

Instructions for Completing the 2007-08 Student Eligibility Form

for Accommodations on College Board Tests Based on Disability

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

Introduction

A student with a disability, whose condition substantially limits his or her ability to participate in College Board tests, may be eligible for accommodations. A *Student Eligibility Form* needs to be submitted for each student requesting accommodations. Students/Parents should complete Section I of the form; in most cases, the School will complete Section II and III. These *Instructions* offer step-by-step directions for completing the *Student Eligibility Form*. Please read everything through before completing the *Student Eligibility Form*.

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.

The College Board has identified the information that it considers essential in determining the appropriateness of requested accommodations. This information is discussed in the *Eligibility* and *Guidelines* sections of these *Instructions*. In order to ensure that all relevant information is considered by the College Board, and that appropriate accommodations are provided, it is important that all requests for accommodation comply with the College Board *Guidelines*.

IMPORTANT INFORMATION

SUBMIT REQUESTS EARLY! Processing takes approximately seven weeks from receipt of *complete* information. (See p. 8 for specific dates).

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 complete one *Student Eligibility Form* for each student. Approved accommodations will be valid for 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. (See p.3 for transfer students).
- If a student uses accommodations that have not been approved by the College Board prior to the test administration, test scores will not be provided.
- Documents are scanned - use a No. 2 pencil for all sections of the Eligibility Form, including signatures. Fill in all required fields on the forms.

In order to take a College Board test with testing accommodations, a student must:

- have a disability that requires the requested testing accommodation (see p.3);
- submit a signed, completed, Eligibility Form within the appropriate timeframes (See p.8); and
- when noted on the *Form*, submit *complete* documentation of a disability, indicating the need for the requested accommodations (See p.2).

Inclusion of an accommodation on an IEP/504 Plan/Formal Plan does not automatically qualify a student for accommodation on College Board tests. (See p.2).

Documentation **MUST** be provided for the College Board's review when any of the following apply (see p.2 of *Instructions*, and pp.3-4 of Eligibility Form):

- the student is requesting a computer;
- the request is made without the involvement of the school;
- the documentation on file at the student's school does not meet College Board *Guidelines* (See p.2);
- the student's only disability is "other impairment";
- the student has been declassified or has no formal plan;
- the formal educational plan is less than four months old, the requested accommodations have not been used in the past four school months;
- the testing is not current (See p.5);
- school documentation does not include results from a cognitive ability test and an academic achievement test (except for certain physical/visual conditions);
- the student requests more than 100% extended time;
- the student requests a computer or individualized testing; OR
- the student needs accommodations not commonly provided.

For additional information, visit the College Board Web site at 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. You may also obtain a hard copy of the information on the Web site at the above telephone numbers and/or mailing addresses.

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Under most circumstances, when documentation is required, scores from nationally-normed, individually administered testing must be submitted. See pages 2–3 for specific information regarding documentation requirements for learning disabilities, physical/visual disabilities, computer requests, and requests for extended time.

When a school official signs page 4 of the Eligibility Form, the school is verifying that the student meets the College Board's Eligibility Requirements, and the documentation on file at the school meets the College Board's *Guidelines for Documentation*. If the eligibility requirements and/or *Guidelines* are not met, the school official should not sign the form, and documentation should be provided for the College Board's review. A student/parent who submits the request without the involvement of the school, must also provide appropriate documentation.

Once a student is approved for accommodations, the accommodations are valid for all College Board tests, as long as the school annually verifies that eligibility requirements and *Guidelines* are met. (See p.3 for transfer students).

If you have not received a determination for an accommodation request do not assume that the request was approved or that the accommodations will be provided on test day. Scores on tests taken with unapproved accommodations will not be released.

Eligibility

The College Board offers two ways for a student to be determined eligible for accommodations on its tests: School Verification, and Document Review.

School Verification: When an official school representative completes Sections II and III of the *Student Eligibility Form*, the representative verifies that the student meets the College Board eligibility criteria and *Guidelines for Documentation*. With certain exceptions, the College Board then processes the completed *Student Eligibility Form* without the need for additional documentation.

To be eligible for School Verification, the student must:

1. have a disability that necessitates testing accommodations,
2. have documentation on file at school that supports the need for the requested accommodations and meets the *Guidelines for Documentation*, and

3. receive and use the requested accommodations, due to the disability, for school-based tests, for at least four school months.

Documentation Review: If all of the requirements for school verification 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 below). This process is also available for students who request the College Board directly to make a determination or when a school cannot verify that the student's disability documentation meets the *Guidelines*.

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 must accompany the *Student Eligibility Form* in order for the College Board to be able to reach an accommodations' determination. (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.)

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.

Because each school establishes its own procedures for ensuring that students with disabilities receive appropriate accommodations, differences are common. Therefore, a student's receipt of accommodations in school does not necessarily indicate a need for accommodations on College Board tests.

Guidelines for Documentation

The following *Guidelines for Documentation* list the information that the College Board considers fundamental in determining that a student is eligible, based on disability, for the requested accommodations on its tests.

When a student's school-generated IEP, 504 Plan, or other formal written educational plan/program and its supporting documentation align with the College Board's eligibility criteria and *Guidelines*, and officials at the student's school verify this to be accurate, the College Board generally does not need further documentation.

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) 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) provide her/his disability documentation to the College Board to determine the appropriate accommodations.

1. **State the specific disability**, as diagnosed, and not solely the IDEA classification;
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 (for additional information, please visit our Web site at www.collegeboard.com/ssd/prof/limitation.html/);
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. For example, for a student with a learning disability, measures of cognitive ability, academic achievement, and information processing are usually necessary. Please attach a score summary, including standard scores for all subtests. Grade or age equivalents are not sufficient. (For additional information such as a list of tests and their uses, please visit our Web site at www.collegeboard.com/ssd/prof/limitation.html/);
5. **describe the functional limitations** (how the disability impacts the student's ability to participate in the test). See additional information at www.collegeboard.com/ssd/prof/limitation.html/;
6. **describe the specific accommodations** requested, including the amount of extended time required or the maximum amount of time the student can be tested in a day 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 basic information about license or certification and area of specialization.

General instructions

The *Student Eligibility Form* has three sections: Section I is to be completed by the student/parent. Except as noted below, 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 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, Section II should remain blank. Section III should be used solely to identify the accommodations requested. Students should not enter information into the Confirming Information and Signature area.

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 2006-2007 *Student Eligibility Forms*; however, note that there have been some changes in the 2007-2008 form.

Student/Parent Instructions (Section I)

Complete Section I of the *Student Eligibility Form*. (Items with no narrative directions are self-explanatory). Do not leave items blank as it may delay the processing of your accommodation request.

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, 1990 would be Jan. 08/90.

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. – Next Planned Test Date: Enter the name and date of the next College Board test you plan to take.

10. – 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. The College Board cannot process your request without an appropriate authorizing signature.

10b. Previously Approved Transfer Student: Fill in this bubble only if you have been previously approved for testing accommodations by the College Board **and** you have transferred to a new school since the approval. Please ensure that all information provided in Section I corresponds to your new school. If you are receiving the same accommodations that the College Board approved at your new school, you do not need to fill in Sections II and III. However, you do need to have your new school confirm in writing that they provide you with the approved accommodations. Submit the confirmation with Section I of the Form.

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 Sections I and III and the supporting disability documentation to the address on page 8 of these *Instructions*.
- The level of supporting documentation required to complete the request is dependant on the nature of the disability, the requested accommodation(s) and the other information provided to the College Board. However, except in extraordinary circumstances a copy of an IEP, Section 504 plan or other formal written plan by itself will not be sufficient supporting documentation. The College Board will determine the level of documentation review needed to ensure that, for each individual request, the documentation meets the *Guidelines* and supports the need for the requested accommodations. Failure to provide *complete* documentation with the *Student Eligibility Form*, when requested on the Form, may delay or halt the processing of your accommodation request.
- 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 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*, it generally takes at least 5 weeks for review of information in the *Student Eligibility Form* or 7 weeks for review of a student's disability documentation. In order to ensure that a determination on your accommodation request is made in time for the test you intend to take, the *complete* documentation should be submitted to the College Board at least 7 weeks prior to the test date.

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 www.collegeboard.com/prod_downloads/ssd/SSD_Coordinator_Form.pdf for a downloadable form. 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.

Section II

Do not leave items in this section blank as it may delay the processing of the accommodation request.

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 www.collegeboard.com/ssd/prof/resources.html/.

If the student's disability is not listed (e.g., **psychiatric disability, Tourette's syndrome, OCD**), 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*. Do not use "Other" if there is another appropriate entry (e.g., include ADD diagnoses under ADHD,

cerebral palsy under physical, and “reading disability” and dysgraphia under LD).

Also provide the student’s disability documentation if the student does not have a diagnosed disability

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 school-generated 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 school’s 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.

1.b. Indicate in the box the date the first plan/program was approved for the student. If the school’s records do not indicate when the first plan was approved, enter the date of the oldest plan for which records exist. If there is no plan/program, leave the space blank.

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.

2. Evaluation Testing Verification: The *Guidelines* request a comprehensive assessment that includes objective evidence of a substantial limitation to participation in College Board tests 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. (If you are unsure if the student’s physical and/or visual condition meets this exception, refer to the Web site and/or call SSD.)

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 a formal written plan that includes testing accommodations),

we will often accept the cognitive testing, when necessary, from when the student was originally classified or diagnosed.

Depending on the age of the cognitive testing, however, an update is sometimes indicated. Academic testing, when necessary, must be within 5 years of application for accommodations.

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 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,” also provide the student’s disability documentation for the College Board’s review.

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 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. 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 (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. 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);

Please remember, the percentages in each column represent time in addition to that provided in a standard administration of the College Board test in question. Accordingly, if you request +100% extended time, you are requesting that the testing time be doubled.

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. You do not need to request +100% extended time to be considered for the accommodations of “multiple-day testing” or “school testing.” Please note that the SAT[®], with 50% extended time is 5 hours and 25 minutes in length and with 100% extended time is 7 hours in length and conducted over two days. The student receiving extended time must remain at the test site for the entire testing time, even if the student finishes early. The College Board provides the full range and variety of possible accommodations, including but not limited to extended time. Please ensure that the requested accommodations are appropriate for the student.

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, or a large block answer sheet); 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). Available accommodations are not limited to these examples.

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 www.collegeboard.com/ssd/prof/limitation.html/.

Complete: A request for accommodations is considered complete only when a properly filled-out *Student Eligibility Form* and **all** supporting documentation necessary for the College Board to make a determination is submitted to the College Board.

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. When a computer is provided, all auxiliary features, including grammar and spell check are disabled and unavailable during the test. 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 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.

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 www.collegeboard.com/ssd/prof/compaccom.html/.

Eligibility: The College Board offers two methods of establishing eligibility for accommodations on College Board tests: School Verification and Documentation Review.

Extended time: A student with a disability(ies) may receive extended time on College Board tests when his or her functional limitations indicate that extended time is an appropriate testing accommodation (e.g., the disability has the effect of slowing the student's ability to read, analyze, write, speak or other activity relevant to participating in the test). On College Board tests, very often the appropriate accommodations for student's with functional limitation related to fatigue, need for resting time, and short attention/concentration span are extra/extended breaks, not extended testing time.

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 on the student's 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 2 of these *Instructions*).

Functional limitations: Functional limitations mean that the student's daily academic functioning relevant to participation in a College Board test 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 www.collegeboard.com/prod_downloads/ssd/Teacher_Survey.pdf. For more information on functional limitations, refer to 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 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 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 with 100% extended time, in Braille, on cassette, or given with the help of a reader, scribe, or computer.

School Verification: The College Board has three criteria students must meet to 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 schoolbased tests.

SSD Coordinator: The SSD Coordinator is the school official, often the Special Education Coordinator or Guidance Director, who assumes the responsibilities, for the school, 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 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 this page.

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.

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 www.collegeboard.com/ssd or contact us by e-mail at ssd@info.collegeboard.org.

Important Test Dates and Deadlines

2007-2008 test dates	Eligibility Form Determined Complete by*	Disability Documentation Determined Complete by**
SAT and Subject Tests October 6, 2007	Aug. 31	Aug. 17
PSAT/NMSQT October 17, 20, 2007	Sept. 12	Aug. 29
SAT and Subject Tests November 3, 2007	Sept. 28	Sept. 14
SAT and Subject Tests December 1, 2007	Oct. 26	Oct. 12
SAT and Subject Tests January 26, 2008	Dec. 21	Dec. 7
SAT March 1, 2008	Jan. 25	Jan. 11
SAT and Subject Tests May 3, 2008	Mar. 28	Mar. 14
Advanced Placement Program® (AP®) May 5–9, 12–16, 2008	Mar. 7***	Feb. 22***
SAT and Subject Tests June 7, 2008	May 2	Apr. 18

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

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

*** AP dates are set to ensure that most accommodation eligibility determinations may be made prior to AP exam ordering deadlines.

