



Spring 2025 Connecticut SAT

Services for Students with Disabilities (SSD)

The webinar will begin momentarily.



Before We Start

Housekeeping

- Today's session is focused on the Connecticut SAT School Day and providing Services for Students with Disabilities (SSD).
- Please use the Chat feature in Teams for any questions during the presentation.
- If your question was not answered in the course of the presentation or directly in writing through the chat, we will follow up via email.

Reminder

A Critical Note about Student Personally Identifiable Information (PII)

- Student PII should be handled with care. It should only be shared verbally, **never in writing/email**.
- Student PII includes:
 - Name
 - Date of Birth
 - Address
 - Phone Number
 - Email Address
 - Any Identifying Numbers (e.g., Registration, State Student ID, SSDID, etc.)
- If in doubt, err on the side of caution and ask for assistance before sharing.

CT SAT School Day Resources

Visit the [CT SAT School Day Resources webpage](#) for access to recorded webinars, trainings, test manuals, and resources related to accessibility supports and accommodations.

2025 Connecticut SAT School Day Accommodations

Available to students with a finalized and implemented IEP or Section 504 Plan in CT-SEDS. All accommodations must be requested and approved by the College Board using the [College Board's Services for Students with Disabilities \(SSD\) Online](#) system. Changes or new accommodations should be submitted in SSD between **November 12, 2024, and January 13, 2025**. The College Board will transfer approved accommodations to Bluebook. Updates to this chart will be made as new features are released and additional options are made available by the College Board.

Universal Tools Available to ALL students

- Embedded within Bluebook
 - * Available if configured on the operating system of the student's testing device
- Non-Embedded (Provided by the Proctor)
 - Scratch Paper
 - Hand-Held Calculator (Refer to the [College Board SAT Calculator Policy](#))

Accommodations

Embedded within Bluebook

- * Available if configured on the operating system of the student's testing device
- Assistive Technology (AT)* (Includes screen readers and refreshable braille (RBDs))
- Braille Display (Includes Raised Line Drawings, Contracted)*
- Extended Test Time and Breaks (Various timing scenarios based on documented need)
- Screen Reader* (For students with print or visual disabilities that use screen readers during instruction and on assessments, this accommodation allows all sections of the test, including directions, items, graphics, etc., to be read aloud using the device's operating system or the student's own screen reader software.)
- Text-to-Speech (TTS)* (For students with print or reading disabilities that use TTS during instruction and on assessments, this accommodation allows all sections of the test to be read aloud using the device's operating system.)
- Speech-to-Text/Dictation*

Non-Embedded (Provided by the Proctor)

- Auditory Amplification/FM System
- Braille Paper Test/Raised Line Drawings (For students unable to test using the digital test)
- Color Overlay
- Food/Drink/Medication
- Modified Settings

Supports for ELs/MLs

Available to students identified as English learners/multilingual learners in PSIS.

Embedded within Bluebook

- *50% Extended Test Time (Must be selected in SSD Online by January 13, 2025, and approved by the College Board). (Note: From the SSD Online Dashboard, select New Request- English Learner Support portal.)

Non-Embedded (Provided by the Proctor)

This support does not require approval by the College Board in SSD Online.

- Translated Directions
- Native Language Reader for Test Directions ONLY
- Word-to-Word Bilingual Dictionary

Additional Supports:

- Highlights & Notes
- Answer Eliminator
- Calculator (Desmos)
- Clock (Counts down the time left for each section and gives a 5-minute warning)
- Color Contrast*
- Expand Passage or Item
- Mark for Review (Allows students to flag questions for later review)
- Math Reference Sheet
- Question Navigator (To quickly review and navigate to specific questions)
- Zoom (Enlarges the text and images on a test page)

Notes:

- The accommodations below are **only** for students who cannot access the digital assessment with configurations set on the testing device or Assistive Technology (AT) due to the complexities of a disability or incompatibilities with the student's AT third-party software.
- (Paper Tests must be approved in SSD Online by selecting "Other" and specifying details in the response section.)
- Braille Paper Test/Raised line (UEB with Nemeth Math)
- Human Reader (For students unable to test using the digital test with screen reader/text-to-speech software)
- Large-Print Paper Test (14-point, 20-point, other) (For students who cannot use the zoom feature)
- Printed Copy of Verbal Instructions
- Scribe (To record responses for students who are unable to test digitally with dictation/speech-to-text software through the operating system or AT device)
- Signed Exact English or American Sign Language Interpreter (For oral instructions only)

Refer to the [College Board Accommodations Crosswalk](#) and the [College Board Accommodations webpage](#) for more information.
IMPORTANT! Students should trial digital accommodations on [digital practice tests](#) in Bluebook early in the year so that SSD Coordinators can request accommodations/submit change requests within the SSD submission window. This will help ensure optional test conditions and accessibility on test day. Refer to guidance on the [Practice and Preparations webpage](#).
 Updated 9/27/24

CollegeBoard 2024-25 Accommodations Crosswalk for Connecticut SAT School Day

This crosswalk has been designed to help educators understand the relationship between the College Board accommodation options in SSD Online (SSDOL) and accommodations for the digital Connecticut SAT School Day for students with an Individualized Education Program (IEP) or Section 504 Plan. It will be updated as new features are released and additional options are made available by the College Board. However, it is recommended that coordinators review the [Connecticut SAT School Day webpage](#) for information specific to Connecticut's testing program.

Although the Connecticut SAT School Day is administered digitally, SSDOL is used for the SAT Suite of assessments & AP exams, which include digital and paper-based formats depending on the assessment. Educator teams should understand the functionality of the universal tools and accommodations available for digital testing to determine which accommodations may be appropriate depending on the student's documented need. Although accommodations can be entered in SSDOL early in the school year, the Connecticut designated accommodations window is **November 12, 2024, through January 13, 2025**.

Educators are encouraged to arrange time for students to trial their accommodations and assistive technology (AT), if applicable, early in the year using the College Board's digital [Practice Tests on Bluebook](#). This allows SSD Coordinators to make timely accommodation requests/changes within the SSDOL submission window, if applicable, to promote optimal test conditions on test day.

Extended Time		Notes
Selection in SSDOL	Digital SAT	
Reading: Time and One-Half (+50%) (Also, an allowable EL/ML support for a college reportable score)	The student will receive 50% extended time and extra breaks on all sections (Reading/Writing and Math).	
Reading: Double Time (+100%)	The student will receive double time and extra breaks on all sections (Reading/Writing and Math).	
Reading: More than Double Time	The student will receive more than double time and extra breaks on all sections (Reading/Writing and Math) as specified by the College Board in their approval letter.	
Math: Time and One-Half (+50%)	The student will receive 50% extended time and extra breaks only on the math section.	
Math: Double Time (+100%)	The student will receive double time and extra breaks only on the math section.	
Math: More than Double Time	The student will receive more than double time and extra breaks only on the math section.	

Reading/Seeing Text		Notes
Selection in SSDOL	Digital SAT	
Large Print	The student will use the universal word tool when testing digitally.	Universal tools are allowed for all students. Refer to Bluebook Digital Tools for more information. In instances that zoom does not meet the student's print or visual needs, paper testing must be requested in SSDOL by January 13, 2025. Select "Other" and specify in the text field.

Other CT SAT School Day Accessibility Reminders

- Provide all students, especially those requiring the use of accommodations, an opportunity to trial accommodations and assistive technology using Bluebook Practice Tests well before test day.
- If applicable, contact the CSDE early to plan for special accommodations or specialized test settings needed for students with extensive and complex medical/physical accessibility needs.
- Reminder for students with the **most significant cognitive disabilities**: PPTs must complete and verify eligibility on the Connecticut Alternate Assessment System Eligibility Form in CT-SEDS and the IEP must be finalized and implemented before **December 20, 2024**. Otherwise, students may be included on the student roster for the CT SAT School Day.
- Refer to the [Connecticut Alternate Assessment System Training Resources](#) webpage for details about the CTAA (English Language Arts and Math) and the Connecticut Alternate Science (CTAS) Assessment.

Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS	
CT-SEDS Implementation Date	Assessment
Fully Implemented IEP by December 20, 2024	Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for: <ul style="list-style-type: none">• CAAELP (students identified as EL/ML in Grades K-12); and• CTAA and CTAS (Grade 11)
Fully Implemented IEP by February 1, 2025	Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the: <ul style="list-style-type: none">• CTAA (Grades 3-8, and newly identified students in Grade 11); and• CTAS (Grades 5, 8, and newly identified students in Grade 11)

For more information, refer to the [Connecticut Alternate Assessment System Eligibility Form](#) webpage.

The Connecticut College Board & CSDE Team

Introductions & Orientation

SAT Suite Support



College Board



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SAT School Day

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Implementation



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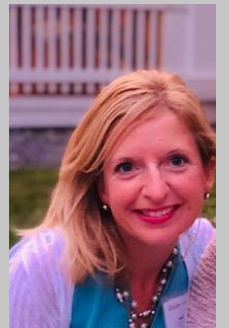
CSDE



**Michelle
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Program
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**Deirdre
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Special
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Connecticut
Statewide
Assessments

Agenda

- 1 Five New SSD-Specific Features for Spring 2025
- 2 Assistive Technology
- 3 Accessing SSD Online
- 4 Reviewing Past Approved Accommodations
- 5 Submitting New Accommodations
- 6 Paper Accommodations
- 7 Customer Support

5 New SSD-Specific Features for Spring 2025

- 01 Embedded Text-to-Speech
- 02 Ending Extended Time Early
- 03 Accommodation Names Streamlined
- 04 Request for Temporary Impairments in SSD Online
- 05 Student Transfers in SSD Online & Announcement Banner

Bluebook's Embedded Text to Speech (TTS)

Bluebook's Embedded Text-to-Speech (TTS)

Functions and Features

- Is available on all set-up, check-in, and testing pages (including as an option on test previews and full-length practice tests)
- Works offline if internet access is lost, and does not increase exam download size or Bluebook's bandwidth requirements (i.e., device and network requirements do NOT change)
- Will appear as an embedded toolbar with basic controls: play, pause, speed, volume, select a voice
- Can start from the top of the screen or student may select a sentence to speak
- Highlights the sentence being spoken
- Reads math and tables
- Provides short descriptions for images and graphs
- Does NOT automatically come with extended time (this must be requested as a separate accommodation; however, non-Bluebook screen readers for visually impaired students does come with automatic up to +50%, as they read and describe everything that appears on the screen, not just selected content)

Bluebook's Embedded Text To Speech (TTS)

Section 2, Module 1: Math 33:53 40%

Directions Hide x^2 Calculator Reference More

THIS IS A PRACTICE TEST

1 Mark for Review

A certain bird species can fly at an average speed of 16 meters per second when in continuous flight. At this rate, how many meters would this bird species fly in 4 seconds?

(A) 64

(B) 20

(C) 16

(D) 12

Text-to-Speech 1.0x

Sofía Aguilar Question 1 of 22 Next

Ending Extended Time Early

Ending Extended Time Early

Availability and Accessing

- Available to:
 - All assessments in Bluebook: SAT School Day, SAT Weekend, PSAT/NMSQT, PSAT 10, PSAT 8/9, AP
 - All variations of extended time (50, 100, >100) **including EL 50%**
 - Provisional accommodations (e.g., when extended time is auto-added for a test taker approved for screen reader)
- Students accessing:
 - **Must** sit (at a minimum) for the standard time for each module
 - ▶ Break times will NOT change (including extra and nutrition breaks). Students must take full break time(s).
 - ▶ Students approved for multi-day testing will still test over two or more days. Division of sections/days will be the same.
 - **Can** move ahead at the module level once standard time has expired, including:
 - ▶ From one section to the next if ending the second module early
 - ▶ From their final section to submission
 - **Can't** go back once they've moved forward into the next module, even if time was remaining

Updates to accommodation display names

Addition of phrase “Up to”

- Student accommodations will now read “Up to” their amount of approved extended time on their test card and during the exam setup and check in flows.

The screenshot displays the Bluebook user interface for Sofia Aguilar. The top navigation bar includes the Bluebook logo and the user's name. A welcome message reads: "Hi, Sofía! Take a practice test and get ready for test day." Below this, the "Your Tests" section is active, showing details for an SAT test at Springfield High School. A red box highlights the "Testing Accommodations" section, which lists: "Reading: Up to double time (<+100%)", "Math: Up to double time (<+100%)", and "Breaks: as needed". To the right, a "Confirm Your Personal Information" modal is shown, with a red box highlighting the "Accommodations" field, which displays "Up to double time (<+100%)". The modal asks "Is this information correct?" with "Yes" and "No" radio buttons. The bottom of the screen shows a progress bar at "Step 1 of 12" with "Back" and "Next" buttons.

End of Module Review Screen

New Button for Extended Time Testers

- The “Next” button will only display for students approved for extended time.
- The “Next” button will remain inactive until standard time for the module or part has been reached (next slide).
- If a user hovers over the “Next” button while it is inactive, they will see a tool tip providing guidance as to when it will become active.

The screenshot shows the 'End of Module Review Screen' for 'Section 1: Reading and Writing'. At the top, the timer is at 42:08. Below the timer is a 'Hide' button. On the right, there are icons for 'Highlights & Notes' and 'More'. The main heading is 'Check Your Work', followed by instructions: 'Look over your work, go back to questions you marked for review, and answer any questions you skipped. Remember: there's no penalty for guessing. When the timer reaches zero, you'll automatically move on. Please stay seated and remain quiet.' Below this is a grid of 27 question numbers (1-27) in blue boxes. A legend indicates 'Unanswered' (dotted box) and 'For Review' (red flag). At the bottom, the user's name 'Sofía Aguilar' is displayed. A 'Back' button and a 'Next' button are at the bottom right. A tooltip above the 'Next' button says 'You can move on when the timer reaches [32:00]'. The 'Next' button is highlighted with a red box.

End of Module Review Screen

New Button for Extended Time Testers

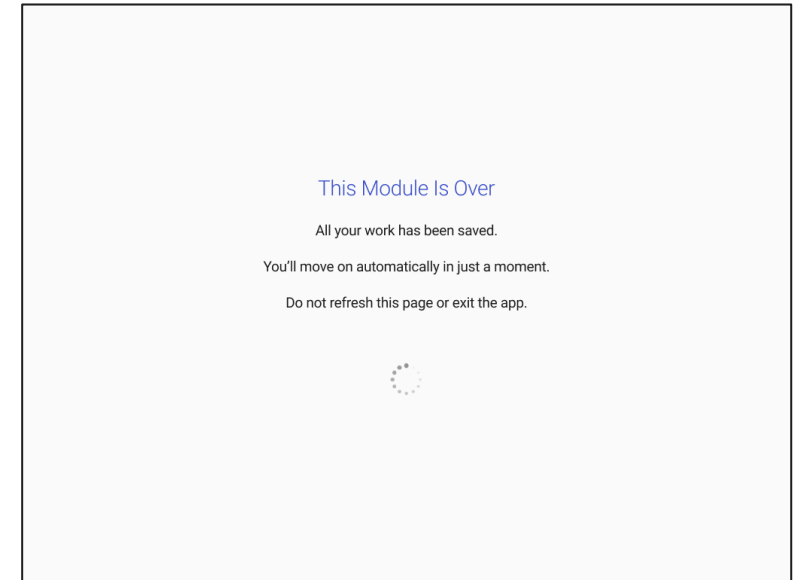
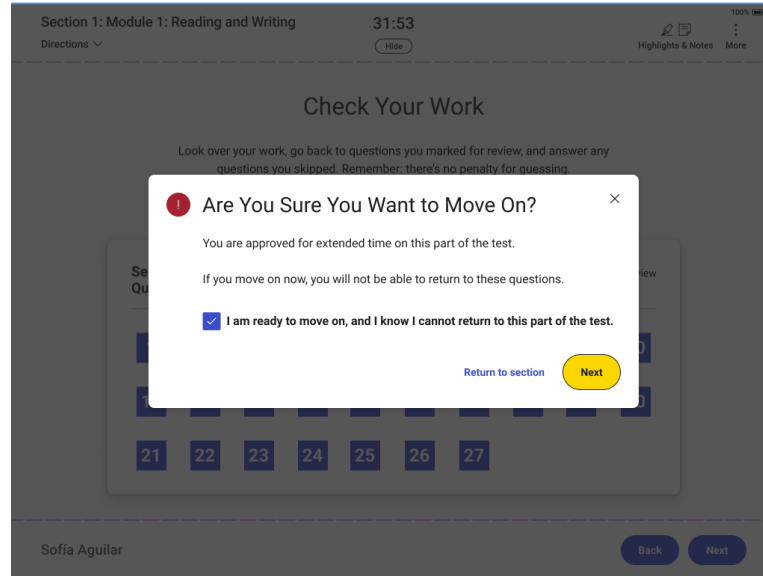
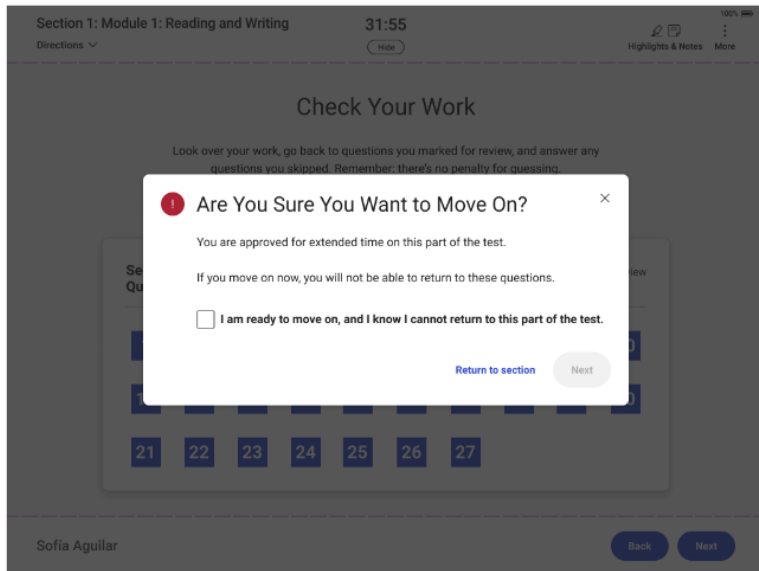
- When standard time has been reached, the “Next” button becomes active.

The screenshot shows the 'End of Module Review Screen' for 'Section 1: Reading and Writing'. At the top, the section name and a timer showing '32:00' are visible. Below the timer is a 'Hide' button. On the right side, there are icons for 'Highlights & Notes' and 'More', along with a battery indicator at 100%. The main content area is titled 'Check Your Work' and contains instructions: 'Look over your work, go back to questions you marked for review, and answer any questions you skipped. Remember: there's no penalty for guessing. When the timer reaches zero, you'll automatically move on. Please stay seated and remain quiet.' Below this is a grid of 27 question numbers (1-27) arranged in three rows. The first row has 10 buttons, the second row has 10 buttons, and the third row has 7 buttons. The grid is titled 'Section 1: Reading and Writing Questions' and includes a legend for 'Unanswered' (dotted box) and 'For Review' (red flag). At the bottom of the screen, the user's name 'Sofia Aguilar' is displayed on the left, and two buttons, 'Back' and 'Next', are on the right. The 'Next' button is highlighted with a red border, indicating it is active.

Confirmation Modal

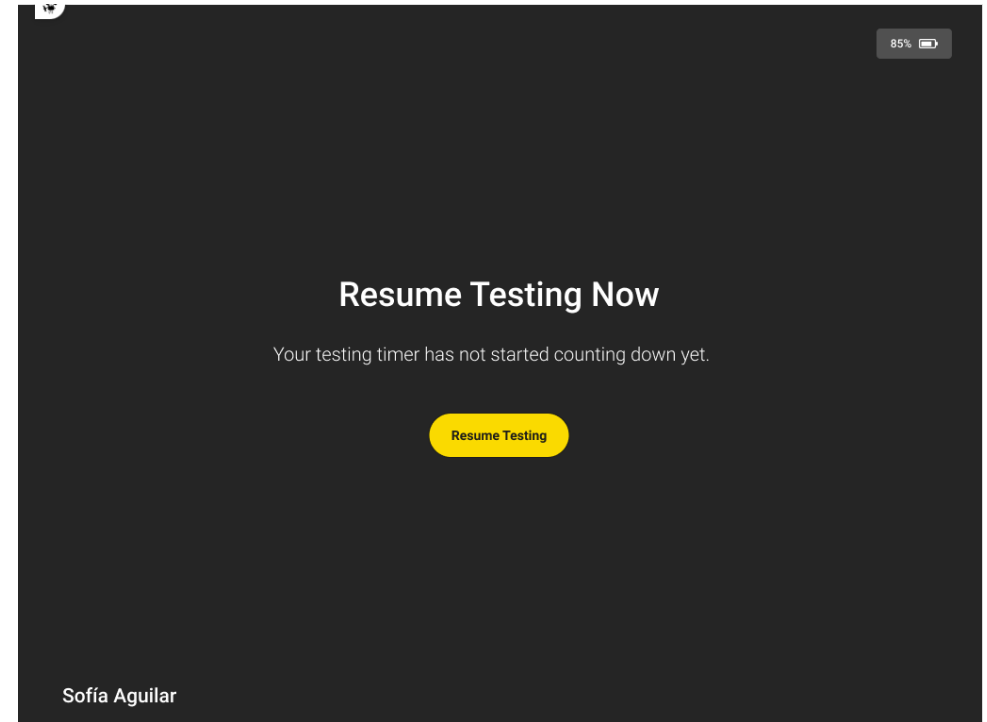
Safeguards to prevent accidental or unconsidered opting out of Extended Time

- When the student clicks “Next”, they will need to confirm their understanding that they cannot return to the module/part if they opt to move forward.
- If in this confirmation modal they check the box and click “Next” again, only then will they proceed to the end of module screen and rejoin the existing flow of the exam.



Break Screens

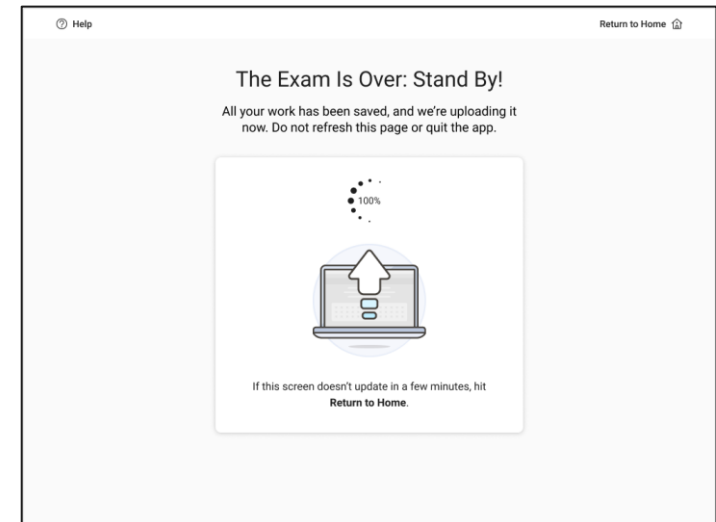
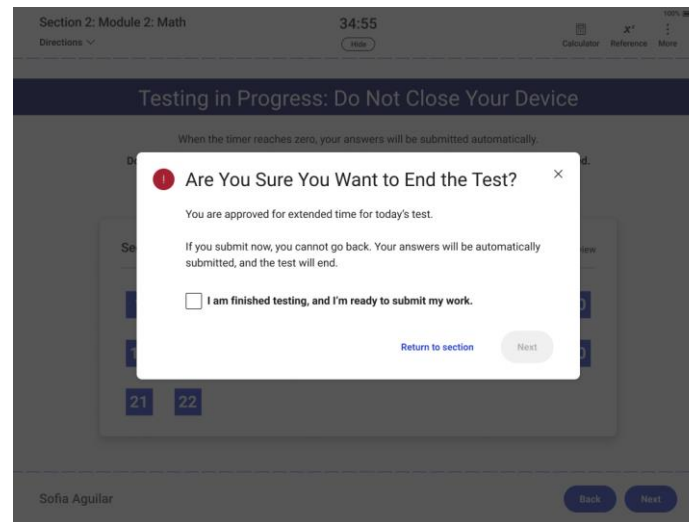
Break screens do not change for Extended Time testers



End of Module/End of Test Review Screen

Safeguards to prevent accidental or unconsidered ending of the exam with Extended Time remaining

- The final review screen follows the same safeguards as the end of module screens:
 - The new “Next” button for extended time testers is inactive until standard time has been reached.
 - If the student clicks “Next”, a confirmation modal appears that also emphasizes that confirming will end the test.
- If in this confirmation modal the student checks the box and clicks “Next” again, the student will flow through the existing results submission screens including the “Congratulations” (confetti) screen.



SSD Online Updates

SSD Online

Updates for Spring 2025

- The Connecticut-specific accommodation submission window (including the request for EL/ML 50% extended time) is open from November 12, 2024-January 13, 2025.
- Accommodation **names** (not the accommodation itself, and no re-request is necessary) will be updated for clarity and consistency with what digital testing provides. For example: Braille with raised line drawing, contracted **is now** Braille (Refreshable Braille for Digital or Paper Braille if Approved); Writer/Scribe **is now** Dictation for Digital Tests.
- Temporary impairments (e.g., broken arm, recent concussion) are now requested in SSD Online in the same manner as other accommodations and supports. (Not available yet but will be in 2025 when temporary accommodation support requests may be appropriate).

Student Transfers in SSD Online

Announcement Banner for New Processes

SSD Online dashboard will now call attention to new processes like transferring students.



SSD Accommodations Management Hi, [User]

New Process for Transferring Students +

NEW! Easily transfer new students to your school's SSD Online dashboard, and transfer them out of your dashboard when they leave your school. From the top right of the dashboard, select **"Transfer Student."** You will need either the student's SSD ID or the Student's name, DOB, address, and graduation date.

SSD Online Dashboard Helpful Links Transfer Student School Testing Calendar

Clicking Back or Forward in the browser may cause the application to exit. Use the navigation buttons within the application for the best user experience. X

Welcome,

Displaying Students for:

Student Accommodations & Supports

Select an existing student to modify their current accommodations and/or supports. Select "New Request" below to begin a new request for a student who has not yet been added.

[View Downloaded File](#)

New Request

Download Dashboard

Search existing students by name or SSD ID... Grade Type Status

Transfer In At-A-Glance

SSD Coordinator Journey



Identify Student

Review school enrollment for new students with accommodations in SSD Online from a prior school.

Collect Student Info

SSD ID or the combination of student first and last name, DOB, address and prior school's AI

Transfer Student

In SSD Online, select Transfer Student and follow prompts to complete.

Manage Requests

Confirm student is now on the Dashboard and review or submit accommodation requests as appropriate.

When a student leaves your school, easily select and transfer them out directly from your dashboard.



That sums up everything new for Spring 2025.

Any questions before we move on?

Assistive Technology

Specifications and Procedures

General Device Requirements

Acceptable Devices, Power Requirements, Wi-Fi Accessibility

<https://bluebook.collegeboard.org/students/approved-devices>



Desktop, Laptop, Full-Sized Tablet *

Desktops & Chromebooks must be school managed.

(other devices may be personal)

All external mice permitted, tablets only may use external keyboard



Must be charged for
3 hours of battery operation
or be plugged into a power
source.

Students testing with extended time, extended breaks, or breaks as needed must have access to power if needed.



Must be able to connect to the school network via ethernet or Wi-Fi.

Internet is only needed to start and submit the test.**

Testing with Assistive Technology

Bluebook™ provides and permits a range of assistive technology options.

Please click on the specific accommodation-oriented links below in addition to your operating system's installation instructions ([Chromebook](#), [Windows](#), [iPad](#), [Mac](#)) for complete details on what accessibility resources are available and how to ensure they are provided to the students who need them:

- [Universal accessibility features](#) available directly in Bluebook™ to all students without any additional request or configuration
- [Embedded additional accessibility tools](#) available directly in Bluebook™ to students with a corresponding approved accommodation
- [External assistive technology](#) available on the computer of a student if they have an approved accommodation that requires that non-embedded tool to remain provided on their computer after they log into Bluebook™ (e.g., screen reader, JAWS, NVDA)

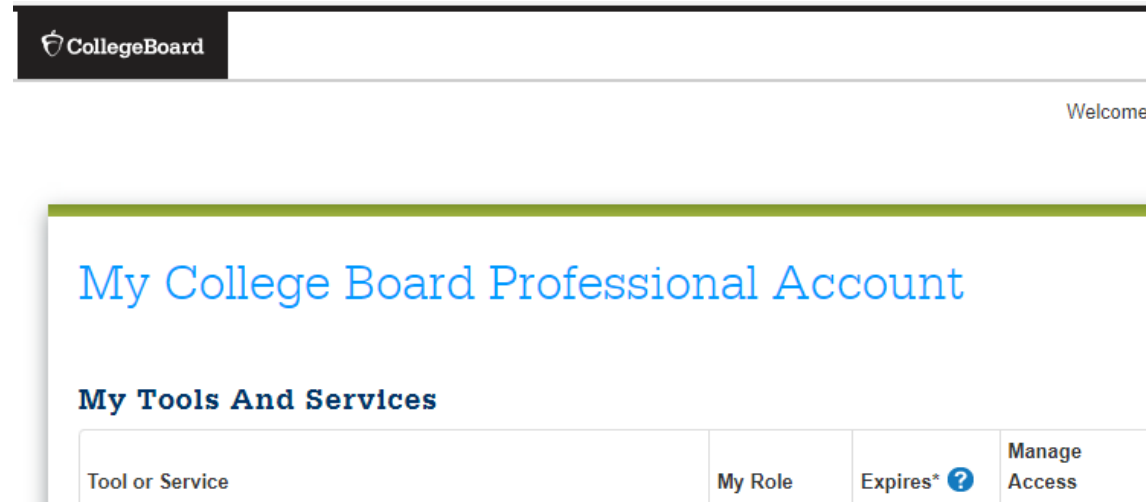
SSD Online

Access

Accessing SSD Online

General Information

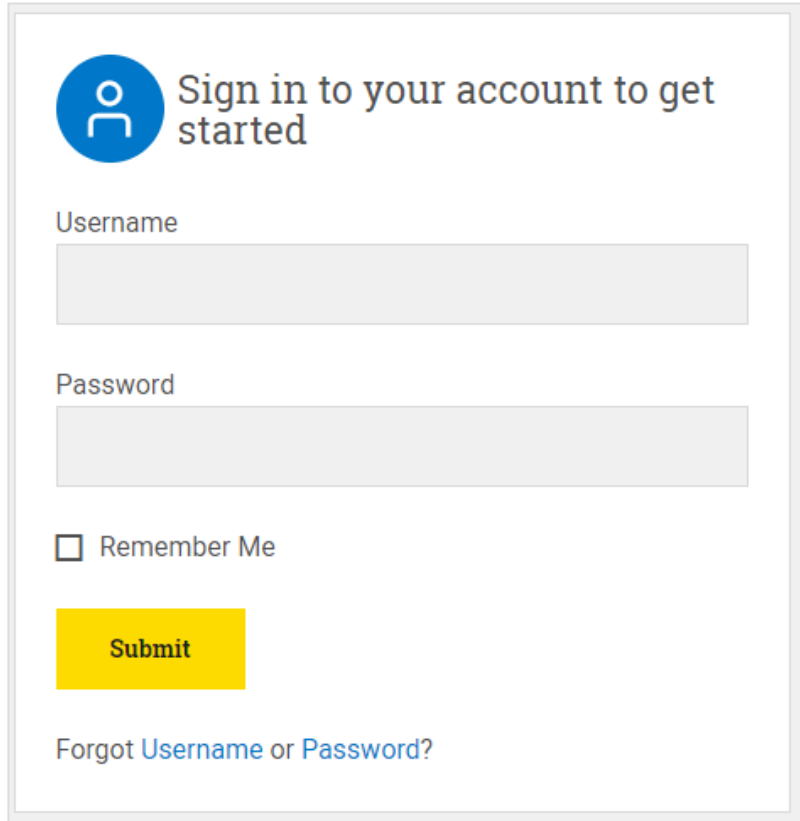
- You must have an updated* College Board professional educator account.
 - The email associated with your account must match the email that was either:
 - Submitted for your school’s Spring 2025 SAT School Day onboarding survey back in September
 - Submitted later to College Board’s [Update Your Coordinator Form](#)
 - Older accounts must be updated (next slide).
- Once you are approved for access (next slide) you may:
 - Log in directly at ssdonline.collegeboard.org using your College Board professional educator account credentials.
 - Access will also automatically appear in your College Board professional educator account under your listed “Tools and Services” pictured here:



* Instructions for updating your College Board professional educator account follow the confirming/requesting access slides

Returning SSD Coordinators

Confirm Access



The screenshot shows a sign-in form with the following elements:

- A blue circular icon with a white person silhouette.
- The text "Sign in to your account to get started" next to the icon.
- A "Username" label above a text input field.
- A "Password" label above a text input field.
- A checkbox labeled "Remember Me".
- A yellow "Submit" button.
- A link "Forgot Username or Password?" at the bottom.

- Confirm that you still have access to SSD Online by logging in to your College Board Account at www.collegeboard.org.
 - If you've forgotten your password, use the forgot username or forgot password links on the sign-in page.
 - Choose SSD Online from your [Account Dashboard](#) or login to SSD Online directly at: ssdonline.collegeboard.org.

New SSD Coordinators

SSD Coordinator Form

CollegeBoard
Services for Students with Disabilities

SSD Coordinator Form

This form will establish you as the SSD Coordinator for your school and allow you to obtain access to SSD Online. If you do not already have a professional login account with the College Board, you will need to create one at <https://account.collegeboard.org/login/signup>. If you are the SSD Coordinator for more than one school, you will need to submit a separate form for each school you work with, but you should create only one professional login account.

Each school's primary SSD Coordinator will also be considered the school's Testing Coordinator for in-school College Board testing. If a school administers in-school tests, the primary SSD Coordinator will be responsible for receiving secure tests, as well as generating testing rosters and Nonstandard Administration Reports for school-based testing.

Complete, sign, and fax this form to the College Board's Services for Students with Disabilities at 888-360-0333. Do not attach a cover sheet to this form when faxing. All fields are required.

School Information

If your school doesn't have a code, enter "N/A" in the school code field and you will be sent a form to request one. If you don't know your school's code, look it up at <http://test.collegeboard.org/register/test-code-search>.

School Code: _____ School Name: _____

School Address: _____

City: _____ State: _____ ZIP Code: _____

Country: _____

Coordinator Information

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

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

Work Telephone: _____ Fax: _____ Email: _____

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

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

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

Signatures

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

SSD Coordinator Signature: _____ Date: _____

School Principal or Assistant Principal Name: _____

School Principal or Assistant Principal Signature: _____ Date: _____

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

- To access SSD Online, new SSD coordinators need to request access and meet the following criteria:
 - School must have an Attending Institution (AI) Code.
 - New SSD coordinator must:
 - ▶ Have a College Board professional educator account.
 - ▶ Complete and submit the [SSD Coordinator Form](#) pictured at left (also available at www.collegeboard.org/ssd) following the directions provided on the form.
- Please note:
 - The new SSD Coordinator will receive an email confirmation when their form is received.
 - Each school must have one primary SSD coordinator.
 - Schools may have multiple SSD coordinators with SSD Online access if permitted by district/school policy.

Have You Updated Your College Board Account Yet?

Accessing these College Board systems require a current professional account updated for 2025 following these 4 simple steps:

1. Sign in to your account with your current credentials.
2. Verify your email address:
 - ✓ Please use your official, valid WORK email address.
3. Create a password.
4. Add and verify a mobile phone number (optional).
5. Opt-in to multifactor authentication (MFA) for added security.

College Board educator accounts have been updated to a more modern, improved user experience.

You'll now log in using a unique and valid email address instead of a username.

Updating your account takes less than three minutes!

DEADLINE: December 31, 2024

Update Your Account Today!



SSD Online

Reviewing Past-Approved Accommodations

Reviewing Past-Approved Accommodations in SSD Online

Best Practices

- Start early, leaving more time later for submitting new requests, whether for new students or new/updated IEPs/Section 504 Plans in CT-SEDS.
- Be certain about student and family expectations, and that these approved requests are appropriate:
 - Were they discussed during PPT/Section 504 meetings?
 - Are they congruent with what the student uses for other standardized or classroom tests?
 - Does the student and their guardian(s) understand the difference between College Board tests and these other assessments?
 - Do the accommodation requests make sense considering the range of available embedded universal tools in digital testing (keeping in mind that students may need these accommodations for a different College Board test at a later time)?

Reviewing Past-Approved Accommodations in SSD Online

2 Steps

1. **NEW**: From the SSD Online Dashboard, you can now click the blue “Print Dashboard” button at right to:
 - Export a .CSV file of students and approved accommodations
 - Filter/Sort/Print this file as most convenient for your review.
 - NOTE: you may still “View Dashboard File” without download.
2. Follow the *Best Practices* listed previously as you review each student’s accommodations, then either:
 - Keep: no change necessary *
 - Remove: Only if this accommodation has also been removed from student’s IEP/504
 - Request added new: see subsequent slides.

The screenshot shows the SSD Online Dashboard interface. At the top, there is a blue header with the text "Welcome, WALARAYED!". Below this, there is a dropdown menu for "Displaying Students for:" set to "All AI Organizations" and a link "Transfer Student Into My School". The main heading is "Student Accommodations & Supports". Below the heading, there is a instruction: "Select an existing student to modify their current accommodations and/or supports. Select 'New Request' below to begin a new request for a student who has not yet been added." There are two buttons: "New Request" and "Print Dashboard". The "Print Dashboard" button is highlighted with a red rectangular box. Below the buttons, there is a search bar "Search existing students by name or SSD ID... Q" and several filters: "Grade" (8, 9, 10, 11, 12), "Type" (CB, EL, SAA), and "Status" (All). At the bottom, it says "Showing 1 - 25 of 151 results" and "Sort by Default".

* NOTE: There is no need to change or re-request an accommodation if it underwent a College Board name change; the conversion will be automatic (e.g., Writer/Scribe will automatically convert to Dictation for Digital Tests)

Submitting New Accommodations

Protocol and Process

Submitting New Accommodations

What we will cover in this section

- What circumstances do **not** require accommodation
- Under what circumstances new requests **should** be made
- Best practices
- Step-by-Step through submitting in SSD Online via 7 sequential questions:
 1. What area of accommodation are you requesting?
 2. Are you ready and do you have permission to submit a request on behalf of this student?
 3. Who are you requesting this accommodation for?
 4. Why are you requesting an accommodation?
 5. What specific accommodation(s) are you requesting?
 6. How has your school been supporting this accommodation before this request?
 7. Is all the information provided in your responses above true and accurate?
- Accommodation request examples/scenarios
- Commonly requested accommodations
- What if the student's request is to waive an accommodation?

What Circumstances Do NOT Require Accommodations?

Universal accessibility features, certain accessibility considerations, and select English Learner (EL) supports do NOT require an SSD Online request or approval.

- Digitally-embedded accessibility features are **available to all students** in Bluebook™:

- Hide-able Test Timer
- Flag and Review
- Answer Option Eliminator (cross-out feature)
- Line Reader
- Highlight and Annotation Functions
- Desmos Graphing Calculator (entire math section)
- Math Reference Sheets
- Zoom In/Out and Magnification

- Non-embedded accessibility considerations permitted **at school discretion**:

- Small Group Testing (no minimum, recommended maximum of 10 students per standard sized classroom)
- Preferential seating
- Wheelchair accessibility and/or special furniture (seating distance rules still apply)
- Access to nurse/aide during breaks
- Familiar proctor (conflict of interest rules still apply)

EL supports freely granted:

- Translated Test Directions *
- Approved Word-to-Word bilingual dictionary (click [here](#) for list)
- NOT extended time (this accommodation requires SSD Online request)

Under What Circumstances Should New Requests Be Made?

When universal accessibility features and permitted considerations do NOT meet a student's IEP/504 plan

- If none of the features, considerations, or supports listed on the prior slide meet a student's IEP/Section 504 plan requirements, an accommodation may be requested **for** any documented disability **with** a demonstrated functional impact.
- If in SSD Online your request triggers a requirement to upload documentation, use this [upload form](#) available on the [CT SAT School Day webpage](#). (Note: This applies to the CT SAT School Day only). For other College Board assessments, that documentation must demonstrate a need for the specific accommodation being requested.

Requesting New Accommodations in SSD Online

Best Practices

- **Submit no later than January 13, 2025, all known new accommodations** (i.e., students who are currently enrolled and already have an IEP/Section 504 Plan with requirements that cannot be met by universal accessibility features and permitted considerations). This will help ensure not only that these requests are processed in time for testing, but that both your school and College Board have the capacity later to focus attention on students who enroll at your school or receive a new IEP/Section 504 Plan after the deadline.
- Be certain about student and family expectations, and that these new requests are appropriate:
 - Were they discussed during IEP/Section 504 meetings?
 - Are they congruent with what this student uses for other standardized or classroom tests?
 - Does the student and their guardian(s) understand the difference between College Board tests and these other assessments?
 - Do the accommodation requests make sense considering the range of available embedded universal tools in digital testing (keeping in mind that students may need these accommodations for a different College Board test at a later time)?
- Carefully review SSD Online’s disability/accommodation categories and avoid unnecessarily selecting the option “Other” (doing so can trigger a request to upload and submit documentation, which also takes longer to review).
- Carefully review and confirm all student information is typo- and error-free before submitting.
- Check your SSD Dashboard regularly and watch for College Board emails regarding decisions or requests for additional information.

Submitting a New Request in SSD Online

What area of accommodation are you requesting?

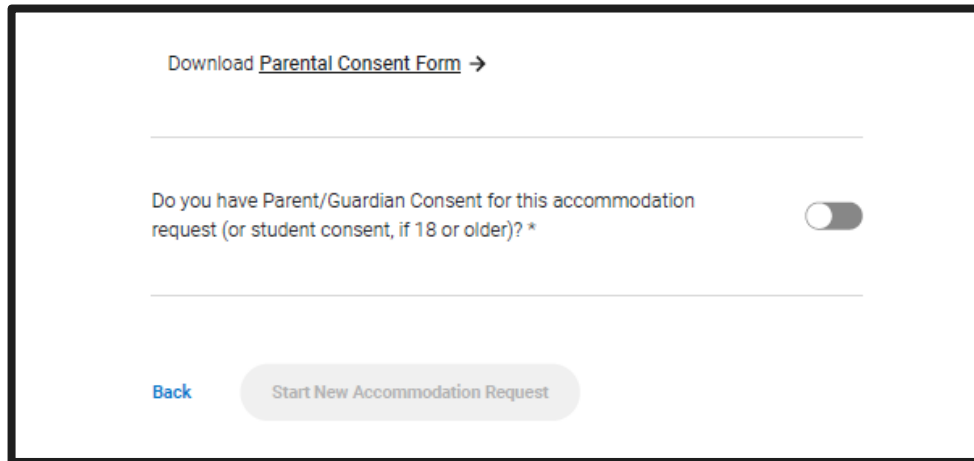
- Access SSD Online through your [College Board professional educator account](#) or by using the same credentials to log in directly at www.collegeboard.org/ssdonline.
- Click the blue “New Request” button on your SSD Online dashboard.
- Click the blue arrow at the bottom right of the “New Accommodation/Support Type” you wish to request.
- NOTE:
 - English Learner (EL) Support is to request up to time +50% for this population of students without requiring a documented disability.

The image shows two overlapping screenshots from the SSD Online interface. The background screenshot is the main dashboard, which includes a welcome message for 'Jason!', a dropdown menu for 'Displaying Students for: All Schools', and a section titled 'Student Accommodations'. A blue button labeled 'New Request' is highlighted with a red box, and a red arrow points from it to a modal window in the foreground. The modal window is titled 'Select New Accommodation/Support Type' and contains three sections: 'College Board (CB) Approved Accommodations', 'English Learner (EL) Support', and 'State Allowed Accommodations (SAA)'. Each section has a brief description and a blue arrow pointing to the right. A 'Return to Dashboard' link is located at the bottom right of the modal.

Submitting a New Request in SSD Online

Are you ready and do you have permission to submit a request on behalf of this student?

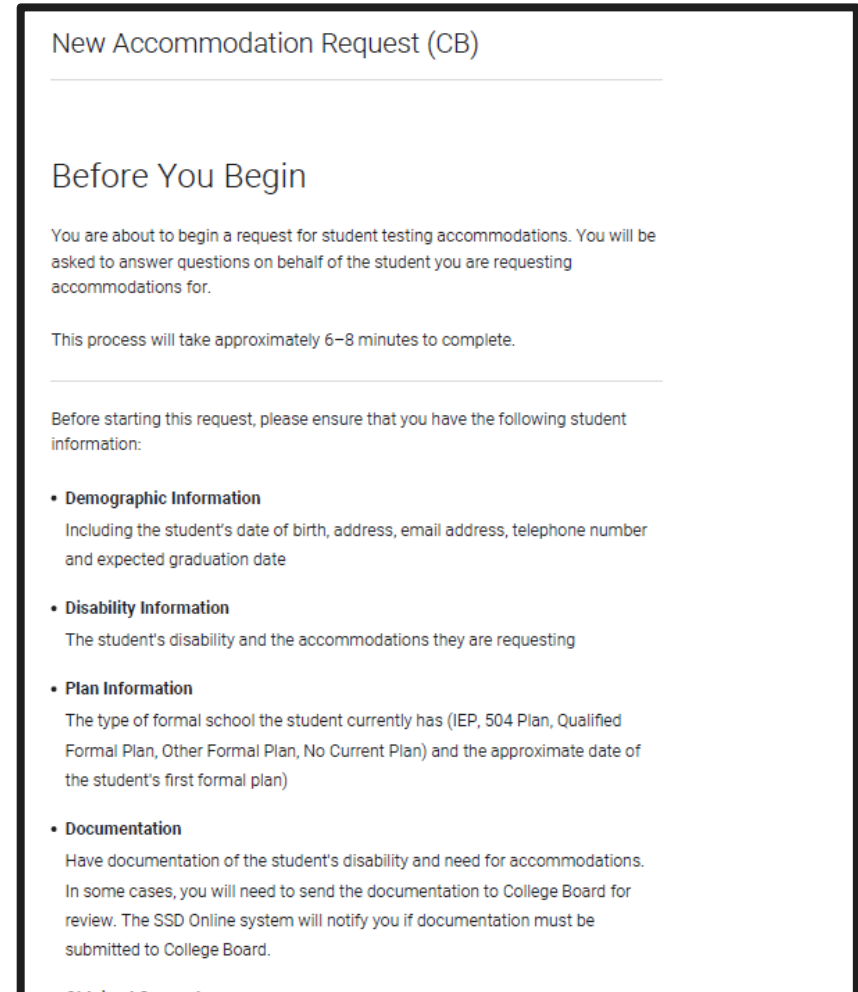
- Review the “Before You Begin” page.
- Confirm you have the appropriate consent to continue. Note that in Connecticut, for the purposes of CT SAT School Day, the signed IEP/Section 504 fulfills parental/guardian consent.



Download [Parental Consent Form](#) →

Do you have Parent/Guardian Consent for this accommodation request (or student consent, if 18 or older)? *

[Back](#) [Start New Accommodation Request](#)



New Accommodation Request (CB)

Before You Begin

You are about to begin a request for student testing accommodations. You will be asked to answer questions on behalf of the student you are requesting accommodations for.

This process will take approximately 6–8 minutes to complete.

Before starting this request, please ensure that you have the following student information:

- **Demographic Information**
Including the student's date of birth, address, email address, telephone number and expected graduation date
- **Disability Information**
The student's disability and the accommodations they are requesting
- **Plan Information**
The type of formal school the student currently has (IEP, 504 Plan, Qualified Formal Plan, Other Formal Plan, No Current Plan) and the approximate date of the student's first formal plan)
- **Documentation**
Have documentation of the student's disability and need for accommodations. In some cases, you will need to send the documentation to College Board for review. The SSD Online system will notify you if documentation must be submitted to College Board.

Submitting a New Request in SSD Online

Who are you requesting this accommodation for?

Part I: Finding your student

- **Search and select** the name of the student, then click the blue “Continue” button at bottom right.
- **If the student does not appear** in your search result, click the “Student Not Listed” button also at the bottom of the page and follow the prompts to enter this new student’s information (next slide).
- **NOTE:** A student may be new to your school but already have approved accommodations in SSD Online from a prior enrollment. Search first.

Also, many students share names. Check all data in a suspected row of results before selecting that student and proceeding.

New Request

Search using the student first and/or last name and school to find a student. Select student and click Continue. Or, if student not found, click Student Not Listed to add.

NAME * SCHOOL *

First Name: John Last Name: A SCHOOL: Herbert Hoover High School

Clear Search

Showing ### results

	First name	MI	Last name	Date of Birth	SSD ID Number
<input checked="" type="radio"/>	First name	MI	Last name	04-02-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	01-01-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	07-09-2002	#XXXXXX
<input type="radio"/>	First name	MI	Last name	12-15-2000	
<input type="radio"/>	First name	MI	Last name	01-07-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-04-2002	
<input type="radio"/>	First name	MI	Last name	02-29-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-23-2001	

Student Not Listed Continue

Submitting a New Request in SSD Online

Who are you requesting this accommodation for?

Part II: If your student was not found

- If your student was not found and you clicked the “Student Not Listed” button on the prior screen, follow the prompts below to enter this new student’s information into SSD Online.
- Once the “Add Student” screen is complete you will join the workflow for creating and submitting your request.

Add Student

Complete the information below to start a request. Fields marked with * are required.

Student Information

Name

First Name *

Last Name *

Date of Birth

School

Select School *

Submitting a New Request in SSD Online

Why are you requesting an accommodation?

- Once your student has been selected or added and consent confirmed, first select and specify the disabilities this student has that require accommodation. Temporary disabilities (e.g., a broken arm) can also be requested here.
- NOTE RE English Language (EL) Supports: You will **not** be requested to provide a documented disability, these students **may** test with other “up to time-and-a-half” students, and the accommodation **will** result in a college reportable score; however, this accommodation expires and needs to be re-requested every year it is still needed.

Dashboard / Tom Jones

New Student Accommodation Request

Disabilities

Communication Disorder/Speech and Language

- Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder
- Language Disorder/Mixed Receptive-Expressive Language Disorder
- Phonological Disorder
- Other Communication/Speech and Language Disorder

Please specify... *

Submitting a New Request in SSD Online

What specific accommodation(s) are you requesting?

- Unless this is a new student, first review their previously approved or pending accommodations before making additional requests.
- Click to proceed to the appropriate category (for example, “Extended Time” as shown here).
- Tick appropriate requests then click the blue “Save Accommodations” button at the bottom of the screen.
- NOTE: SSD Online’s accommodations are categorized under this framework *:
 - Extended Time
 - Extra/Extended Breaks
 - Reading/Seeing Text
 - Recording Answers
 - Modified Setting
 - Other (do not select unnecessarily)

Dashboard / Tom Jones

New Student Accommodation Request

Accommodations

Extended Time	No extra time (+0%)	Time and one-half (+50%)	Double time (+100%)	More than Double time (greater than +100%)
Reading	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value=""/>
Writing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value=""/>
Mathematical Calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="150"/>
Listening	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value=""/>
Speaking	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value=""/>

Cancel Save Accommodation(s)

Dashboard / Tom Jones

New Student Accommodation Request

Accommodations

Select one or more accommodations you have finished selecting page to go to the next page

Extended Time

Request 50%, 100%, or greater than 100% extended time for:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Previously Approved / Pending Accommodations

Reading: Time and one-half (+50%)
Writing: (Essays/free response): Double time (+100%)
Math: More than double time (>+100%)

* Paper Testing:

- Not a separate SSD Online category
- Most students test digitally
- We will discuss separately

Submitting a New Request in SSD Online

How has your school been supporting this accommodation before this request?

- Enter your “School Plan” regarding this student:
 - Click through responses.
 - Free type responses whenever “other” is selected.
 - Responses will require:
 - ▶ Information about the process used to determine the student’s need for this accommodation
 - ▶ Confirmation whether the requested this accommodation is:
 - In the school plan
 - Used by the student on classroom tests
- If further documentation is needed, SSD Online will indicate. For the purposes of the CT SAT School Day, use this [upload form](#).

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

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

Yes No

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

School Psychologist

School learning specialist

Teacher(s)

School Administrator (e.g., Principal)

Parent(s)/Guardian(s)

Student

Other professional

Please specify *

I don't know

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

Documentation/evaluation from professionals (e.g, Psycho-educational evaluation, medical evaluation)

Teacher observations

Parent(s) observations/student's comments

Student's previous and current academic functioning

Student history of receiving accommodations or academic difficulties

School data (e.g., scores on state testing)

Parent/student request

Other

Please specify *

Submitting a New Request in SSD Online

Completion

- Read and consent to the terms and agreement confirming that your prior responses regarding this request are true and accurate.
- After submission, check your SSD Dashboard regularly and watch for College Board emails that provide decisions or requests for additional information regarding any of the accommodations you submitted for this student.

Commonly Requested Accommodations

Category in SSD Online: “Extended Time” and “Extra/Extended Breaks”

Name	Detailed Request / Definition		
Extended Time	Detailed Variations of Request: <ul style="list-style-type: none"> - Up to Time and One-Half (+50%) - Up to Double Time (+100%) - Up to More than Double Time (>+100%) 	Math Only	Reading (whole test)
	Note that: <ul style="list-style-type: none"> • Timings above include breaks (SAT standard timing with breaks is 2 Hours 24 Minutes) • Nutrition break of 20 minutes is provided for some extended time scenarios.* • Almost all test takers, including Reading Up to Double Time with essay, will test in one day 	3 Hours 09 Minutes (max) 3 Hours 44 Minutes (max) (individualized maybe multi-day)	3 Hours 41 Minutes (max) 4 Hours 48 Minutes (max) (individualized maybe multi-day)
Limited Time	Student tests over multiple days to prevent exceeding their approved maximum time per session		
Extra Breaks	Module times remain standard, but a 5-minute break is added between modules within each section		
Extended Breaks	Module times remain standard, but each break time is double the standard break time		
Extra and Extended Breaks	Module times remain standard, but each standard break time is doubled and a 10-minute break is added between modules within each section		
Breaks as Needed	In Bluebook™ these students will have a pause button beneath their timer that “stops the test clock”		

Commonly Requested Accommodations

Category in SSD Online: “Reading/Seeing Text” and “Recording Answers”

Name	Detailed Request / Definition	
Embedded Text-to-Speech	Enables TTS function provided by Bluebook™ for students with reading-related learning disorder.	
Non-Embedded Screen Reader	Enables third-party or operating system-integrated screen reader application to persist in Bluebook™ for students with visual impairments accustomed to using that screen reader application.	
Speech-to-Text Dictation for Digital Exams	Enables third-party or operating system-integrated speech-to-text application to persist in Bluebook™ for students with visual impairments accustomed to using that speech-to-text application.	
Braille	<p>Detailed Variations of Request:</p> <p>Raised Line Drawings</p> <p>Braille with Raised Line Drawings</p> <p>Braille Writer</p>	<p>Provides physical supplement to digital exam when desired by students using Screen Reader instead of Braille to read the test.</p> <p>Enables students to use refreshable braille display they are accustomed to using for classroom instruction and/or tests.</p> <p>Enables students to use braille writing software that they are accustomed to using for classroom instruction and/or tests.</p>

* In the rare event a student cannot test with:

- Speech-to-Text or Screen Reader or with Speech-to-Text, a human reader and/or writer/scribe may be approved to permit (1:1 with auto +50%).
- Zoom in/out universally available in Bluebook™, Magnification Device may be requested.
- Color contrast setting available on their device that is adjustable without accommodation, physical Color Overlay permission may be requested.

Commonly Requested Accommodations

Category in SSD Online: “Modified Setting” and “Other” *

Name	Detailed Request / Definition
Auditory Amplification / FM System	Permits student to use headphones for these purposes.
ASL/SEE – Direction Only	Permits student to have spoken instructions from the proctor signed to them in either American Sign Language or Signed Exact English. Sign language interpreters must be able to effectively able to do so, as well as voice the student’s signing to the proctor. Conflict of interest rules still apply.
Food/Drink/Medication	Permits student to bring food, drink, and/or medication into the testing room.

* Avoid unnecessarily selecting the option “Other” in SSD Online. Doing so can trigger a request to upload and submit documentation, which also takes longer to review.

What if the student's request is to “waive” an accommodation?

This is different from removing an accommodation and is NOT done in SSD Online.

- When is an accommodation waived prior to testing?
 - The accommodation is still part of their IEP/504 and therefore should **not** be removed from SSD Online
 - The accommodation is NOT extended time – this is the only accommodation students can waive on their own while testing
 - The student does not want to use the accommodation in question for this specific exam
 - You have written, informed consent from the student and their guardian (if under 18) to waive the accommodation in question
- Where is the accommodation waived?
 - Within your State Data Management System (SDMS); this will be demonstrated in the spring during our in-person sessions for test coordinator workshops and their recording, as waiving accommodations is neither available nor appropriate this far in advance of the testing window.
- Who can waive a student's accommodation for them?
 - An SSD Coordinator and/or Test Coordinator

Thank You!



Support & Resources

College Board's Connecticut Customer Service

866-609-2205

CTSAT@collegeboard.org

CSDE's CT SAT Support

- [CSDE CT SAT website](#)
Guides and Manuals for Spring 2025 will be posted here in early 2025
- Deirdre Ducharme, CSDE deirdre.ducharme@ct.gov
- Michelle Rosado, CSDE michelle.rosado@ct.gov

APPENDIX

Your Team: Testing Staff Roles and Responsibilities



Test Coordinator (TC)

- Oversees planning and test day activities for ALL students, including those with accommodations
- Works with technology staff to ensure devices being used for testing meet technical requirements and Bluebook is installed
- Identifies staff to support test administration, ensures they have access to training and resources
- Prints and distributes sign-in tickets
- Submits irregularity reports



Services for Students with Disabilities (SSD) Coordinator

- Submits accommodation requests for all students with an Individualized Education Program (IEP) or a Section 504 Plan and 50% extended time for English learners/multilingual learners (ELs/MLs) who require them
- Assists the TC in determining rooms and staff required for administering the test to students with accommodations
- Collaborates with the TC and Technology Coordinator to administer the SAT to students testing with accommodations

Testing Staff Roles and Responsibilities Overview



Technology Coordinator

- Works with TC and SSD coordinators to meet students' test day tech needs
- Ensures devices used for testing meet technical specifications
- Installs Bluebook on student devices for testing
- Tests network configuration and internet connectivity in each testing room



Technology Monitor

- Assists students and staff with technical troubleshooting in the help room on test day
- This role can be filled by the district or school tech coordinator or another staff member



Proctor

- Starts and monitors the test using Test Day Toolkit
- Actively monitors the room, assists students as needed, keeps room distraction free
- Distributes sign-in tickets to students
- Reports irregularities in Test Day Toolkit



Room/Hall Monitor

- Directs students to assigned rooms
- Monitors rooms and hallways and provides relief to proctors
- Directs students to help room, break area, and restroom

Scenario 1

Following their IEP, a student receives extended time on classroom tests.

On those classroom tests, the student sometimes uses their additional time to complete questions.

However, they often use that time to take additional breaks during testing instead.

What would be the appropriate College Board accommodation(s) to request?

A Sample Accommodation Request

- If the student does not need additional time to complete *multiple-choice questions*, they probably do **not** need to request extended time.
 - However, remember, students can now waive an extended time accommodation themselves during the test once standard time has expired. Therefore, you may want to err on the side of caution and request extended time anyway but make certain the student's proctor is aware of their needs and how that may affect their test day choices.
- "Extra Breaks" is the College Board accommodation that most closely matches how this student has been using additional time on their classroom tests. However:
 - Does the student also need longer breaks during classroom tests? If so, "Extended Breaks" or "Extra and Extended Breaks" may be needed.
 - Do regularly scheduled extra and/or extended breaks meet the student's needs, or would "Breaks as Needed" be more appropriate?
- The questions above emphasize having a discussion with the student, their teacher(s), and their guardian(s), as well as possibly having the student try these various accommodations on a full-length practice test before submitting your request.

Scenario 2

Following their IEP, a student uses large-print instructional materials during class.

How will the student take a College Board digital exam?

A Sample Accommodation Request

- The student may be able to take College Board exams in Bluebook™ using our universally available tools. Therefore, before requesting an accommodation:
 - Have the student try the zoom in/out function available to all students using the test preview or a full-length practice test available in Bluebook™.
 - If greater magnification is necessary, try zoom in/out on a device with a larger screen size or using a more appropriately sized external monitor.
- If the student's needs are not satisfied by these universally available tools/options, do they ever use a Magnification Device (electronic/non-electronic) with their computer at school? This is a College Board accommodation you can request.
- In the rare event that none of the above options are familiar to or suitable for this student due to their documented disability and degree of functional impact, paper testing may be the appropriate accommodation to meet the requirements of their IEP and match their current School Plan, but paper testing's compromises need to be considered.

Scenario 3

Following their IEP, a student has a human reader for classroom tests.

How will the student take a College Board SAT Suite assessment?

A Sample Accommodation Request

- Most students with a human reader accommodation on classroom tests can use Bluebook™ to test digitally.
 - Request “Embedded Text-to-Speech” for students with a reading-related learning disorder.
 - Request (non-embedded) “Screen Reader for Digital Assessments” for visually impaired students if the student is accustomed to using either a third-party or operation system-integrated screen reader application on their computer. This accommodation will allow either form of application to persist in Bluebook™ (requires proper computer configuration).
 - It is advisable for students to practice with these accommodations in Bluebook™ prior to testing.
- In the rare event that neither of these options are suitable for this student due to their documented disability and degree of functional impact, a human reader may be requested.
 - Unlike text-to-speech and screen reader accommodations that use headphones, human reader accommodations require 1:1 testing.
 - Students using a human reader test digitally unless they are receiving a paper test due to a different, additional accommodation (rare).

Paper Testing Accommodations

Request and Administration

Paper Testing

Before You Request

- For most students, testing digitally in Bluebook™ has proven the preferred experience:
 - Shorter, adaptive assessment (standard time paper test is 2 Hours 54 Minutes, ½ hour longer than digital)
 - Universal accessibility tools are easier to use and more effectively accommodate most needs than paper-based accommodations as well as enable students to remain in the general testing environment with their peers
 - Responds to students' comfort and familiarity with technology generally
- For most test administration staff, testing digitally in Bluebook™ has proven the preferred experience:
 - Shorter assessment
 - Greater test security
 - Better meets most students' preferences
 - No physical materials for shipment to or from your facility and the risks that can entail
- Further considerations are that:
 - Testing staff must transcribe paper tests into Bluebook™ after testing is finished (a two-person process for accuracy)
 - For all the reasons stated above, requesting paper tests requires additional documentation and review

Paper Testing

Submitting a Request in SSD Online

1. Select the accommodation area “Reading/Seeing Text.”
2. Tick the box “Other: Reading/Seeing Text.”
3. In the textbox that pops up, type the words “Paper test requested for digital assessments” and click save, after which you will be prompted to upload documentation verifying a specific need for paper testing.

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time Add

Request extended time for the following subjects:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Extra / Extended Breaks Add

Includes requests for:

- Breaks: Extra
- Breaks: Extended
- Breaks: As needed
- Other: Extra / Extended Breaks

Reading / Seeing Text Add

Includes requests for:

Reading / Seeing Text

- Large Print Test Book: Other
- Human Reader for paper tests **DOCUMENTATION REQUIRED**
- Pre-recorded audio (MP3 via streaming) for paper tests
- Braille with raised line drawings, contracted
- Magnification Device (non-electronic)
- Magnification Device (electronic) **DOCUMENTATION REQUIRED**
- Raised Line Drawings
- Colored Overlay
- Assistive Technology Compatible Test Form **DOCUMENTATION REQUIRED**
- Screenreader for digital tests **DOCUMENTATION REQUIRED**
- Other: Reading / Seeing Text **DOCUMENTATION REQUIRED**

Cancel Save Accommodation(s)

Other: Reading / Seeing Text **DOCUMENTATION REQUIRED**

Paper test for digital assessments

Cancel Save Accommodation(s)