Session Goals

Our goal today is to share the latest information about the accommodations process based on current planning.

Today we will provide:
• An overview of accommodations for the PSAT/NMSQT fall 2019 administration
• An update on enhancements for fall 2019
Idaho Provided PSAT/NMSQT for Grade 10 Students
• All 10th grade students attending public schools in Idaho are eligible to take the PSAT/NMSQT as a state-provided opportunity.

• Schools are responsible for the cost of students who participate in PSAT/NMSQT in other grades (9, 11, etc.)

• PSAT/NMSQT scores will be available to ID SDE for Idaho assessment reports.
  • Primary test day is: **October 16, 2019**
  • Alternate test day is: **October 30, 2019**
<table>
<thead>
<tr>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order test materials in TOS</td>
<td>May—September 19, 2019</td>
</tr>
<tr>
<td>Request accommodations</td>
<td>Now—August 27, 2019</td>
</tr>
<tr>
<td>Late accommodation requests</td>
<td>Until September 4, 2019</td>
</tr>
<tr>
<td>Bulk Registration Window</td>
<td>August 20–September 19, 2019</td>
</tr>
<tr>
<td>Order, reduce, or increase test book order deadline</td>
<td>September 19, 2019</td>
</tr>
<tr>
<td>Preadministration/non-secure materials arrive</td>
<td>No later than September 13, 2019</td>
</tr>
<tr>
<td>Secure test materials arrive</td>
<td>No later than October 9, 2019</td>
</tr>
<tr>
<td>Primary test date</td>
<td>October 16, 2019</td>
</tr>
<tr>
<td>Alternate test date (if school cannot test on 10/16)</td>
<td>October 30, 2019</td>
</tr>
<tr>
<td>Scores available to educators</td>
<td>Early December 2019</td>
</tr>
<tr>
<td>Scores available to students</td>
<td>Mid-December 2019</td>
</tr>
<tr>
<td>Complete grade level adjustments, fee waivers, remittance</td>
<td>January 2020</td>
</tr>
</tbody>
</table>
New for PSAT/NMSQT 2019
New for PSAT/NMSQT 2019

• Seating requirements have changed.
  • The minimum distance between students has been reduced from 4 feet to 3 feet. Measured from center of desk.
  • Schools may seat 2 students at a table that is 6 feet or longer.
• Required staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10).
• Answer sheets have been modified to allow for more diverse gender identification.
• Test coordinators will now use their regularly scheduled UPS pickup or schedule their own, pre-paid pickup of materials once testing is completed.
• Schools will be asked to add a pink label to their return shipping box if they have irregularities to report.
• MP3 Audio Format will be a streaming download in place of a thumb drive. Thumb drives will be available as a backup if school cannot download the materials.
Staff Roles and Responsibilities
Test Staff Roles – Test Coordinator

• The test coordinator manages the test site and staff. They order all testing materials in the test ordering site and ensure that they are received, handled, and stored securely. They are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. They assume responsibility for fee waiver processing and submitting payment of the invoice at the end of testing. They also are responsible for returning all test materials.

• Online training is provided for all PSAT/NMSQT coordinators. Be sure to complete it well before test day. The test coordinator will receive an email with more information about the training and instructions for accessing it.
The SSD coordinator works with students to apply for accommodations through the SSD Online portal. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT/NMSQT coordinator in ordering materials, in determining testing rooms and staff needed for administering the test with accommodations, and in administering the test.

The SSD coordinator will be responsible for downloading and testing the MP3 audio format in advance of test day. They will also assign proctors if needed to administer the MP3 version on test day.

The SSD coordinator may assist with finding appropriate staff for student who require assistance from support staff e.g. readers, scribes, etc.

Accommodation requests are submitted by the SSD coordinator in the College Board online request system, SSD Online. All accommodations must be approved by College Board in advance in SSD Online.
• Proctors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They account for all testing materials in the testing room, conduct the testing, and monitor students to ensure a fair administration.

• Proctors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.
• Hall monitors and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing, and check the hallways during testing.

• Monitors may be members of the school’s staff or other adults who have been trained to help you and the proctors.
Cooperative Roles

- Promoting partnership to support students with disabilities

<table>
<thead>
<tr>
<th>Test Coordinator</th>
<th>SSD Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsible for planning the administration for ALL students, including those with accommodations</td>
<td>• Responsible for applying for accommodations and printing the list of students approved for accommodations</td>
</tr>
<tr>
<td>• All shipments will be addressed to the test coordinator</td>
<td></td>
</tr>
<tr>
<td>• Responsible for returning all materials</td>
<td></td>
</tr>
</tbody>
</table>

Cooperative Responsibilities

The test coordinator can enlist the help of the SSD coordinator to assist with planning the administration for students with disabilities.
College Board Systems & Access
A College Board Professional Account is required for all system access.

Each user creates their own account at collegeboard.org to allow for a single sign-on to College Board tools including:

- SSD Online
- Bulk Registration
- Test Day Training
- K12 Reporting Portal

Access codes allow users to link their Professional Account to each system.

- Access codes are valid for one school year.
- Access codes are specific for each system and are used with the first new login.
- Access codes are typically provided via email and will only allow you to link your College Board Account to the specific system that is identified in the email.
New SSD Coordinators should go to www.collegeboard.org to create a College Board Professional Account if you don’t already have one.

Complete the SSD Coordinator Form, found at www.collegeboard.org/ssd

- Provide information about you and your school.
- Obtain your principal’s signature.
- Fax the form to College Board (instruction on form). An access code will be emailed approximately 2-3 days after receipt of your form.

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.
SSD Online

• SSD coordinators use SSD Online to submit requests for accommodations on the behalf of students.
  • College Board will determine non-standard material orders to be shipped to schools for test day.

• Schools can have multiple SSD coordinators, but only one should be listed as the primary coordinator who will receive communications from the College Board.

• To access the system using your College Board account, complete the SSD Coordinator Form, found on https://accommodations.collegeboard.org/forms

• Within a couple of days, an access code will be sent to allow access.
  • SSD online access remains active year to year.
Tasks for SSD Coordinators
Work With the Test Coordinator

The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A list of students approved for accommodations, and notification of any updates. This will prompt the test coordinator to order test materials for that student and update the Master Student List.
- A list of needed support staff for accommodated students.
- Help with setting up any computers for flash drives or MP3 streaming.
- Assistance with planning for rooms and materials.
Request Accommodations

Accommodation requests are submitted by the SSD coordinator in the College Board online request system, SSD Online. All accommodations must be approved by College Board in advance in SSD Online. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take approximately seven weeks to process from the date College Board receives all documentation.

• Each school must have one SSD coordinator, but may have more.
• For detailed instructions on how to access SSD Online, see collegeboard.org/ssdonline.
• IMPORTANT: If a student needs temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the SSD office. The support must be requested and approved before test day.
The SSD coordinator will:

• Identify students who will be testing this year and confirm accommodations.
• Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
• Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
• Verify the following information for students with previously approved accommodations:
  • The accommodations approved match the student’s current identified accommodation needs. (Submit updates in SSD Online.)
  • The student’s name, birth date, and graduation date are correct. (Submit a name change form to make any updates.)
• Mail or fax updates to the eligibility roster (e.g., removing students no longer at your school). Contact information is provided at collegeboard.org/ssdonline.
• Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school’s SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.
Download and Verify the NAR

• The SSD coordinator will need to supply the test coordinator with the Nonstandard Administration Report or NAR regularly in the weeks leading up to the test administration.

• The NAR, which can be accessed through SSD Online, will be available about 30 days before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. As additional accommodations are approved, be sure to place test material orders for your additional students.

• **IMPORTANT:** If students test with any accommodations that are not preapproved by College Board, scores for those students will not be reported.
Accommodations
Fall 2019
• **Services for Students with Disabilities (SSD) Online:**
The system for requesting accommodations and EL supports. College Board will use this system to determine which materials are needed for students.
  - **Accommodations Request Deadline:** August 27, 2019
  - **Late Accommodations Request Deadline:** September 4, 2019 (late arrivals to a school or district, new IEP or 504 plan approvals, etc.)

• **Non-Standard Administration Report (NAR):**
The NAR will provide a list of students approved for accommodations and provide which accommodations have been approved for testing, which materials are needed, and when students will test.

• **Eligibility Roster:**
A listing of all students at your school (Attending Institution - AI) with accommodations.
Prepare to Test With Accommodations

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student’s scores being canceled. To help ensure that the students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

• The student is included in the school’s online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).

• The student appears on the online NAR accessed by the SSD coordinator.

• Your SSD coordinator has verified the student’s eligibility with the College Board SSD office.

• The student has a documented College Board approval for accommodations. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials.
Prepare to Test With Accommodations

• Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. All students, including those who are testing with accommodations, will use the standard test books (with dark green covers) unless approved for another format (for example, large print or braille). The proctor in the accommodated room should test students using the scripts in this manual.

• Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations unless otherwise approved as an accommodation.

• College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to approved students with documented needs. Some students may be approved by College Board for one or more alternate test formats.
College Board offers the same accommodations and alternate test formats for the PSAT/NMSQT.
Understanding Common Accommodations
Determining Accommodations

• The accommodations that schools request for students for the PSAT/NMSQT should be consistent with the accommodations listed in their IEP/504 plans for instruction and assessments. In other words, students should be already familiar with using the accommodation.

• We recognize that some terminology used in the creation of an IEP or 504 plan may differ from the College Board nomenclature.
  • For example, if a student typically has assessments read aloud in school, they may wish to request a reader or MP3 audio format for oral presentation of the assessment.
  • The school can determine the best option in consultation with the student and family.

• The College Board accommodations that follow are examples of commonly requested accommodations. The College Board provides many different types of accommodations and will review all requests that are made.

• When considering requests for timing accommodations, please keep in mind that the student must use the entire time for which they are approved. They cannot move to the next section or end the assessment when they are finished, even if they are the only student testing.
Accommodated Timing and Breaks

- Some of your students may be approved for accommodations that require different timing and/or breaks for one or more sections on the test.
  - Students who are approved for extended time only in math will get extended time only for the math section. Students approved for extended time in reading will receive extended time for the entire test.

- A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.
  - Extra breaks
  - Extended breaks
  - Breaks as needed
Test Aids and Support Staff

Students may be approved by College Board for aids or support staff such as a reader to dictate test questions, a braille device, or a scribe to record responses.

Some students may be approved for accommodations relating to the recording of answers. These accommodations may include the following methods:

- Writer/scribe
- Braille writer
- Record responses in the test book
- Record answers on an enlarged (large-block) answer sheet

Students who are deaf or hearing-impaired:

- May be approved to have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a copy of the spoken directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.
Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.
- Will need a script for dictation of test questions (for use by the reader), a regular-type test book (for use by the student), and possible additional test materials as approved by College Board (for example, braille materials).

Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than is given in other formats.
Students who test with large print—14-point, 20-point, or larger print—test with standard time and breaks (Script 1), unless approved by College Board for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.
Braille Test Formats

• Students who test with braille test formats have standard time and breaks (Script 1) unless approved by College Board for other accommodations. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Make sure each student approved for braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

• The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The *Braille Reference Information* contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-print tests.

• To supplement each braille test, a regular-type test book is included as a reference. A reader’s script will also be sent in case the student asks to have a question read.
• New this year! The MP3 audio format will be a downloadable application. The SSD Coordinator will need to test the application in advance. If the streaming application does not work, schools may request an MP3 Audio Format on flash drive.

• Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled.

• Whenever possible, students should use earphones when testing with an audio format or text-to-speech software. If earphones aren’t available, the student should be tested in a separate room.

• All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.
• The ATC format is provided on a flash drive and requires each student to use a school-provided computer that has a USB port.

  • Make sure that any other electronic device used for testing, including a computer for use of flash drives, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all Local Area Network (LAN) or ethernet connections).
  • Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).
  • Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

• Students testing with ATC will receive 100% extended time for Section 2 only. For all other sections, they will receive the timing they are approved for by College Board (standard, 50%, or 100%).

  • Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends or for accommodated breaks during test sections, they need to close the file.
Requesting Accommodations
The majority of students with a current Individualized Education Program (IEP) or 504 Plan will have those same accommodations automatically approved.

All accommodations requests will be submitted through the College Board SSD Online system.

The entry of accommodations will go through one of two paths:

- **School verification** – Most requests will be approved automatically through our school-verification system. The SSD Coordinator verifies that the student meets College Board eligibility criteria and the student has documentation on file (e.g. IEP or 504).

- **Documentation Review** – Some requests require documentation such as extended time more than 100%, different types of assistive technology and software, large print test book sizes greater than 20-point font, and other special requests. These exceptions will require documentation for further clarification.
### SSD Online Dashboard

#### Managing Accommodations

- **Access SSD online at:**
  - [www.collegeboard.org/ssdonline](http://www.collegeboard.org/ssdonline)

- **Use the Dashboard to submit requests, monitor status, and print reports.**

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#### Dashboard

![Dashboard Image](image)

**30 Students**

<table>
<thead>
<tr>
<th>Status</th>
<th>Student</th>
<th>Submitted</th>
<th>Received</th>
<th>Next SAT Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doe, John (#0000000007)</td>
<td>04 Aug 2009</td>
<td>05 May 2008</td>
<td>14 Sep 2012</td>
</tr>
<tr>
<td>Processing</td>
<td>Approved: Permission for medication &amp; documentation: Received 2 Pages on 05 Aug 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gray, Macy (#0000000000)</td>
<td>07 May 2009</td>
<td>03 May 2008</td>
<td>14 Jun 2012</td>
</tr>
<tr>
<td>Processing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rubin, Andy (#0000000010)</td>
<td>02 Aug 2009</td>
<td>05 May 2008</td>
<td>14 Apr 2012</td>
</tr>
<tr>
<td>Processing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gibs, Joe (#0000000014)</td>
<td>25 May 2009</td>
<td>05 May 2008</td>
<td>14 Apr 2012</td>
</tr>
<tr>
<td>Waiting Information</td>
<td>Requested: Permission for medication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Log in to [www.collegeboard.org/ssdonline](http://www.collegeboard.org/ssdonline)

- Click “Submit accommodation Request” in upper right corner.
- Accommodation requests should be submitted for all Grade 9, 10, and 11 students.
• Confirm whether an accommodations request has been submitted previously for the student
• If you are unsure if a request was already submitted, choose “No”
Submitting a New Request in SSD Online

- Select “Continue” to proceed
Enter basic student information. You will need to have the student’s:

- First and Last Name
- Date of Birth
- Expected high school graduation month & year
- Gender
- Mailing address and phone number
• Select the student’s diagnosed disability
Confirm disability and time period of first occurrence
Select the requested accommodations
Select Accommodations
• Confirm accommodations

### Confirm Selected Accommodations

You selected the following accommodations. Please confirm your selection(s) and indicate if the Student is consistently using the accommodations on school tests and whether the accommodations are part of a current IEP, 504 or formal plan.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing +50% (time and 1/2)</td>
<td>Is the Student consistently using this accommodation for school tests?</td>
<td>If the Student has a current IEP, 504, or formal plan, does it include this accommodation?</td>
</tr>
<tr>
<td></td>
<td>○ Yes</td>
<td>○ Yes</td>
</tr>
<tr>
<td></td>
<td>○ No (Documentation required)</td>
<td>○ No (Documentation required)</td>
</tr>
<tr>
<td>Mathematical Calculations +50% (time and 1/2)</td>
<td>Is the Student consistently using this accommodation for school tests?</td>
<td>If the Student has a current IEP, 504, or formal plan, does it include this accommodation?</td>
</tr>
<tr>
<td></td>
<td>○ Yes</td>
<td>○ Yes</td>
</tr>
<tr>
<td></td>
<td>○ No (Documentation required)</td>
<td>○ No (Documentation required)</td>
</tr>
<tr>
<td>Reading +50% (time and 1/2)</td>
<td>Is the Student consistently using this accommodation for school tests?</td>
<td>If the Student has a current IEP, 504, or formal plan, does it include this accommodation?</td>
</tr>
<tr>
<td></td>
<td>○ Yes</td>
<td>○ Yes</td>
</tr>
<tr>
<td></td>
<td>○ No (Documentation required)</td>
<td>○ No (Documentation required)</td>
</tr>
</tbody>
</table>
• Answer questions about the student’s plan and documentation
Most requests will be approved automatically through our school-verification system.

Based on the information provided by the SSD coordinator, the system will identify “No Documentation is Required.”
• In some cases, you may be prompted to provide additional documentation.

• When asked for documentation, upload/provide the requested student IEPs or Section 504 Plans.
Submitting a New Request in SSD Online

- Upload the requested documents (upload to SSD Online, fax, or mail)
- You will receive an e-mail notification once the request has been processed; log in to SSD Online to view the decision letter.
Documentation Guidelines

Documentation should address:

• **What:** Provide the student’s documented disability

• **How:** Describe the functional impact and degree of impact. The mere presence of a disability does not necessarily mean a student requires testing accommodations on College Board tests.

• **Why:** Show the need for the specific accommodation being requested.

- If requested, documentation that includes the following information is most helpful in the review process:
  - State the specific disability as diagnosed
  - Be current (varies based on disability/documentation)
  - Provide relevant educational, developmental and medical history
  - Describe the comprehensive testing techniques, if applicable
  - Describe the functional limitations
  - Describe the specific accommodations
  - Establish the professional credentials of the evaluator

- Send documentation that was used to make the determination even if out of date with any current information about the student. Please note that schools are not required to have students retested to support any documentation request.

- Any application can be resubmitted if not approved with additional documentation for consideration even if after the SSD submission deadline.
The Nonstandard Administration Report
Nonstandard Administration Report (NAR)

- The PSAT/NMSQT NAR provides a list of all approved students with accommodations for testing.
- SSD coordinators will access and print the NAR from the SSD Online Dashboard.
- The NAR will be used to populate your Master Student List (roster) as well as act as room rosters for accommodated testing.
- The NAR includes
  - a summary of students with their SSD numbers,
  - a list of students who will test with accommodations, and
  - instructions for testing students with accommodations.
- The NAR will be available approximately 4 weeks prior to test day.
- Until the NAR is available, the Eligibility Roster in SSD Online can be used to see all students currently approved for accommodations at your school.
Next Steps
Next Steps

• The accommodations that schools request for students for the PSAT/NMSQT should be consistent with the accommodations they use on a daily basis both during instruction and assessments.

• Identify students who will be testing this year
  • Confirm their accommodations are approved in SSD Online
  • Or, request accommodations for them in SSD Online.

• Monitor approvals of accommodations in SSD Online so that the test coordinator may order any necessary alternate formats in the Test Ordering System.
  • To receive testing materials, the order must be placed in Test Ordering System by
    • September 19, 2019
Questions? Who to Contact

• Danielle Taylor, Idaho SDE: 
  dtaylor@sde.idaho.gov

• Paul Kleinert: 
  pkleinert@sde.Idaho.gov

• Idaho Field Team: 
  IdahoSDSupport@collegeboard.org

• Steven McCue: 
  smccue@collegeboard.org

• Eddie Pawlawski: 
  cpawlawski@collegeboard.org