
SAT Accommodations Overview

November 16, 2016

Brought to you by the College Board and
the Illinois State Board of Education

Agenda

- ▶ Our goal today is to provide an overview for school staff to prepare you for the spring 2017 SAT administration.
 - ▶ Activities before, during, and after test day
 - ▶ Review of the College Board Accommodations Request Process
 - ▶ Review of the State Allowed Accommodations Request Process
 - ▶ Q&A

Terminology

- ▶ Test Center Supervisor – is responsible for all aspects of the SAT administration at the school
- ▶ Services for Students with Disabilities (SSD) Coordinator – is responsible for overseeing all aspects of the SAT administration for students testing with accommodations; there is one “primary” SSD Coordinator but more SSD Coordinators can assist
- ▶ Associate Supervisor – is responsible for test administration
- ▶ Proctor – is responsible for assisting the associate supervisor with monitoring students in the testing room
- ▶ Hall Proctor– is responsible for monitoring the hallways on test day
- ▶ Principal – is responsible for appointing testing staff and receives general information about test day activities

Services for Students with Disabilities Coordinator Role

The Services for Students with Disabilities (SSD) Coordinator is responsible for:

- ▶ Being the school's liaison with the College Board's Services for Students with Disabilities office and submitting accommodation requests for all students who request them at his/her school.
- ▶ Administering the test to students who have accommodations that appear on the Non-Standard Administration Report (NAR).
- ▶ Schools will identify a primary SSD Coordinator. To establish themselves as an SSD Coordinator, the person will need to:
 - ▶ Have a College Board Professional Account
 - ▶ Complete the SSD Coordinator Form, found on collegeboard.org/ssd
 - ▶ Receive an access code to link your SSD Online access to your College Board professional account.

Key Dates

Activity	Audience	Timeline
Deadline for staff and test center setup	Principals	11/16/16
Offsite Testing Requests	Test Center Supervisor	11/16/16-12/15/16
Question & Answer Session	Test Center Supervisor SSD Coordinators	Early-December
Confirmation and Notification of AI and Test Center Codes	Test Center Supervisor	December 2016
Deadline to verify Pre-ID Information in ISBE Student Information System (SIS)	Districts/Schools	1/20/17
Accommodations Request Window	SSD Coordinator	Now - 2/15/17
State Allowed Accommodations Request Window	SSD Coordinator	1/1/17-4/17/17
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/9/17-3/22/17

Key Dates

Activity	Audience	Timeline
Answer Sheets and Pre-ID labels arrive in schools.	Test Center Supervisor	3/6/17-3/8/17
Pre-administration Session	Test Center Supervisor	3/10/17-4/4/17
Secure Materials Arrive at Schools	Test Center Supervisor SSD Coordinator	3/29/17-3/31/17
Initial Administration Date	Test Center Supervisor SSD Coordinator	4/5/17
Deadline to Submit Makeup Material Request	Test Center Supervisor	4/7/17
Accommodated Testing Window (for students on the NAR)	SSD Coordinator	4/5/17-4/18/17
Makeup Administration	Test Center Supervisor	4/25/17
Final date to ship answer sheets for scoring	Test Center Supervisor SSD Coordinator	4/28/17

College Board System Access & Permissions

- ▶ A College Board Professional Account is required for all system access.
 - ▶ Each user creates their own account at collegeboard.org
- ▶ SSD Online System
 - ▶ The school SSD Coordinator requests access.
 - ▶ Access requires a principal's signature.
 - ▶ Others may request access with the school principal's approval
- ▶ College Board Online Test Day Training
 - ▶ The Test Center Supervisor will receive access. The Test Center Supervisor may grant access to all test day staff.
- ▶ College Board Reporting Portal
 - ▶ Each school will have an access manager responsible for providing access to school staff

Create a College Board Professional Account

- ▶ Go to www.collegeboard.org

The screenshot displays the College Board website's navigation and account creation interface. At the top, a dark blue header contains links for SAT, PSAT/NMSQT, AP, College Planning, College Search, Professionals, and More, along with a search bar. Below this is a light gray navigation bar with the CollegeBoard logo and links for About Us, Advocacy, Membership, News & Press, and Research. The main content area is split into two columns. The left column features a login/sign-up form with fields for Username and Password, buttons for Sign In and Sign Up, and a link for 'Forgot username or password?'. Below the form is a 'College Search' section with a search bar labeled 'Search by college name'. The right column features a large banner image of a young man with glasses. Below the image, the text reads 'Create Your College Board Account' in a large blue font, followed by 'To get started please tell us a little more about yourself,' and 'I am a Student Or an Education Professional' in a smaller blue font.



Site Establishment

Establishment Process

- ▶ All schools are required to participate in the setup survey.
- ▶ The survey will provide key information allowing College Board to setup your school for the Illinois SAT Administration including:
 - ▶ School Information
 - ▶ Key staff contact information
 - ▶ Relationship between home and serving/testing school
- ▶ As a result of the survey schools will be setup with a high school (AI) code and/or a test center code.
 - ▶ AI Codes are a 6-digit code required to administer College Board exams, apply for student accommodations, and receive students' exam scores. All "home" schools will receive an AI code.
 - ▶ Test Center codes are a 5-digit number representing the testing location. "Home" and "Testing" schools will receive a test center code. (If your school is also a national test site, your test center code will be different.)

Guidelines

- ▶ All eligible students considered to be grade 11 according to state guidelines will participate in the SAT as the statewide accountability test unless they are taking DLM-AA.
- ▶ Students may test at a serving school OR return to their home school to test. Home and Serving schools should coordinate with each other to determine the best testing environment for each student.
- ▶ Home Districts are responsible for ensuring that all enrolled grade 11 students are tested, regardless of their placement. Established SAT Test Centers are responsible for ensuring receipt of all test materials, testing students, and returning test materials for processing.
- ▶ Schools establishing as a SAT Test Center should notify each students' Home District that you will be a test center.

Establishment Process

- ▶ Schools received a notice from College Board about the survey over the past two weeks. If you do not think your school was included, please contact scowley@collegeboard.org.
- ▶ College Board will support off-site testing for schools who request it on the survey. Schools will be contacted with more information about the process.
- ▶ College Board will email Test Center Supervisors a confirmation with their school's AI code and test center code, if applicable in December.



Student Registration & Material Orders

Pre-ID Process

- ▶ ISBE's Role – Register students
 - ▶ ISBE will create a the SAT Pre-ID file for “home” school review. The file will contain the home and testing location for each school to register students for the SAT.
- ▶ School's Role
 - ▶ Review the SAT Pre-ID file.
 - ▶ The Home District must verify that the “Testing School” RCDTS code in the SAT Pre-ID file is correct.
 - ▶ A student's “Serving School” (from the SIS enrollment record) will be used to initially populate the “Testing School”.
 - ▶ The SSD Coordinator will submit accommodations requests for students through College Board's SSD Online system.

Initial Test Day Materials

- ▶ The state provided student data during registration (or pre-ID) and the school requested accommodations will be what College Board uses to determine the quantity and type of materials to be shipped to each school.
- ▶ The initial test date: 4/5/17
- ▶ Schools will receive Pre-ID labels before test day. Staff will place the label on their answer sheet.
- ▶ Students who are not on the SAT Pre-ID file in SIS by January 20, 2017, (e.g. late transfers), will complete a paper registration form on test day.
- ▶ Test material shipments will include testing manuals, test materials, test day forms and other instructions. Overage will be included to address new students.

Accommodated Testing Window Materials

- ▶ Students who are testing with certain accommodations, identified on the Non-Standard Accommodation Report (NAR) will have a testing window.
- ▶ The Accommodated Testing Window for students on the NAR is:
 - ▶ 4/5/17 – 4/18/17
- ▶ Students testing with accommodations over 2-days should test on consecutive days. All testing must be complete by 4/18/17.
- ▶ There is no additional makeup testing date.

Makeup Test Day Materials

- ▶ Students, not testing in the accommodated window, who miss the initial test date will test on the makeup test date.
- ▶ Immediately prior to the initial test day, Test Center Supervisors will be emailed requesting a count of the students requiring makeup materials.
 - ▶ Schools must respond to the makeup email by 4/7/17 in order to receive materials.
- ▶ SAT – Makeup 4/25/17
 - ▶ New SAT test materials will be sent for all students testing on the makeup test date.

The background is a solid blue color. On the left side, there is a white, stylized outline of a hand holding a pen, positioned as if writing. The word "Accommodations" is written in white, bold, sans-serif font across the middle of the image, overlapping the hand graphic.

Accommodations

Supports & Accommodations

Supports Available to all Students

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

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
- State Allowed (non-college reportable)

Accommodations

- ▶ The College Board is committed to making sure that students with disabilities can take the exams with the accommodations they need, and will consider all requests to ensure that we measure students' academic abilities, regardless of their disabilities.
- ▶ All accommodations requests will be submitted through our SSD Online system. There are two types:
 - ▶ College Board Accommodations: Students with approved accommodations will receive college reportable scores. Once approved for accommodations, with limited exceptions, a student remains approved for all College Board tests.
 - ▶ State Allowed Accommodations (SAA): These are state specific accommodations defined by ISBE. Students, schools and the state will receive scores, however the scores are not college reportable. These accommodations apply to state testing only and are requested for each state administration.

SSD Online – College Board Accommodations

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

Accessing SSD Online

- ▶ SSD Coordinators from other College Board testing will already have access to SSD Online.
- ▶ Once any new SSD Coordinator(s) are identified they should request access to the SSD Online system.
- ▶ To access the system, the SSD Coordinator will need to:
 - ▶ Have a College Board Professional Account
 - ▶ Complete the SSD Coordinator Form, found on www.collegeboard.org/ssd
 - ▶ Receive an access code to link your SSD Online access to your College Board professional account (First time only). May take 1-2 days to receive the access code.
 - ▶ A school may have multiple SSD Coordinators.



Requesting College Board Accommodations

What is the Application Process?

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

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

30 Students 25 per page ◀ ▶

Create Eligibility Roster
Submit Eligibility Form

[Create AP Nonstandard Administration Report >](#)
[How to complete AP NARs >](#)

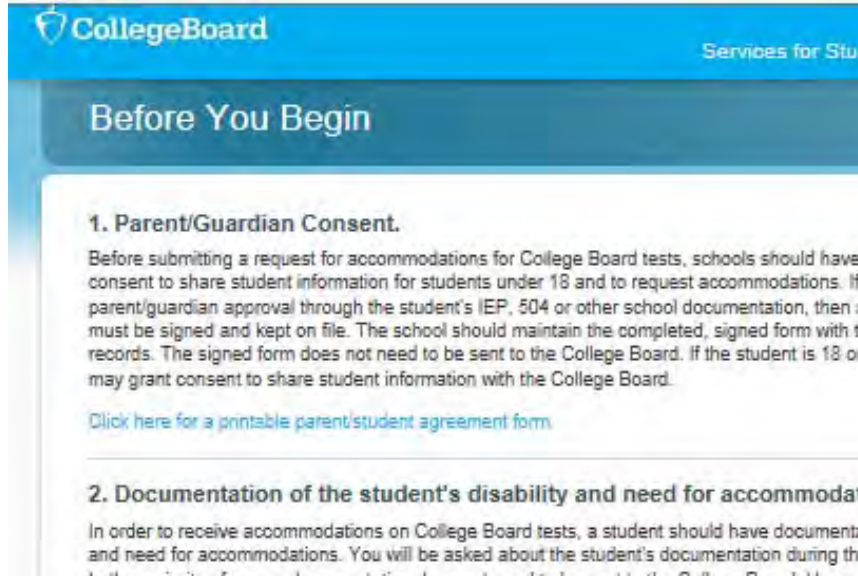
Narrow by: AI Code ALL AI | All Statuses | All Accommodations | All Dates | [Clear all Reload](#) | 🔍

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

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

What is the Application Process?

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



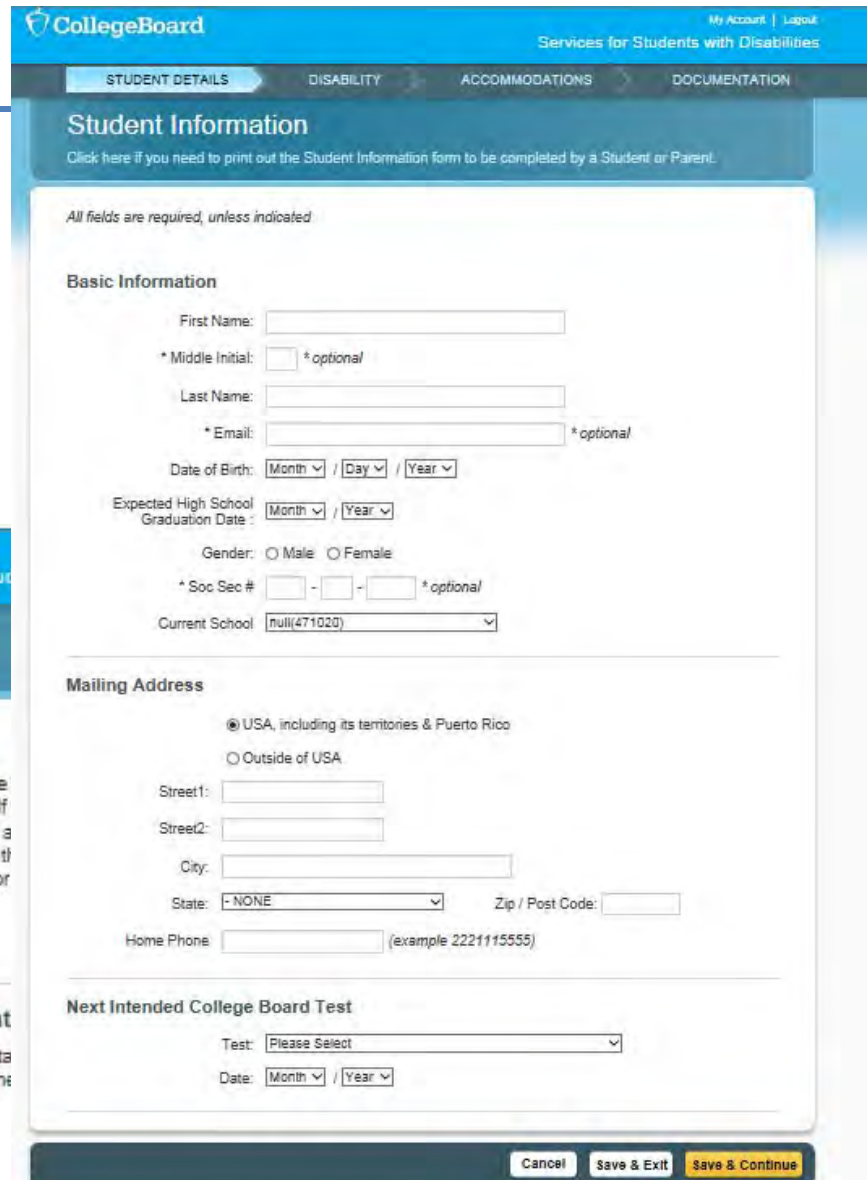
The screenshot shows the 'Before You Begin' section of the CollegeBoard website. It features two numbered steps:

- 1. Parent/Guardian Consent.**

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

[Click here for a printable parent/student agreement form.](#)
- 2. Documentation of the student's disability and need for accommodations**

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



The screenshot shows the 'Student Information' form on the CollegeBoard website. The form is titled 'Student Information' and includes a link to print the form. It contains the following sections:

- Basic Information**

All fields are required, unless indicated

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 222115555)
- Next Intended College Board Test**

Test:

Date: /

At the bottom of the form, there are three buttons: 'Cancel', 'Save & Exit', and 'Save & Continue'.

What is the Application Process?

- ▶ Answer questions about the student's disability.

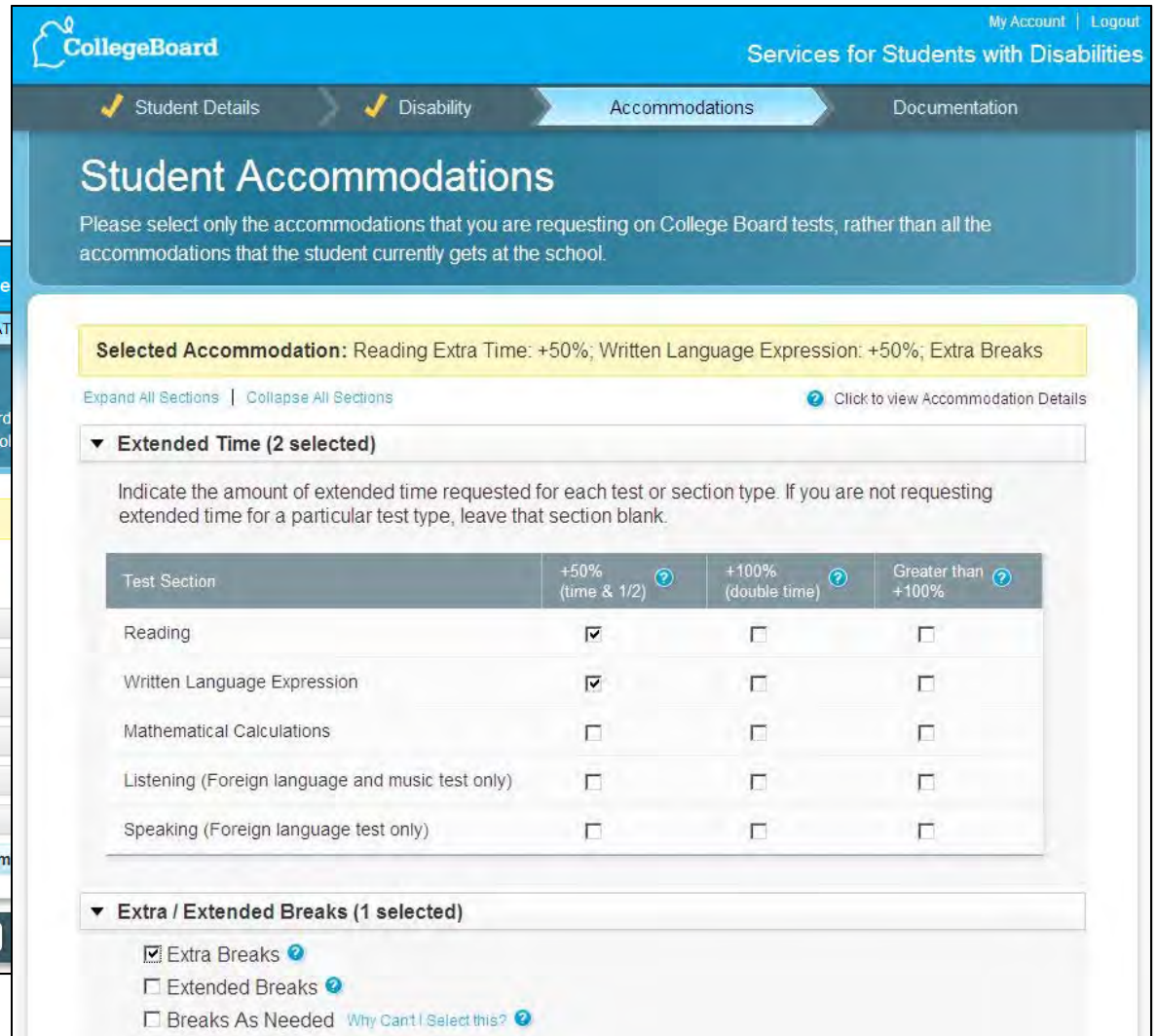
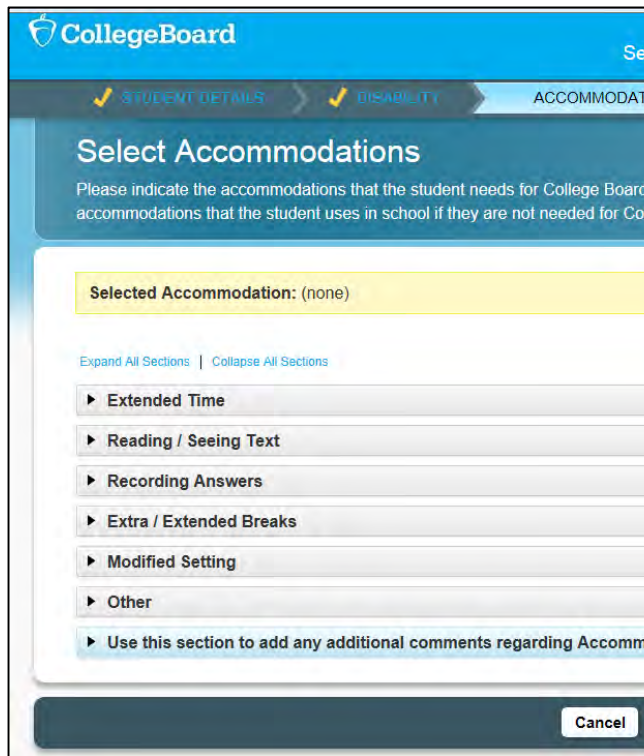
The screenshot shows the 'Confirm Selected Disabilities' page. It features a table with two columns: 'Disability' and 'Time Period First Occurred'. Two disabilities are listed: 'Attention-Deficit/Hyperactivity Disorder, Combined Type' and 'Generalized Anxiety Disorder'. For each, there are radio buttons for 'Within the past 4 school years' and 'Longer than 4 school years'. A 'Select Another Disability' button is at the bottom left, and a 'Cancel' button is at the bottom right.

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

The screenshot shows the 'Student Disability' selection page. It includes a navigation bar with 'STUDENT DETAILS', 'DISABILITY', 'ACCOMMODATIONS', and 'DOCUMENTATION'. The main heading is 'Student Disability' with 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".' Below this 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 are expandable sections for various categories: Learning Disorder, AD/HD (1 selected), Hearing, Autism Spectrum Disorders, Visual, Physical/Medical, Communication Disorder/Speech and Language, Intellectual Disability, and Psychiatric (1 selected). The Psychiatric section is expanded, showing 'Generalized Anxiety Disorder' selected and several other options like Panic Disorder, Post-Traumatic Stress Disorder, Depression/Depressive Disorder, and Bipolar Disorder.

What is the Application Process?

- ▶ Answer questions about requested accommodations.



What is the Application Process?

- ▶ Answer questions about the students plan and documentation.

The image shows two overlapping screenshots of the CollegeBoard application process for students with disabilities. The top screenshot displays the 'Documentation' section, which includes an 'Evaluation Testing Verification' form. The bottom screenshot displays the 'School Plan' section, which asks if the student currently has a formal education plan in place.

CollegeBoard Services for Students with Disabilities

Documentation

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

Evaluation Testing Verification

Please indicate if your school records contain one or more of the following tests/evaluations. Requests for verification of documentation will differ depending on the student's disability and requested accommodations. In some cases, the tests/evaluations listed below may provide similar types of information, 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)

School Plan

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

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

Please indicate the type of program:

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

I know the specific date: /

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

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

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

Buttons: Cancel, Save & Exit, Save & Continue

What is the Application Process?

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

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.

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

SCHOOL ADDRESS
Rosedale Road
Princeton, NJ 08541, US

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

What is the Application Process?

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

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 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., WASI, 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?](#)

[Print Documentation Checklist](#)

What is the Application Process?

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

Submit Documentation [Close]

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

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

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

CollegeBoard Services for Students with Disabilities

Cover Page

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

Cover Sheet

Student Name: Joe Johnson
 SSD#: 221771
 High School: Thomas Edison High School
 Grade: 11

To: College Board Services for Students with Disabilities

FAX INFORMATION

Fax Number: 212.222.1221
 Attention: Jim Johnson
 Number of pages:

SSD COORDINATOR CONTACT INFO:

Name: Jane Lewis
 Phone: 212.222.2223
 Email: jlewis@school.edu

Accommodations Documentation - What, How, and Why

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

Accommodations & Documentation

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

Documentation Guidelines

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

Documentation of Disabilities

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

Documentation of Disabilities

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

Documentation of Disabilities

- ▶ Documentation of Psychiatric Disorders
 - ▶ Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.
 - ▶ Include frequency, duration and intensity of symptoms.
- ▶ Documentation for Physical/Medical Disabilities
 - ▶ A summary of assessment procedures and evaluation instruments used to make the diagnosis.
 - ▶ A narrative summary of the evaluation results, and rationale for each accommodation recommended by the evaluator.
 - ▶ Temporary medical conditions are not disabilities and have a separate process. See website for details.

Documentation of Disabilities

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

Documentation of Accommodations

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

What if documentation is not available?

- ▶ The College Board documentation guidelines are recommendations, however we understand that the requested documentation may not be available. Alternate documentation such as the following can be provided:
- ▶ Detailed description of the process used to determine that accommodations are needed, including all assessment tools used by the school to determine the nature and scope of disability
- ▶ Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities
- ▶ Other information such as teacher surveys, detailed performance reports, writing samples, etc.

The image shows a 'Teacher Survey' form from CollegeBoard, titled 'Services for Students with Disabilities'. The form includes fields for 'Student Name', 'Return To', 'Teacher Name', and 'Subject/Class'. Below these fields is a section for the teacher to provide input regarding the student's needs. The form contains four numbered questions:

1. How long has the student been in your class? _____
2. **OBSERVATION:** Briefly describe your observations of the student's disability and its impact during your class. Where possible, provide specific examples. Include the frequency and severity of symptoms displayed during class. _____
3. **ACCOMMODATIONS USED:** What specific accommodations are used by the student during classroom testing? Please indicate which of these accommodations are used on a consistent basis. _____
4. **EXTENDED TIME USED:** If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete each of the following question types? (Note: Indicate time actually used, not the time approved.)
 - a. Multiple-choice test items: _____
 - b. Other question types, such as short-answer questions, essays, and math problems (Indicate the amount of additional time used for each applicable type): _____

Common Reasons why Applications Are not Approved

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

Common Reasons why Applications Are not Approved

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

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

Changes to Previously Submitted Requests

- ▶ Reopen the request
 - ▶ From the Dashboard, locate the student
 - ▶ Select “options;”
 - ▶ Click “Change Request;”

Status	Student
DECIDED	Xerox, Fourtest (#0007554601) OPTIONS NOT Approved Documentation: Received 2 Pages on 05 Aug 2015
DECIDED	Ssdprodtestb, Studentb (#0007000002) OPTIONS Approved: Writing +50% (time and 1/2), Reading +50% (time and 1/2) Documentation: Received 2 Pages on 31 Jul 2015

View Decision Letter
Create change Request
Resubmit Request

Other Special Cases

- ▶ Students who transfer
 - ▶ If a student had previously been approved for accommodations by the College Board while at his or her old school, the SSD Coordinator can use SSD Online to move the student to his or her dashboard. There is no need to reapply for accommodations unless there is a change in need. We encourage communications between schools/districts to confirm status.
 - ▶ If a student transfers in after the February 15, 2017, deadline, SSD Coordinators should submit the request as soon as possible so that College Board can review in time to allow for students to test on the makeup test date.
- ▶ Temporary medical conditions are not disabilities and have a separate process. See website for details.



Requesting State-Allowed Accommodations

State-Allowed Accommodations (SAA)

- ▶ State-Allowed Accommodations are ONLY intended for students who would not be eligible for College Board accommodations
 - ▶ English Language Learners - students who do not have a disability but need accommodations because they are still learning English.
 - ▶ American Sign Language for test content and/or responses (Signed Exact English is reportable)
- ▶ State-Allowed Accommodations must be requested each time a student is registered to test and are automatically approved.
- ▶ Students who test with State-Allowed Accommodations will NOT receive college reportable scores.

State-Allowed Request

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

The screenshot shows the CollegeBoard SAA Dashboard. At the top, there is a blue header with the CollegeBoard logo on the left and "My Account | Logout" on the right. Below the logo, it says "Services for Students with Disabilities". The main content area has a dark blue bar with "SAA Dashboard" on the left and "Helpful Links: | [Consent Form](#) | [FAQ](#)" on the right. Below this is a dark blue bar with "State-Allowed Accommodations > Terms and Conditions". The main content area is white and contains the following text:

The use of State-Allowed Accommodations will result in scores that are not college reportable and are not eligible for scholarship submissions. They are available only to serve a few students who are receiving accommodations that do not qualify under the college reportable guidelines. Please use ONLY if a student requires accommodations or supports that are not available for college reportable scores. For more information, go to the College Board services for [Students with Disabilities website](#).

I understand that students using State-Accommodations will receive scores that are not college reportable.

Check to confirm the terms and conditions above

IMPORTANT NOTES

- State -Allowed Accommodations are available ONLY for the specific administration for which they are requested and confirmed. If a student requires accommodations for future test administrations, they will need to request accommodations through the College Board accommodations request process.
- Before submitting a request for state-allowed accommodations, schools should have parent/guardian consent to share student information with the College Board for students under 18 and to request state allowed accommodations. If the student is 18 or over, the student may grant consent to share student information with the College Board. If you do not have parent/guardian approval through the student's IEP, 504, EL or other school documentation, we provide this [Consent Form for State-Allowed Accommodations](#). 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.
- Schools should confirm that students/parents understand that students using State-Accommodations will receive scores that will not be eligible for college admissions or scholarship opportunities.

At the bottom of the page, there are two buttons: "Cancel" and "Continue".

State-Allowed Request

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

The screenshot shows the CollegeBoard SAA Dashboard. At the top, there is a blue header with the CollegeBoard logo, "My Account | Logout", and "Services for Students with Disabilities". Below the header, the page title is "SAA Dashboard" with links for "Helpful Links", "Consent Form", and "FAQ". The main content area is titled "State-Allowed Accommodations > Student Information".

There are two yellow notification boxes. The first is labeled "Important" and contains the text: "Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations." The second is labeled "Notice" and contains the text: "Your state/district has arranged SAA's for the following College Board tests:" followed by a list of tests: "PSAT NMSQT - Oct 15, 2016 - Grade (10)", "PSAT NMSQT - Oct 15, 2016 - Grade (9, 8)", "PSAT 8/9 - Sep 26, 2016 - Grade (9)", and "PSAT NMSQT - Oct 15, 2016 - Grade (11, 10, 9)".

Below the notifications, there is a instruction: "Please complete the fields below, using the student information as it appears in the student's school records. All fields are required unless indicated." The form is divided into two sections: "Basic Information" and "Mailing Address".

Basic Information

First Name:

* Middle Initial: * optional

Last Name:

* Email: * optional

Date of Birth: / /

Expected High School Graduation Date: /

Gender: Male Female

* Soc Sec #: - - * optional

Current School:

Test Admin:

Mailing Address

USA, including its territories & Puerto Rico

Outside of USA

Street1:

Street2:

City:

State: Zip / Post Code:

At the bottom of the form, there are three buttons: "Cancel", "Save & Exit", and "Save & Continue".

State-Allowed Request

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

The screenshot shows the CollegeBoard SAA Dashboard. At the top, there is a blue header with the CollegeBoard logo and navigation links for 'My Account' and 'Logout'. Below the header, the page title is 'SAA Dashboard' and 'Services for Students with Disabilities'. The main content area is titled 'State-Allowed Accommodations > Select Accommodations'. A yellow warning box with a red triangle icon and the word 'Important' in red text states: 'Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.' Below the warning box, there is a section titled 'Choose the State-Allowed Accommodations needed by Taylor Swift for the PSAT 8/9 Sep 26, 2016 test.' A note indicates: 'Note: Our records show that Taylor has also requested or been approved to use the following College Board accommodations: Under College Board Review Extended Breaks'. A dropdown menu labeled 'State-Allowed Accommodations' is expanded, showing a list of checkboxes for various accommodations: 'State-Allowed: Extended Time - 50%', 'State-Allowed: Extra and/or Extended Breaks', 'State-Allowed: Extended Time - 100% or more', 'State-Allowed: Record Answers in Test Book', 'State-Allowed: EL-Math Only', and 'State-Allowed: EL-Word for Word Glossary'. At the bottom of the dashboard, there are three buttons: 'Cancel', 'Save & Exit', and 'Save & Continue'.

State-Allowed Request

- ▶ Review and submit request.

The screenshot shows the 'SAA Dashboard' for 'Review and Submit'. At the top, there is a blue navigation bar with the CollegeBoard logo, 'My Account | Logout', and 'Services for Students with Disabilities'. Below this is a dark blue header with 'SAA Dashboard' and 'Helpful Links: | Consent Form | FAQ'. The main content area has a dark blue background with the title 'State-Allowed Accommodations > Review and Submit'. A yellow warning box with a red triangle icon and the word 'Important' contains the text: 'Please remember that the use of State-Allowed Accommodations will result in test scores that are not eligible to be reported to colleges, universities or scholarship organizations.' Below this is the 'Student Information' section, which includes a confirmation prompt: '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.' The student information is organized into three columns: 'BASIC INFORMATION' (Name: Taylor Swift, Date of Birth: Jan 2, 2002, Expected High School Graduation Date: Jun, 2020, Gender: Female), 'MAILING ADDRESS' (123 Main Street, Wheatland, CA 96882, U.S., Home Phone: (703)818-1122, Email: tswift@yahoo.com), and 'SCHOOL INFORMATION' (High School Code: 068760, High School Name: WHEATLAND UNION HIGH SCHOOL). A 'SCHOOL ADDRESS' section shows '1010 Wheatland Road, Wheatland, CA 96882, U.S.' with an 'Edit' button. Below this are two sections: 'State-Allowed Accommodations' (State-Allowed: Late Start) and 'College Board Accommodations' (Under College Board Review/Extended Breaks), both with 'Edit' buttons. The 'Consent Form' section contains a paragraph about parental consent, a question 'Do you have consent from the relevant parent/guardian...', and two radio button options: 'Yes, I have consent on file or through a valid IEP, 504, or English Language Learner classification' and 'No'. Below this is a paragraph about saving the form and a 'Save & Exit' button. The 'Confirming Information' section has a paragraph of verification text and a checkbox 'Check to confirm acceptance of the this statement'. At the bottom, there is a dark blue bar with 'Save & Exit' and 'Submit' buttons. The footer includes a site map, contact information, and the TRUSTe logo.

Prioritizing Requests

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

Prioritizing Requests

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

The background is a solid blue color. On the left side, there is a white, stylized outline of a person's head and neck, facing right. The outline is composed of several curved lines, suggesting a profile view. The text "Planning for Test Day" is centered horizontally and vertically over the blue background.

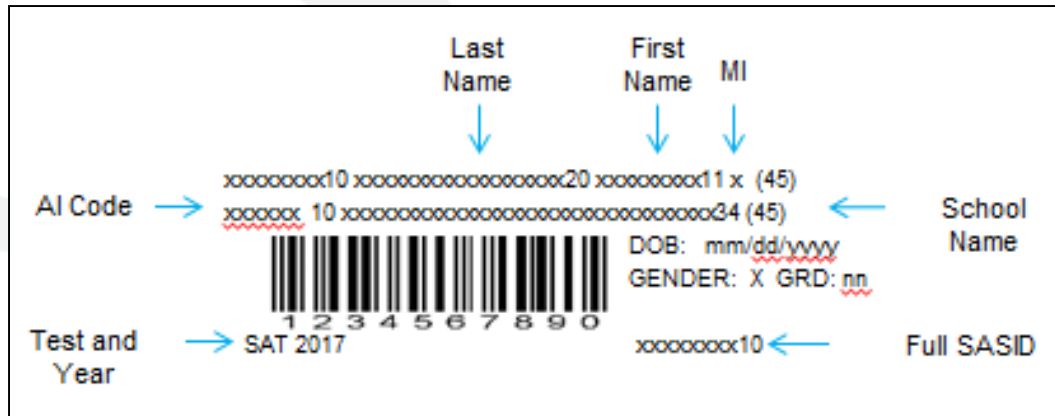
Planning for Test Day

SAT Planning for Test Day

- ▶ The initial test day is April 5, 2017.
- ▶ The standard schedule includes testing room doors closing at 8 a.m. for pre-admin activities and testing beginning at 8:30 a.m.
- ▶ Schools may alter the start time by 30 minutes and therefore close testing room doors as early as 7:30 a.m. or as late as 8:30 a.m., and they may start testing any time between 8:00 a.m. and 9:00 a.m.
- ▶ The start time applies to standard test takers as well as accommodated test takers in both the primary and make up administrations.
- ▶ Schools may setup late arrival rooms. Testing in any late-arrival room must begin before any other room breaks. And early enough to end before your normal school dismissal time.
- ▶ Schools must complete testing before breaking for lunch.

Pre-administration Session

- ▶ In advance of test day, we recommend schools conduct a pre-administration session to:
 - ▶ Affix Pre-ID labels to student answer sheets



- ▶ Have students complete their 4 free score sends
- ▶ Have students complete the student data questionnaire (SDQ)
- ▶ SSD Coordinators should work with the Test Center Supervisor to coordinate activities.

SAT Planning for Test Day

- ▶ The pre-administration time includes important directions and completing select information on the answer sheet. This must be completed on test day for SAT.
- ▶ The pre-administration time is not for completing the SDQ.

SAT with Essay	Time (in minutes)
Pre-admin Time	30
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Book collection/ Essay distribution	15
Essay	50
Total (hours, minutes)	4h, 50m

Training for SSD Coordinators

- ▶ Online Test Day Training
 - ▶ The Test Center Supervisor will provide link to training to SSD Coordinators.
 - ▶ Access available through College Board Professional Account
 - ▶ Approximately 30-45 minutes to complete, broken up into modules
 - ▶ Mandatory SSD Coordinators. Other Test Day Staff will use online training modules specific to test day.
 - ▶ SSD Coordinators are required to read all Supervisor manuals in advance of test day.
- ▶ Implementation Training Kits
 - ▶ Shipped to schools in mid-to-late February.
 - ▶ Will include copies of the Illinois Supplement manual.



Planning Rooms and Staffing

Roster Room Testing

- ▶ Students tested in the standard room include
 - ▶ Students testing without accommodations
 - ▶ Students testing with common accommodations that don't require separate testing
 - ▶ Students with accommodations that appear on the Online Attendance Roster
- ▶ SAT – Students will receive Purple or Pink test books

Non-Standard Accommodation (NAR) Report Room

- ▶ These students appear on the Non-Standard Accommodations Report (NAR) available through SSD Online.
- ▶ These students need to be tested separately because of their accommodation (presentation, timing, response, or other)
- ▶ SAT – Students will receive Blue test books

State-Allowed Accommodation Room

- ▶ These students will appear at the end of the NAR.
- ▶ Students are testing separately because they will have different test materials and different test day scripts
- ▶ Students testing with State-Allowed Accommodations will not receive scores that are college reportable.
- ▶ SAT – Students will receive Lime test books.

SAT Testing Rooms

Accommodation Categories for SAT					
Room Type	Standard Testing Room(s)		Non-Standard Room(s)		State-Allowed Room(s)
Room Label	Standard	Standard Roster	Non-Standard Roster	Non-Standard NAR**	State-Allowed
Description	No accommodations are used; students test in the standard testing rooms	Approved accommodations that can be used in the standard testing rooms under standard testing schedule	Approved accommodations that are separate from the standard testing rooms	Approved accommodations that are separate from the standard testing rooms and can test in the accommodations window	Accommodations allowed by ISBE that do not result in a college reportable score
Examples (NOT EXHAUSTIVE)	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • 14 pt Large print • Wheelchair accessibility • Large-block answer sheet • Magnifier 	<ul style="list-style-type: none"> • Extended breaks • Extra breaks 	<ul style="list-style-type: none"> • 20 pt Large print • MP3 Audio • Braille • 50% Extended time (all sections) • 100% Extended time • Breaks as needed 	<ul style="list-style-type: none"> • ASL interpreter • Use of Word for Word Glossary • EL Math Only
Where to find students who qualify	Online Attendance Roster	Online Attendance Roster	Online Attendance Roster	NAR Roster in SSD Portal	NAR Roster in SSD Portal
Person Responsible	Test Center Supervisor	Test Center Supervisor	Test Center Supervisor	SSD Coordinator	SSD Coordinator
Test Date(s)	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017
Make-Up Test Date(s)	April 25, 2017	April 25, 2017	April 25, 2017	Anytime in window April 5 – April 18, 2017	Anytime in window April 5 – April 18, 2017
Color Test Books	Purple	Purple	Pink	Blue	Lime

**NAR = Nonstandard Administration Report

Planning for Testing Rooms

- ▶ The SSD Coordinator will need to work with the Test Center Supervisor to plan rooms and staffing.
- ▶ Size of cohort testing and size of rooms used for testing determine number of rooms needed. Options include:
 - ▶ Larger spaces, such as auditoriums and gymnasiums
 - ▶ Smaller spaces, such as classrooms
- ▶ Location of testing rooms within the building
 - ▶ Separated from other classes/tests on different schedules or taking different assessments
 - ▶ Minimize noise and other disruptions when classes or other assessments break
 - ▶ Area where there will be minimal noise/distractions from outside the building
 - ▶ Access to restrooms

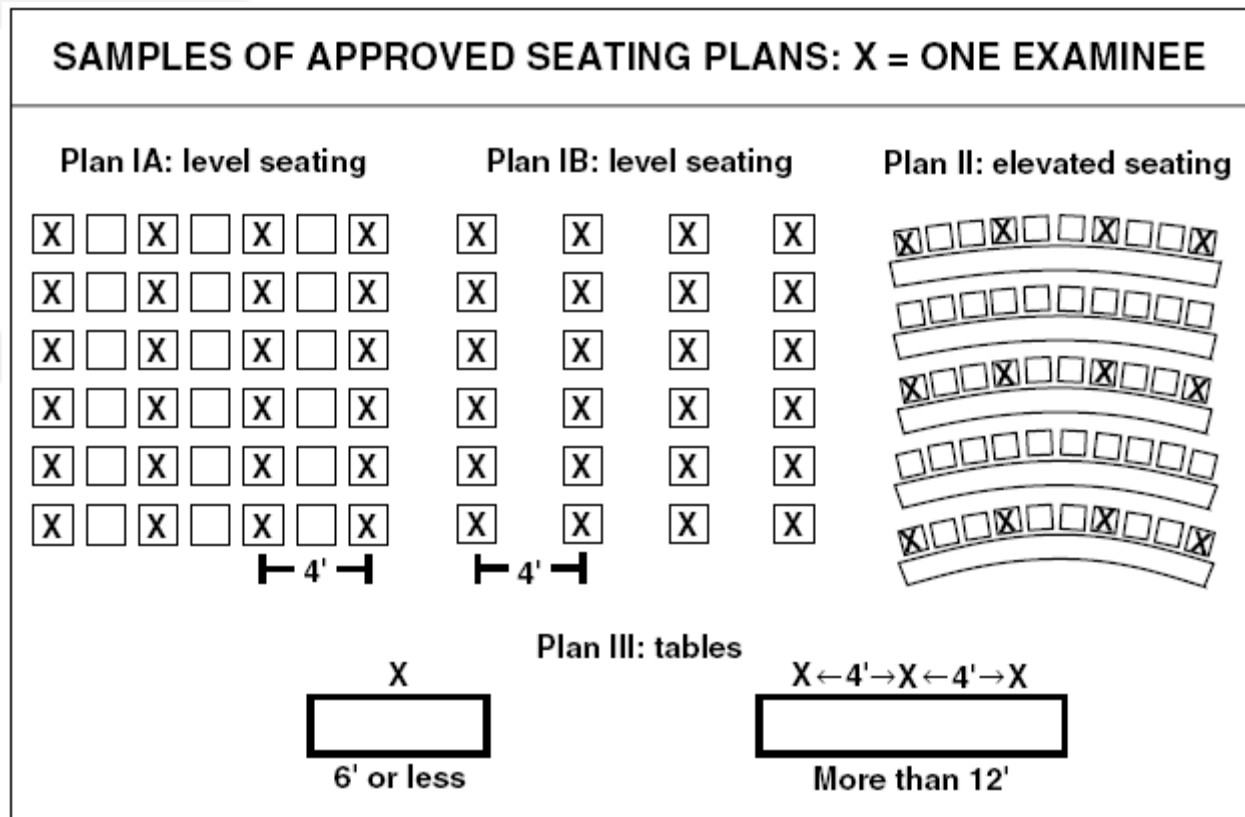
Seating and Furniture Requirements

- ▶ Use chairs with backs.
- ▶ Face seats in the same direction.
- ▶ Place chairs directly behind those in the preceding row.
- ▶ Separate each student by a minimum of four feet from right to left (measure from center of desk). This is the equivalent of ACT's 3 foot rule.
- ▶ Ensure unimpeded access to every student by staff.

Seating and Furniture Requirements

- ▶ Seat only one student at a table measuring six feet in length or less.
- ▶ Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- ▶ Provide a large, smooth writing surface, preferably desks or tables.
- ▶ Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- ▶ Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

Sample Seating Plans



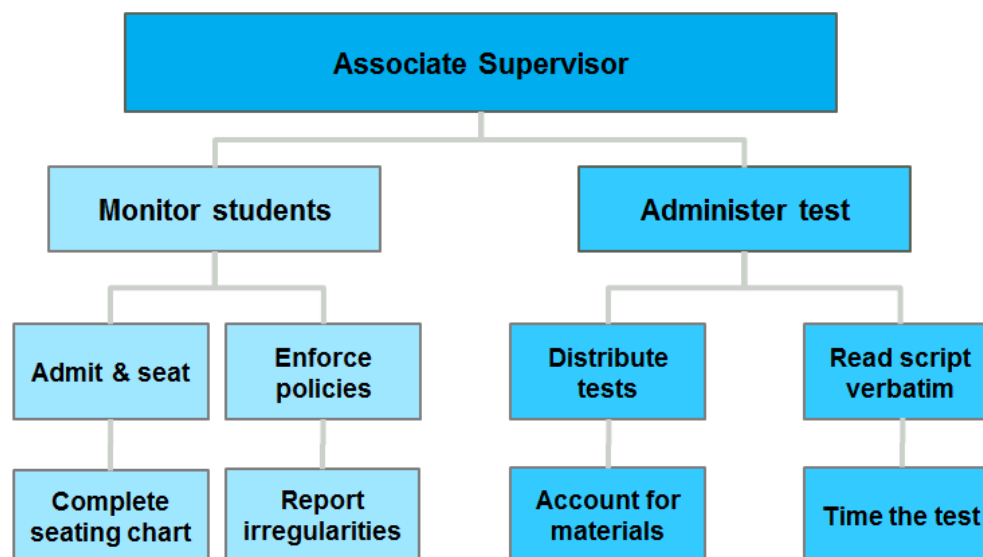
Planning for Staffing Needs

- ▶ The size of cohort testing, number of testing rooms and number of students in each room determine number of staff needed.
- ▶ Test Day staff must be district staff.
- ▶ Unless your school tests only a few students, you will need additional staff to assist the Test Center Supervisor.

Associate Supervisor Role

The Associate Supervisor Role is responsible for:

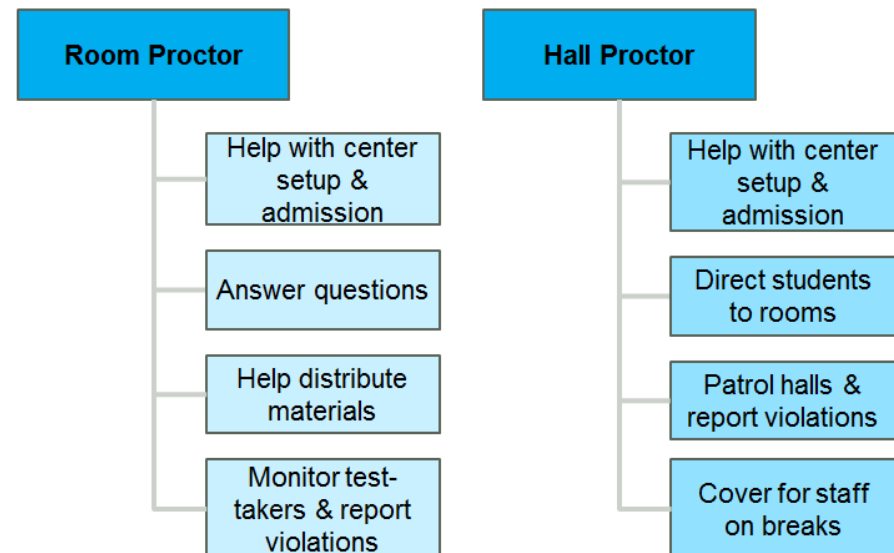
- ▶ Managing everything within a testing room including management of all testing materials, conducting the test, and monitoring test-takers to ensure a fair administration.
- ▶ They must be district staff
- ▶ Each room requires one Associate Supervisor
- ▶ One Associate Supervisor must be designated as the back-up for the Test Center Supervisor



Room Proctors and Hall Proctors

Room Proctors and Hall Proctors are responsible for:

- ▶ Assisting the Test Center and Associate Supervisors.
 - ▶ Proctors help set up the testing area and monitor testing.
 - ▶ Hall Proctors patrol the hallways during testing to make sure the testing area remains quiet and secure.
- ▶ They must be district staff



Guidelines for Test Day Staff

- ▶ Staff with children or those who have students residing in the same household cannot have access to any test materials for the same assessment(s) the child is taking before, during, or after test day. For example:
 - ▶ If a staff member's child will be taking the SAT, he/she cannot serve as testing staff for the SAT
- ▶ Staff cannot be engaged in providing private SAT preparation that is conducted outside the auspices of their school/district and for which they receive compensation.
- ▶ Staff cannot have taken any College Board test within 180 days of test day.
- ▶ It is possible for test day staff to serve multiple roles in a small test center. We recommend the Test Center Supervisor remain in the test room and have the additional test day staff serve the Hall Proctor. However, for large test centers we recommend the Associate Supervisors be in the testing rooms, with appropriate number(s) of Proctors and Hall Proctors. The Test Center Supervisor then can float around the test center, assisting with questions and resolving any issues that may arise.

Planning for Staffing Needs

- + Students on the NAR will test in a non-standard rooms. There should be a minimum of one Associate Supervisor (test administrator) for every 10 students.
- + For rooms with more than 10 students, assign additional proctors to help.
- + At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

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

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

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

Hall Proctors Needed

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

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

Planning for Test Day

Other Considerations

- ▶ School schedules will require some adjustments
 - ▶ Lunch periods
 - ▶ Testing cannot be interrupted for lunch, so lunches must take place after testing is complete
 - ▶ Students may eat snacks during breaks
- ▶ Bell schedules
 - ▶ Bells must be silenced during test administration

The background is a solid blue color. On the left side, there is a white, stylized outline of a hand holding a pen, positioned as if writing. The text "Test Materials" is centered horizontally and vertically in the middle of the page.

Test Materials

Test Materials Delivery

- ▶ Test Materials will ship to schools to arrive no later than 3/31/17.
- ▶ Delivery dates will be adjusted for spring break schedules if needed.
- ▶ Test materials will be addressed to the Test Center Supervisor or SSD Coordinator.
- ▶ Upon receipt, test materials should be inventoried and resealed.
 - ▶ Store securely until test day.
 - ▶ Contact College Board immediately if there is a problem with your shipment – see the Test Center Supervisor’s Manual for specific instructions.
- ▶ Check materials daily until test day. Contact College Board immediately if materials show evidence of tampering.

Test Day

- ▶ Make sure test day staff have the printed manuals with them on test day for quick and easy reference.
- ▶ When distributing answer sheets, test day staff should be sure to distribute the answer sheet to the correct student.
- ▶ After collecting test books and answer sheets, test day staff should review key information to prevent delays in scoring
 - ▶ Secure the test books
 - ▶ Check student names match the Pre-ID label
 - ▶ Confirm the test center code has been correctly bubbled
 - ▶ Make a copy of your rosters
 - ▶ Respond to the Makeup Request Email

Test Material Returns

- ▶ The SSD Coordinator needs to work with the Test Center Supervisor when returning materials.
- ▶ The day before testing, the Test Center Supervisor will receive an email with information about the test materials pick-up by UPS including confirmation number and date/time of the scheduled pickup.
 - ▶ Before returning answer sheets, verify it includes the correct student label.
 - ▶ Return all used and unused test materials for SAT.
 - ▶ All materials must be shipped by close of business the day after testing.
- ▶ Follow packing and addressing instructions exactly. Errors will lead to scoring delays.
- ▶ Prepaid shipping labels, with the correct addresses for each box, are included with the test materials. All materials must be returned by 4/28/17.

Test Materials Return - SAT

RETURNING

Used Answer Sheets and Forms

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

- 7 Test Supervisor's Report Form
- 6 Annotated online rosters (including nonstandard test-takers)
- 5 Green Envelope
 - Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the green envelope.
- 4 Gray Envelope
 - Include only the materials listed to the right in this envelope.
- 3 Ancillary items not included in all test administrations (see box at bottom right for a list)
- 2 Large-block used answer sheets
- 1 Regular used answer sheets

Green Envelope

Include only:

- ☐ School Day Test Day Registration Mail Transmittal Form
- ☐ Registration Form from students registering on test day
- ☐ Regularly Approved Letters to students with disabilities

Gray Envelope

Include only:

- ☐ Testing Room Materials Pigeon-Sewing Chart
- ☐ SAT® Testing Staff Agreement form
- ☐ Supervisor's Impropriety Report (SIR)
- ☐ Delivered test books
- ☐ Request to Cancel Test Scores form

Ancillary Items

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

- White envelope containing test books with answer marked sheets and associated scan answer sheets
- Used answer sheets with displaced marks
- Test books containing answers that must be transcribed (due to malfunction or obsolete answer sheets)

UPS Return Label

Note this tracking number for your records

Note reference number for your records

Print your center name and number here

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

PER-AUSTIN/TCS Return Label

Prelabeled Shipping Box or Envelope

RETURNING

Test Books and Unused Answer Sheets

- 1 **PACK**
 - Use cartons from original test materials shipment
 - Include only the items shown below
- 2 **SEAL**
 - Use supplied tape
 - Remove, cover, or cover over the original shipping labels
- 3 **LABEL**
 - Use supplied preprinted TD RETURNS labels. (Supplied labels may be different from sample shown here.)
 - Do not put two return labels on one box, or cover a return label with another label. Place one label on box.
 - Write down tracking number for your records.
 - If your label is missing, clip its traceable courier to:
- 4 **SHIP**
 - Call 1-800-PICK-UPS to arrange for pickup during regular school steps or to substitute a special pickup.
 - OR
 - Place the pre-labeled package in a UPS drop box
 - OR
 - Take the package to any UPS customer center

SMALL BOX

Tape should extend at least 3 inches

LARGE BOX

For large, 13-inch cartons, place tape around the perimeter

TD RETURNS LABEL

Note reference number for your records

SAMPLE LABEL

Note this tracking number for your records

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

Print your center name and number here

IMPORTANT NOTES:

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

Contact Information

- ▶ ISBE Website: <http://www.isbe.net/assessment/sat.htm>
- ▶ ISBE: assessment@isbe.net
- ▶ College Board's Illinois School Day Support:
1-844-688-9995
illinoisadministratorsupport@collegeboard.org
- ▶ Illinois Website: www.collegeboard.org/illinois