

## WHEN IS DOCUMENTATION REQUIRED?

Documentation must be provided for the College Board's review when any of the following circumstances apply: The student's only disability is "other impairment"; the student has been declassified or has no formal plan in place; the student has not had an official educational plan and/or used the requested accommodations in the past four school months; the testing is not current; school documentation does not include results from both a cognitive ability test and an academic achievement test (except for certain physical/visual conditions); the student needs more than 100 percent extended time; the student needs the use of a computer or individualized testing; the student needs testing accommodations not commonly provided.

## DOCUMENTATION REQUIREMENTS

**Test Scores:** Under most circumstances, when documentation is requested, scores from nationally normed, individually administered testing must be submitted. Include the student's standard or scaled scores, as well as scores from all subtests. (Age/grade equivalents and/or percentiles are not sufficient.) Documentation must be current. (In most cases, documentation must be within five years for academic testing and updates within one year for psychiatric disabilities.) Please note that the Wide Range Achievement Test (WRAT), Nelson-Denny, Wechsler Abbreviated Scale of Intelligence (WASI), and/or Kaufman Brief Intelligence Test (K-BIT) alone are not sufficient, without other documentation. In addition to test scores, applicants should also include the report from their most recent psycho-educational evaluation, a rationale for each of the requested accommodations, and an indication of how the accommodation is being used in school.

**Computers:** When a computer is requested, an applicant must provide documentation of a diagnosed disability that substantially impacts the written expression skills. For example, where an applicant requests a computer because of dysgraphia, the applicant should include documentation of a fine motor problem and an academic test of written language. Please note that computer accommodations are available only for essay sections, and spell-check is generally not permitted.

**Extended Time:** When extended time is requested, applicants are encouraged to include scores from both timed and untimed academic tests. Applicants also are encouraged to consider whether accommodations other than extended time, such as extra breaks, small group testing, or a large block answer sheet, might be more appropriate to serve the student's needs.

### **Physical and/or Psychiatric Disabilities:**

Documentation should include a summary of assessment procedures and evaluation instruments used to make the diagnosis, a narrative summary of the evaluation results, and a rationale for each accommodation recommended by the evaluator. With few exceptions, a medical note is not sufficient and cannot serve as a substitute for the comprehensive testing. A current update should be included. (For psychiatric disabilities, documentation must be current within one year.) Requests for accommodations for **visual disabilities** should include the student's visual measurements and results from the most recent eye examination.

## FOR MORE INFORMATION

Visit the College Board's Web site at:  
[www.collegeboard.com/ssd/](http://www.collegeboard.com/ssd/) or call 609 771-7137.  
Also see *Instructions for Completing the Student Eligibility Form* for additional information.

1. **COMPUTER REQUESTS—Include documentation.** (Generally, this includes documentation of a fine motor problem *and* an academic test of written language.)
2. **MISSING DOCUMENTATION—Include documentation** if:
  - the student's only disability is "*other impairment*";
  - the student has been *declassified* or has *no formal plan* in place;
  - the student has not had an official educational plan and/or used the requested accommodations in the past *four school months*;
  - the *testing is not current*;
  - *school documentation does not include* results from both a *cognitive ability test* and an *academic achievement test* (except for certain physical/visual conditions);
  - the student needs *more than 100 percent extended time*;
  - the student needs the *use of a computer*;
  - the student needs testing accommodations *not commonly provided*.
3. **MISSING TEST SCORES—Include scores from nationally normed, individually administered testing** for nonphysical disabilities, where documentation is required. (The WRAT, Nelson-Denny, WASI, and/or K-BIT alone are not sufficient.)
4. **INCOMPLETE TEST SCORES—Include the student's scaled or standard scores.** (Age/grade equivalents and/or percentiles are not sufficient.) **Include scores for all subtests.**
5. **OUTDATED TEST SCORES—Include documentation that is current.** (In most cases, documentation must be within five years for academic testing and updates within one year for psychiatric disabilities.)
6. **EXTENDED TIME—Include both timed and untimed tests** in the documentation. **Consider accommodations other than extended time** when determining appropriate accommodations for the student (e.g., extra or extended breaks, small group testing).
7. **ADD/ADHD—Include the names of the most recent cognitive and academic tests** used to document all nonphysical disabilities, including ADD/ADHD.
8. **PHYSICAL and/or PSYCHIATRIC DISABILITIES—Include a diagnosis** of the disability, **describe the condition** with current medical documentation or psychiatric evaluation, and **describe how the disability impacts test taking.**
9. **"OTHER IMPAIRMENT"—Use this category only** if the disability cannot be included in any of the other categories of disabilities.
10. **MISSING EDUCATIONAL PLAN DATE—Include date that the first official educational plan was created,** even if it was created at another school.