

Instructions for Completing the Student Eligibility Form

for Accommodations on College Board Tests Based on Disability

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

Introduction

These Instructions offer step-by-step directions for completing the College Board's Student Eligibility Form. This form should ONLY be used to request accommodations for the tests listed above (SAT®, SAT Subject Tests™, Advanced Placement Program® Exams, PSAT/NMSQT®). It is intended to be used by students/parents who wish to submit a request for accommodations without the involvement of their school. Accommodations on College Board tests for students who demonstrate a need, due to disability, are usually requested by the student's school, using the College Board's SSD Online Disability Accommodations Management System (SSD Online). See www.collegeboard.org/ssdonline for more information regarding online requests. Students/parents are encouraged to work with their school, to have their school submit their request through the online system, as this will result in the most efficient processing of the accommodations of the request.

Where a student/parent is submitting a request without the involvement of the school, students/parents should complete the entire paper Student Eligibility Form, with the exception of Section 17. Documentation demonstrating the student's disability and need for the requested accommodations must also be provided.

The College Board is cognizant that there is a small population of schools which will be unable to access SSD Online. In these cases, the school should contact the College Board to determine if they should use this form to submit requests for accommodations. If a school is submitting the Student Eligibility Form on behalf of a student, the student/parent should complete Sections 1–12 of the Form, and a school representative should complete Sections 13–17. Documentation demonstrating the student's disability and need for the requested accommodations must be provided in all cases where the paper Eligibility Form is used.

These Instructions offer step-by-step directions for completing the Eligibility Form. Please read everything through before completing the Eligibility Form. When a word/phrase is in bold type, this indicates that it is **defined** in the Definition of Terms (pages 6–7). Additional guidance is available on the College Board website, to which cites are listed throughout these Instructions.

For additional information, regarding accommodations, the request process, and documentation requirements, visit the College Board website at www.collegeboard.org/ssd or contact Services for Students with Disabilities (SSD) at 609-771-7137 (voice), 609-882-4118 (TTY) or ssd@info.collegeboard.org. You may also obtain a hard copy of the information on the website at the above telephone numbers and/or mailing addresses.

Important Information

Submit Requests Early!

Processing takes approximately seven weeks from receipt of *complete* information.

- All students seeking accommodations on the basis of disability on the SAT, SAT Subject Tests, Advanced Placement Program Exams, and PSAT/NMSQT must submit an Eligibility Form, either online through their school or by paper.
- If a student uses accommodations that have not been approved by the College Board prior to the test administration, test scores will not be provided.
- All requests submitted using the paper Eligibility Form must include documentation of the disability and the need for the requested accommodations.
- Once approved, with limited exceptions (see p. 2), a student's approved accommodations remain valid for all noted College Board tests. There is no need to reapply. Complete only one Eligibility Form for each student. Do not use this form if an online request has already been submitted. Do not use this form for changes in accommodations, resubmissions of requests, or temporary physical or medical conditions. Contact the College Board for more information.

- Use a pen to fill out the Eligibility Form, including "bubbles" and signatures. Fill in all required fields on the forms.
- Schools should not use this form — they should use SSD Online. Students are encouraged to work with their schools to have a request submitted through the online process.

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

- have a disability that requires the requested testing accommodation (See pp. 2–3);
- submit a signed, completed Eligibility Form, or a complete online request, within the appropriate timeframes and
- when using the paper Eligibility Form or when noted by SSD Online, submit *complete* documentation (See pp. 2–3.)

Inclusion of an accommodation on an IEP/504 Plan/Formal Plan does not automatically qualify a student for accommodation on College Board tests. (See pp. 2–3.)

Requests submitted using the paper Student Eligibility Form must include appropriate documentation of the student's disability and need for accommodations. The College Board has identified the information that it considers most helpful in determining the appropriateness of requested accommodations. This information is discussed in the Eligibility and Guidelines sections of these Instructions. In order to best ensure that all relevant information is considered by the College Board, and that appropriate accommodations are provided, it is important that documentation supporting requests for accommodations meet the College Board Guidelines.

When a school official signs the Eligibility Form, the school is verifying that, unless otherwise noted on the Eligibility Form, the student meets the College Board's Eligibility Requirements, and the documentation on file at the school meets the College Board's Guidelines for Documentation.

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

Once a student is approved for accommodations, the accommodations are valid for all College Board tests, as long as the school annually verifies that eligibility requirements and Guidelines are met.

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

Eligibility

In order to be eligible for testing accommodations, a student must have a documented disability that substantially limits the student's ability to participate in College Board tests. The College Board offers two ways for a student to be determined eligible for accommodations on its tests: School Verification and Document Review. All requests submitted using the paper Eligibility Form will be reviewed through the Document Review process. In order for a request for accommodations to be reviewed through the school verification process, the request must be submitted by a school via SSD Online.

A student's receipt of accommodations in school does not necessarily indicate a need for accommodations on College Board tests. Because each school establishes its own procedures for ensuring that students with disabilities receive appropriate accommodations, differences are common. Also, a student's needs on standardized tests may differ from his/her needs in the classroom.

Documentation Review: Documentation of the student's disability and need for the requested accommodation(s) is required for ALL requests submitted using the paper Eligibility Form. The student may send his or her disability documentation with the Eligibility Form to the address provided on page 7, and the College Board will review the documentation and make a determination. Additional documentation is also required for students who submit their request through SSD Online, but do not meet the criteria for school verification.

When the College Board reviews documentation, it is very thorough. A national **panel of experts** in educating and assessing students with disabilities reviews documentation and advises the College Board on whether documentation supports accommodations requests.

School Verification: **In order for a student to be "School Verified," the request for accommodations must be submitted via SSD Online.** When a school submits a request through SSD Online, and verifies that the student meets specific criteria, there is no need to submit additional documentation to the College Board. See <http://professionals.collegeboard.org/testing/ssd/application/eligibility-review> for more information about the school verification process.

Guidelines for Documentation

The following Guidelines for Documentation list the information that the College Board considers fundamental in determining that a student is eligible for the requested accommodations.

1. **State the specific disability**, as diagnosed, and not solely the IDEA classification;
2. **Be current** (in most cases, the evaluation and testing should be completed within five years of the request for accommodations). For medical and psychiatric disabilities, an annual evaluation update must be within 12 months of the request for accommodations. For visual disabilities, documentation should be within two years from the time of the request;
3. **Provide relevant educational, developmental, and medical history**;
4. **Describe the comprehensive testing and techniques** used to arrive at the diagnosis, including evaluation date(s) and test results with subtest scores. For example, for a student with a learning disability, measures of cognitive ability, academic achievement, and information processing are usually necessary. Please attach a score summary, including standard scores for all subtests. Grade or age equivalents are not sufficient. For students with visual impairments, provide all visual measurements from a recent eye exam, and for students with physical or psychiatric disabilities, include a description of the condition and

current medical documentation or psychiatric evaluation. For additional information, such as a list of tests and their uses, please visit our website at <http://professionals.collegeboard.org/testing/ssd/application/disabilities>;

5. **Describe the functional limitations** (how the disability impacts the student's daily functioning and ability to participate in the test). See additional information at <http://professionals.collegeboard.org/testing/ssd/application/guide/limitations>;
6. **Describe the specific accommodations** requested, including the amount of extended time required or the maximum amount of time the student can be tested in a day if applicable. State why the disability qualifies the student for such accommodations on standardized tests; *and*
7. **Establish the professional credentials of the evaluator**, including basic information about license or certification and area of specialization.

The level of supporting documentation required to complete the request is dependant on the nature of the disability, the requested accommodation(s) and the other information provided to the College Board. However, except in extraordinary circumstances, a copy of an IEP, Section 504 Plan, or other formal written plan by itself will not be sufficient supporting documentation. Failure to provide *complete* documentation with the Eligibility Form, when requested on the Form, may delay or halt the processing of your accommodation request.

To facilitate processing, documentation sent to the College Board should be on paper that is 8.5 by 11 inches in size. Off-size pages can be photocopied to standard paper.

General Instructions

When a student sends the Eligibility Form and his or her documentation directly to the College Board for eligibility determination **without** the involvement of the school, Section 17 should remain blank. Students should not enter information into the Confirming Information and Signature area.

When a **school** is submitting an Eligibility Form for a student, Sections 1–12 are generally completed (and must be signed) by the student/parent. Except as noted below, Sections 13–17 are to be completed by the official representative of the student's school (often the school's **SSD coordinator**).

The form must be completed using a pen. This includes "bubbles" and signatures.

Except as noted, every required field on the Eligibility Form must contain an answer. An incomplete Eligibility Form will not be processed.

Student Identifying Information

Complete the student identifying information at the top of the Eligibility Form. (Items with no narrative directions are self-explanatory.) Do not leave items blank as it may delay the processing of your accommodation request.

2. – Date of Birth: Print the month, day, and year of birth. Make certain the day has two digits. For example, January 8, 1990, would be Jan. 08/90.

4. – Mailing address and ZIP Code: Enter your mailing address. Include your ZIP code if you are a United States resident. If you live outside the United States leave the ZIP code blank, and be sure to enter the country code in section 6.

6. – Country Code: If your mailing address is outside the United States, U.S. territories, or Puerto Rico, write the country code, available in your guidance office or online at **www.collegeboard.org** (go to Register for the SAT).

7. – Social Security Number: Print your Social Security number, if available.

9. – College Board High School Code: Print your 6-digit high school code, which is available in your guidance office. (If you are a home-schooled student, enter 970000; if you are no longer in school, enter 935000. Include your disability documentation with your Eligibility Form as the College Board will review documentation from all home-schooled and former students.)

11. – Next Intended Test Date: Select the next College Board test you plan to take and write in the boxes provided the month and year of the test. If you do not know which test you plan to take, leave this blank.

12. – Student Agreement: Be certain that you and your parent/guardian (if you are under 18) sign the first page. The College Board cannot process your request without an appropriate authorizing signature.

Notes:

- This Eligibility Form is a request for accommodations for the identified College Board tests. It is not a test registration form.
- Mail your completed Eligibility Form and the supporting disability documentation for the College Board's review to the address on page 7 of these Instructions. If you are working with your school, give your Eligibility Form to your school SSD Coordinator after completing Sections 1–12.
- If your school is submitting this form on your behalf, and the SSD Online system can't be used, then the paper form should be completed and signed by the school's SSD coordinator. When the Eligibility Form is completed by a school official, the parent/guardian signature on the first page authorizes the school to release to the College Board those student

records that document the existence of a disability and need for testing accommodations. It further authorizes the school to provide other information requested by the College Board for the purpose of determining the student's eligibility for testing accommodations, and permits the school to discuss these records with the College Board. The signature also authorizes the College Board to receive and review these documents. If the student is under 18, "I" in the Student Authorization means the parent or guardian is providing authorization on behalf of the student.

- Specific test dates and deadlines for registering for tests can be found on the Web at <http://professionals.collegeboard.org/testing/ssd/application/dates>. Also included are the dates by which an Eligibility Form must be determined *complete* for consideration by the College Board. Once determined *complete*, it generally takes at least 7 weeks for review of a student's disability documentation. In order to ensure that a determination on your accommodation request is made in time for the test you intend to take, the *complete* documentation should be submitted to the College Board by the date indicated.

Accommodations, Disability, and Documentation

All sections should be completed. Do not leave items blank as it may delay the processing of the accommodations request. If you are submitting a form with your school's involvement (because the school is unable to submit a request using SSD Online), then this section should be completed by the school.

13. – Requested Accommodations

Indicate the accommodations being requested for College Board tests. Do not include accommodations that may be provided in school but that are not needed for standardized tests. Do not include multiple accommodations that unnecessarily duplicate a particular type of assistance when only one of the accommodations will be used (e.g., a reader and a cassette, Braille and large print). Of the parallel accommodations, only include the accommodation you desire to use on College Board tests.

In most cases, the student should request only those accommodations that are currently being provided in school.

If any accommodations are being requested that have not been provided and used for school tests for the past four school months, this must be indicated in section 14.

1. **Extended Time.** If the student is requesting extended time, indicate the amount of extended time the student is requesting for each subject type. If the student is not requesting extended time for a particular test/section type, leave that question blank.

- tests that require reading (all College Board tests);

- tests that require **written language expression** (e.g., essays);
- tests that require mathematical calculations, (e.g., math, physics, chemistry, statistics);
- tests that require listening (e.g., foreign language and music tests); and
- tests that require speaking (e.g., foreign language tests);

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

Please ensure that the requested accommodations are appropriate for the student. The SAT[®], with 50% extended time is 5 hours in length and with 100% extended time is 6 hours and 40 minutes in length and conducted over two days. The student receiving extended time must remain at the test site for the entire SAT testing time, even if the student finishes early.

The provision of +100% or more extended time on College Board tests generally is an accommodation needed by students with severe/multiple disabilities. You do not need to request +100% extended time to request the accommodations of "multiple-day testing" or "school testing." The College Board provides no untimed tests.

2. **Breaks.** If the student requires extra or extended breaks, indicate the accommodation that is being requested. Note that breaks are provided in between test sections, and do not count toward testing time. If the student requires a configuration not listed (e.g., breaks as needed), indicate so in Other Assistance.

3. **Visual Assistance.** Indicate the accommodation that the student is requesting (e.g., photo-enlarged to 14 pt., magnifier, Braille). Please note that a 14-point test is photo-enlarged, which results in larger pages than the standard test booklet, but the same number of pages per booklet. The 20-point test is reformatted, which results in standard-size pages, but more pages per test book. A student may also request Braille graphs and figures without Braille text. If a student requests a Braille test, it will include both Braille text and Braille graphs and figures.

4. **Auditory Assistance.** Indicate the accommodation that the student is requesting (e.g., reader, cassette). If the student would like to request Braille graphs and figures to go along with the reader/cassette, indicate this as well.

5. **Manual Assistance.** Indicate the accommodation that the student is requesting (e.g., scribe, computer to record written responses, or an enlarged answer sheet). Also note that an enlarged answer sheet may be used by students

who have difficulty filling in “bubbles” on an answer sheet, as it allows students to simply make a mark in the answer space.

- 6. Other Assistance.** Indicate any accommodation that the student is requesting that is not listed in subsections 1–5. Available accommodations are not limited to the examples provided. If the student is requesting preferential seating, specify the type of seating required (e.g., “near proctor” or “away from door”). If the student is requesting “multiple-day testing/limited test time,” specify the maximum number of hours the student can test in one day.

Accommodations listed on the form with an asterisk require School Testing for the SAT Program because National Test Centers do not offer these accommodations.

14. – Accommodations Provided and Used on School Tests (must be completed)

Indicate whether the accommodations that the student indicated have been both (1) provided and used on school tests for the past four school months (for transferring students this includes four school months at the previous school, or schools combined on a continuous basis) and (2) are included on the student’s current IEP, 504 Plan, or Formal Written Plan/Program. **If any of the accommodations that the student is requesting have not been provided and/or used on school tests for the past four school months, this must be indicated.**

In the space provided, list the accommodations the student is requesting that have not been provided for four school months, or that are not included in the student’s current IEP, 504 Plan or Formal Written Plan program.

- 15. – Disability (must be completed).** What is the diagnosed disability? Note all that apply. Grid the circle(s) describing the student’s disability and, where requested, please specify the student’s specific condition.

If the student has a visual disability, provide the student’s visual measurements (visual acuity and visual field) from the student’s most recent visual exam. Indicate whether the measurements were taken with or without correction (e.g., wearing eyeglasses).

If the student’s disability is not listed (e.g., **psychiatric disability, Tourette’s syndrome, OCD**), grid “Other” and specify the disability. **If “Other” is the only disability indicated, provide documentation of the student’s disability and need for accommodations.** Do not use “Other” if there is another appropriate entry (e.g., include ADD diagnoses under ADHD, cerebral palsy under physical, and “reading disability” and dysgraphia under Learning Disorder).

If the student does not have a diagnosed disability, provide documentation of the student’s disability and need for accommodations.

16. – Documentation (must be completed)

1. Formal Educational Plan/Program Verification:

- 1.a.** What is the current school-generated formal written educational plan/program that is approved for the student and used in school? (Must be within the past 12 months.) Indicate whether it is an IEP, 504 Plan, or other type of school-generated formal plan/program. **If you indicate that there is no current school-generated plan in place, include documentation of the student’s disability and need for accommodations with the Eligibility Form. If the student has been declassified, include the student’s disability documentation.**

- 1.b.** Indicate in the box the date the first plan/program was approved for the student, even if created at another school. If your records do not indicate when the first plan was approved, enter the date of the oldest plan for which records exist (e.g., “prior to 2005”). If there is no plan/program, leave the space blank.

- 1.c.** Indicate whether the first official education plan was created for the student more than four school months ago or less than four school months ago.

- 2. Evaluation Testing Verification.** The Guidelines request a comprehensive assessment that includes objective evidence of a substantial limitation to participation in College Board tests and supports the need for the requested accommodation. The specific tests that would provide this evidence vary depending on the individual’s disability and the accommodations requested. (Refer to <http://professionals.collegeboard.org/testing/ssd/application/disabilities> for documentation for specific disabilities.) A medical note is not sufficient and cannot serve as a substitute for the comprehensive testing, except in the case of certain physical/visual conditions.

- 2.a.** Was the testing to support the need for accommodations conducted within the last five years? Indicate on the Eligibility Form “yes,” “no,” or “does not apply” (only for certain physical/visual conditions). If you indicate “yes,” provide the examiner’s name and title, the area of certification/license, and the actual date of the most recent evaluation. Academic testing, when necessary, must be within 5 years of application for accommodations to be considered current. Documentation for visual disabilities must be within 2 years, and documentation for physical or medical conditions must be within one year.

For a student with a longstanding history of a disabling condition, we will usually accept the cognitive testing, when necessary, from when the student was originally classified or diagnosed. Depending on the age of the cognitive testing, however, an update is sometimes indicated.

Note that for physical/medical and psychiatric disabilities, an annual evaluation update must not be older than 12 months from the time of the request for accommodations. An annual evaluation update need only include a description of the student's current level of functioning and need for accommodations. This may be provided by describing observed changes in academic performance or in a letter from a qualified professional. Where applicable, an update of the diagnosis should also be provided.

- 2.b.** Indicate the most recent standardized tests used to document the existence of the disability and the need for accommodations. Provide the test name(s) for the cognitive ability test and for the academic achievement test. Commonly used cognitive ability tests include the most recent version of the WAIS or WISC, and commonly used academic achievement tests include the Woodcock-Johnson Tests of Achievement and the WIAT. (Refer to <http://professionals.collegeboard.org/testing/ssd/application/disabilities/learning> for other examples.)

Indicate whether the school documentation includes results from both a cognitive ability test and academic achievement test.

School Instructions

If a school is submitting a request for a student, the most efficient way to request accommodation is through SSD Online. See www.collegeboard.org/ssdonline for more information. If the school cannot submit a request online, a paper form should be used. In either case, there must be an **SSD Coordinator Form** for the student's school on file with the College Board. To submit a new form or an update, go to www.collegeboard.org/prod_downloads/ssd/SSD_Coordinator_Form.pdf for a downloadable form. In many instances, information is gathered by the SSD coordinator from key school officials.

When the information is verified by the official school representative's signature, the completed Eligibility Form must be sent directly from the school to the College Board. The SSD coordinator should keep a copy of each student's submitted Eligibility Form on file.

At the bottom right, fill in your school's 6-digit high school code. Your code is available in your guidance office. (If you are a home-schooled student, enter 970000; if you are no longer in school, enter 935000.) If your school does not have a code, contact the College Board at 609-771-7137.

17. – Confirming Information and Signature. (Where the Eligibility Form is being submitted by a school, this must be completed by SSD coordinator or official school representative.) By signing the form, the appropriate school official is verifying that the information provided on the Eligibility Form is true and accurate. Students/parents submitting an Eligibility Form without the involvement of their school should leave this blank.

Definition of Terms

Cognitive ability and achievement tests: Cognitive ability refers to testing that measures abilities such as abstract reasoning, visual processing, general knowledge, memory and attention, information processing, and processing speed. Achievement tests refer to testing that measures academic functioning in areas such as reading, math, and written expression. For a listing of cognitive and achievement tests, please refer to <http://professionals.collegeboard.org/testing/ssd/application/disabilities/learning>.

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

Computer as an accommodation: There are students who, because of a disability, may need to use a computer for written language expression on College Board tests. Only they may take College Board written tests using a computer. When a computer is provided, all auxiliary features, including grammar and spell check, are disabled and unavailable during the test. Assistive technology may NOT be used, unless requested under "Other accommodations" and specifically approved by the College Board. Poor handwriting, as such, is not considered a disability that necessitates a computer accommodation. Neither does use of a computer for school tests automatically determine that it is an appropriate accommodation for College Board tests. There are three major disability categories for documenting the need of a computer accommodation for written language expression on College Board tests: A. Physical Disabilities; B. Dysgraphia (fine motor); C. Learning Disability (severe). For further guidance regarding use of a computer as an accommodation, please refer to <http://professionals.collegeboard.org/testing/ssd/accommodations/computer>.

Declassified student: As provided in IDEA regulations, a school district, based on an evaluation, may declassify a student thereby determining that she or he does not need continued special education services on the basis of the student's disability. A declassified student, however, as appropriate, may have continued provisions of his or her Individual Education Plan (IEP), including testing accommodations.

Documentation Review: The College Board reviews a student's disability documentation to determine that it substantiates the student's disability, the disability's impact on learning, and the needed accommodations on College Board tests resulting from the disability. To make these determinations, the College Board has established broad Guidelines for needed information. These Guidelines must be satisfied before a review is conducted.

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

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

Formal school-generated educational plan/program: Is a written educational plan or school program developed by the school officials responsible for ensuring that each student with disabilities receives appropriate accommodations in his or her school based on the student's diagnosis and its functional limitations. The College Board does not require any particular process/plan for students seeking accommodations on its tests as long as each student meets the Board's Guidelines (refer to pp. 2–3 of these Instructions).

Functional limitations: Functional limitations mean that the student's daily academic functioning relevant to participation in a College Board test is impacted due to a diagnosed disability. The disability and the functional limitations resulting from the disability need to be supported by developmental, educational, and/or medical history and, except for most physical/visual disabilities, standardized testing data using national norms. One way to further support the presence of functional limitations is through the use of teachers' observations of the student's classroom academic process. A sample of the teacher's survey can be found at www.collegeboard.org/prod_downloads/ssd/Teacher_Survey.pdf. For more information on functional limitations, refer to <http://professionals.collegeboard.org/testing/ssd/application/guide/limitations>.

Guidelines for Documentation: The College Board Guidelines state that to receive accommodations on College Board tests, a student's documentation must establish that she or he has a diagnosed disability that has an impact on the student's ability to participate in the test and, therefore, the student needs appropriate accommodations. There are resource documents to help understand documenting a disability and its accompanying functional limitations at <http://professionals.collegeboard.org/testing/ssd/application/guide>.

Official school representative: The official school representative is the school professional designated to complete and sign the Eligibility Form verifying the information via the form (often this official is the SSD coordinator).

Panel of experts: A national panel of experts on educating and assessing students with disabilities advises the College Board whether a student's disability documentation supports the need for the requested accommodations.

School Testing and National Test Centers: Most students taking the SAT and Subject Tests can be accommodated at national testing centers. But some accommodations (those marked with an asterisk on the Eligibility Form) require testing at the student's school. Examples of accommodations that require School Testing are tests with 100% extended time, in Braille, on cassette, or given with the help of a reader, scribe, or computer.

SSD Coordinator: The SSD coordinator is the school official, often the Special Education Coordinator or Guidance Director, who assumes the responsibilities, for the school, that include advising staff and students of proper procedures in applying for testing accommodations on College Board tests. Examples of an SSD coordinator's responsibilities include submitting and managing requests for accommodations. In addition, an SSD coordinator administers SAT School Testing, and AP® and PSAT/NMSQT testing to students with accommodations.

SSD Coordinator Form: The SSD Coordinator Form confirms the name of the school representative who will serve as the school's SSD coordinator. A Coordinator Form must be on file in order to process Eligibility Forms. A downloadable SSD Coordinator Form is available at <http://professionals.collegeboard.org/testing/ssd/forms>. This form is also required for access to SSD Online, the online application for submitting and managing accommodation requests. Visit www.collegeboard.org/ssdonline for more information.

SSD Eligibility Code: The Eligibility Code is a unique number assigned to each student who is approved for accommodations on College Board tests. Students must use this number when planning to take College Board tests (i.e., SAT, Subject Tests, AP Exams, and PSAT/NMSQT) with the approved accommodations.

Written language expression: This refers to cognitive processing related to expression of ideas in a written form such as an essay.

Contact Information

Contact Services for Students with Disabilities (SSD) with any questions, comments, or if additional forms are needed.

Call 609-771-7137 (Voice), 609-882-4118 (TTY) Mon.–Fri., 8 a.m. to 6 p.m. EST. Fax 866-360-0114. Visit our website at www.collegeboard.org/ssd or contact us by e-mail at ssd@info.collegeboard.org.

Mail form to: College Board SSD Program, P.O. Box 8060, Mt. Vernon, IL 62864-0060.

