

College Board Requirements When Applying For Students With Disabilities

Contact information:

Services for Students with Disabilities (SSD)

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Phones are available between 8 a.m. and 6 p.m. (Eastern Time), Monday through Friday.

Students with physical or mental disabilities often require accommodations on College Board tests, including the:

- * SAT Reasoning Test™
- * SAT Subject Tests™
- * PSAT/NMSQT®
- * Advanced Placement Program®

The College Board's Services for Students with Disabilities (SSD) provides a broad range of accommodations, such as Braille tests, large print, and extended time, to students who provide documentation of a disability. The College Board is committed to ensuring that students with physical or mental disabilities receive appropriate accommodations on its tests.

When requesting accommodations, be sure that the documentation show not only that the student has a disability, but that there is a need for the specific accommodation that is requested. For more information on specific disabilities, see:

- * Extended Time
- * Computer
- * Accommodations for Students with Hearing Impairments
- * Extra/Extended Breaks
- * Other Accommodations

As a general guide, tests used to diagnose learning disabilities should have the following characteristics:

- * Comprehensive cognitive and academic assessment
- * Individually-administered
- * Nationally normed
- * Be administered under standardized conditions

The College Board does not accept "brief" measures, such as the KBIT-2 or WASI.
What are some commonly used tests/measures where a student has a learning disability?

Please note that the following list is not exhaustive:

Commonly used tests that measure a student's cognitive abilities:

- * Wechsler Adult Intelligence Scale-III (WAIS-III) or Wechsler Intelligence Scale for Children-IV (WISC-IV)
- * Woodcock Johnson Psychoeducational Battery-III NU (WJ-III NU): Tests of Cognitive Abilities
- * Stanford Binet Intelligence Scales-5th Edition (SBS) (When individually-administered)
- * Kaufman Adolescent and Adult Intelligence Test or Kaufman Assessment Battery for Children, Second Edition (KABC-II)
- * Differential Ability Scales, Second Edition (DAS-II)
- * Reynolds Intellectual Assessment Scales

Commonly used tests that measure a student's academic achievement:

Reading

- * Woodcock-Johnson-III NU: Tests of Achievement (General and Extended batteries that include fluency measures)
- * Scholastic Abilities Test for Adults (SATA)
- * Stanford Diagnostic Reading Tests, Fourth Edition (SDRT) (When individually-administered)
- * Wechsler Individual Achievement Test (WIAT II) with reading rate measure
- * Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
- * Gates-MacGinitie Reading Tests® (GMRT®) Fourth Edition (When individually-administered)

Mathematics

- * Woodcock-Johnson-III NU: Tests of Achievement (General and Extended batteries including fluency measures)
- * Scholastic Abilities Test for Adults (SATA)
- * Wechsler Individual Achievement Test II (WIAT II)
- * Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
- * Stanford Diagnostic Mathematics Test, Fourth Edition (When individually-administered)

Written Language

- * Woodcock-Johnson-III: Tests of Academic Achievement (General and Extended batteries including fluency measures)
- * Scholastic Abilities Test for Adults (SATA)
- * Wechsler Individual Achievement Test (WIAT II)
- * Test of Written Language III (TOWL III)
- * Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

When a student requests extended time, the student should also provide documentation of a test that measures the student's academic skills in a timed setting. See extended time for a list of commonly used tests. Commonly used tests that measure a student's information processing:

- * Detroit Tests of Learning Aptitude-4 (DTLA-4) or DTLA-A (Adult)
- * WISC IV
- * WAIS-III
- * W-J-III-Tests of Cognitive Ability

A low processing speed score alone, however, usually does not indicate the need for testing accommodations. In this instance, what would be important is to include in the documentation an indication of how the low processing speed affects a student's overall academic skills.

Computer

Eligibility guidelines for computer accommodations on College Board Tests

Generally, there are three major disability categories which may require computer accommodations:

- * Physical disabilities
- * Dysgraphia (fine motor)
- * Learning disability (severe)

Note that not all students with learning disabilities require the use of a computer. Also, some students may fall into more than one of the above categories.

Physical disability

Physical disabilities that require a computer may be caused by congenital factors, paralysis, autoimmune deficiency, accidents, or illness. Examples include muscular dystrophy, cerebral palsy or traumatic brain injury.

To be eligible for accommodations on College Board tests, a student with a physical must have documentation that meets the College Board's Guidelines for Documentation, including evidence

of functional limitation. See Physical Disabilities. The following documentation should be submitted:

- * A clear statement explaining why the student has difficulty writing. The documentation should demonstrate not only that the student has a disability, but why the student needs a computer.

- * A statement of the physical disability including:

- o Historical information of the onset and etiology of the disability, with a medical examination

- o The evaluator's name(s), title(s), professional credentials, license number, address, date of the assessment and phone number(s)

- o Current documentation, preferably within the last five years, that summarizes current symptoms and medical results that meet the criteria for the specific physical diagnosis.

- o Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that could help the College Board in understanding the student's profile, including:

- o The use of medication

- o Any type of surgical and/or physical therapeutic intervention (if appropriate)

- o The student's response to intervention

Dysgraphia

For the purposes of College Board tests, dysgraphia is defined as a type of disability in which a student has fine motor problems that affect his or her writing skills. Please note that poor handwriting is not a disability. Without further evidence to show that it is due to a disabling condition, poor handwriting does not warrant a computer accommodation on College Board tests.

When a student requires a computer for dysgraphia, the following documentation should be submitted:

- * Documentation of a fine motor problem. Professionals such as occupational therapists, psychologists, learning specialists, MDs can document such conditions. Some of the common tests that are acceptable by the professional community to document fine motor skills problems are:

- o Coding subtest of the Wechsler Cognitive Test

- o Beery Buktenica Developmental Test of Visual Motor Integration (VMI)

- o Rey Complex Figure Test

- o An academic test of writing. This demonstrates that the student's fine motor problems present severity in organization, presentation of ideas, richness of language, complex language structure. These tests are usually administered by school or clinical psychologists or educational diagnosticians. They include:

- o Woodcock-Johnson-III: Tests of Academic Achievement (General and Extended batteries including fluency measures)
- o Scholastic Abilities Test for Adults (SATA)
- o Wechsler Individual Achievement Test (WIAT II)
- o Test of Written Language III (TOWL III)
- o Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

Language-based learning disability (severe)

There are some severe learning disabilities that affect a student's overall language-based skills, both in reading and writing. To be eligible for computer accommodation on College Board tests, the student should submit comprehensive cognitive and academic testing that meets College Board guidelines.

The documentation should demonstrate severe deficiencies in organization, presentation of ideas, richness of language, complex sentence structure.

Tests not accepted by the College Board:

The following tests are screening tools and, without other measures, do not meet the psychometric criteria to diagnose a disability or establish the need for testing accommodations:

Cognitive

- * WASI
- * Reynolds Intellectual Screening Test (RIST)
- * Slosson Intelligence Test-Revised
- * KBIT-2
- * Woodcock-Johnson III - Brief Intellectual Ability (WJ-III-BTI)

Academic

- * Wide Range Achievement Test 4 (WRAT 4)
- * KTEA-II Brief Form

Applying for ACT Accommodations

Below is a listing of acceptable testing (see below)

Professional guidelines for documentation of a diagnosis state that

the following tests of academic achievement are comprehensive: Wechsler Individual Achievement Test (WIAT or WIAT II), Woodcock-Johnson Tests of Achievement III, Kaufman Test of Educational Achievement (KTEA) or Peabody Individual Achievement Test (PIAT), Gray Oral Reading Test, Gray Silent Reading Test. The Wide Range Achievement Test (WRAT-R or WRAT-3) is not a comprehensive battery and is not appropriate for diagnostic purposes. A reading disorder cannot be diagnosed solely on the results of the Nelson-Denny Reading Test.

Professional guidelines state that the following tests of cognitive ability (i.e. intelligence tests) are considered technically adequate assessments: Wechsler Adult Intelligence Scale, 3rd Edition (WAIS-III) or Wechsler Intelligence Scale for Children, 3rd Edition or 4th Edition (WISC-III or -IV), Woodcock-Johnson Tests of Cognitive Ability (-Revised or -III), Stanford-Binet Intelligence Scale: 4th Edition or 5th Edition (SB: FE or SB-V), Kaufman Adolescent and Adult Intelligence Test, or Differential Ability Scales (DAS). The Kaufman Brief Intelligence Test (K-BIT) is considered a screening test and is not comprehensive enough for determining questions of accommodation. Other tests not considered to be comprehensive include: the Slosson Intelligence Test, the Shipley Institute of Learning Scale, the Revised Beta Examination, Second Edition. The Detroit Tests of Learning Aptitude -3 (DTLA-3) is a test of information processing rather than a measure of intelligence.

If you have further questions, please feel free to contact:

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