

Instructions for Completing the 2005–2006 *Student Eligibility Form*

for Accommodations on College Board Tests Based on Disability

(SAT Reasoning Test™, SAT Subject Tests™, Advanced Placement Program® Exams, PSAT/NMSQT®)

Eligibility

A student with a disability, a condition that substantially limits his or her learning, may be eligible for accommodations on College Board tests. A *Student Eligibility Form* needs to be submitted for each student requesting accommodations. To be eligible, the student must:

1. have a disability that necessitates testing accommodations,
2. have documentation on file at school that supports the need for requested accommodations and meets the *Guidelines for Documentation*, and
3. receive and use the requested accommodations, due to the disability, for school-based tests.

If all of these requirements are not met, a student may still be eligible for accommodations on College Board tests. The student may send his or her disability documentation with the *Student Eligibility Form* to the address provided on page 8 and the College Board will review the documentation and make a determination (documentation must adhere to *Guidelines for Documentation* provided on this page).

NOTE:

- All students seeking accommodations on the basis of disability on the SAT Reasoning Test, SAT Subject Tests, Advanced Placement Program Exams, and PSAT/NMSQT must complete a *Student Eligibility Form*.
- Only one *Student Eligibility Form* needs to be completed for each student. It will cover all noted College Board testing programs for as long as the student's school verifies annually that the eligibility requirements and *Guidelines for Documentation* continue to be met.
- Step-by-step directions, definitions of terms, and reference information are found on pages 2-8 of these *Instructions for Completing the 2005-2006 Student Eligibility Form for Accommodations on College Board Tests Based on Disability (Instructions)*.
- Test scores will not be provided if the accommodations are not approved by the College Board prior to the test administration.

Guidelines for Documentation

The following *Guidelines for Documentation* list the information the College Board considers fundamental in determining that a student is eligible, based on disability, for accommodations on its tests, and what accommodations appropriately meet a student's individual needs for College Board tests.

When a student's school-generated IEP, 504 Plan, or other formal written educational plan/program aligns with the College Board's *Guidelines*, and officials at the student's school verify this to be accurate, the College Board accepts what the school verifies.

Some IEPs, 504 Plans, and other formal written educational plans/programs developed at schools to meet local needs, however, do not align with the following *Guidelines*. In those instances, a student may 1) elect to work with school officials to ensure that the disability documentation includes the information below before forwarding his or her *Student Eligibility Form* to the College Board; or 2) have the College Board review his or her disability documentation to determine the appropriate accommodations.

1. **State the specific disability**, as diagnosed;
2. **be current** (in most cases, the evaluation and testing should be completed within five years of the request for accommodations). For psychiatric disabilities, an annual evaluation update must be within 12 months of the request for accommodations;
3. **provide relevant educational, developmental, and medical history**;
4. **describe the comprehensive testing and techniques** used to arrive at the diagnosis (including evaluation date[s] and test results with subtest scores from measures of cognitive ability, academic achievement, and information processing). (For additional information such as a list of tests and their uses, please visit our Web site at <http://www.collegeboard.com/ssd/prof/limitation.html/>);
5. **describe the functional limitations** (how the disability impacts learning) See additional information at <http://www.collegeboard.com/ssd/prof/limitation.html/>;
6. **describe the specific accommodations** requested, including the amount of extended time required if applicable. State why the disability qualifies the student for such accommodations on standardized tests; *and*
7. **establish the professional credentials of the evaluator**, including information about license or certification and area of specialization.

For additional information, visit the College Board Web site at <http://www.collegeboard.com/ssd/> or contact Services for Students with Disabilities (SSD) at 609 771-7137 (voice), 609 882-4118 (TTY) or ssd@info.collegeboard.org.

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Introduction

These *Instructions* offer step-by-step directions, including definition of terms, for completing the *Student Eligibility Form*. Student/parents, please read everything carefully through Section I before providing your responses on the form; School officials, read everything through Sections II and III. When a word/phrase is in bold type, this indicates that it is defined in the section entitled Definition of Terms (pages 6-8 of these *Instructions*). If you need additional guidance to complete the *Student Eligibility Form*, these *Instructions* also include cites that contain reference information.

What do the Eligibility and Guidelines for Documentation sections of these Instructions tell me about receiving accommodations on the basis of disability on College Board tests?

On page 1 of these *Instructions*, under the two sections entitled **Eligibility** and **Guidelines for Documentation (Guidelines)**, the College Board has identified how it ensures that students with disabilities receive appropriate accommodations on its tests. Each student's request for accommodations on College Board tests must adhere to that which is set forth in these sections.

Schools/school districts/states also establish their own guidelines and procedures to ensure that students with disabilities receive appropriate accommodations in all the school's educational responsibilities. These often are identified in such documents/processes as IEPs, 504 Plans, **formal school-generated educational plans/programs**. When a school's plan/process for its students with disabilities aligns with the College Board's *Guidelines*, and the school verifies this as accurate, the College Board facilitates each student's eligibility for accommodations on its tests by accepting the school's verification.

What if the College Board Guidelines and a school's procedures for ensuring appropriate accommodations differ?

Because each educational entity (e.g., school/school district/state) establishes its own procedures for ensuring that students with disabilities receive appropriate accommodations, differences are common. When a school cannot verify on behalf of a student that his or her documentation meets the College Board's *Guidelines*, the student still may be considered for accommodations on College Board tests either by working with the school to ensure that his or her documentation meets the *Guidelines* or by forwarding his or her *Student Eligibility Form* and disability documentation directly to the College Board for review.

Understanding the Process

The College Board offers two ways for a student to be determined eligible for accommodations on its tests.

1. **School Verification:** The first way is when a student/parent and the official school representative complete the *Student Eligibility Form* and the official school representative verifies that the student meets the three eligibility criteria (page 1 of these *Instructions*) and the student's disability documentation meets the College Board *Guidelines for Documentation*. When the *Student Eligibility Form* is complete, the College Board processes the form and notifies the student and school of the approved accommodations.

You will note that when some of the questions on the *Student Eligibility Form* are responded to affirmatively (e.g., no current formal plan/program in place), a student's disability documentation is to accompany the *Student Eligibility Form*. (In these instances, the College Board will determine the level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.)

2. **Documentation Review:** The second way is when the College Board reviews a student's disability documentation to determine if it meets the *Guidelines*. This way is available for students who request the College Board directly to make a determination. It also is available when a school cannot verify that the student's disability documentation meets the *Guidelines*. When the College Board reviews documentation, it is very thorough. A **panel of experts** in educating and assessing students with disabilities reviews the documentation and advises whether the *Guidelines* are met.

The school verification process is only available to schools that have school-generated formal education plans/programs. That is, when parents/students initiate and generate disability documentation (e.g., diagnosis; testing; functional limitations; accommodations), the College Board directly reviews the documentation and makes the determination regarding appropriate accommodations on its tests.

General Instructions

The *Student Eligibility Form* has three sections: Section I is to be completed by the student/parent; Sections II and III are to be completed by the official representative of the student's school (often the school's **SSD Coordinator**). When a student/parent seeking accommodations on College Board tests based on disability decides to send the *Student Eligibility Form* and his or her documentation directly to the College Board for eligibility determination, Sections II and III should remain blank.

Because the information on the *Student Eligibility Form* is scanned for processing, all sections of the form must be completed using a No. 2 pencil. This includes signatures. If any part is completed in other than No. 2 pencil, the entire form will be returned to the sender unprocessed.

Every required field on the *Student Eligibility Form* must contain an answer. An incomplete *Student Eligibility Form* will not be processed.

Students/parents and schools may continue to use the 2004-2005 *Student Eligibility Forms*; however, text and some of the definitions of terms have been modified in the 2005-2006 version of the *Instructions* and *Student Eligibility Form* and will be what officially applies to all requests for accommodations.

If the student transfers to a new school, a new *Student Eligibility Form* needs to be completed and sent to the College Board except when the student **transfers within the same school district** (e.g., from middle school to high school; transfer to a different high school within the same district and the receiving school verifies that the student continues to receive the same accommodations). The student/parent, in this instance, will need to advise the receiving school of the previous eligibility. This exception does not apply when a student transfers from an independent school to a public school, or vice versa.

Student/Parent Instructions (Section I)

Complete Section I of the *Student Eligibility Form*. The following narrative directions are for the items in Section I (items with no narrative directions are self-explanatory).

2. – Date of Birth: Print and grid the month, day, and year of birth. Make certain the day has two digits. For example, January 8, 1986 would be Jan. 08/86.

5. – Social Security Number: Print and grid social security number, if available.

6. a/b – Zip Code: Enter your zip code if you are a United States resident. If you live outside the United States and have a postal code, fill in the circle for 6b and print your code in the space provided.

7. – Country Code: If your mailing address is outside the United States, U.S. territories, or Puerto Rico, write the country code, available in your guidance office or online at www.collegeboard.com (go to Register for the SAT).

9. – 6-digit High School Code: Print and grid your 6-digit high school code, which is available in your guidance office. (If you are a home-schooled student, enter 970000; if you are no longer in school, enter 935000. Include your disability documentation with your *Student Eligibility Form* as the College Board will review documentation from all home-schooled and former students.)

Student Agreement: Be certain that you and your parent/guardian (if you are under 18) sign and date the bottom of the first page of Section I. Please include an e-mail address if you have one.

Notes:

- This *Student Eligibility Form* is a request for accommodations for the identified College Board tests. It is not a test registration form.
- Your completed Section I should be forwarded to your school SSD Coordinator unless you are submitting your disability documentation and requesting the College Board's review and determination. In that event, mail your completed Section I and the supporting disability documentation to the address on page 8 of these *Instructions*.
- When Sections II and III of the *Student Eligibility Form* are completed by a school official, the parent/guardian signature at the bottom of the first page of Section I authorizes the school to release to the College Board those records of the student that document the existence of a disability and need for testing accommodations. It further authorizes the school to provide other information in the school's custody that the College Board requests for the purpose of determining the student's eligibility for testing accommodations on College Board tests, and permits the school to discuss these records with the College Board, and the College Board to receive and review these documents. If the student is under 18, "I" in the Student Authorization, means the parent or guardian on behalf of the student.
- Specific test dates and deadlines for registering for tests can be found on page 8 of these *Instructions* and on the Web at <http://www.collegeboard.com/ssd/prof/limitation.html> and on the back of the return mail envelope. Also included are the dates by which a *Student Eligibility Form* must be determined complete for consideration by the College Board. Once determined complete, a 5 week processing clock will begin for review of information in the *Student Eligibility Form* or a 7 week processing clock will begin for review of a student's disability documentation.

Students and parents may stop here



School Instructions (Sections II and III)

Sections II and III are to be completed and signed by the **official school representative** (often the SSD Coordinator) whose school code is included on page 2 of the *Student Eligibility Form*. This is the school where the student currently is enrolled and where she or he is receiving accommodations on the basis of disability. It is most desirable to have the official school representative be a school official who is familiar with the student's educational plan/program.

In order for the College Board to process information provided in Sections II and III, there must be an **SSD Coordinator Form** for the student's school on file with the College Board. To submit a new form or an update, go to http://www.collegeboard.com/prod_downloads/ssd/SSD_Coordinator_Form.pdf for a downloadable form. This form also may be emailed to ssd@collegeboard.org.

In many instances, the Sections II and III information is gathered by the SSD Coordinator from key school officials. The *Guidelines* include broad categories of information the College Board considers fundamental in determining whether a student is eligible for accommodations on its tests, and what accommodations appropriately meet a student's individual needs. Therefore, schools that develop students' educational plans/programs using a **multidisciplinary team** (e.g., teachers; student; parent/guardian; psychologist/counselor/learning specialist) often find that their students' documentation easily aligns with the College Board *Guidelines*.

When the information in these sections is verified by the official school representative's signature, the complete *Student Eligibility Form* must be sent directly from the school to the College Board. The SSD Coordinator should keep a copy of each student's submitted *Student Eligibility Form* on file.

Currency of Disability Documentation

Disability documentation is considered current 1) when the school verifies that each student has a current formal educational written plan/program that aligns with the *Guidelines*; and 2) new applicants for eligibility meet the *Guidelines* by using testing/evaluations completed within five years of the request for accommodations (**psychiatric disabilities**, however, need annual evaluation updates due to the changing nature of psychiatric disabilities and adjusted medications, and the importance of knowing the current impact of the disability on a student's level of functioning and need for testing accommodations).

Section II

Begin by printing the student's name at the top of the page and filling in your school's 6-digit high school code. If your school does not have a code, contact the College Board at 609 771-7137.

A—Disability (must be completed): What is the diagnosed disability? (Note all that apply.) Grid the circle(s) describing the student's disability and, where applicable, please specify: LD (e.g., dyslexia, visual/auditory/language processing); ADHD; Hearing; Visual [specify]; Physical [specify]). For further discussion of these disabilities, please refer to <http://www.collegeboard.com/ssd/prof/resources.html>.

If the student's disability is not listed (e.g., **dysgraphia, psychiatric disability**), grid "Other" and specify the disability. If "Other" is the only disability indicated, also provide the student's disability documentation with the *Student Eligibility Form*. Also provide the student's disability documentation if the student does not have a diagnosed disability. The College Board will determine the level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.

B—Documentation (must be completed)

1. Formal Educational Plan/Program Verification:

1.a. What is the current school-generated formal written educational plan/program that is approved for the student? Indicate the current school-generated plan/program (must be within the past 12 months). Indicate whether it is an IEP, 504 Plan, or school-generated **formal written educational plan/program**. If you indicate that there is no school-generated current formal plan/program in place, include the student's disability documentation with the *Student Eligibility Form*. Please note the emphasis on school-generated formal plans/programs on page 2 of these *Instructions* for parent/students. This section clarifies that schools only may use the school verification process for school-generated formal plans/programs and accommodations resulting from the schools educational planning for the student. The College Board will review a student's disability documentation to determine appropriate accommodations on its tests when the student's educational planning and documentation were externally initiated and generated (e.g., assessment; recommended testing accommodations). If the student has been **declassified**, include the student's disability documentation. The College Board will determine the level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.

1.b. Indicate in the box the date the above specified plan/program was approved for the student.

1.c. Indicate when the first official education plan was created for the student (even if created at another school): more than four school months old or less than four school months old. If you indicate that it has been in place less than four school months, also provide the student's disability documentation. The College Board will determine the level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.

2. Evaluation Testing Verification: The *Guidelines* request a comprehensive assessment that includes objective evidence of a substantial limitation to learning and supports the need for the requested accommodation. A medical note is not sufficient and cannot serve as a substitute for the comprehensive testing, except in the case of certain physical/visual conditions.

2.a. Was the testing to support the need for accommodations conducted within the last five years?

For a student with a longstanding history of a disabling condition (e.g., classified prior to high school and having an IEP that includes testing accommodations), the updated testing may reference the most recent academic testing to support the presence of current functional limitations in learning. This is sufficient testing, however, only when the student had comprehensive testing (i.e., a full cognitive and academic testing) at the time the disabling condition was initially established.

Note that for psychiatric disabilities, an annual evaluation update must not be older than 12 months from the time of the request for accommodations. An annual evaluation update need only address/include:

- the student's current level of functioning and need for accommodations (e.g., due to observed changes in academic performance or changes in medication since the previous assessment).
- a letter from a qualified professional that provides an update of the diagnosis, description of the student's current level of functioning during the preceding 12 months, and a rationale for the requested testing accommodations based on functional limitations to learning.

Indicate on the *Student Eligibility Form* "yes," "no," or "does not apply (only for certain physical/visual conditions)." If you indicate "no," or "does not apply," (<http://www.collegeboard.com/ssd/prof/resources.html/>) also provide the student's disability documentation. The College Board will determine the level of documentation review to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.

If you indicate "yes," provide the examiner's name and title, the area of certification/license, and the actual date of the most recent evaluation.

2.b. Indicate the most recent standardized tests used to document the existence of the disability and the need for accommodations. Provide the test(s) name for the cognitive ability test and for the academic achievement test (refer to <http://www.collegeboard.com/ssd/prof/limitation.html/> for further guidance such as a listing of tests and their uses). Also indicate whether the school documentation includes results from both tests noted. If the school documentation does not include the results from both tests, also provide the student's disability documentation. The College Board will determine the

level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations. Before you indicate that standardized testing does not apply for certain physical conditions, please refer to the list of examples of physical/visual disabilities to which standardized testing was determined not to apply (<http://www.collegeboard.com/ssd/prof/resources.html/>).

C—Accommodations Provided and Used for School Tests (must be completed)

Please indicate if the accommodations that the student is requesting based on disability in Section III of this form have been provided and used on school tests for the past four school months (for transferring students this includes four school months at the previous school, or schools combined on a continuous basis). This includes when student requests less extended time for College Board tests than provided and used for school tests.

Or, if some or none of the accommodations that the student is requesting based on disability have been provided and/or used on school tests for the past four school months, also provide the student's disability documentation. The College Board will determine the level of documentation review needed to ensure that the documentation meets the *Guidelines* and supports the need for the requested accommodations.

In the space provided, describe the accommodations the student is requesting.

Section III

The information requested in this section is related to the accommodations, based on disability, that the student is requesting on College Board tests (Section II.C includes school indication of whether the accommodations being requested by the student have/have not been provided and used for school tests for the past four school months).

A—Extended Time Information: Indicate the amount of extended time, based on disability the student is requesting on College Board tests:

- tests that require reading (e.g., tests such as those that include reading comprehension);
- tests that require **written language expression** (e.g., tests that include an essay);
- tests that require mathematical calculations, (e.g., tests that include mathematical problem solving);
- tests that require listening (e.g., tests such as those that include listening to a spoken foreign language); and
- tests that require speaking (e.g., tests such as those that include speaking a foreign language);

The College Board provides no untimed tests. Also please observe that for College Board tests, provision of 100% or more extended time generally is an accommodation needed by students with severe/multiple disabilities.

B—For those accommodations based on disability currently provided by the school and used by the student, indicate which the student is requesting on College Board tests.

- visual assistance, indicate which the student is requesting from his or her usual format for school-based tests (e.g., photo-enlarged to 14 pt., magnifier, Braille);
- auditory assistance, indicate which the student is requesting from his or her usual format for school-based tests (e.g., reader, cassette);
- manual assistance, indicate which the student is requesting from his or her usual format for school-based tests (e.g., scribe, computer to record written responses); please note that requests for a **computer as an accommodation** need to be accompanied by the disability documentation;
- other assistance which the student is requesting, indicate the usual type of assistance for school-based tests (e.g., medication, small group setting, extra breaks, extended breaks).

Accommodations listed on the form with an asterisk require **School Testing** for the SAT Program because **National Test Centers** do not offer these accommodations.

Confirming Information and Signature: (to be completed by SSD Coordinator or official school representative). By signing the final part to Sections II and III, the appropriate school official is verifying that the information provided on the *Student Eligibility Form* is true and accurate.

Definition of Terms

Cognitive ability and achievement tests: Cognitive ability refers to testing that measures abilities such as abstract reasoning, visual processing, general knowledge, memory and attention, information processing, and processing speed. Achievement tests refer to testing that measures academic functioning in areas such as reading, math, and written expression. For a listing of cognitive and achievement tests, please refer to <http://www.collegeboard.com/ssd/prof/limitation.html/>.

Computer as an accommodation: There are students who, because of a disability, may need to use a computer for written language expression on College Board tests. Only they may take College Board written tests using a computer. Poor handwriting, as such, is not considered a disability that necessitates a computer accommodation. Neither does use of a computer for school tests automatically determine that it is an appropriate accommodation for College Board tests. There are 3 major disability categories for documenting the need of a computer accommodation for written language expression on College Board tests: A. Physical Disabilities; B. Dysgraphia (fine motor); C. Learning Disability (severe). For further guidance regarding use of a computer as an accommodation, please refer to <http://www.collegeboard.com/ssd/prof/compaccom.html/>.

Declassified student: As provided in IDEA regulations, a school district, based on an evaluation, may declassify a student thereby determining that she or he does not need continued

special education services on the basis of the student's disability. A declassified student, however, as appropriate, may have continued provisions of his or her Individual Education Plan (IEP), including testing accommodations.

Documentation Review: The College Board reviews a student's disability documentation to determine that it substantiates the student's disability, the disability's impact on learning, and the needed accommodations on College Board tests resulting from the disability. To make these determinations, the College Board has established broad *Guidelines* for needed information. These *Guidelines* must be satisfied before a review is conducted. For example, omitting information regarding the student's functional limitations resulting from the disability delays the College Board's ability to make a determination regarding appropriate accommodations.

Dysgraphia: A disabling condition whereby poor gross and/or fine motor problems impact the student's written expression skills. For a list of tests, please refer to <http://www.collegeboard.com/ssd/prof/compaccom.html/>.

Eligibility: The College Board has only three criteria that students must meet to establish eligibility for accommodations on College Board tests and enable routine processing of his or her *Student Eligibility Form*. These criteria have been in place since the mid-1990s. They are that the student must:

- have a diagnosed disability that necessitates accommodations;
- have documentation on file that meets the *Guidelines for Documentation*; and
- receive and use the requested accommodations on school-based tests.

(Students who do not meet these criteria also may be eligible for accommodations on College Board tests. For these students, the College Board reviews the student's disability documentation to determine appropriate accommodations for College Board tests.)

Extended time: A student with a disability(ies) may receive extended time on College Board tests when his or her functional limitations to learning indicate that extended time is an appropriate testing accommodation. On College Board tests, very often the appropriate accommodations for students with functional limitation related to fatigue, need for resting time, and short attention/concentration span are extra/extended breaks, not extended testing time.

If a student receives extended time on school-based tests, and the responsible school official verifies this on the *Student Eligibility Form*, the student generally receives the same amount of extended time on College Board tests as on school-based tests. The College Board eligibility procedures also enable students to request less extended time than routinely provided for school tests. When a student requests more extended time than provided and used on school tests, the College Board reviews the student's disability documentation to determine the appropriate accommodation.

Formal school-generated educational plan/program: Is a written educational plan or school program developed by the school officials responsible for ensuring that each student with disabilities receives appropriate accommodations in his or her school-based learning that are derived from the disability diagnosis and its functional limitations. The College Board does not require any particular process/plan for students seeking accommodations on its tests as long as each student meets the Board's *Guidelines* (refer to page 1 of these *Instructions*). When a school's plan/process for its students with disabilities aligns with the *Guidelines*, and the school verifies this as accurate, the Board facilitates each student's eligibility for accommodations on its tests by accepting the school's process/disability documentation rather than requiring the student to repeat the eligibility process.

Functional limitations: Functional limitations in learning mean that the student's daily academic functioning is impacted due to a diagnosed disability. The disability and the functional limitations resulting from the disability need to be supported by developmental, educational, and/or medical history and, except for most physical/visual disabilities, standardized testing data using national norms. One way to further support the presence of functional limitations is through the use of teacher's observations of the student's classroom academic process. A sample of the teacher's survey can be found at http://www.collegeboard.com/prod_downloads/ssd/Teacher_Survey.pdf. For more information on functional limitations in learning, refer to <http://www.collegeboard.com/ssd/prof/limitation.html/>.

Guidelines for Documentation: Except for minor adjustments, the College Board has had the same *Guidelines for Documentation* since the mid-1990s. The College Board *Guidelines* state that to receive accommodations on College Board tests, a student's documentation must establish that she or he has a diagnosed disability that has an impact on the student's learning and, therefore, the student needs appropriate accommodations. There are resource documents to help understand documenting a disability and its accompanying functional limitations at <http://www.collegeboard.com/ssd/prof/document.html/>.

Multidisciplinary team: The *Guidelines* include broad categories of information the College Board considers fundamental in determining whether a student is eligible, based on disability, for accommodations on its tests, and what accommodations appropriately meet a student's individual needs. Therefore, schools that gather input and develop the student's educational plan using a multidisciplinary team (e.g., teachers; student; parent/guardian; psychologist/counselor/learning specialist) often find that their students' documentation easily aligns with the College Board *Guidelines*.

Official school representative: The official school representative is the school professional designated to complete and sign the *Student Eligibility Form* verifying the information via the form (often this official is the SSD Coordinator).

Panel of experts: A national panel of experts on educating and assessing students with disabilities advises the College

Board whether a student's disability documentation meets the *Guidelines*. This panel is composed of:

- at the higher education level: all members hold doctorates in School Psychology, Clinical Psychology, or Special Education and work either as fulltime professors and/or researchers or directors of the Disability Support Services Programs;
- at the secondary education level: all members hold doctorates or M.S. in School Psychology, Clinical Psychology, or Special Education and work as fulltime school psychologists or in Special Education; and
- private practitioners: all members hold doctorates or M.S. in School Psychology or Clinical Psychology and conduct psycho-educational assessments and college counseling.

Psychiatric disability: This refers to disabling conditions caused by biological, emotional factors, and/or personality disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders IV – TR (DSM IV – TR). Refer to <http://www.collegeboard.com/ssd/prof/resources.html/> for detailed discussion of psychiatric disabilities.

Renewal Roster: The Renewal Roster is sent to a school's SSD Coordinator each spring. It lists the school's students and their accommodations. The Coordinator must return the accompanying Verification Form confirming the students who still meet the eligibility *Guidelines*.

School testing and national test centers: Most students taking the SAT and Subject Tests can be accommodated at national testing centers. But some accommodations (those marked with an asterisk in Section III of the *Student Eligibility Form*) require testing at the student's school. Examples of accommodations that require School Testing are tests in Braille, on cassette, or given with the help of a reader, scribe, or computer with 100% extended time.

SSD Coordinator: The SSD Coordinator is the school official, often the Special Education Coordinator or Guidance Director, who assumes the responsibilities that include advising staff and students of proper procedures in applying for testing accommodations on College Board tests. Examples of an SSD Coordinator's responsibilities include organizing and signing the *Student Eligibility Form* on behalf of the school and receiving the Eligibility Letters and Rosters. In addition, an SSD Coordinator administers SAT School Testing, and AP[®] and PSAT/NMSQT testing to students with accommodations.

SSD Coordinator Form: The SSD Coordinator Form confirms the name of the school representative who will serve as the school's SSD Coordinator. It is important that the name and contact information be updated as needed. A Coordinator Form must be on file in order to process *Student Eligibility Forms*. See http://www.collegeboard.com/prod_downloads/ssd/SSD_Coordinator_Form.pdf for downloadable SSD Coordinator Form. An updated form can be mailed to the address on page 8 of these *Instructions* or e-mailed to ssd@collegeboard.org.

SSD Eligibility Code: The Eligibility Code is a unique number assigned to each student who is approved for accommodations

on College Board tests. Students must use this number when planning to take College Board tests (i.e., SAT, Subject Tests, AP Exams, and PSAT/NMSQT) with the approved accommodations.

Subtest scores: These refer to standard or scaled scores for all subtests of assessments (including behavioral rating scales or personality assessments) referred to in a testing report. For reporting cognitive and academic scores, indices or cluster scores are most informing when arriving at disability determinations; age or grade equivalents and percentiles are less useful subtest scores.

Transfer within same school district: In the public school setting, a student who transfers within the same district (e.g., from middle school to high school; from one high school to another) does not need to repeat the eligibility process for accommodations on College Board tests if the receiving high school verifies that the student continues to receive the same accommodations on school-based testing as in his or her previous school. The receiving high school can send a note informing the College Board of the student's new school.

Written language expression: This refers to cognitive processing related to expression of ideas in a written form such as an essay.

Contact Information

Contact Services for Students with Disabilities (SSD) with any questions, comments, or if additional forms are needed.

Mail: College Board Services for Students with Disabilities, PO Box 6226, Princeton, NJ 08541-6226. If you wish to use a courier service, send to: College Board Services for Students with Disabilities, 225 Phillips Blvd., Ewing, NJ 08628.

Call 609 771-7137 (Voice), 609 882-4118 (TTY) Mon.–Fri., 8 a.m. to 6 p.m. ET. Fax 609 771-7944. Visit our Web site at <http://www.collegeboard.com/ssd/> or contact us by e-mail at ssd@info.collegeboard.org.

Important Test Dates and Deadlines

2005-2006 test dates	Eligibility Form Determined Complete by*	Disability Documentation Determined Complete by**
PSAT/NMSQT October 12, 15	Sept. 7	Aug. 24
SAT and Subject Tests October 8	Sept. 3	Aug. 20
SAT and Subject Tests November 5	Oct. 1	Sept. 17
SAT and Subject Tests December 3	Oct. 29	Oct. 15
SAT and Subject Tests January 28	Dec. 24	Dec. 10
SAT April 1	Feb. 25	Feb. 11
SAT and Subject Tests May 6	Apr. 1	Mar. 18
SAT and Subject Tests June 3	Apr. 29	Apr. 15
Advanced Placement Program® (AP®) May 1-5, 8-12	Mar. 27	Mar. 13

* When additional information is needed to complete a *Student Eligibility Form*, the processing clock will begin on the date the form is complete. Then allow five weeks for processing.

** When additional information is provided to complete a student's disability documentation, the processing clock will begin on the date the documentation is complete. Then allow seven weeks for processing.

