	Screen Reader (Text-to-Speech)
Prerecorded Audio (MP3 via Streaming)	Screen Reader (Text-to-Speech)
Braille with Raised Line Drawings, Contracted	Screen Reader, Refreshable Braille Display
Braille, contracted UEB Technical	Screen Reader, Refreshable Braille Display
Raised Line Drawings	Raised Line Drawings (Screen Reader/Text-to-Speech)
Writer/Scribe to Record Responses	Dictation (Speech-to-Text)
Large Print	Zoom (Universal Tool) - device-dependent for max

Requesting a Paper Testing Accommodation

- Most students will take the digital SAT with Essay, PSAT 10, or PSAT 8/9 test.
- In rare exceptions, a student may not be able to test using a computer. In such cases, the SSD coordinator should request paper testing for these students in SSD Online.
- The paper versions of the digital SAT with Essay, PSAT 10, and PSAT 8/9 are not adaptive tests and are **longer** testing experiences.
- SSD coordinators or other testing staff will need to transcribe a student's paper test responses into Bluebook and then return the paper test materials to College Board.



State-Allowed Accommodations (SAAs)

- State-allowed accommodations should be used only in very rare circumstances because they result in a non-college reportable score.

- State-allowed accommodations must be requested in SSD Online.
  - No documentation is required for these requests.

CollegeBoard

Reviewing and Requesting Accommodations in SSD Online

Accommodation Submissions Best Practices

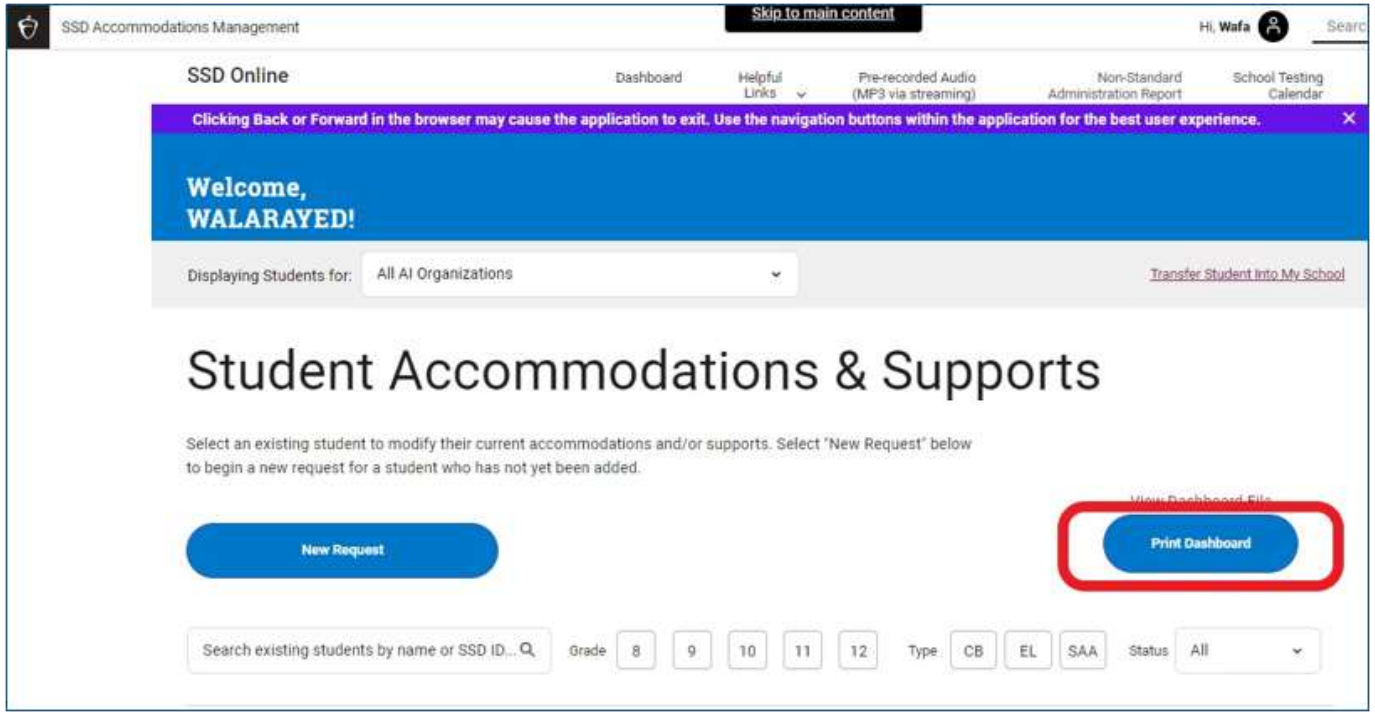
- Start early! Having plenty of time to work on submitting requests makes the process smoother. The deadline is January 30, 2024.
- If possible, discuss test accommodations during IEP/Section 504 Plan meetings so you are clear about student and family expectations.
- Speak to the students and their teachers about the accommodations they are currently using for classroom tests.
- Make sure parents/guardians and students understand differences between College Board tests and classroom tests.
- Carefully review the disability and accommodation categories during the submission process in SSD to avoid selecting the option “Other” if possible.
- Make sure to carefully review and confirm student information before submitting the accommodations request to avoid any typos or other errors.
- Check your SSD Dashboard regularly and be on the lookout for email communications from College Board when decisions for requests have been posted.

Under what conditions should accommodations be requested?

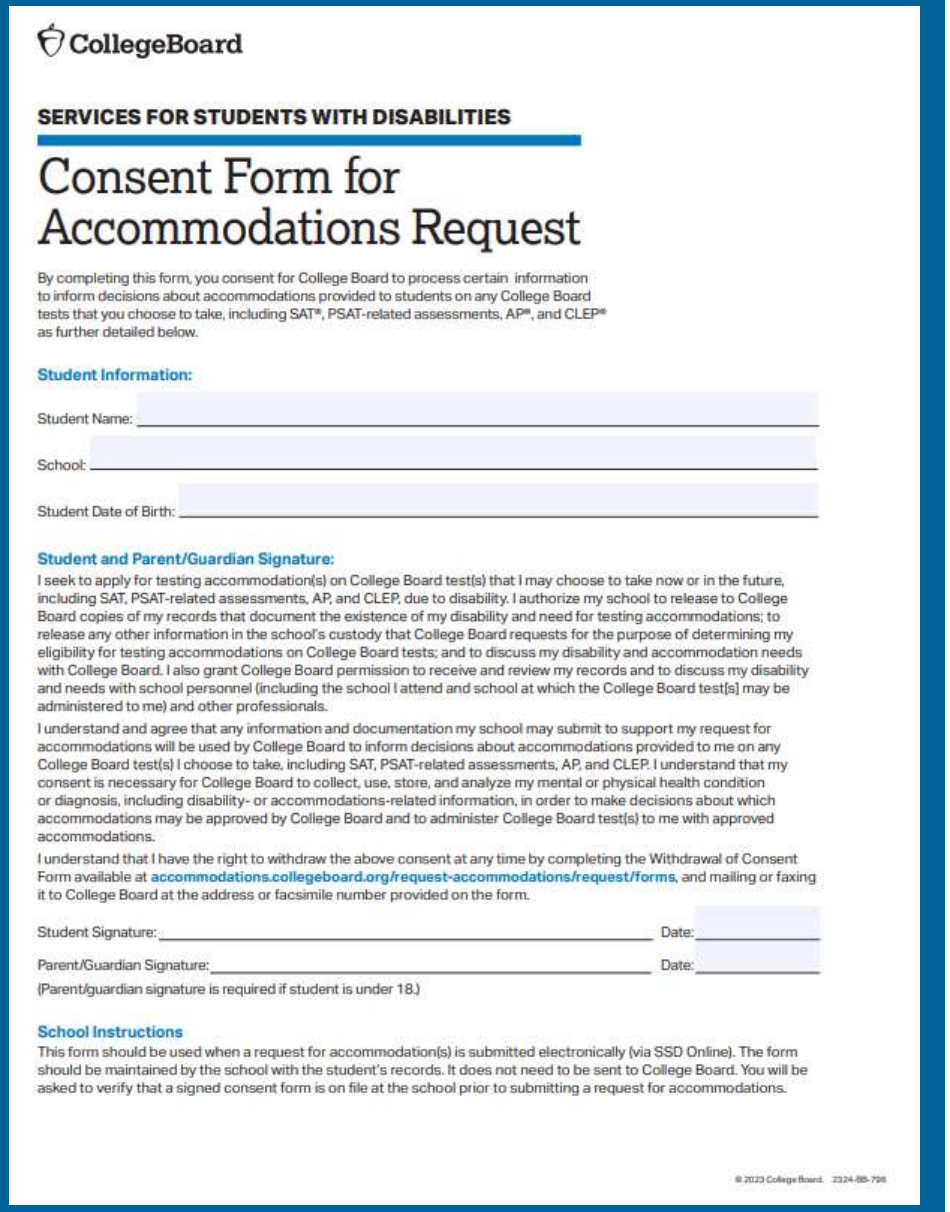
- ❑ Student should have a documented disability.
- ❑ Functional impact should be demonstrated.
- ❑ The submitted documentation (if requested) must show the need for the specific accommodation being requested.

Reviewing Students' Approved Accommodations

- Review the approved accommodations for all students at your school to make sure they still meet students' needs.
- New this year, you can export the SSD Online dashboard to make this process easier.
  - Click the blue "Print Dashboard" button to export the dashboard.
  - Sort and filter data in the .csv file.



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



CollegeBoard

SERVICES FOR STUDENTS WITH DISABILITIES

Consent Form for Accommodations Request

By completing this form, you consent for College Board to process certain information to inform decisions about accommodations provided to students on any College Board tests that you choose to take, including SAT®, PSAT-related assessments, AP®, and CLEP® as further detailed below.

Student Information:

Student Name: _____

School: _____

Student Date of Birth: _____

Student and Parent/Guardian Signature:

I seek to apply for testing accommodation(s) on College Board test(s) that I may choose to take now or in the future, including SAT, PSAT-related assessments, AP, and CLEP, due to disability. I authorize my school to release to College Board copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that College Board requests for the purpose of determining my eligibility for testing accommodations on College Board tests; and to discuss my disability and accommodation needs with College Board. I also grant College Board permission to receive and review my records and to discuss my disability and needs with school personnel (including the school I attend and school at which the College Board test[s] may be administered to me) and other professionals.

I understand and agree that any information and documentation my school may submit to support my request for accommodations will be used by College Board to inform decisions about accommodations provided to me on any College Board test(s) I choose to take, including SAT, PSAT-related assessments, AP, and CLEP. I understand that my consent is necessary for College Board to collect, use, store, and analyze my mental or physical health condition or diagnosis, including disability- or accommodations-related information, in order to make decisions about which accommodations may be approved by College Board and to administer College Board test(s) to me with approved accommodations.

I understand that I have the right to withdraw the above consent at any time by completing the Withdrawal of Consent Form available at accommodations.collegeboard.org/request-accommodations/request/forms, and mailing or faxing it to College Board at the address or facsimile number provided on the form.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(Parent/guardian signature is required if student is under 18.)

School Instructions

This form should be used when a request for accommodation(s) is submitted electronically (via SSD Online). The form should be maintained by the school with the student's records. It does not need to be sent to College Board. You will be asked to verify that a signed consent form is on file at the school prior to submitting a request for accommodations.

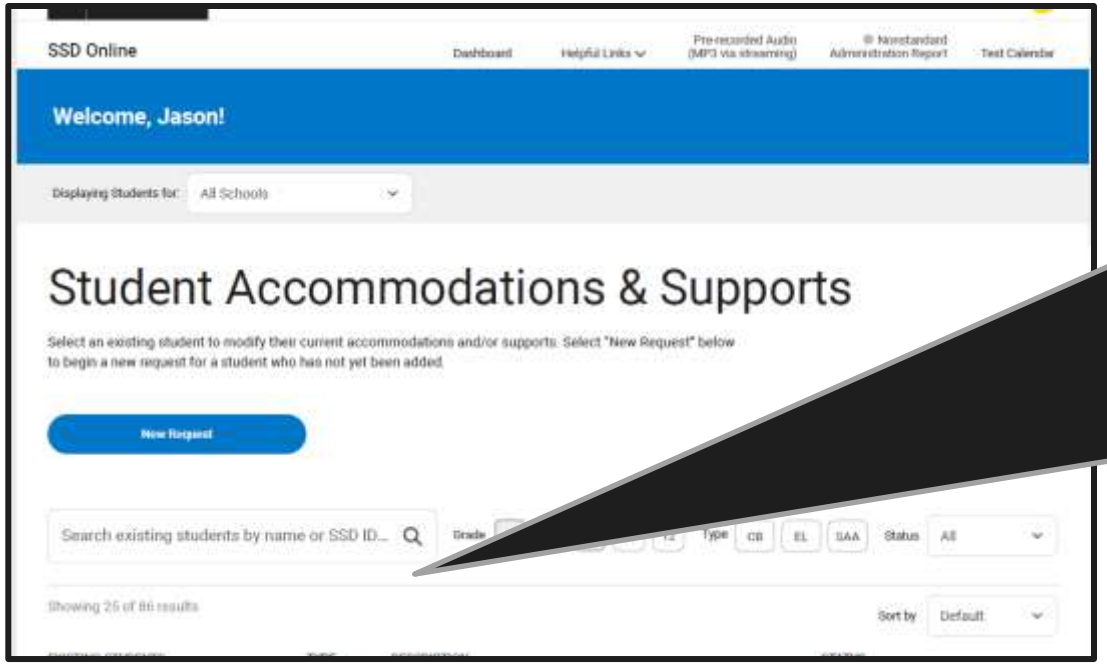
© 2023 College Board. 2324-BB-796

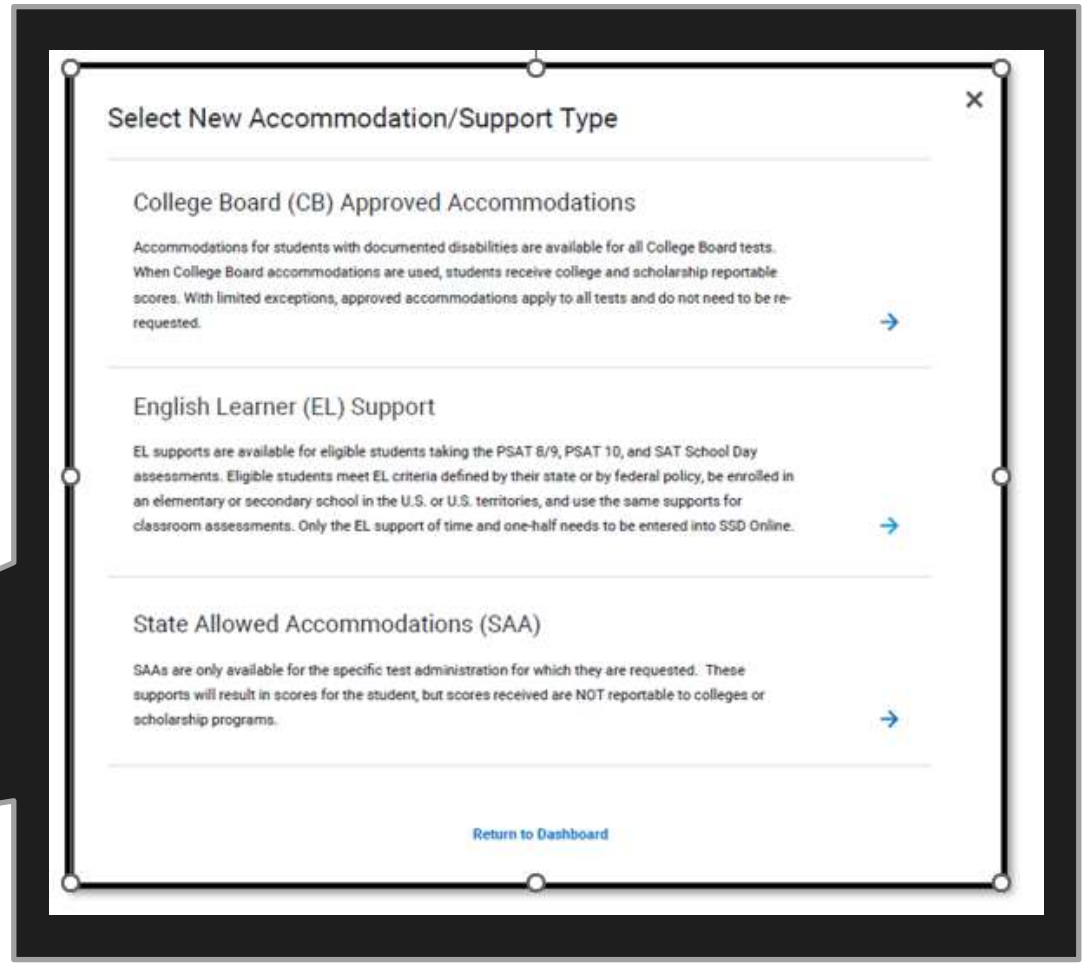
Submit a New Request

- Before submitting a new request for accommodations for College Board tests, schools must obtain consent to share the student's information with College Board.
- If you do not have parent/guardian approval through the student's IEP or Section 504 Plan, a consent form is available for your use at https://www.isbe.net/Pages/sat-psat.aspx in the section titled English Learners (EL) and Students with Disabilities Information.
  - A parent/guardian must provide consent for students under age 18.
  - The student can provide consent if age 18 or older.
- Verification of consent will be requested during the online process.
- Email or phone consent is acceptable if this is allowable by district policy and is documented.

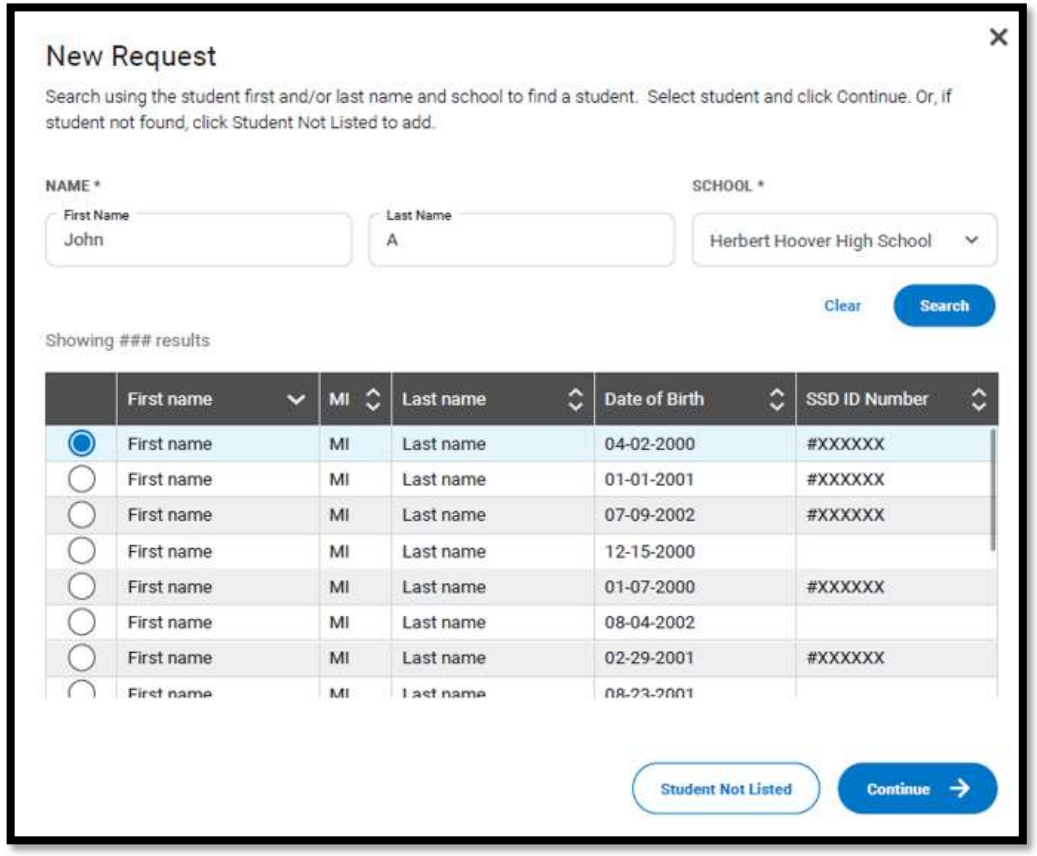
Submit a New Request

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





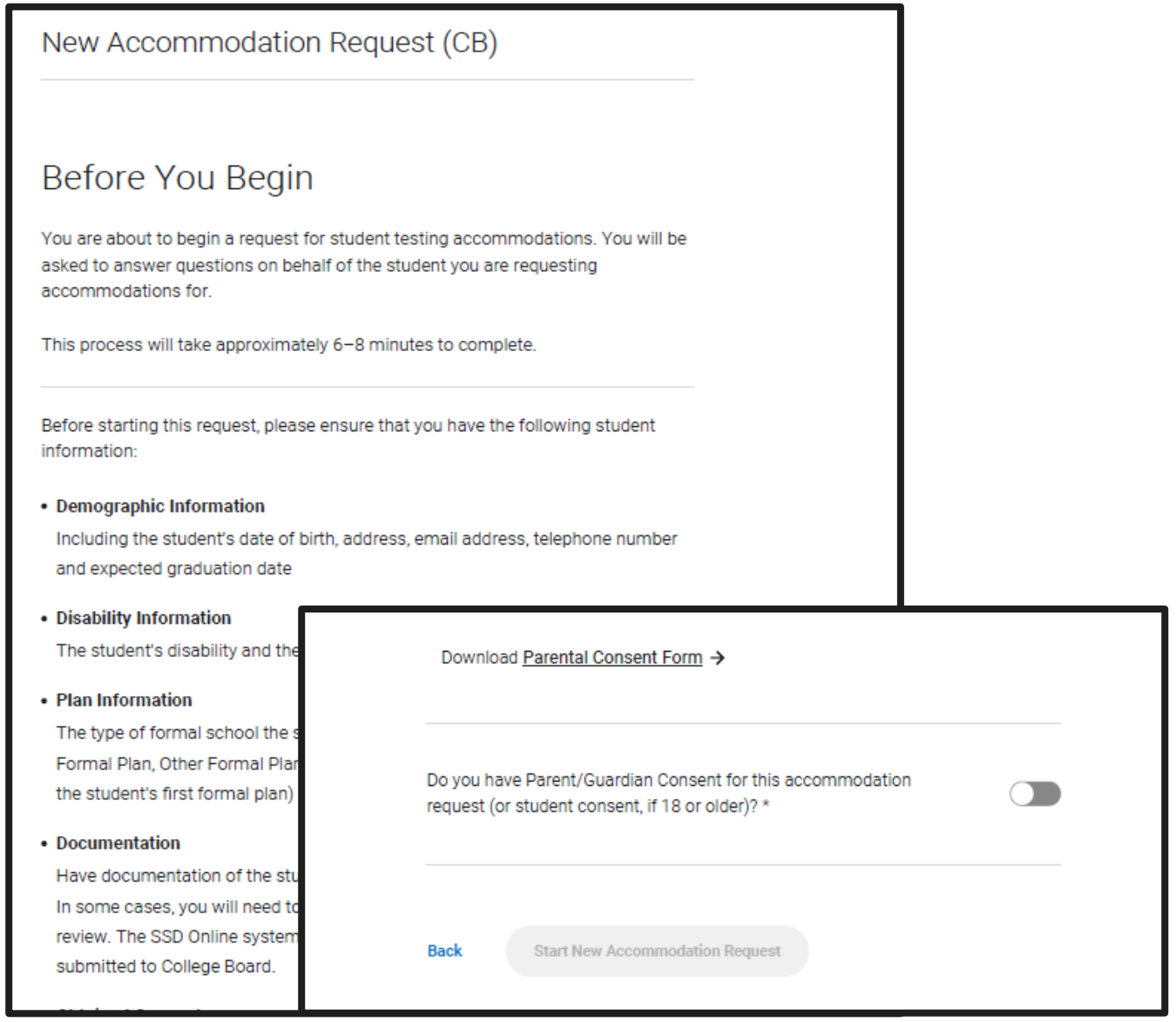
Submit a New Request



- You will search to find a student to see if a record already exists for that student at your school. It will only search records associated with your AI code.
- If the student is found, you will continue.
- If the student is not found, select Student Not Listed to enter student information.

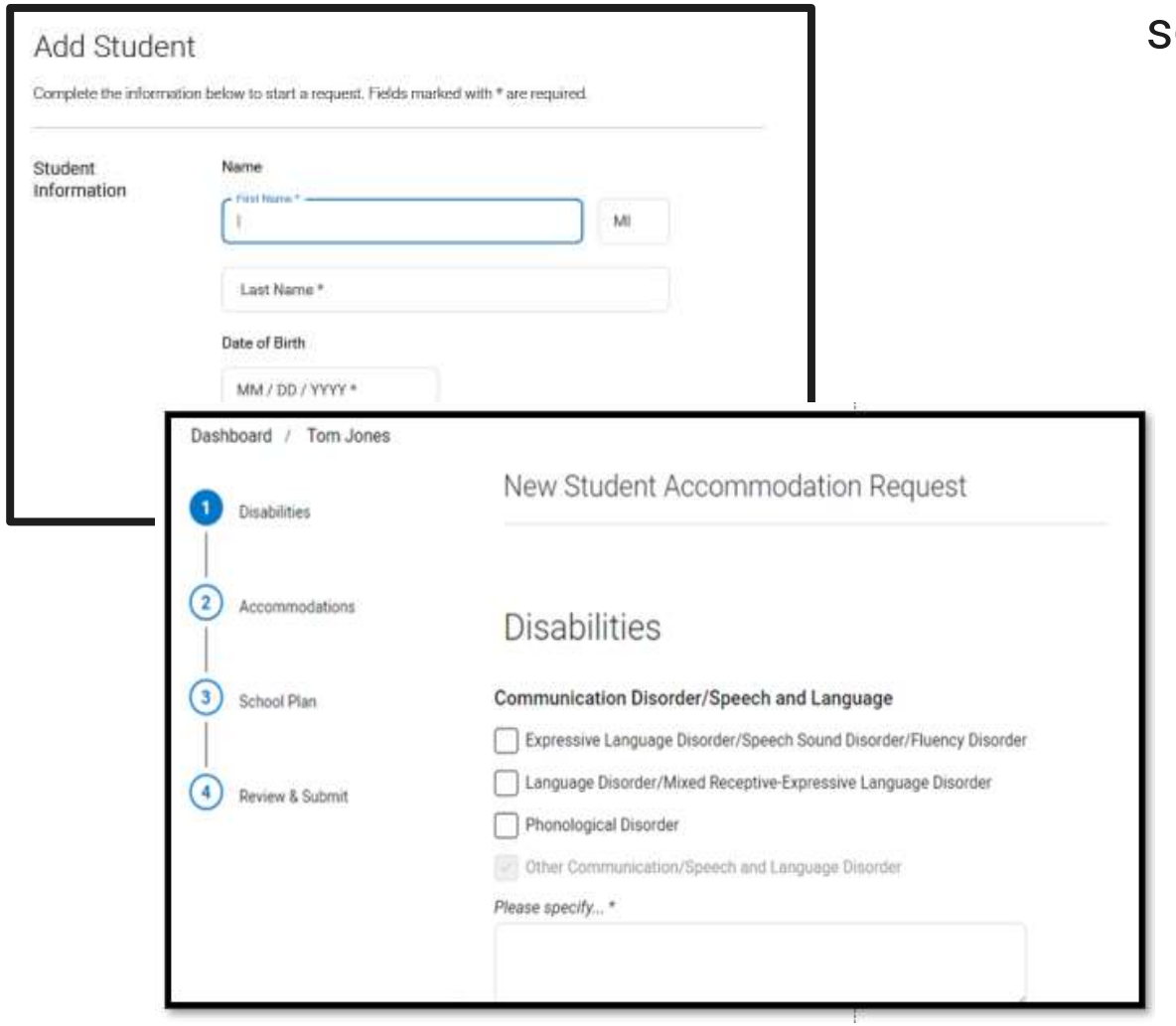
Submit a New Request

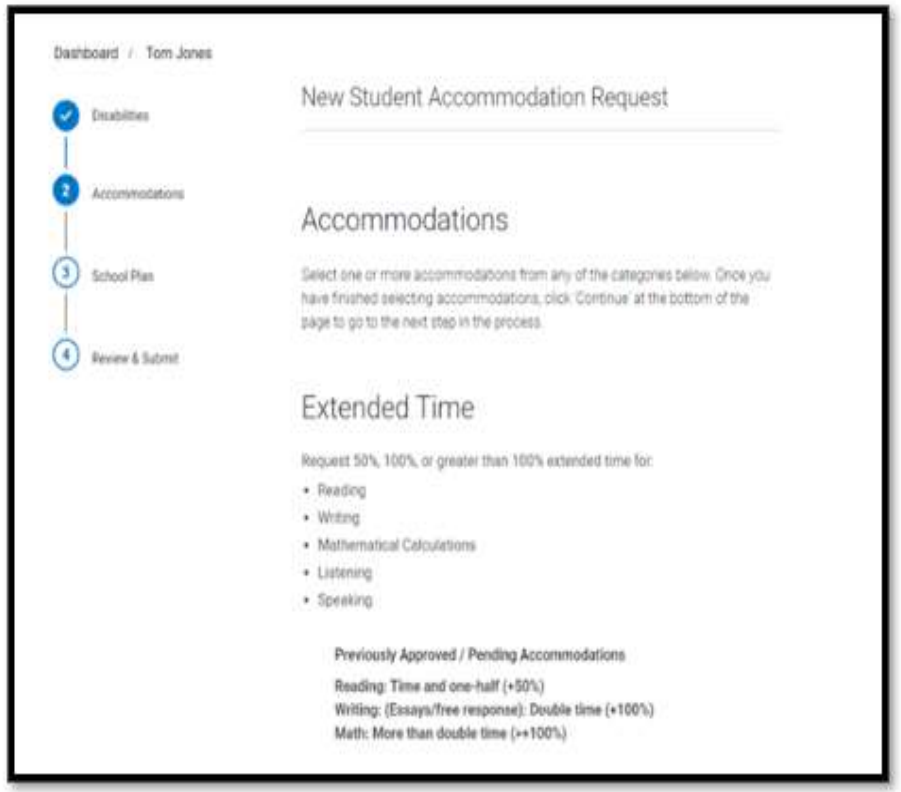
- You will be asked to answer questions on behalf of the student for whom you are requesting accommodations.
- Confirm that you have parent/guardian or student consent.



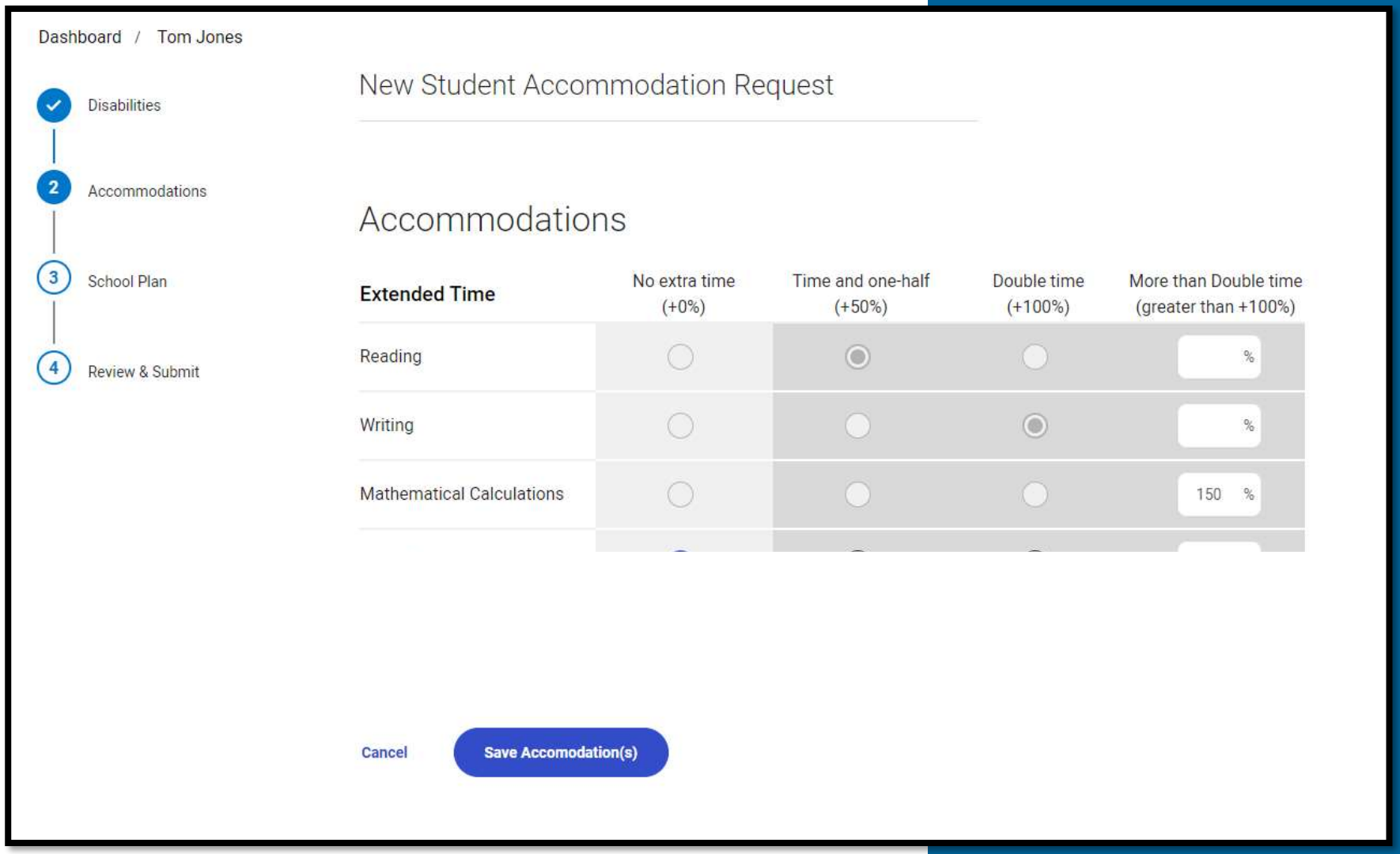
Submit a New Request

- If the student was not found associated to your school, you will now enter student information.





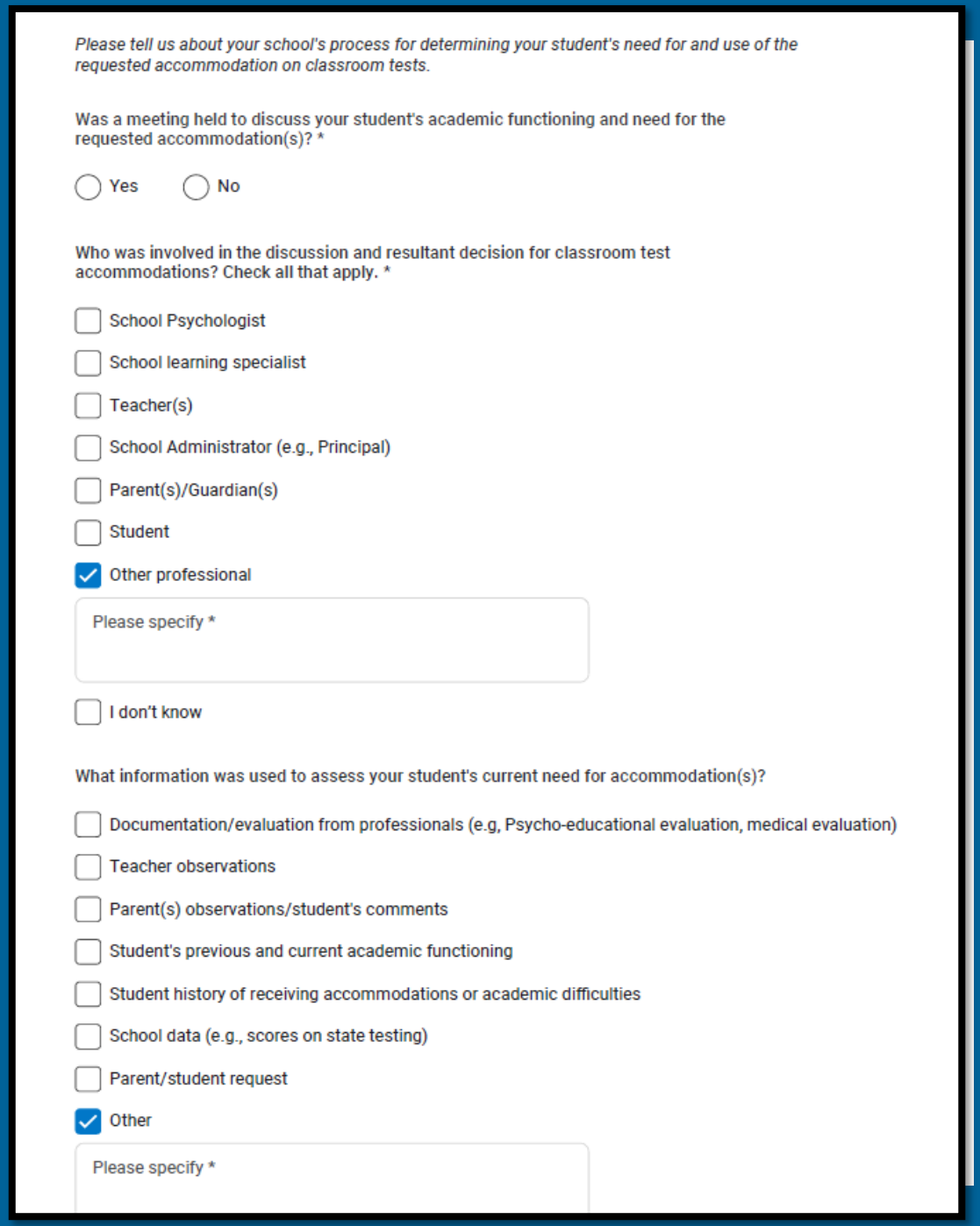
Select the Accommodation(s)



- Extended Time
- Extra/Extended Breaks
- Reading/ Seeing Text
- Recording Answers
- Modified Setting
- Other

Enter School Plan Information

- Answer questions about the student's plan.
- Indicate if the requested accommodations are in the plan and used on classroom tests.
- Provide information about the process for determining the student's need.
- Upload documentation, if requested.



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

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

◯ Yes ◯ No

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

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

Please specify *

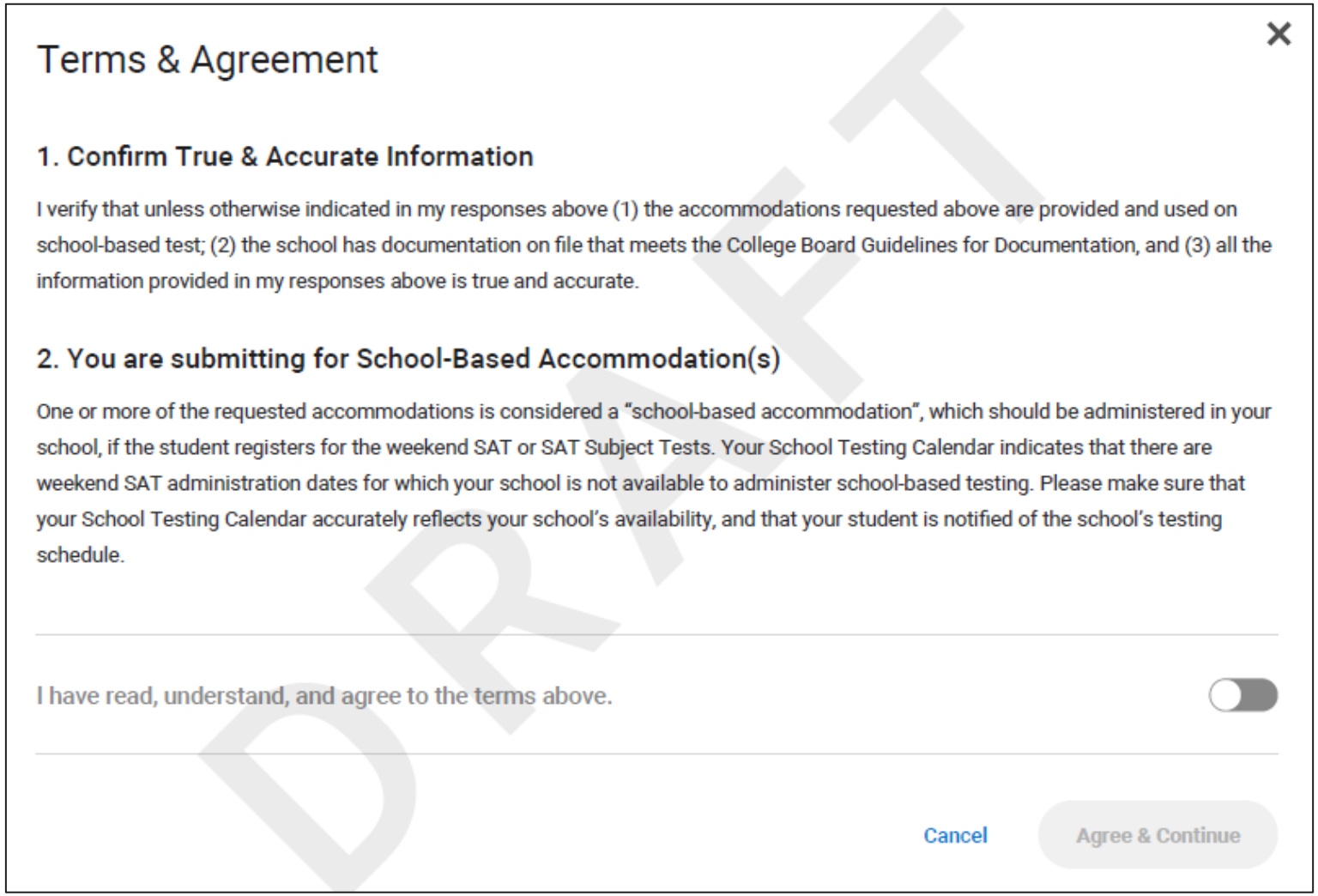
- ☐ I don't know

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

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

Please specify *

Terms & Agreement



Screen Readers, Text-to-Speech, and Speech-to-Text

Screen Readers and Text-to-Speech (TTS)

Screen readers are specifically designed to serve the visually impaired, who require assistance navigating from page to page and help with the text and non-text elements on a screen, such as buttons, images, etc. Screen readers also convert digital text to braille for students who use a refreshable braille device.

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

Using Screen Readers

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

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

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

JAWS Training Page

NV Access Support Page

Using Text-to-Speech (TTS)

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

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

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

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

Using Screen Reader and TTS Technology

- Students will receive an exam format enabled with time and one-half (+50%) extended time.
- Configure required settings **before** opening the Bluebook app for test preview or full-length practice **and before checking in on exam day**.
- On exam day, a student won't be able to adjust settings after starting the check-in process in the Bluebook app.
- Screen reader/TTS is **not** embedded in Bluebook. The student should use a technology that is already known to and comfortable for them through classroom use.

Chromebooks and TTS

Chrome OS (Chromebooks)

To ensure that students are able to access the device's built in TTS and/or other accessibility features for the Bluebook exam application, the Floating Accessibility Menu should be enabled on specific devices used by these students. It is not available by default.

ChromeVox or Select-to-Speak can be used.

For more information about how to enable accessibility features for Chromebooks visit College Board's Screen Readers and Text-to-Speech webpage.

Chromevox Tutorial

Windows Devices and TTS

Windows Operating Systems 10 or 11

To use text-to-speech on Windows devices, students can use the keyboard controls to start and stop narration.

For more information about how to enable accessibility features for Windows devices, visit College Board's Screen Readers and Text-to-Speech webpage.

Windows Narrator Complete Guide

macOS and iOS

Mac operating systems (macOS and higher)
iOS devices (versions 14-16). Do not use iOS17.

To ensure students using Apple devices can access TTS and other accessibility features on the Bluebook exam application, enable the settings menu, select accessibility, then choose the desired accessibility feature.

Spoken Content or Apple VoiceOver can be used.

For more information about how to enable accessibility features for Macs and iPads, visit College Board's Screen Readers and Text-to-Speech webpage.

Apple Spoken Content Tutorial

Speech-to-Text

Voice recognition or speech-to-text (STT) technology transcribes a student's spoken words into text for item responses in a digital exam. Students approved for this technology or for writer/scribe may use STT technology for digital exams and will test in a 1:1 setting.

Word prediction must be disabled for STT technology.

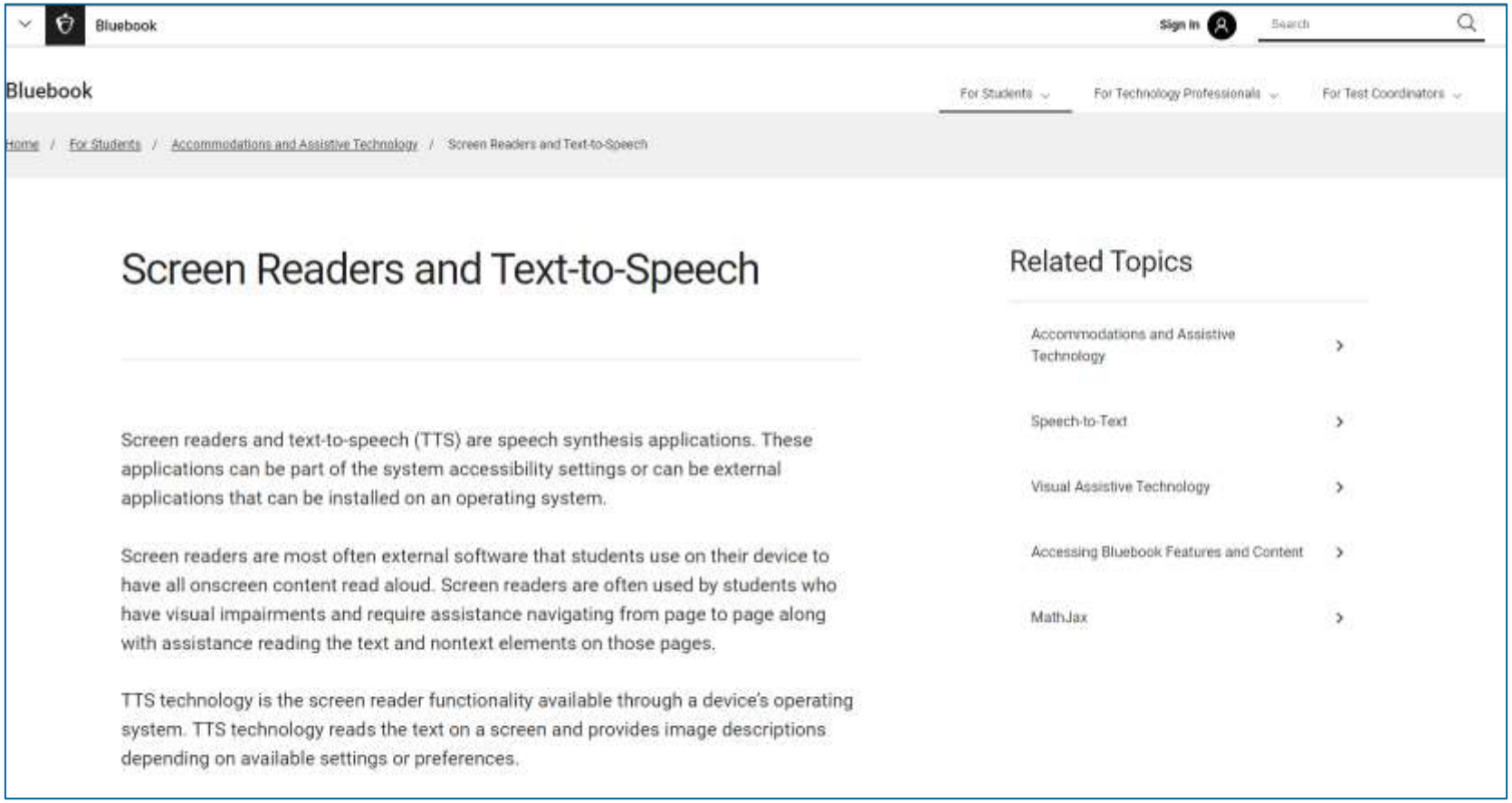
Supported STT/dictation applications for Bluebook are:

- Apple Voice Control (Operating System)
- Chromebook Dictation Operating System)
- Windows Speech Recognition/Dictation (Operating System
- Dragon Naturally/Speaking (3rd Party Software)

For the most current information on speech-to-text applications, including guides and custom documentation, visit https://bluebook.collegeboard.org/students/accommodations-and-assistive-technology/speech-to-text.

Screen Reader, TTS, and STT Information

For comprehensive and up to date information, visit College Board's Screen Readers and Text-to-Speech webpage.



Human Reader for Digital Exams

- If a student's needs are not met using screen reader or TTS, an SSD Coordinator can request Human Reader for Digital Exams for that student.
  - Student takes the test digitally.
  - Human Reader will read the content of the test from the computer screen.

- If a student needs a scribe to enter answers into Bluebook, a scribe also must be requested.

- This accommodation is administered in a 1:1 setting.

- A student using this accommodation will take the online digital test.

CollegeBoard

Sample Scenarios for Requesting Accommodations

Scenario 1

The student receives extended time on classroom tests as per their IEP. The student sometimes uses additional time to complete the test, but they often use that time to take additional breaks during testing.

- Points for consideration:
  - Does the student need more “on-the-clock” time for testing?
    If yes, then an extended time accommodation may be appropriate for the student.
  - Does the student need more ”off-the-clock” time to take breaks during testing?
    If yes, then a break accommodation may be appropriate for the student.
  - No self-pacing. The student must use the complete alotted time

- Before requesting accommodations, you may want to discuss the student’s needs with the student and their parents/guardians.
  - Note: It may be helpful for this student to try out the extended time accommodations by taking a practice test online in Bluebook.

Scenario 2

The student uses large print instructional materials in class, as per their IEP.

- Before requesting accommodations, you may want to discuss the student's needs with the student and their parents/guardians.
  - It may be helpful for this student to try out the universal tools in Bluebook, specifically the zoom in/out tool, by taking a practice test online with the appropriate monitor.
  - A larger screen/monitor, such as a TV, may be more appropriate for this student's needs.
  - Depending on the individual need and severity of the disability, paper testing may be appropriate in some rare instances.

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

Scenario 3

The student has a human reader accommodation for tests, as per their IEP.

- In most cases, students who have a human reader accommodation will test digitally using screen reader or TTS.

- Before requesting accommodations, you may want to discuss the student's needs with the student and their parents/guardians.
  - It may be helpful for this student to try out their device's TTS or screen reader tools by taking a practice test online in Bluebook.
    - If this meets the student's needs, request screen reader/TTS for the student.
    - If this **does not** meet the student's needs, it may be best to request human reader for digital testing.
      - Note: A human reader accommodation will require 1:1 testing with a proctor who will read the test to the student from the computer screen and respond for the student on the computer.

CollegeBoard

English Learner (EL) Supports for Digital Testing

English Learner (EL) Supports for Digital Testing

EL Time and One-Half (+50%)

- Using this support results in a college-reportable score for students.
- Students receive Time and One-Half (+50%) extended time on **each section of the test**.
- Students must sit for the entire time allotted. They cannot go ahead in the test even if they are the only one testing.
- Students using this support may be tested with other students using the same timing.
- This support must be submitted in SSD Online by the published deadline in order for the student to receive the correct test package.
- EL Supports expire annually and must be renewed.

English Learner (EL) Supports for Digital Testing

Using these supports will result in a college-reportable score for students. They do not have to be requested in SSD Online.

Translated Test Directions

- Printed versions of the test directions can be downloaded by educators in February 2024 and distributed to students on test day as needed.
- Languages available include Albanian, Arabic, Bengali, Chinese/Mandarin, French, Gujarati, Haitian Creole, Hindi, Mexican Spanish, Pashto, Polish, Portuguese, Russian, Spanish, Ukrainian, Urdu, and Vietnamese.
- Other languages can be supported “on the fly” by approved translators.

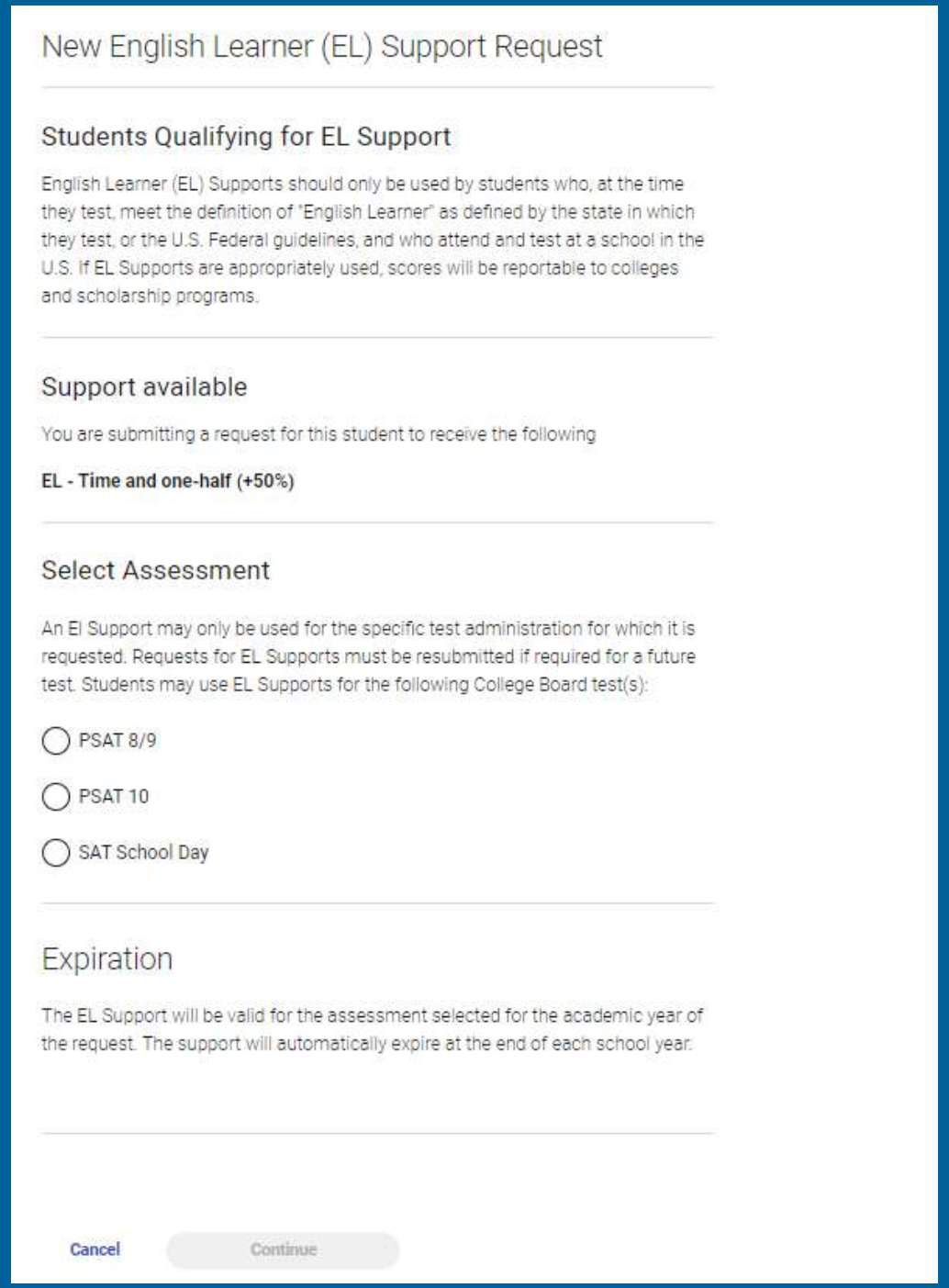
Word-to-Word Bilingual Dictionaries

- The list of approved dictionaries can be found on College Board’s website.

Requesting English Learner Supports

- EL time and one-half must be requested in SSD Online annually.
  - No documentation is required.

- Use of translated test directions and approved word-to-word bilingual dictionaries **does not** require a submission in SSD Online.



Resources

Need Assistance?

College Board Customer Support
SAT with Essay, PSAT 10, and PSAT 8/9
(866) 688-9995

College Board Email Support
ILSAT@collegeboard.org

ISBE Support
https://www.isbe.net/Pages/sat-psat.aspx
(866) 317-6034
assessment@isbe.net

Additional SSD Training
Live Webinars

- February 20, 2024 (1:00pm)
- February 21, 2024 (10:00am)
- February 22, 2024 (1:00pm)

Registration links to come!

Questions & Answers

Thank you!

CollegeBoard