

Close x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > **Talking to Parents**[Print Page](#)

## Talking to Parents

### How to talk to parents about College Board testing accommodations

Many students and their parents believe that because the student receives accommodations at school, he or she automatically will be eligible for the same accommodations on College Board tests. You may need to help the student (and his/her parents) understand that what will determine the appropriate accommodations on College Board tests are College Board's eligibility requirements and Guidelines for Documentation.

When your school's services for students with disabilities align with the College Board Guidelines, and you verify this on a student's Form, he or she is eligible for accommodations on College Board tests. In some cases, however, students who receive accommodations in school do not require accommodations on College Board tests.

For more information on College Board Eligibility Requirements, see:

- \* [Eligibility & Review](#)
- \* [Documentation Guidelines](#)

### **What is a good way to discuss accommodations on College Board tests with parents of students wishing to take College Board tests with accommodations?**

When you first talk with parents of students seeking accommodations on College Board tests, consider providing them with a copy of the "Dear Parent" letter (.pdf/43K).

It is also available in Spanish (.pdf/50K).

It was written to help families understand the College Board's eligibility process for testing accommodations based on disability. As you will see, the letter explains the College Board's eligibility process. It tells parents that school-based procedures for identifying and receiving accommodations may differ from the College Board's procedures.

The letter also:

- \* Encourages parents to look to school officials for help in completing the requests for accommodations and disability documentation, instead of expecting them to be the decision-makers.
- \* Explains that the Eligibility and Documentation Guidelines were established by the College Board to ensure that each student with a disability receives appropriate accommodations on its tests.

You may wish to go through the letter with your students and their parents to ensure that they understand that the College Board's Eligibility and Documentation Guidelines must be met, and that the accommodations approved by the school for classroom work are not automatically those appropriate for College Board tests.

### **Can students (and their parents) apply directly to the College Board for accommodations on our tests?**

Yes, students and parents may request accommodations without the participation of their school by using a paper Student Eligibility Form. These forms can be obtained from the College Board Services for Students with Disabilities (SSD). Students should complete Sections I and III of the Student Eligibility Form, and send the form, with documentation of their disability, directly to the College Board. The College Board will review the documentation to determine if it meets the Guidelines and if the requested accommodations are substantiated.

Students and parents may find directions in the Instructions for Completing the Student Eligibility Form and the school would not be involved in providing direct information.

For more information, see [Services for Students with Disabilities](#) (in the Student section of this website).

Estimados padres:

Esta carta se dirige a aquellos padres de estudiantes que solicitan arreglos especiales para estudiantes con discapacidades que se están preparando para tomar exámenes del College Board (tales como SAT®, AP®, PSAT/NMSQT®). Hay varios pasos importantes a seguir para determinar cuáles son los arreglos adecuados para su estudiante. Los pasos importantes se explican en las instrucciones del formulario de calificación del estudiante, *Instructions for Completing the Student Eligibility Form*, del College Board. (En Internet, diríjase a la página de web: [http://www.collegeboard.com/prod\\_downloads/ssd/instructions-06-07-student-eligibility-form.pdf](http://www.collegeboard.com/prod_downloads/ssd/instructions-06-07-student-eligibility-form.pdf) . Usted y su hijo (a) deberán leer las instrucciones con cuidado. A continuación hallará otras cosas importantes que debe saber:

- El College Board tiene normas específicas para determinar cuáles son los arreglos especiales adecuados para tomar nuestros exámenes (vea la página 1 de las instrucciones). A menudo estos arreglos son los mismos que su hijo (a) tiene en la escuela, pero no siempre este es el caso. Puede ser que los arreglos que tiene en la escuela no serán automáticamente los mismos que el College Board aprueba para sus exámenes. El mejor consejo es seguir las direcciones dadas por el College Board.
- Una vez que el College Board recibe el formulario de calificación (Eligibility Form) del estudiante, se hace una evaluación detallada. A veces también pedimos revisar la documentación de discapacidades del estudiante. Todo esto toma tiempo. Tenga en cuenta que este proceso dura entre 5 a 7 semanas desde la fecha inicial en que se llena el formulario de calificación (Eligibility Form). El proceso es un poco más largo (7 semanas total) cuando pedimos revisar la documentación de discapacidades y termina una vez que recibamos la información completa y la podamos evaluar.
- Para ayudar a planificar en el proceso de calificación, el College Board ha anunciado las fechas y plazos importantes de los exámenes del College Board. Usted hallará estas fechas en la página 8 de las instrucciones, al dorso del sobre de correo y también en la página electrónica del College Board en la Internet.
- El College Board ha enviado copias de las Instrucciones y del formulario de calificación (Student Eligibility Form) a la escuela de su hijo (a). También puede obtener un formulario en blanco, contactándonos por teléfono al 609 771-7137 o por correo electrónico: [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org). Debido a que los formularios de calificación (Student Eligibility Forms) se pasan por un lector electrónico, solamente podemos aceptar formularios originales, no aceptamos copias.

Hay secciones del formulario de calificación (Eligibility Form) que deberá llenar la escuela de su hijo(a). Recuerde que los oficiales de la escuela pueden serle de gran ayuda para asegurarse que se siguen todos los pasos necesarios. La página electrónica del College Board en [www.collegeboard.com/ssd/](http://www.collegeboard.com/ssd/) es también una buena fuente de ayuda durante el proceso de calificación; y si tuviera preguntas adicionales, puede llamar además a la oficina de servicios a estudiantes con discapacidades (SSD Office) del College Board al 609 771-7137.

Le deseamos a su hijo (a) la mejor suerte en el próximo gran paso, asistir a la universidad.

Servicios a Estudiantes Impedidos (SSD)  
del College Board

**The College Board**  
**Services for Students with Disabilities (SSD)**

Dear Parent:

If you are reading this letter, you are the parent of a student who is seeking accommodations, based on disability, on College Board tests (i.e., SAT®; AP®; PSAT/NMSQT®). There are several important steps in the process of determining the appropriate accommodations. These important steps are explained in the College Board's *Instructions for Completing the Student Eligibility Form*. You and your son/daughter will want to read the Instructions carefully. Here are several other important things to know:

- The College Board has specific guidelines for identifying appropriate accommodations on our tests (see page 1 of the Instructions). Often these accommodations are the same as those your son/daughter receives at school, but not always. It is not automatic that school accommodations will be the same as those approved for College Board tests. The most important advice is to follow the College Board guidelines.
- When a student's Eligibility Form is received by the College Board, our review is very thorough. And, there are times that we ask to review a student's disability documentation—this all takes time. Allow sufficient time (5 weeks from the date the Eligibility Form is complete and 7 weeks when we ask to review the documentation, and it is complete).
- To assist in planning for the eligibility process, the College Board has posted important due dates relating to request for accommodations for College Board test. You can see these dates on page 8 of the Instructions, on the back of the mailing envelope, and on the College Board's Web site.
- The College Board has sent copies of the Instructions and Student Eligibility Form to your son's/daughter's school. You also may get a blank form by contacting us at (609) 771-7137 or [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org). Because we scan the information provided on Student Eligibility Forms, we only can process original forms. There are sections on the Eligibility Form to be completed by your son's/daughter's school.
- Remember that the school officials can be a great help in making certain all the steps are followed. The College Board's Web site at [www.collegeboard.com/ssd/](http://www.collegeboard.com/ssd/) also is a good resource for help in the eligibility process, and if you have further questions, you may want to call the College Board's SSD office at 609 771-7137.

We wish your son/daughter good fortune in preparing for that next big step, attending college.

The College Board  
Service for Students with Disabilities

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > **Eligibility & Review**

[Print Page](#)

## Eligibility & Review

### College Board SSD criteria explained

Not all students with disabilities require accommodations. Not all students who do require accommodations require the same accommodations. Some accommodations received by students in school are not necessary for the purposes of participating in College Board tests. To ensure that the College Board provides the right accommodations, we require that a student's documentation meet our criteria. We must approve accommodations before a student can take College Board tests.

We offer two ways for a student to be determined eligible for accommodations on its tests:

- \* **School Verification**—The SSD Coordinator verifies that the student meets the College Board's criteria and that the disability documentation meets the Guidelines for Documentation. Note that some accommodation requests cannot be verified by schools.
- \* **Documentation Review**—The College Board reviews a student's disability documentation to determine if it meets its criteria and guidelines. Students may also directly request that the College Board's SSD office make the eligibility determination.

See [School Verification](#) or [Document Review](#) for more information about those processes.

Students do not need to specify the application process they are using in their request for accommodations, but they must provide documentation where required. See [Documentation Requirements](#) for information on when documentation is required, and [Documentation Guidelines](#) to learn what types of documentation is necessary.

Regardless of which process is used to review the accommodations request, basic requirements for eligibility include the following:

- \* The student must have a documented disability.
- \* The mere presence of a disability does not necessarily mean that the student requires accommodations on College Board tests. The disability must impact the student's ability to participate in standardized tests. (See [Functional Limitations](#).)
- \* The student must demonstrate a need for the specific accommodation that is being requested. (For example, students requesting extended time must show not only that they have a disability, but that they have difficulty with test-taking under timed conditions.)
- \* Inclusion of an accommodation on an IEP/504 Plan/Formal Plan **does not** automatically qualify a student for accommodations on College Board tests.
- \* Temporary physical conditions, such as a broken arm, are not disabilities and do not provide eligibility for accommodations under the College Board's accommodation process. In limited circumstances, the College Board will provide some assistance for temporary physical conditions through its temporary accommodation process. (See [Temporary Medical Condition](#).)

[Close](#) x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Eligibility & Review](#)  
> **School Verification**

[Print Page](#)

## School Verification

### How to request accommodations through the school verification process

Most accommodation requests are processed through SSD's school verification process. When a request for accommodations is submitted by the student's SSD Coordinator and the student meets College Board criteria, in most cases, the student does not need to submit additional documentation of a disability.

#### What to do

To qualify for accommodations under the school verification process, the student must:

- \* Have a disability that necessitates testing accommodations
- \* Have documentation on file at school that supports the need for the requested accommodation and meets the College Board's Documentation Guidelines
- \* Receive and use the requested accommodations, due to the disability, for school-based tests for four school months

The accommodations request must be submitted by the student's school, and the school must have an SSD Coordinator form on file with the College Board. See [How to Request Accommodations](#).

There are situations in which a student's accommodation request cannot be processed through the school verification process. In these cases, documentation **must** be provided to the College Board. Factors include:

- \* The accommodation requested
- \* The student's disability
- \* The student's documentation that is on file with the school
- \* How long the student has been receiving accommodations in school

See [Documentation Requirements](#) for more information.

When a request is through SSD Online, and it can be processed through school verification, SSD Online will indicate at the end of the process that no documentation is needed. If SSD Online indicates that documentation must be submitted for review, or if the Student Eligibility Form indicates that documentation **must** be provided, the request will be processed through the Document Review Process. See [Document Review](#).

When an official school representative completes the certification at the end of the SSD Online process, or signs the Student Eligibility Form, the representative verifies that the student meets the College Board Documentation Guidelines. If the student's documentation **does not meet** the Guidelines, the school representative should respond on the request for accommodations that it does not have the requested documentation in its files, and documentation should be provided for the College Board's review. Alternatively, the school should not submit the request for accommodations, and instead may advise the student or parent to request accommodations directly from the College Board.

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Eligibility & Review  
> **Document Review**

Print Page

## Document Review

### How to submit an accommodations request when documentation is required

When students are ineligible for accommodations through the school verification process, they may still be eligible through the Document Review process. To find out, they must submit documentation with the Eligibility Form to support their need for accommodations. College Board reviewers will review the documentation and determine eligibility for accommodations for College Board tests.

To submit a request through the Document Review process:

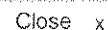
- \* Complete a request for accommodations on SSD Online. SSD Online will indicate at the end of process whether documentation is required for review. It will also provide a printable list of documentation that would be helpful for the review. The specific documentation that is requested is determined by the student's disability and the requested accommodations.
- \* Print out the fax cover page, at the end of SSD Online process. This page includes the students name, SSD Eligibility Code, and bar code, as well as an abbreviated list of requested documentation.
- \* Collect the documentation to support the student's need for the requested accommodations. In most cases, this would be the documentation requested by SSD Online.
- \* Attach the fax cover page to the documentation, and send it to the College Board at the fax number listed on the cover page. The documentation will be attached to the student's electronic file and reviewed by the College Board.
- \* A student or parent may request accommodations without involvement by the school by completing Sections I and III of the request for accommodations, and forwarding the Eligibility Form with supporting documentation to the College Board.

For more information about situations when documentation is required, see [Documentation Requirements](#)

For more information about the type of documentation that is needed, see:

[Documentation Guidelines](#)

[Documenting Specific Disabilities](#)



[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > **Documentation Guidelines**

[Print Page](#)

## Documentation Guidelines

### What documentation is required for the accommodations request?

To be eligible for accommodations on College Board tests, a student must have a documented disability. The documentation should:

- \* Meet the seven College Board documentation Guidelines.
- \* Describe the **functional limitation** of the disability (see Functional Limitations for more information).

The documentation should be detailed. In most cases, test scores, including subtest scores, are needed. Doctor's notes and IEPs are not sufficient to substantiate a request for accommodations, and conclusive statements without supporting information are unhelpful. The documentation should show not only that the student is disabled, but that he or she requires the specific accommodation under request.

Be aware that the documentation guidelines apply regardless of whether a student submits documentation for review or whether the request is school-verified. When a school official submits a request for accommodations on SSD Online (or signs page 4 of the Student Eligibility Form), the school verifies that the documentation on file at the school meets College Board guidelines.

If the school is uncertain whether its documentation on file is sufficient, it should either:

- \* Work with the student to obtain additional documentation
- \* Indicate in the appropriate areas on SSD Online or on the Eligibility Form that it does not have documentation on file, and submit documentation for the College Board's review

For more information, see:

- \* [Guidelines](#)
- \* [Documenting Specific Disabilities](#)

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documentation  
Guidelines > **Guidelines**

Print Page

## Guidelines

### Basic requirements for disability documentation

The College Board Guidelines for Documentation lists the information that it considers fundamental in determining eligibility. Without the information, it is extremely difficult to determine if a student has a disability that requires accommodations, and whether specific accommodations meet a student's needs on our tests.

### Seven guidelines for documentation

Documentation must:

1. **State the specific disability**, as diagnosed. Diagnosis should be made by a person with appropriate professional credentials, should be specific, and, when appropriate, should relate the disability to the applicable professional standards, for example, DSM-IV.
2. **Be current**. In most cases, the evaluation and diagnostic testing should have taken place 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 visual disabilities, documentation should be within two years, and for physical/medical, an update must be within one year from the time of the request.
3. Provide relevant **educational, developmental, and medical history**.
4. **Describe the comprehensive testing and techniques** used to arrive at the diagnosis. Include **test results with subtest scores** (standard or scaled scores) for all tests. See Documenting Specific Disabilities for a listing of frequently used tests and what they measure.
5. **Describe the functional limitations**. Explain how the disability impacts the student's daily functioning and ability to participate in the test.
6. Describe the **specific accommodations** being requested on College Board tests, 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.
7. Establish the **professional credentials of the evaluator** (for example, licensure; certification; area of specialization).

For more information, see:

- \* Functional Limitations
- \* Documenting Specific Disabilities
- \* Documentation Guidelines



Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documentation Guidelines > **Functional Limitations**

Print Page

## Functional Limitations

### What is a functional limitation and how should it be described?

Not all students with disabilities require accommodations on College Board tests. For example, consider the following:

- \* Students with visual impairments that are corrected by eyeglasses may not need accommodations;
- \* Some students with medical conditions who are restricted in physical education in school may not require accommodations on written standardized tests;
- \* Some students with hearing impairments who need accommodations such as a note-taker in school may not need accommodations on a written standardized test.

To be eligible for accommodations on College Board tests, students must have a physical or mental condition that substantially influences their ability to participate in College Board tests. This is called **functional limitation**.

### Describe the limitation

A student's functional limitation results from his or her disability. It describes how the student's daily functioning is affected, as well as how the student's disability affects his or her ability to take College Board tests. A student's functional limitations should be described in his or her documentation.

### How should functional limitations be documented?

In most cases, the results of a student's comprehensive testing or evaluation should be included with his or her documentation. However, there are ways to demonstrate functional limitation, and documentation may vary according to disability:

- \* Psychoeducational evaluation, including both test scores and narrative (should always be included when the student is LD or ADHD).
- \* Standardized test scores, using national norms to support both the diagnosis and functional limitation (Include standard/scaled scores).
- \* Summary of the student's developmental, educational and/or medical history.
- \* Teachers' observations (download the Teacher Survey Form (.pdf/79k).
- \* Where applicable, results of speech and language or occupational therapy evaluations.

For more information on documentation requirements for specific disabilities, including commonly used tests/measures, see Documenting Specific Disabilities.

For more information, be sure to follow Documentation Guidelines and College Board Guidelines for Documentation.

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documenting Specific Disabilities > **Learning Disabilities**

Print Page

## Learning Disabilities

### What documentation is needed to substantiate learning disabilities?

To be eligible for accommodations on College Board tests, a student with a disability must provide documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See

- \* Documentation Guidelines
- \* Functional Limitations

When a student has a learning disability, he or she should have a comprehensive assessment and documentation relating to both cognitive ability and academic achievement. If a student is requesting extended time, it is also helpful that he or she provide documentation relating to his or her ability to test in a timed setting. When submitting documentation to the College Board for review, the student should include the full psychoeducational or neuropsychological evaluation, including scaled/standard scores.

As a general guide, tests used to diagnose learning disabilities should have the following characteristics:

- \* Comprehensive cognitive and academic assessment
- \* Individually-administered
- \* Nationally normed
- \* Be administered under standardized conditions

The College Board does not accept "brief" measures, such as the KBIT-2 or WASI.

### What are some commonly used tests/measures where a student has a learning disability?

Please note that the following list is **not** exhaustive:

#### Commonly used tests that measure a student's cognitive abilities:

- \* Weschler Adult Intelligence Scale-III (WAIS-III) or Weschler Intelligence Scale for Children-IV (WISC-IV)
- \* Woodcock Johnson Psychoeducational Battery-III NU (WJ-III NU): Tests of Cognitive Abilities
- \* Stanford Binet Intelligence Scales-5th Edition (SBS) (When individually-administered)
- \* Kaufman Adolescent and Adult Intelligence Test or Kaufman Assessment Battery for Children, Second Edition (KABC-II)
- \* Differential Ability Scales, Second Edition (DAS-II)
- \* Reynolds Intellectual Assessment Scales

#### Commonly used tests that measure a student's academic achievement:

##### Reading

- \* Woodcock-Johnson-III NU: Tests of Achievement (General and Extended batteries that include fluency measures)
- \* Scholastic Abilities Test for Adults (SATA)
- \* Stanford Diagnostic Reading Tests, Fourth Edition (SDRT) (When individually-administered)

- \* Wechsler Individual Achievement Test (WIAT II) with reading rate measure
- \* Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
- \* Gates-MacGinitie Reading Tests® (GMRT®) Fourth Edition (When individually-administered)

#### Mathematics

- \* Woodcock-Johnson-III NU: Tests of Achievement (General and Extended batteries including fluency measures)
- \* Scholastic Abilities Test for Adults (SATA)
- \* Wechsler Individual Achievement Test II (WIAT II)
- \* Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
- \* Stanford Diagnostic Mathematics Test, Fourth Edition (When individually-administered)

#### Written Language

- \* Woodcock-Johnson-III: Tests of Academic Achievement (General and Extended batteries including fluency measures)
- \* Scholastic Abilities Test for Adults (SATA)
- \* Wechsler Individual Achievement Test (WIAT II)
- \* Test of Written Language III (TOWL III)
- \* Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

When a student requests **extended time**, the student should also provide documentation of a test that measures the student's academic skills in a timed setting. See extended time for a list of commonly used tests. See Computer for required documentation that is required when the **computer** is requested.

#### **Commonly used tests that measure a student's information processing:**

- \* Detroit Tests of Learning Aptitude-4 (DTLA-4) or DTLA-A (Adult)
- \* WISC IV
- \* WAIS-III
- \* W-J-III-Tests of Cognitive Ability

A low processing speed score alone, however, usually does not indicate the need for testing accommodations. In this instance, what would be important is to include in the documentation an indication of how the low processing speed affects a student's overall academic skills.

#### **Tests not accepted by the College Board**

The following tests are screening tools and, without other measures, do not meet the psychometric criteria to diagnose a disability or establish the need for testing accommodations:

#### Cognitive

- \* WASI
- \* Reynolds Intellectual Screening Test (RIST)
- \* Slosson Intelligence Test-Revised
- \* KBIT-2
- \* Woodcock-Johnson III - Brief Intellectual Ability (WJ-III-BTI)

#### Academic

- \* Wide Range Achievement Test 4 (WRAT 4)

• KTEA-II Brief Form

Please note that the list is not exhaustive.

[Close](#) x[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Accommodations](#) > **Hearing Impairments**[Print Page](#)

## Hearing Impairments

### Sign language interpreters and other accommodations

Many students with hearing impairments need assistance during the presentation of test directions, which are usually given orally before the beginning of the test. Although most College Board tests have no listening component, the Board provides a copy of written directions to students with documented hearing impairments who request them.

#### Sign language interpreter

When written directions would not accommodate a student's needs for the test, the College Board will provide additional testing accommodations, including, if appropriate, a sign language interpreter, at no extra cost to the student.

The College Board is aware that some students with hearing impairments would prefer to use a sign language interpreter, even when a written copy of the directions would accommodate their needs. In these situations, students may bring **their own** sign language interpreter, at their own expense.

All testing accommodations, including requests for written test directions and requests for interpreters, must be requested by submitting a request for accommodations and all necessary documentation no later than the postmark deadline for the administration date of the specific test of interest.

For information about documenting a hearing impairment, see [Hearing Impairments](#).

- \* Special acoustics
- \* Adaptive/special furniture/tools
- \* Alternative test site (with proctor present)
- \* Preferential seating

[Close](#) x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Documenting Specific Disabilities](#) > **ADHD**

[Print Page](#)

## ADHD

### Documentation Guidelines for Students with ADHD

Some students with Attention–Deficit/Hyperactivity Disorder (ADHD) are eligible for accommodations on College Board tests. ADHD includes:

- Combined Type
- Predominantly Inattentive Type (Sometimes referred to as ADD)
- Predominantly Hyperactive–Impulsive Type

Not all students with ADHD require accommodations on College Board tests. To be eligible for accommodations on College Board tests, a student with ADHD must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See:

- Documentation Guidelines
- Functional Limitations

The following additional guidelines are meant to assist students with ADHD in submitting requests for accommodations.

- The documentation should demonstrate that a comprehensive assessment was conducted, and that a person with appropriate professional credentials made the diagnosis according to DSM–IV–TR guidelines.
- A summary of current symptomatology, treatment, and ongoing needs should be included. Documentation should provide a narrative summary of evaluation results with clear evidence of clinically significant impairment in the academic setting. A rationale for each accommodation, specifically as they pertain to the student's need for accommodation on College Board tests, should be included.
- A medical note is **not** sufficient evidence to support the need for numerous accommodations.
- In most cases, comprehensive cognitive and academic testing should be submitted. See Learning Disabilities for examples of commonly used tests and measures.
- Additional information, such as survey forms and direct teacher observation, can be included. Documentation that describes your continuing need for and consistent use of requested accommodations would be helpful.
- Accommodation needs change and are not always identified at the time of initial diagnosis. Conversely, a prior history of accommodation, without documentation of current need and consistent use, does not necessarily demonstrate eligibility for accommodation(s) on College Board tests.

If you are requesting extended time or the use of a computer, see Accommodations for additional information on documentation.

[Close](#) x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Documenting Specific Disabilities](#) > **Psychiatric Disorders**

[Print Page](#)

# Psychiatric Disorders

## Documentation guidelines for students with psychiatric disorders

Some students with psychiatric disorders may be eligible for accommodations on College Board tests. To be eligible for accommodations on College Board tests, a student with a psychiatric disorder must have documentation that meets the College Board's Guidelines, including evidence of functional limitation. See:

- \* Documentation Guidelines
- \* Functional Limitations

A student should submit:

- \* Documentation of the initial evaluation in which the psychiatric disorder was diagnosed
- \* A current psychiatric update, completed within the past 12 months. The update should describe the current impact of the student's disability as it affects the student's ability to take College Board tests. It need not be a full evaluation, and need not be conducted by the person who conducted the initial evaluation.

Note that the documentation should demonstrate not only that the student has a disability, but also that the student requires the specific accommodation requested (for example, a student requesting extended time should provide documentation of difficulties under timed conditions). For documentation guidelines for specific accommodations, see:

- \* Accommodations
- \* Extended Time
- \* Computer
- \* Extra/Extended Breaks

## Functional limitation

Not all students with psychiatric disorders require accommodations on College Board tests. A student's documentation should demonstrate that the impairment affects his or her daily functioning and ability to participate in College Board tests. For example, in most cases, anxiety by itself, when it does not interfere with activities other than taking tests, does not support a need for accommodations on College Board tests. See Functional Limitations.

## Documentation

All students with psychiatric disorders should submit documentation showing that a comprehensive assessment was conducted to arrive at the diagnosis and to determine the need for the requested accommodations. The documentation should include:

- \* A summary of the assessment procedures and evaluation instruments used to make the diagnosis
- \* A narrative summary of the evaluation results
- \* A rationale for each accommodation recommended by the evaluator

In most cases, the comprehensive assessment should include a psychoeducational evaluation or neuropsychological evaluation, including test scores. (See Learning Disabilities for a list of commonly used tests). However, in some cases, the following information may also be helpful to document a psychiatric disability and the need for testing accommodations:



- \* Psychiatric evaluation
- \* Teacher observations
- \* School records and logs
- \* Summary of psychological and educational history

A doctor's note or teacher observations by themselves are not sufficient to substantiate a request for accommodations; a comprehensive assessment must be provided.

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documenting Specific Disabilities > **Head Injury/Traumatic Brain Injury**

Print Page

## Head Injury/Traumatic Brain Injury

### Documentation guidelines for disabilities related to head injuries

Some students with disabilities related to head injuries may be eligible for accommodations on College Board tests.

The following information about the disabling condition and how it affects the student's ability to participate in College Board testing) is necessary for the College Board to assess the student's request for testing accommodations.

The documentation must provide the names, titles, professional credentials, license number, addresses, and phone numbers of the evaluators. (Evaluators must be from professions appropriate to the documentation being provided, including one or more of the following: licensed physician; neurologist; psychologist/educational diagnostician; neuropsychologist; and/or psychiatrist) as well as the date of the assessment. Also needed is:

- \* **A clear statement of the head injury** or traumatic brain injury, including historical information of the onset of the head/traumatic brain injury and the probable site of lesion
- \* **Current documentation** for the diagnosed disability. (Due to the changing nature of the impact on the brain functioning as caused by traumatic brain injury, documentation must be current. The age of acceptable documentation depends on the disabling condition, the current status of the student, and his or her specific request for accommodations. Include updates where appropriate.)
- \* Except in instances in which the sole effect of the disability is to noncognitive functions (for example, sensory or motor functions), **a summary of cognitive and achievement testing used and evaluation results** including subtest standard/scaled scores and percentiles relevant to the identified functional impact on College Board services (for example, testing)
- \* **A summary of present residual symptoms** that meet the criteria for diagnosis
- \* **Medical information relating to the student's needs**, including the effect of medication or treatment on the student's disability
- \* **Suggestions for reasonable accommodations**. They should be supported by the diagnosis, and by the nature and severity of the functional impact.
- \* **A rationale for each accommodation recommended**

In many situations, it is not evident from the physical/medical diagnosis why a particular accommodation is required. In these cases, it may be necessary to provide a **psycho-educational evaluation** to support the request for accommodations. It is not enough to state generally that a physical/medical condition may cause learning difficulties; the documentation that the demonstrate that the student in fact requires the accommodations being requested. Additionally, accommodation needs can change over time and are not always identified through the initial diagnostic process. Therefore, it is important to provide documentation of the student's current condition and need for accommodations.

For further information please see:

- \* Documentation Guidelines
- \* Functional Limitations

For information on documentation for specific accommodations, see:

- \* Accommodations
- \* Extended Time
- \* Extra/Extended Breaks

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documenting Specific Disabilities > **Visual Impairments**

Print Page

## Visual Impairments

### Documentation guidelines for students with visual impairments

Students with visual impairments may be eligible for accommodations on College Board tests. Students requesting accommodations must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. The documentation must show evidence of:

- \* The visual impairment
- \* The degree to which the student's vision is affected (functional limitation)
- \* The need for the specific accommodation requested

See:

- \* Documentation Guidelines
- \* Functional Limitations

Ophthalmologists and/or optometrists are qualified to provide diagnosis and treatment of visual issues in support of the accommodations requested by the student. The assessment must include the date and the evaluators':

- \* Name and title
- \* Professional credentials
- \* License number
- \* Address
- \* Phone number

Documentation should also include the following:

- \* **A clear statement of a visual disability.**
- \* **Current documentation**, from an evaluation performed within the last two years (the age of acceptable documentation depends on the disabling condition, the current status of the student and the student's specific request for accommodations).
- \* **Eye examination records** from a current evaluation that include **all measurements, data, visual fields, and visual acuity** for each eye, with or without correction, if worn. If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements must be included. Justification for the request of any or all accommodations must be provided.
- \* **A narrative summary**, including historical information of the onset of the visual impairment, the present symptoms, eye examination results that meet the criteria for the diagnosis of a visual disability and quantitative and qualitative information about the student's abilities that might assist in understanding the student's need for accommodations.
- \* Information about the use of corrective lenses, visual therapy, or any other **interventions**, and the student's response to the intervention.
- \* Recommendations for accommodation(s) supported by diagnosis.
- \* A rationale for each accommodation recommended by the evaluator.

For documentation guidelines relating to specific accommodations, see:

- Accommodations
- Extended Time
- Computer

Close x

Homepage Home > Testing > Students with Disabilities > Application Process > Documenting Specific Disabilities > **Physical/Medical Disabilities**

Print Page

## Physical/Medical Disabilities

### Documentation guidelines for students with physical and medical disabilities

Some students with physical or medical disabilities may be eligible for accommodations on College Board tests. To be eligible for accommodations, the student must have documentation that meets the College Board's Guidelines for Documentation. The documentation must show evidence of:

- \* The disability
- \* The degree to which the student's activities are affected (functional limitation)
- \* The need for the specific accommodation requested


For more information, please visit:

- \* Documentation Guidelines
- \* Functional Limitations

The following guidelines will assist the student in supplying the information needed to determine accommodations on College Board tests. Documentation should include:

- \* The **evaluator's name(s)**, title(s), professional credentials, license number, address(es), date of the assessment, and phone number(s) (Generally a physician with specialization in the particular area of the diagnosed disability)
- \* A clear **statement of the physical disability**
- \* **Current documentation**, generally within one year (the age of acceptable documentation depends on the disabling condition, the current status of the student and the student's specific request for accommodations)
- \* The **assessment procedures and evaluation instruments** used to make the diagnosis and determine the need for accommodations
- \* The **symptoms and evaluation results** that support the diagnosis and its impact on the student's ability to participate in College Board tests
- \* **Other relevant information** that might help us to understand the student's needs for accommodation, such as historical information about the onset of the impairment; a description of the student's current abilities; the student's use of accommodations in school and their impact on his or her performance; and the use of medication or other interventions, and the student's response to intervention
- \* **Recommendations of accommodation(s)**, supported by diagnosis
- \* **A rationale for each accommodation** recommended by the evaluator.

In many situations, it is not evident from the physical/medical diagnosis why a particular accommodation is required. In these cases, it may be necessary to provide a **psycho-educational evaluation** to support the request for accommodations. It is not enough to state generally that a physical/medical condition may cause learning difficulties; the documentation must demonstrate that the student in fact requires the accommodations being requested. Additionally, accommodation needs can change over time and are not always identified through the initial diagnostic process. Therefore, it is important to provide documentation of the student's current condition and need for accommodations.

 Close x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Documenting Specific Disabilities](#) > **Autism Spectrum Disorders**

[Print Page](#)

# Autism Spectrum Disorders

## Documentation guidelines for students with Autism Spectrum disorders

Some students with Autism Spectrum disorders are eligible for accommodations on College Board tests. Autism Spectrum disorders include:

- \* Autistic Disorder
- \* Asperger's Disorder
- \* Pervasive Developmental Disorder

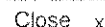
Not all students with Autism Spectrum disorders require accommodations on College Board tests. To be eligible for accommodations on College Board tests, a student with Autism Spectrum disorders must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See:

- \* Documentation Guidelines
- \* Functional Limitations

The following additional guidelines are meant to assist students with Autism Spectrum disorders in submitting requests for accommodations.

- \* The documentation should demonstrate that a comprehensive assessment was conducted, and that a person with appropriate professional credentials made the diagnosis according to DSM–IV–TR guidelines.
- \* A summary of current symptomatology, treatment, and ongoing needs should be included. Documentation should provide a narrative summary of evaluation results with clear evidence of clinically significant impairment in the academic setting. A rationale for each accommodation, specifically as they pertain to the student's need for accommodation on College Board tests, should be included.
- \* A medical note is **not** sufficient evidence to support the need for numerous accommodations.
- \* In most cases, and particularly where extended time is requested, comprehensive cognitive and academic testing should be submitted. See Learning Disabilities for examples of commonly used tests and measures.
- \* Additional information, such as survey forms and direct teacher observation, can be included. Documentation that describes your continuing need for and consistent use of requested accommodations would be helpful.
- \* Accommodation needs change and are not always identified at the time of initial diagnosis. Conversely, a prior history of accommodation, without documentation of current need and consistent use, does not necessarily demonstrate eligibility for accommodation(s) on College Board tests.

If you are requesting extended time or the use of a computer, see Accommodations for additional information on documentation.

 Close x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Documenting Specific Disabilities](#) > **Speech and Language**

[Print Page](#)

## Speech and Language

### Documentation guidelines for students with speech and language disorders

Some students with speech and language disorders are eligible for accommodations on College Board tests.

Speech and language disorders include:

- \* Expressive Language Disorder
- \* Mixed Receptive-Expressive Language Disorder
- \* Phonological Disorder
- \* Other Speech and Language Disorder

Not all students with speech and language disorders require accommodations on College Board tests. To be eligible for accommodations on College Board tests, a student with speech and language disorders must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See:

- \* Documentation Guidelines
- \* Functional Limitations

Additionally, the student's documentation should include:

- \* A clear statement of the diagnosis
- \* Cognitive Ability Test
- \* Academic Achievement Test
- \* Speech/Language Evaluation or neuropsychological that includes language testing
- \* A rationale for each accommodation recommended by the evaluator

Most College Board tests are written tests. Documentation should indicate why accommodations are required for a standardized written test.

If you are requesting extended time or the use of a computer, see Accommodations for additional information on documentation.

The College Board  
Services for Students with Disabilities  
Teacher Survey Form

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To the teacher:** The above student has requested testing accommodations for College Board tests. Your detailed input regarding his/her needs on classroom tests is valuable in our decision-making process. Please return the form to \_\_\_\_\_, who will forward it to the College Board.

- 1) In what course do you teach the student?
- 2) How long has he/she been in your class?
- 3) Please briefly describe **your** observations of the student's disability and its impact during your class.
- 4) What specific accommodations are provided to and used by the student during classroom testing? Please only include the accommodations that the student is actually using in your class.
- 5) If the student is provided extended time for classroom tests, how much additional time does he/she generally use (e.g., 50%) to complete the each of the following question types:
  - a. Multiple-choice test items.
  - b. Other question types (e.g., short answer, essay, or math problems). (Please indicate the amount of time used for each applicable question type).
- 6) Does the student use the accommodation(s) effectively? If yes, how does it benefit the student's learning outcome? If no, why is the accommodation(s) not effective?

*For questions/information, please contact the College Board at (609) 771-7737.*





# Student Eligibility Form

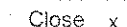
For parents and students to directly request accommodations on College Board Tests based on Disability (SAT®, SAT Subject Tests®, Advanced Placement Program® Exams, PSAT/NMSQT®). All requests must be accompanied by documentation. Do not staple anything to this form. Use black or blue ink to print information in the boxes and to fill in the ovals. If you make a mistake, small amounts of white correction fluid may be used. Please print clearly in capital letters. Do not use a pencil. Complete both sides of this form. Mail completed form to the College Board in the envelope provided. (Copies or faxes cannot be processed.)

<b>1 NAME (REQ'D FIELD)</b> Enter your legal name, including hyphens, apostrophes and spaces. Omit suffixes such as Jr. or III. LAST NAME (Family Name) - first 15 letters FIRST NAME - first 12 letters M.I. <b>4 MAILING ADDRESS (REQ'D FIELD)</b> Line 1 (Street address or P.O. Box) Line 2 (Apartment number if applicable) City State ZIP Code Home Telephone	<b>2 DATE OF BIRTH (REQ'D FIELD)</b> Month Day Year <b>3 SEX (REQ'D FIELD)</b> Female Male
<b>7 SOCIAL SECURITY NUMBER</b>	<b>5 POSTAL CODE</b> (Outside U.S. only) If your mailing address is outside the U.S. and you have a postal code, fill in this oval and print your code in the space above.
<b>8 SCHOOL YOU ATTEND</b> School Name: Street Address: (Not P.O. Box) City: State:	<b>6 COUNTRY CODE</b> (Outside U.S., U.S. territories, and Puerto Rico only) Fill in the country code from the list in the "SAT Paper Registration Guide" available in your guidance office or online at <a href="http://www.collegeboard.org">www.collegeboard.org</a> (go to SAT registration section). <b>9 COLLEGE BOARD HIGH SCHOOL CODE</b> Find your school code online at <a href="http://sat.collegeboard.org">sat.collegeboard.org</a> or ask your school counselor. Entering a HS code authorizes us to send a score report to your school. Students schooled at home: enter 970000. Enter 935000 if no longer in school. <b>10 EXPECTED HIGH SCHOOL GRADUATION DATE</b> Month Year <b>11 DATE OF NEXT INTENDED COLLEGE BOARD TEST</b> PSAT/NMSQT AP SAT or SAT Subject Month Year
<b>12 STUDENT AGREEMENT:</b> I have read the College Board's "Instructions for Completing the Student Eligibility Form" and wish to apply for testing accommodations on College Board tests based on disability. When sections of the form are completed and signed by an official of the school identified in section 17 of the form, I authorize the school to release to the College Board copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that the College Board requests for the purpose of determining my eligibility for testing accommodations on College Board tests; and to discuss my disability and accommodation needs with the College Board. I also grant the College Board permission to receive and review my records, and to discuss my disability and needs with school personnel and other professionals. I agree to the conditions set forth in these Instructions and in the student bulletins for the SAT, AP®, and PSAT/NMSQT Programs. I attest that all information I have provided on this form is true and accurate. Student's Signature: Parent/Guardian's Signature: Parent/Guardian's Name:	

<b>13 REQUESTED ACCOMMODATIONS</b> Indicate the accommodations that are being requested for the College Board tests below. Do not list accommodations that are not needed for College Board tests, even if included in the IEP or 504 Plan. For assistance in filling out this section, and for additional information regarding specific accommodations, refer to the guidance and definitions provided in the "Instructions for Completing the Student Eligibility Form," or online at <a href="http://www.collegeboard.org/ssd">www.collegeboard.org/ssd</a> .																																													
<b>1. Extended Time</b> Indicate the amount of extended time requested for each test or section type. If requesting more extended time than currently provided and used in school, you must indicate this. If you are not requesting extended time for a particular test type, leave that section blank. <table border="1"><thead><tr><th></th><th>+50% (Time and 1/2)</th><th>+100%* (Double-time)</th><th>Greater than +100%*</th></tr></thead><tbody><tr><td>a. Reading</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %</td></tr><tr><td>b. Written language expression</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %</td></tr><tr><td>c. Mathematical calculations</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %</td></tr><tr><td>d. Listening (Foreign language and music tests only)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %</td></tr><tr><td>e. Speaking (Foreign language tests only)</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %</td></tr></tbody></table>		+50% (Time and 1/2)	+100%* (Double-time)	Greater than +100%*	a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %					b. Written language expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %					c. Mathematical calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %					d. Listening (Foreign language and music tests only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %					e. Speaking (Foreign language tests only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Time needed: + <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> %					<b>2. Breaks</b> Break time does not count toward testing time (clock is "stopped"). If a configuration not listed below is required, complete item 6, "Other Assistance." <input type="radio"/> Extra Breaks (between each section) <input type="radio"/> Extended Breaks (twice the length of standard breaks)
	+50% (Time and 1/2)	+100%* (Double-time)	Greater than +100%*																																										
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<b>3. Visual Assistance</b> If a required format is not listed below, complete item 6, "Other Assistance." <input type="radio"/> Large print test book (14 point) <input type="radio"/> Braille test (text, graphs, figures)* <input type="radio"/> Magnifier <input type="radio"/> Braille Writer* <input type="radio"/> Large print test book (20 point)* <input type="radio"/> Magnifying machine* <input type="radio"/> Enlarged (large-block) answer sheet (no "bubbles"/not scanned)																																													
<b>4. Auditory Assistance</b> (Do not choose both Reader and Cassette) <input type="radio"/> Reader* <input type="radio"/> Cassette Test* <input type="radio"/> Braille graphs and figures (can be used with Reader or Cassette)*																																													
<b>5. Manual Assistance</b> (Do not choose both a computer and a writer/scribe) <input type="radio"/> Computer (word processor) for essays* (Note: Spell-check/grammar check are disabled) <input type="radio"/> Enlarged (large-block) answer sheet (no "bubbles"/not scanned) <input type="radio"/> Writer/scribe to record dictated responses*																																													
<b>6. Other Assistance</b> <input type="radio"/> Small group testing <input type="radio"/> Permission for medication/food/drinks during test <input type="radio"/> Preferential seating (Specify: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> ) <input type="radio"/> Written copy of oral instructions <input type="radio"/> Other (Specify: <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> )																																													

\* Accommodation requires School Testing for SAT tests. National Test Centers do not offer these accommodations.

<b>14</b>	<b>ACCOMMODATIONS REQUESTED IN SECTION 13 PROVIDED AND USED ON SCHOOL TESTS (Must be completed)</b> <div style="margin-top: 5px;"><input type="radio"/> All accommodations requested in section 13 have been provided and used on school tests for the past four school months and are included on the current IEP, 504 Plan or Formal Written Plan/Program. <input type="radio"/> Some or all accommodations requested in section 13 have NOT been provided and used on school tests for the past four school months or are not included on the current IEP, 504 Plan or Formal Written Plan/Program. In the box below, list the accommodations that are being requested that have not been provided, used, or included in a school plan.<div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div></div>
<b>15</b>	<b>DISABILITY</b> What is the diagnosed disability? (Note all that apply) <div style="display: flex; justify-content: space-between; margin-top: 5px;"><div style="width: 45%;"><input type="radio"/> LD (e.g., dyslexia, visual/auditory/language processing)  <input type="radio"/> ADHD <input type="radio"/> Hearing <input type="radio"/> Autism (Not Asperger's)</div><div style="width: 45%;"><input type="radio"/> Visual (specify): <div style="border: 1px solid black; width: 100%; height: 15px;"></div><input type="radio"/> Visual acuity: <div style="border: 1px solid black; width: 100%; height: 15px;"></div><div style="margin-top: 5px;">(Measurements are: <input type="radio"/> With correction    <input type="radio"/> Without correction)</div><input type="radio"/> Visual Field: <div style="border: 1px solid black; width: 100%; height: 15px;"></div><input type="radio"/> Physical (specify): <div style="border: 1px solid black; width: 100%; height: 15px;"></div><input type="radio"/> Other impairment (specify): <div style="border: 1px solid black; width: 100%; height: 15px;"></div><div style="margin-top: 5px;">(If this is the only disability)</div></div></div>
<b>16</b>	<b>DOCUMENTATION</b> <b>1. Formal Education Plan/Program Verification</b> <div style="margin-top: 5px;"><div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><input type="radio"/> Current IEP <input type="radio"/> Current 504 Plan <input type="radio"/> Current Formal Written Plan/Program</div><div style="width: 45%;"><input type="radio"/> No current formal plan is in place <input type="radio"/> Student has been declassified</div></div><div style="margin-top: 5px;"><input type="radio"/> b. What is the date the FIRST plan/program was approved (even if created at another school)? (If there is no formal plan or the date is unknown, see "Instructions for Completing the Student Eligibility Form.")<div style="display: flex; align-items: center;"><div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div><div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div><div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div><div style="border: 1px solid black; width: 40px; height: 20px;"></div><div style="margin-left: 5px;">Month    Year</div></div></div><div style="margin-top: 5px;"><input type="radio"/> c. Indicate whether the date entered in response to 1.b. (date of first school plan) was more than 4 school months ago or less than 4 school months ago. <div style="display: flex; justify-content: space-around;"><input type="radio"/> More than 4 school months ago <input type="radio"/> Less than 4 school months ago</div></div></div> <b>2. Evaluation Testing Verification</b> <div style="margin-top: 5px;">Additional assistance and references are provided in the "Instructions for Completing the Student Eligibility Form," or online at <a href="http://www.collegeboard.org/ssd">www.collegeboard.org/ssd</a>. <input type="radio"/> a. Is the testing to support the need for accommodation/s current? (Note: For academic testing, within 5 years; for psychiatric disabilities, the annual evaluation update must be within 1 year; for visual, within 2 years; for physical/medical, within 1 year from the time of request.) <div style="display: flex; justify-content: space-between; margin-top: 5px;"><div style="width: 30%;"><input type="radio"/> Yes If yes, indicate date of most recent evaluation (write in mm/dd/yy)<div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div></div><div style="width: 30%;"><input type="radio"/> No</div><div style="width: 30%;"><input type="radio"/> Does not apply (only for certain physical/visual conditions): see instructions</div></div><div style="margin-top: 10px; display: flex; justify-content: space-between;"><div style="width: 40%; border: 1px solid black; height: 20px;"></div><div style="width: 20%; text-align: center;">Examiner's name and title</div><div style="width: 40%; border: 1px solid black; height: 20px;"></div></div><div style="margin-top: 5px; display: flex; justify-content: space-between;"><div style="width: 40%; border: 1px solid black; height: 20px;"></div><div style="width: 20%; text-align: center;">Area of certification/license</div><div style="width: 40%; border: 1px solid black; height: 20px;"></div></div><div style="margin-top: 5px; display: flex; justify-content: space-between;"><div style="width: 40%; border: 1px solid black; height: 20px;"></div><div style="width: 20%; text-align: center;">Date of evaluation</div><div style="width: 40%; border: 1px solid black; height: 20px;"></div></div></div> <div style="margin-top: 5px;"><input type="radio"/> b. Indicate the most recent standardized tests used to document the existence of the disability and the need for accommodation/s. (See "Instructions for Completing the Student Eligibility Form" for examples.) <div style="margin-top: 5px;"><input type="radio"/> Cognitive Ability Test (Test Name: <div style="border: 1px solid black; width: 100%; height: 15px;"></div>) <input type="radio"/> Academic Achievement Test (Test Name: <div style="border: 1px solid black; width: 100%; height: 15px;"></div>) <div style="margin-top: 5px;"><input type="radio"/> Documentation includes results from BOTH a cognitive ability and academic achievement test noted above. <input type="radio"/> Documentation does not include results from BOTH a cognitive ability and academic achievement test noted above. <input type="radio"/> Does not apply (only for certain physical/visual conditions). See "Instructions for Completing the Student Eligibility Form."</div></div></div>
<b>17</b>	<b>CONFIRMING INFORMATION AND SIGNATURE</b> <div style="margin-top: 5px;"><b>PARENTS: LEAVE THIS SECTION BLANK.</b> <div style="margin-top: 10px;"><b>SCHOOLS:</b> If form is submitted by school, this section must be completed by school's SSD coordinator or official school representative. I verify that I have read the "Instructions for Completing the Student Eligibility Form" and that the accommodations requested above, unless otherwise indicated in section 14, are provided and used on school-based tests, and that all the information provided is true and accurate.</div><div style="display: flex; justify-content: space-between; margin-top: 10px;"><div style="width: 45%;"><b>Name:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div><div style="margin-top: 5px;">(Please print.)</div> <b>Phone:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div> <b>Signature:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div></div><div style="width: 45%;"><b>Title:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div> <b>Email:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div> <b>Date:</b> <div style="border: 1px solid black; width: 100%; height: 20px;"></div></div></div><div style="margin-top: 10px; text-align: right;"><div style="border: 1px solid black; padding: 2px; display: inline-block;">6-digit High School Code</div><div style="border: 1px solid black; width: 100px; height: 20px; display: flex; align-items: center; justify-content: center;"><div style="width: 15px; height: 15px; border: 1px solid black;"></div><div style="width: 15px; height: 15px; border: 1px solid black;"></div><div style="width: 15px; height: 15px; border: 1px solid black;"></div><div style="width: 15px; height: 15px; border: 1px solid black;"></div><div style="width: 15px; height: 15px; border: 1px solid black;"></div><div style="width: 15px; height: 15px; border: 1px solid black;"></div></div></div></div>

Close x

Homepage Home > Testing > Students with Disabilities > Accommodations > **Computer**

Print Page

## Computer

### Eligibility guidelines for use of a computer on College Board tests

Many students who take College Board tests are accustomed to using a computer in school for written assignments. Certain SAT Subject Tests™, AP® Exams, and the essay on the SAT™ are to be handwritten, similar to what most students do for classroom tests.

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 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.

Please note that in most cases, the computer is available only for the essay sections of College Board tests. If a student has difficulty "bubbling in" answers to multiple choice questions, the student should request one of the following accommodations:

- \* Large block answer sheet (See Other Accommodations)
- \* Write in test booklet
- \* Writer/scribe

Also be aware that in most cases, spelling is not a factor in the scoring of essay questions. Spell check is not available as an accommodation, and it is disabled when a computer is used.

### Documentation when a computer is requested as accommodation

To request a computer for College Board tests, a student must submit a request for accommodations, accompanied by documentation. The following guidelines help to determine appropriate documentation. Please note that requests for the use of a computer cannot be school-verified, and documentation must be submitted. See Document Review.

To be eligible for accommodations on College Board tests, a student with a disability must have documentation that meets the College Board's Documentation Guidelines, including evidence of functional limitation. Additional documentation requirements for the computer are discussed below. See:

- \* Guidelines
- \* Functional Limitations

### Eligibility guidelines for computer accommodations on College Board Tests

Generally, there are three major disability categories which may require computer accommodations:

- \* Physical disabilities
- \* Dysgraphia (fine motor)
- \* Learning disability (severe)

Note that not all students with learning disabilities require the use of a computer. Also, some students may fall into more than one of the above categories.

#### Physical disability

Physical disabilities that require a computer may be caused by congenital factors, paralysis, autoimmune deficiency, accidents, or illness. Examples include muscular dystrophy, cerebral palsy or traumatic brain injury.

To be eligible for accommodations on College Board tests, a student with a physical must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See Physical Disabilities. The following documentation should be submitted:

- \* A clear statement explaining why the student has difficulty writing. The documentation should demonstrate not only that the student has a disability, but why the student needs a computer.
- \* A statement of the physical disability including:
  - Historical information of the onset and etiology of the disability, with a medical examination
  - The evaluator's name(s), title(s), professional credentials, license number, address, date of the assessment and phone number(s)
- \* Current documentation, preferably within the last five years, that summarizes current symptoms and medical results that meet the criteria for the specific physical diagnosis.
- \* Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that could help the College Board in understanding the student's profile, including:
  - The use of medication
  - Any type of surgical and/or physical therapeutic intervention (if appropriate)
  - The student's response to intervention

## Dysgraphia

For the purposes of College Board tests, dysgraphia is defined as a type of disability in which a student has fine motor problems that affect his or her writing skills. Please note that poor handwriting is not a disability. Without further evidence to show that it is due to a disabling condition, poor handwriting does not warrant a computer accommodation on College Board tests.

When a student requires a computer for dysgraphia, the following documentation should be submitted:

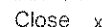
- \* Documentation of a fine motor problem. Professionals such as occupational therapists, psychologists, learning specialists, MDs can document such conditions. Some of the common tests that are acceptable by the professional community to document fine motor skills problems are:
  - Coding subtest of the Wechsler Cognitive Test
  - Beery Buktenica Developmental Test of Visual Motor Integration (VMI)
  - Rey Complex Figure Test
- \* An **academic test of writing**. This demonstrates that the student's fine motor problems present severity in organization, presentation of ideas, richness of language, complex language structure. These tests are usually administered by school or clinical psychologists or educational diagnosticians. They include:
  - Woodcock-Johnson-III: Tests of Academic Achievement (General and Extended batteries including fluency measures)
  - Scholastic Abilities Test for Adults (SATA)
  - Wechsler Individual Achievement Test (WIAT II)
  - Test of Written Language III (TOWL III)
  - Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

Please note that this list is not exhaustive.

## Language-based learning disability (severe)

There are some severe learning disabilities that affect a student's overall language-based skills, both in reading and writing. To be eligible for computer accommodation on College Board tests, the student should submit comprehensive cognitive and academic testing that meets College Board guidelines.

The documentation should demonstrate severe deficiencies in organization, presentation of ideas, richness of language, complex sentence structure. Learn more about specific testing information at Learning Disabilities.

Close

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Accommodations](#) > **Extra/Extended Breaks**

[Print Page](#)

## Extra/Extended Breaks

### Guidelines for breaks on College Board tests

Many students with disabilities are provided extra or extended breaks on College Board tests. Because the needs of students differ, there are different types of breaks available.

Most students who are approved for extra breaks have their needs met by **breaks between test sections**. Additional breaks of a standard length (usually 5 minutes) are given at scheduled times.

Some students with medical conditions require **breaks as needed**. When a student is in this category, breaks are granted as requested by the student. The student notifies the proctor by raising his or her hand and the timing of the test must stop. When the student is ready to continue, the student again notifies the proctor, and the timing will continue.

Students may also be approved for extended breaks between a section or subject, or an extra break before the end of a section or subject (e.g., to test blood sugar or use the restroom). In most cases, such extended breaks are for twice the standard time.

Close x

[Homepage](#) [Home](#) > [Testing](#) > [Students with Disabilities](#) > [Accommodations](#) > **Extended Time**[Print Page](#)

## Extended Time

### How it works on College Board tests

A commonly requested accommodation on College Board tests is extended time. When requesting it, schools are asked to indicate the specific subject area(s) in which extended time is needed (reading, written expression, mathematical calculations and speaking), as well as the amount of time the student needs. Students who request more than 100% extended time must provide documentation of their disabilities and their need for accommodations for the College Board's review.

### How long is a test with extended time?

On the SAT, time frames for tests with extended time are as follows:

- \* 50% extra time = 5 hours and 25 minutes
- \* 100% extra time = 7 hours (school testing; conducted over 2 days)

See Test-Specific Guidelines for information about extended time on the SAT®, AP® and PSAT/NMSQT®. Schools and students should be aware that, when taking College Board tests such as the SAT, students with approval for extended time must sit for the entire test. Students cannot continue to a new section if they complete a section before the time ends, and they cannot leave early.

In some cases, accommodations other than extended time may be more appropriate to accommodate a student's disability. For example:

- \* A student with a physical disability that causes them to write slowly may request a large block answer sheet (which does not require students to "bubble in")
- \* Some students with ADHD find that the accommodation of a small group setting helps to reduce distractions.
- \* Counselors are encouraged to see Other Accommodations for a list of other examples of accommodations provided by the College Board.

### Documentation guidelines for extended time

Please keep in mind that a student's documentation must demonstrate not only that he or she has a disability, but also that the student **requires** the accommodation being requested. Therefore, a student who requests extended time should have documentation that demonstrates difficulty taking tests under timed conditions. In most cases, the documentation should include scores from **both timed and extended/untimed tests**, to demonstrate any differences caused by the timed conditions.

The following tests are commonly used to measure a student's academic skills in timed settings. Because tests are frequently developed and updated, this list is not exhaustive. There are other timed tests that may also be used. Tests must be conducted under standardized procedures.

- \* Nelson Denny Reading Test, with standard time and extended time measures Stanford Diagnostic Reading Test (SDRT)
- \* Stanford Diagnostic Math Test (SDMT)
- \* Woodcock-Johnson III Fluency Measures
- \* Test of Written Language-Third Edition (TOWL-3)

When these tests are administered under standardized conditions, and when the results are interpreted within the

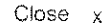
context of other diagnostic information, they provide useful diagnostic information about testing accommodations. A low processing speed score alone, however, usually does not indicate the need for testing accommodations. In this instance, it would be important to include documentation to support how the depressed processing speed affects the student's overall academic abilities under timed conditions.

See Learning Disabilities for a list of commonly used tests and measures used to measure a student's academic skills in extended time conditions.

Note: When requesting extended time, students with all diagnosed disabilities (physical, psychiatric, learning, etc.), should provide documentation to support their difficulty with test-taking under standard time conditions. In most cases, this is best demonstrated with scores from a timed, academic test, such as the five listed above. In some cases, the following information also may be helpful:

- \* Detailed description of the disability and explanation of how it affects test-taking under timed conditions (e.g., for a student with Tourette's Syndrome, a detailed description of tics, including duration and frequency of tics).
- \* Occupational therapy evaluation.
- \* Teacher Survey on Classroom Learning Behavior (.pdf/79K)
- \* Comparisons of student's performance under timed and untimed conditions.
- \* Educational history, including use of extended time.



Close x

Homepage Home > Testing > Students with Disabilities > Accommodations > **Other Accommodations**

Print Page

## Other Accommodations

### Examples of accommodations available on College Board tests

The following examples of accommodations available from the College Board ensure that eligible students get the accommodations they need. Please note these are only **examples**—the list is not exhaustive.

#### Presentation

- \* Large print (14 pt., 20 pt.)
- \* Reader (Note: Reader reads entire test)
- \* Fewer items on each page
- \* Colored paper
- \* Use of a highlighter
- \* Sign/orally present instructions
- \* Visual magnification (magnifier or magnifying machine)
- \* Auditory amplification
- \* Audiocassette
- \* Colored overlays
- \* Braille
- \* Braille graphs
- \* Braille device for written responses
- \* Plastic covered pages of the test booklet

#### Responding



- \* Verbal; dictated to scribe
- \* Tape recorder
- \* Computer without spell check/grammar/cut & paste features
- \* Record answers in test booklet
- \* Large block answer sheet

#### Timing/scheduling

- \* Frequent breaks
- \* Extended time
- \* Multiple day (may or may not include extra time)
- \* Specified time of day

#### Setting

- \* Small group setting
- \* Private room
- \* Screens to block out distractions
- \* Special lighting

 Close 

[Homepage Home](#) > [Testing](#) > [Students with Disabilities](#) > [Application Process](#) > [Documenting Specific Disabilities](#) > **Other Disabilities**

[Print Page](#)

## Other Disabilities

### Documentation guidelines for other disabilities

Students with many different types of disabilities are provided with accommodations on College Board tests. The list on the request for accommodations and on this website is not intended to be exhaustive.

If the student's disability is not included in the list of disabilities, the disabling condition should be entered under "other impairment (specify)." If this is the student's only disability, include documentation for review.

To be eligible for accommodations on College Board tests, a student with a disability must have documentation that meets the College Board's Guidelines for Documentation, including evidence of functional limitation. See:

- \* Documentation Guidelines
- \* Functional Limitations

Additionally, the student's documentation should include:

- \* A clear statement of the diagnosis
- \* A summary of the assessment procedures and evaluation instruments used to make the diagnosis
- \* A narrative summary of the evaluation results
- \* A rationale for each accommodation recommended by the evaluator

For information on documentation for specific accommodations, see

- \* Accommodations
- \* Extended Time
- \* Computer

# Services for Students with Disabilities

- Center Testing #1
- Center Testing #2
- Special Testing
- Policy for Documentation

## ACT Policy for Documentation

### To Support Requests for Test Accommodations on the ACT (No V ACT Plus Writing)

#### Introduction

This document was developed by ACT to provide individual students, professional diagnosticians, and educational programs/schools with specific information about ACT's policies regarding documentation of an applicant's disability and the process for requesting accommodations on the ACT tests. The timely submission of proper documentation helps to avoid delays in decisions related to providing accommodations and other services for candidates with disabilities.

The main section of this document discusses the following topics:

- Guiding principles
- Procedures for implementation
- Documentation Requirements
  - Qualified diagnosticians
  - Currency of submitted documentation
  - Substantiation of diagnosis
- Recommendation for accommodations
- Confidentiality

In preparing this policy document, ACT sought the counsel and advice of numerous professionals who test and work with individuals with disabilities. These diagnosticians also have experience with the preparation of documentation requests for accommodations when taking standardized tests. ACT acknowledges and appreciates their valuable contributions.

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## ***Guiding Principles***

ACT has long provided accommodations to students with disabilities and is committed to compliance with the Americans with Disabilities Act (ADA). In this regard, ACT has adopted the following guiding principles for requests from examinees for test accommodations:

1. Requirements and procedures for test accommodations must ensure fairness for all candidates, both those with accommodations and those testing under standard conditions.
2. Accommodations must be consistent with ADA requirements and appropriate and reasonable for the disability.
3. Accommodations must not result in an undue burden, as that term is used under the ADA, or fundamental alteration of which the test is designed to measure.
4. Documentation of the diagnosis must meet guidelines that are considered to be appropriate by qualified professionals. It must provide evidence that the person's impairment substantially limits one or more major life activities. It also provide information about prior accommodations made in a similar setting, such as in academic classroom or testing situations.

## ***Procedures for Implementation***

Information on ACT's procedures for requesting test accommodations and its review and implementation process is provided to prospective testing applicants in test registration materials. For the ACT (No Writing) and ACT Plus Writing tests, information is provided on ACT's student website ([www.actstudent.org](http://www.actstudent.org)) and in the registration booklet. In addition, two brochures are published annually—one for extended time testing on national test dates (<http://media.actstudent.org/documents/ettest.pdf>) (PDF; 6 pages, 179KB) and the second for other requests for accommodated (special) testing (<http://media.actstudent.org/documents/spectest.pdf>) (PDF; 6 pages, 66KB). These brochures explain what is available, eligibility requirements, guidelines for documentation to be submitted to support the request, other information about the process, and a printed request form to be completed and submitted to ACT for review.

Requests for accommodations are initially reviewed by trained ACT staff who look for specific information on the request form and in the accompanying documentation. If a staff member determines that some or all of the documentation is inadequate, ACT will request the additional information. The ACT request form asks the applicant (and the student's guardian, if the student is under 18) to sign a statement authorizing release to ACT of diagnostic information and to allow ACT officials. On the basis of this release and in an effort to ensure timely processing, ACT frequently contacts the applicant who completed the initial request form to request missing information, rather than the applicant.

If the initial reviewer determines that the request appears complete, it is submitted to a staff specialist for the final review. The specialist might:

- approve the request and send it on for processing,
- submit the request to an expert reviewer with specific training in an appropriate clinical area, or
- determine that documentation is missing or otherwise insufficient.

Expert reviewers might be consulted to review documentation regarding cognitive or learning disabilities, for physical impairments, and for other physical conditions. If either the ACT specialist or the expert reviewer determines that documentation is lacking, the applicant is notified, usually by mail, and given the opportunity to submit additional documentation. If time does not allow for resolution prior to the requested test date, the applicant's request is deferred for a later test date.

If the only accommodation requested and approved for national testing is extended time, the examinee is no admission ticket, and the test center is notified on a separate roster. If other accommodations are approved for testing, ACT staff contact the test supervisor at the requested test center to determine whether the center will provide the approved accommodations. If the requested test center is unable to provide all the approved accommodations, another test center (usually the applicant's indicated second choice) is contacted. Once the test center is able to provide the accommodations, a confirmation letter is sent to the test supervisor, identifying the examinee and confirming the reporting time, location, and the precise accommodations to be provided. The examinee is sent a copy of this confirmation letter.

## ***Documentation Requirements***

### **Qualified Diagnosticians**

The administration of diagnostic assessments, determination of specific diagnoses, and recommendation of accommodations must be made by a qualified professional whose credentials are appropriate to the disability and professional credentials (e.g., degrees, areas of specialization, license or certification, employment) must be in the documentation. For physical disabilities, documentation must be provided by a qualified physician.

### **Currency of Submitted Documentation**

To best assess the current impact of an examinee's disability or functional limitations as they apply to the test, the documentation must be sufficiently current and appropriate to the particular disabling condition. For the disability to be considered, it must have been diagnosed or reconfirmed by a qualified professional within the 3 academic years prior to the request.

Students applying for accommodations on the ACT who have current reconfirmation of a diagnosis originally made during the student's educational life and a history of accommodation on the basis of that diagnosis normally need not submit documentation. Instead, ACT usually accepts the school's verification of appropriate documentation on file at the school. However, ACT reserves the right to request copies of documentation from the school to verify compliance. If the initial diagnosis was made or the school accommodations plan was first effective less than 3 years prior to the request for accommodations, full documentation must be submitted with the request.

In addition to the diagnostic documentation, applicants are asked to submit information regarding whether accommodations have previously been provided in an academic setting or on other standardized tests due to the disability. For documentation of prior accommodations often takes the form of a current Individual Education Plan (IEP) or similar document. If the applicant has not had prior accommodations, full documentation must be submitted with the request.

### **Substantiation of Diagnosis**

Documentation must provide a comprehensive evaluation with objective evidence of an impairment that causes a significant limitation to a major life activity. The documentation must also indicate how the impairment interferes with the ability to take the ACT, and the specific recommendations for test accommodations required. The information needed for each general category of disability is provided below.

- ***Learning Disabilities:*** The applicant must provide the results of age-appropriate diagnostic testing performed by a qualified professional. Documentation, including all standard scores and percentiles (including subtests) that are standardized measures, must address the following:
  1. Description of the presenting problem(s) and its(their) developmental history, including relevant educational and medical history
  2. Neuropsychological or psychoeducational evaluation which includes results of an aptitude assessment and a complete and comprehensive battery
  3. Results of a complete achievement battery

4. Results of an assessment of information processing
  5. Other appropriate assessments for consideration of differential diagnosis from co-existing neurological disorders
  6. Specific diagnosis and evidence that alternative explanations were ruled out
  7. Description of the functional limitations supported by the test results and a rationale for the recommended accommodations specific to those functional limitations
- *Attention Deficit/Hyperactivity Disorder*: The applicant must provide diagnostic results from an evaluation professional. Documentation must address the following:
    1. Evidence of early impairment which, by definition in the *Diagnostic and Statistical Manual of Mental* (4th Ed.) (DSM-IV), is first exhibited in childhood and manifests itself in more than one setting
    2. Evidence of current impairment including:
      - a. statement of presenting problem
      - b. diagnostic interview
    3. A ruling out of alternative diagnoses and explanations
    4. Relevant testing using reliable, valid, standardized, and age-appropriate assessments
    5. Number of applicable DSM-IV criteria and description of how they impair the individual
    6. Specific diagnosis
    7. Interpretive summary including a discussion of how the effects of ADHD are mediated by the recommended accommodation(s)
  - *Psychiatric Disorders—Mood or Anxiety Disorders or Serious and Persistent Mental Illness*: Documentation of a psychiatric disorder generally includes:
    1. A review of the family history
    2. Age of onset and the course of the illness
    3. Psychological tests used (if any)
    4. The history of treatment for the disorder. Note: If the treatment includes medication, please provide continuing problems that, despite the benefits of medication, make test accommodations necessary examination.

Please be specific as to how the disorder interferes with the person's ability to take a timed standardized test. Because of the variable nature of these conditions, documentation of a psychiatric disorder must be current (within the past year).
  - *Visual Impairment*: The applicant must provide diagnostic results from a complete ocular examination performed by an optometrist or ophthalmologist. Documentation must address the following:
    1. Chief complaint and history of impairment
    2. Test results, including visual acuity, complete ocular motility exam (versions, tropias, phorias, stereopsis exam, visual field, pupil exam, and optic nerve, and retina)

3. Specific ocular diagnosis
  4. Description of functional limitation and supporting evidence that the abnormality impedes functioning as standardized testing
  5. Discussion of the extent to which the limitation has been addressed through glasses, contact lenses, treatment or devices
  6. Specific recommendation for accommodation(s) and accompanying rationale
  7. If the condition is purported to affect reading, current measures of word identification, comprehension, fluency or rate
- *Hearing Impairment:* The applicant must provide diagnostic results from a full hearing test performed by a professional. Documentation must also address the following:
    1. Relevant medical history, including date of hearing loss
    2. Related educational development, especially effect on reading ability and processing speed
    3. Specific diagnosis
    4. Description of functional limitation (with and without any hearing aids or other assistive devices or treatment)
    5. Specific recommendation for accommodation(s) and accompanying rationale
  - *Other Physical Disorders:* The applicant must provide diagnostic results from an appropriate medical examination. The documentation must include documents that describe the relevant medical history, provide a description of functional limitation, and state a specific recommendation for accommodation(s) and accompanying rationale.

Each request for accommodation is evaluated on a case-by-case basis using the information described above. If an element of documentation is not provided, the diagnostician must explain why it is not included in the submission.

## ***Recommendation for Accommodations***

The diagnostic report must include specific recommendations for accommodations as well as an explanation of why an accommodation is recommended and how it alleviates the impact of the disability when taking a timed standardized test.

It is important to recognize that accommodation needs can change over time and are not always identified through the diagnostic process. Conversely, a prior history of accommodation does not, in and of itself, and without supporting documentation of a current need, warrant the provision of a similar accommodation. If no prior accommodation has been provided, the evaluator(s) and/or qualified school officials must include a detailed explanation of why no accommodations were used in the past and why accommodations are needed at this time.

If recommended accommodations are not clearly identified or supported in a diagnostic report, ACT will seek, if necessary, more information. ACT will make the final determination regarding appropriate and reasonable accommodations on the ACT (No Writing) or ACT Plus Writing for individuals with documented disabilities.

## ***Confidentiality***

All documentation submitted to ACT is kept confidential, and is used solely to determine the applicant's eligible accommodations. Test supervisors are also instructed to treat as confidential all information they receive regarding examinee's disability and accommodations. ACT Score Reports do not include any specifics about the disabilities or accommodations provided.

[Top of page \(#top\)](#)

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[ACT Corporate Home](#) | [Contact Us](#) | [Site Index](#)



# Services for Students with Disabilities

- Center Testing #1
- Center Testing #2
- Special Testing
- Policy for Documentation

## Center Testing #1: Standard Time National Testing

Request this **only** if you can test at a regularly scheduled national test center under **standard time limits** and use either a regular type (10-pt.) or large type (18-pt.) test booklet, but require accommodations due to your disability. All scores achieved through National Testing are reported as "National." No details about any accommodations provided are reported.

Examples include:

- assignment to a wheelchair-accessible room
- large type test booklet (18-pt.)
- marking responses in the test booklet
- permission for diabetics to eat snacks in the test room

And for students with hearing impairments:

- seating near the front of the room to lip-read spoken instructions
- sign language interpreter (not a relative) to sign spoken instructions (not test items)
- printed copy of spoken instructions with visual notification of start, time remaining, and stop times

You must register for your preferred test date by the registration deadline. If you register **online**, print a copy of your admission ticket and mail it along with all of the following information in a written request. If you register by **mail**, include all of the following information in a written request with your completed registration folder and payment.

- Your name, mailing address, and phone number.
- The test option and test date you are requesting.
- The name, city, state, and 6-digit code for each of the test center choices you requested when you registered online or marked in Block N of your registration folder.
- Explain your disability and clearly state the accommodations you are requesting with enough detail so we can make arrangements with the test center.
- Enclose written documentation from your school describing in detail the accommodations you normally receive in school.
- The name and phone number of a school official familiar with your current test accommodations.

Send all materials to ACT Test Center Services, Attn: Center Testing #1, PO Box 168, Iowa City, IA, 52243-0168, postmarked by the registration deadline for your preferred test date.

Note: In order to provide the approved accommodations, ACT may not be able to assign you to the test center shown on your admission ticket. If this happens, you will need to print a **new** admission ticket from your ACT Web account.

If you want to test again with the **same** previously approved accommodations, you may re-register through your [ACT Web account \(/account/\)](#) or by calling 319.337.1270.

Because advance arrangements are necessary, students trying to test standby cannot request accommodations.

If necessary, ACT will contact you or your high school for additional information. If accommodations are approved, ACT will make arrangements for you with the test center.

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[ACT Corporate Home](#) | [Contact Us](#) | [Site Index](#)

# Services for Students with Disabilities

- Center Testing #1
- Center Testing #2
- Special Testing
- Policy for Documentation

## Center Testing #2: Extended Time National Testing (50% more time)

Request this **only** if you can test at a regularly scheduled national test center and use either a regular type (10-pt.) or large type (18-pt.) test booklet, but require up to 50% more time due to your disability.

If approved, you will be allowed up to 5 hours total to work on the multiple-choice tests at your own pace. If you are taking the ACT Plus Writing, you will be allowed 5 hours and 45 minutes total to work on all five tests.

To apply for this form of testing **for the first time**, you and a school official must complete and sign the *Application for ACT Extended Time National Testing*. The application explains the eligibility criteria, [documentation required \(/regist/disab/policy.html\)](#), registration deadlines, and how to request a [test date change \(/regist/disab/date.html\)](#) or [re-register \(/regist/disab/reregist.html\)](#) if you were previously approved.

Your application cannot be approved without all required supporting documentation.

You must **first** submit a registration for your preferred test date according to the instructions for your registration method:

1. **Register online:** Print a copy of the **standard time** admission ticket and send it with your application. If you are approved, we will assign you to the nearest available center with an extended time seat. We cannot guarantee you will be assigned to the center on your standard time admission ticket. You will receive an e-mail prompting you to print the **new** admission ticket for extended time.
2. **Register by mail:** Return the application with your completed registration folder **and** your fee payment in any 9 x 12 envelope.

Send all materials to the address shown on the extended time application, using the label on page 1, postmarked by the [registration deadline \(/regist/dates.html\)](#) for your preferred test date.

If you are approved, you will be assigned to an extended time room (usually 10 or fewer examinees), and "Extended Time" will be printed on your admission ticket. If you are not approved, you will be notified in writing. If you registered online, you will still be registered to test with standard time at the test center on your admission ticket. If you registered by mail, you will be automatically assigned to a standard time room. If you do not submit your application and all required documentation with a registration folder or admission ticket postmarked by the deadline, you will only be allowed to test with standard time on test day.

Students requesting standby testing cannot test with extended time on test day, even if previously approved.

If necessary, ACT will contact you or your high school for additional information. We encourage you to apply as early as possible for the best chance of being assigned to your preferred test center.

See the [testing comparison chart \(/regist/disab/chart.html\)](#) to review the requirements and features of Extended Time National Testing and Special Testing to decide which form of testing is most appropriate for you.

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### Application for ACT Extended Time National Testing

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Download 2012–2013 Extended Time Application for National Testing (<http://media.actstudent.org/documents/ext-time.pdf>) (6 pages, 179KB)

Students applying for the first time may [register online \(/account/\)](#) in addition to submitting the application.

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# Services for Students with Disabilities

- Center Testing #1
- Center Testing #2
- Special Testing
- Policy for Documentation

## Special Testing: Extended Time and Alternate Test Formats Available

Special Testing is designed for students who:

- normally use **more** than time-and-a-half for tests (or use extended time only on writing tests) in school, **or**
- require testing over multiple days, **or**
- normally use alternate test formats such as Braille, cassettes, DVDs, or a reader; or a computer or scribe for essays, and/or alternate response modes, (such as responding orally) **or**
- are testing at an international test center and cannot use a regular type (10-point) booklet or test with standard time limits, **or** need accommodations the test center cannot provide.

If you can test with time-and-a-half and paper formats, you should apply for [Center Testing #2 \(/regist/disab/opt2.html\)](#) instead.

Note: If ACT approves you for accommodations that can be provided at a national test center, your application will be automatically transferred to National Testing. We will assign you to test on the next available test date at the nearest available test center that can provide the approved accommodations. We will send you notification of the transfer and provide information about steps to complete the process so you can obtain your admission ticket. To request Special Testing, do **not** complete a registration folder or register on the Web. Instead, ask your counselor or qualified school official to complete and submit the *Request for ACT Special Testing* for you.

The request form explains the eligibility criteria, [documentation required \(/regist/disab/policy.html\)](#), testing schedules, submission deadlines, and [retest restrictions \(/regist/retestrestrictions.html\)](#).

Special Testing for both ACT (No Writing) and ACT Plus Writing only during the designated three-week testing windows listed on the request form.

Note: At locations outside the U.S. or Canada, Special Testing is not available during the September window and the ACT Plus Writing is not available during the February window.

See the [testing comparison chart \(/regist/disab/chart.html\)](#) to review the requirements and features of Special Testing and Extended Time National Testing to decide which form of testing is most appropriate for you.

### Request for ACT Special Testing

[Download 2012–2013 Request form \(http://media.actstudent.org/documents/spectest.pdf\)](#) (6 pages, 66KB).

Use this order form to request free practice tests in alternate formats

[Alternate Format Practice Tests Order Form \(http://media.actstudent.org/documents/alt\\_practice.pdf\)](#) (1 page, 45KB)

### For Counselors Planning to Test Students with Audio DVDs

[DVD Usage Instructions \(http://media.actstudent.org/documents/DVDUsageGuidelines.pdf\)](#) (PDF; 4 pages, 111KB)

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