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2026–27 Accommodations Crosswalk for Connecticut SAT School Day

Introduction

This crosswalk is designed to help educators understand the relationship between the accommodations in the College Board's Services for Students with Disabilities (SSD) online system (SSDOL) and accommodations for the Connecticut SAT School Day in the Connecticut Special Education Data System (CT-SEDS) for students with a documented Individualized Education Program (IEP) and/or Section 504 Plan.

Accommodations in CT-SEDS do not sync with SSDOL. Although all accommodations for Connecticut state testing must be documented and finalized in CT-SEDS, SSD Coordinators are required to request and/or change accommodations using the College Board's SSDOL. For the purposes of the CT SAT School Day, accommodations requested in SSDOL should align to those documented in the student's implemented plan in CT-SEDS. It is recommended that the SSD Coordinator collaborate with the student's case manager and verify the student's plan in CT-SEDS to ensure alignment with SSDOL.

Additionally, certain language supports for students who are English learners/multilingual learners (ELs/MLs) (who may or may not have an IEP or Section 504 Plan) must be requested in SSDOL and approved by the College Board prior to testing. More details will be addressed in this resource.

Planning for Accommodations and EL/ML Language Supports

Although the Connecticut SAT School Day is administered digitally, SSDOL is used for the SAT Suite of Assessments including Advanced Placement 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. For details related to the SAT Suite of Assessments and College Board policies, please refer to Home – SAT Suite of Assessments | College Board. For information related to the CT SAT School Day, please refer to the Connecticut SAT School Day webpage. Refer to the CSDE Assessment Guidelines for details regarding accommodations and language supports for ELs/MLs.

Educators are encouraged to review implemented IEP and Section 504 Plans in CT-SEDS in conjunction with existing student accounts in SSDOL early in the school year to ensure student eligibility and documented need. Previously approved accommodations in SSDOL will persist unless a change is made to the student's account. However, only students with an implemented IEP/Section 504 are permitted to take the CT SAT School Day with accommodations.

Additionally, some students identified as EL/ML (who may or may not have a documented IEP/Section 504 Plan) may be eligible to use language supports (e.g., extended time) as approved by the College Board through SSDOL. Requests must be made annually in SSDOL unless the student is dually identified with an IEP/Section 504 Plan.

When considering best practices, educators should 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 to promote optimal test conditions on test day.

SSD Submission Window

Although the CT SAT School Day accommodations window (including requests for EL/ML language supports) is November 18, 2026, through January 11, 2027, accommodations and EL/ML language supports can be entered in SSDOL early in the school year, especially for students participating on College Board Assessments administered in the fall, such as the PSAT and SAT. However, for the purposes of the CT SAT School Day, SSD Coordinators are strongly encouraged to meet the January 11 submission deadline as late requests may delay testing schedules for students with pending approvals in SSDOL. Please contact the College Board SSD Office or the CSDE for guidance on accommodations for students with more complex needs including those students who are hospitalized or homebound.

Accommodations for Students with an Active and Implemented Individualized Education Program and Section 504 Plan

Extended Time

Although the Connecticut SAT School Day is not self-paced, students with approved extended time can end their test early if they believe they had sufficient time to complete the test. However, all students **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.
- Students **can** move ahead at the module level once the standard time has expired, including:
    - From one section to the next if ending the second module early.
    - From their final section to submission.

Students **can't** go back once they've moved forward into the next module, even if time remains.

The request for More than Double Time for Reading (includes all test sections or Math Only) is extremely rare and reserved for students with the most significant and complex disabilities whose needs are quite specialized. Documentation will be required prior to approval.

Table 1. Accommodations for Extended Time

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Up to Time and One-Half (+50%) Reading (includes all test sections)	Reading: Up to Time and One-Half (+50%) (Also, an allowable EL/ML support for a college reportable score)	The student will receive Up to 50% extended time and extra breaks on all sections (Reading/Writing and Math).
Up to Double Time (+100%) Reading (includes all test sections)	Reading: Up to Double Time (+100%)	The student will receive double time and extra breaks on all sections (Reading/Writing and Math).
More than Double Time (>100%) Reading (includes all test sections)	Reading: Up to 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.
Up to Time and One-Half (+50%) Math Only	Math: Up to Time and One-Half (+50%)	The student will receive 50% extended time and extra breaks only on the math section.
Up to Double Time (+100) Math Only	Math: Up to Double Time (+100%)	The student will receive double time and extra breaks only on the math section.
More than Double Time (>100) Math Only	Math: Up to More than Double Time	The student will receive more than double time and extra breaks only on the math section.

Reading/Seeing Text

The College Board's digital platform provides test settings and features that may be enabled for students with various visual accommodation needs. These include the embedded text-to-speech, a screen reader (enabled on the operating system of the student's testing device or assistive technology), assistive technology, zoom, and color contrast.

Text-to-Speech

The text-to-speech (TTS) accommodations listed below are most appropriate for students who need assistance with reading (generally, students with reading/print disabilities) but who can see detailed graphics/images. TTS reads all text and provides short descriptions of graphics. The student should be familiar with using this accommodation regularly during instruction across the curriculum and on district/statewide assessments. Determining the appropriate reader accommodation should be based on the student's documented disability and access needs.

Table 2. Reading/Seeing Text Using Text-to-Speech

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Text-to-Speech (Embedded) Entire Exam	Text-to-Speech (Embedded) Entire Exam	Students approved for Text-to-Speech (Embedded) (TTS) will take the digital exam using the embedded TTS functionality (built-into the test), no configuration needed. Students will need to use headphones. TTS will take the exam **using standard testing time, unless extended time is requested separately in SSDOL.**
Text-to-Speech (Embedded) Math Only	Text-to-Speech for Math Sections (Embedded)	Students with this accommodation will take the full test (Reading/Writing and Math, and Essay, if applicable), but only use TTS on the Math Section. Does not include extended time.

Important! Text-to-Speech for Math Only should only be requested when a student has an IEP/504 Plan that stipulates the use of TTS for Math only and uses it regularly during instruction across the curriculum and on district/statewide assessments. Students will not have TTS enabled for Reading and Writing.

Screen Readers

This accommodation is more appropriate for students with a visual disability who need assistance with seeing detailed graphics or who need navigating from page-to-page. Determining the appropriate reader accommodation should be determined per the student's disability and access needs. Educator teams should trial the screen reader with the student using the Bluebook Practice Test to determine appropriateness and functionality prior to requesting in SSDOL and well in advance of test day. Check to make sure devices such as headphones are working properly prior to test day.

Table 3. Reading/Seeing Text Using Screen Reader

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Screen Reader (via AT/operating system on testing device) All Test Sections	Screen Reader (Non-Embedded)	Students approved for screen reader (Non-Embedded) will test digitally when student's testing device is configured using third-party or operating system integrated screen reader software, such as JAWS or NVDA. Students will need to use headphones. Screen Reader **no longer automatically includes extended time**. Students using the Screen Reader accommodation will take the exam **using standard testing time, unless extended time is already approved in SSDOL OR is newly requested as a separate accommodation in SSDOL.**
Screen Reader (via AT/operating system on testing device) Math Only	Screen Reader for Math Sections (Non-Embedded)	Students with this accommodation will take the full test (Reading/Writing and Math, and Essay, if applicable), but only use Screen Reader on the Math Section. Does not include extended time.

Important! Screen readers for Math Only should only be requested when a student has an IEP/504 Plan that stipulates the use of Screen Reader for Math only and use it regularly during instruction across the curriculum and on district/statewide assessments. Students will not have screen reader enabled for Reading and Writing.

Large Print Test Booklets

Some students with the most significant visual/print or medical disabilities may test with large print or braille test books if their access needs cannot be met using the digital platform. These must be explicitly requested through the College Board SSD online prior to testing. In instances that zoom (or other accommodations) does not meet the student's print or visual needs, paper testing must be requested in SSDOL by January 11, 2027. Select "Other" and specify in the text field.

Table 4. Reading/Seeing Text Using a Large Print Test Booklet

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Large Print Test Booklet	Large Print for Paper Exams (AP and Other if Approved)	Most students will use the universal zoom tool when testing digitally. Refer to Bluebook Digital Tools for more information. If a student has a disability that prevents them from testing digitally using the zoom and/or screen reader functionality, paper testing may be more appropriate.

Human Reader

A Human Reader **should only** be requested in SSD Online if a student's accessibility needs **cannot be met** through the use of embedded accessibility supports and accommodations. (This accommodation is typically used by students with significant visual, print, or reading disabilities who rely on a human reader to access instruction and district/state assessments.)

A human reader accommodation will require 1:1 digital testing with a proctor who will read the test to the student from the computer screen and respond for the student on the computer.

The student will receive an exam format enabled with Up to Time and One-Half (+50%), unless double time is needed and requested separately in SSDOL.

Table 5. Reading/Seeing Text Using a Human Reader

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Human Reader	Human Reader for Digital Exams	Most students approved for a human reader will take a digital exam using the embedded TTS or screen reader (Non-Embedded). The student will receive an exam format enabled with Up to Time and One-Half (+50%), unless double time is needed and requested separately in SSDOL. The student will test digitally, and the proctor will use the reader script for "Human Reader."

Braille

A Braille Test Booklet can be requested in SSD Online if a student's accessibility needs cannot be met through the use of embedded accessibility supports and accommodations.

Table 6. Reading Text Using a Braille Test Booklet

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Braille Test Booklet	Braille (Refreshable Braille for Digital or Paper Braille, if approved)	Students approved for the braille accommodation will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones.

Note: If the student cannot test digitally, braille paper testing should be requested in SSDOL by January 11, 2027.

Students approved for braille paper testing will automatically receive the raised line drawings supplement.

Select "Other" in SSDOL and specify braille code the text field. The College Board provides UEB with Nemeth Math and UEB Technical. This must be requested well in advance of test day. Braille testers will use standard time unless extended time is requested in SSDOL.

Raised Line Drawings

The Raised Line Drawings supplement is a separate accommodation that CB also supports if the student does not require braille paper testing.

Table 7. Reading/Seeing Text Using a Raised Line Reader

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Braille with Raised Line Drawings Raised Line Drawings (graphs and figures)	Raised Line Drawings	Raised Line Drawings can be used with screen reader and will be provided for the digital test.

Magnification

Students can take the digital exam using their device's functions to zoom in and zoom out (e.g., Ctrl +/- or Command +/-). Universal tools are allowed for all students. Refer to Bluebook Digital Tools for more information.

Table 8. Reading/Seeing Text Using Magnification

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Magnification Device (Non-Electronic)	Magnification Device (Non-Electronic)	Most students will use the universal zoom tool available in Bluebook Digital Tools.
Magnification Device (Electronic)	Magnification Device (Electronic)	Most students will use the universal zoom tool available in Bluebook Digital Tools.

Note: In instances where zoom cannot be used with digital testing, request assistive technology AND specify software in SSDOL. The request for AT in SSDOL requires documentation.

Color Contrast

Prior to testing, the color settings and contrast can be adjusted on the student's testing device using the setting configurations. The use of a non-embedded Colored Overlay must be requested in SSDOL. The school or student must provide the overlay.

Table 9. Reading/Seeing Text Using Color Contrast

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Colored Overlay	Colored Overlay/Color Contrast	The student will use the color contrast tool enabled from the student's device. Request a Color Overlay in SSDOL if it is needed by the student to access the digital assessment.

Assistive Technology

Students can take a digital exam using approved assistive technology software.

The specific assistive technology (i.e., eye gaze, head wand) or third-party software must be requested in SSDOL.

Note: No need to request a computer or indicate AT if student uses screen Reader (e.g., JAWS/NVDA). The request for AT in SSDOL requires documentation.

Educator teams should trial the screen reader with the student using the Bluebook Practice Test to determine appropriateness and functionality prior to requesting in SSDOL and well in advance of test day.

Table 10. Reading/Seeing Text Using Assistive Technology

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Assistive Technology (compatible ATC test format)	Assistive Technology	The student may use their assistive technology as approved in SSDOL.

Recording Answers

Depending on the student's documented plan, there are a variety of ways that students can submit their answers in Bluebook, including but not limited to speech-to-text and assistive technology.

Large Print Answer Sheet for Paper Exams

Table 11. Recording Answers: Large Print Answer Sheet for Paper Exams

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Large Print (large block) Answer Sheet (no bubbles)	Large Print Answer Sheet for Paper Exams (AP and Other if Approved)	All students will be able to take digital exams using can use universal zoom, keyboard shortcuts (Ctrl +/- on PC; CMD +/- on Mac, pinch to zoom on iPad to zoom in and out). Refer to Bluebook Digital Tools for more information. If a student has a disability that prevents them from testing digitally using the zoom and/or screen reader functionality, paper testing may be more appropriate.

Note: If paper testing, the submission of documentation is required in SSDOL and should be requested in SSDOL by January 11, 2027.

Dictation

If the student's needs cannot be met using speech-to-text, a scribe for digital testing should be requested in SSDOL by January 11, 2027.

The scribe accommodation will require 1:1 digital testing with a proctor who will scribe dictated responses from the student onto the digital test (e.g., may be appropriate for students with significant physical disabilities or temporary injury).

Note: There is no essay component on the CT SAT School Day. All items are multiple-choice; therefore, speech-to-text may not be applicable.

Table 12. Dictation: Speech-to-Text and Scribe Accommodations

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Speech-to-Text (via operating system on testing device)	Dictation for Digital Exams	Students approved for speech-to-text will access this technology through their device's operating system/voice recognition software. Must test in a one-to-one setting and will automatically receive Up to Time and One-Half (50%).
Scribe	Writer/Scribe to Record Responses	Students approved for writer/scribe will receive dictation for digital exams from the test administrator in a one-to-one setting and will automatically receive Up to Time and One-Half (50%).

Braille Writer

For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, a braille test booklet can be requested in SSD Online.

Table 13. Braille Writer

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Braillewriter	Braille Writer	For a digital exam, braille writing software should be used.

Extra/Extended Breaks

The College Board offers a variety of options for extra/extended breaks for students based on documented need.

Table 14. Extra/Extended Breaks

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Extended Breaks	Extended Breaks	Students approved for this accommodation will receive an exam with twice the time of the regularly scheduled break applied.
Extra Breaks	Extra Breaks	Students approved for this accommodation will receive an exam with an extra 5-minute break applied between Module 1 and Module 2 in each section.
Breaks as Needed	Breaks as Needed	Students approved for this accommodation will receive an exam that allows them to pause their exam to take breaks as needed. The pause feature appears below the timer.

Modified Setting

Refer to the student's IEP or Section 504 Plan for details regarding test settings.

Table 15. Modified Setting

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Preferential Seating	Preferential Seating	N/A
Small Group Testing	Small Group Setting	N/A
One-to-One (1:1) Testing	One-to-One Testing	N/A
Wheelchair Accessibility	Wheelchair Accessibility	N/A
N/A	Other (Home/Hospital Setting)	This accommodation is for students that require testing at a home or hospital setting due to medical circumstances or disability. This is different than off-site testing.

Contact the CSDE and SSD Customer Supports well in advance of testing to make appropriate test arrangements for home/hospital setting.

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Other

Table 16. Other

Selection in CT-SEDS	Selection in SSDOL	Digital SAT
Food/Drink/Medication	Food/Drink/Medication	Non-embedded accommodation
Permission to Test Blood Sugar	Permission to Test Blood Sugar	Non-embedded accommodation
N/A	Printed Copy of Verbal Instructions	For digital tests, print instructions for the student from SSDOL or via the Help Section in Bluebook.
Sign Language Interpreter for Oral Instructions Only	Sign Language Interpreter for Oral Instructions Only	The student will test in a one-to-one test setting.
Assistive Technology (compatible ATC test format)	Assistive Technology (AT)	The student will be able to take a digital exam using approved assistive technology software. Note: Must specify AT software and include documentation when requesting in SSDOL.
Auditory Amplification/FM System	Auditory Amplification/FM System	The student can use their FM system. Students will be allowed to use headphones.
Calculator is not listed in CT-SEDS since it is a universal tool.	Calculator	For the digital CT SAT School Day, the Desmos calculator is built into the digital exam and is a universal tool for all students on the math test. All students are allowed use of a handheld calculator on the math test as a universal tool (refer to the College Board's Calculator Policy.
Other (documentation required)	Other	Accommodation will be listed in Test Day Tool Kit and Bluebook. Note: Must specify "other" and provide documentation in SSDOL.

Note: Students can access an online copy of the verbal instructions through the Bluebook Help page. To access a printed copy of verbal instructions for paper tests, print instructions for the student from Helpful links in SSDOL.

Note about calculators: A built-in Desmos graphing and scientific calculator is available for the entire Math section of the CT SAT School Day. The calculator is provided in the practice test on Bluebook to allow students to practice using the calculator before the test. Refer to the SAT Calculator Policy webpage for information about general guidelines and polices regarding handheld calculators. Request the calculator accommodation in SSDOL if it is needed by the student when taking other College Board assessments (e.g., AP).

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English Learner/Multilingual Learner (EL/ML) Language Supports that Require Documentation in SSDOL for the CT SAT School Day

EL/ML supports may be used by students who, at the time of testing:

a. meet the definition of "English learner/multilingual learner" per state and federal policy as defined in ESSA; and

b. use the same support on schoolwork and other assessments, including state assessments.

While students should be provided with supports similar to those used during instruction, some examples such as extended time, may not be appropriate for all students on a summative assessment. Consult with the school/district EL/ML coordinator or teacher prior to applying for the additional support.

It is recommended that a record of this support be maintained in the school so that test proctors and administrators can locate, schedule, and provide the Native Language Reader for Test Directions, if applicable, or other non-embedded language supports such as the College Board Approved Word-to-Word Translation Glossary (if appropriate).

Extended Time

The Connecticut SAT School Day is not self-paced. EL/ML students approved up to time and one-half can end their test early if they believe they had sufficient time to complete the test. However, they **must** sit (at a minimum) for the standard time for each module.

- Break times will **not** change.
- Students **can** move ahead at the module level once the standard time has expired, including:
    - From one section to the next if ending the second module early.
    - From their final section to submission.
- This language support must be requested and approved in SSDOL for the student to use it on the CT SAT School Day.

Table 17. Extended Time Language Supports for ELs/MLs

Selection in SSDOL	Digital SAT	Notes
Reading: Up to Time and One-Half (+50%)	The student will receive Up to 50% extended time and extra breaks on all sections (Reading/Writing and Math).	Although the Connecticut SAT School Day is not self-paced, students with approved extended time can end their test early if they believe they had sufficient time to complete the test. All students **must** sit (at a minimum) for the standard time for each module. Students **can** move ahead at the module level once the standard time has expired, including: ○ From one section to the next if ending the second module early. ○ From their final section to submission. Students **can't** go back once they've moved forward into the next module, even if time remains.

Text-to-Speech Math Only

The TTS for Math only is a language support intended for EL/ML students who use it during instruction. TTS reads all text and provides short descriptions of graphics. The student should be familiar with using this accommodation regularly during instruction across the curriculum and on district/statewide assessments. It must be requested and approved in SSDOL for the student to use it on the CT SAT School Day.

Table 18. Reading Text Using Text-to-Speech (Math Only)

Selection in SSDOL	Digital SAT	Notes
Text-to-Speech for Math (Embedded)	Students with this support will take the full test (Reading/Writing and Math, and Essay, if applicable), but only use Text-to-Speech on the Math Section. Does not include extended time.	Available as language support for EL/ML students taking the math test. Students will not have text-to-speech enabled for Reading and Writing.

Note: If applicable, the language supports included above should be documented in SSDOL for students who do not have an IEP/Section 504 Plan. Otherwise, accommodations should be requested in SSDOL for dually identified EL/ML students with a documented plan if appropriate. These language supports must be submitted in SSDOL by January 11, 2027.

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Contact Information

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Connecticut State Department of Education, CT SAT School Day Website: https://portal.ct.gov/SDE/Student-Assessment/SAT/Connecticut-SAT-School-Day/Related-Resources

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