

# Applerouth's Quick Reference Guide to **TESTING ACCOMMODATIONS**

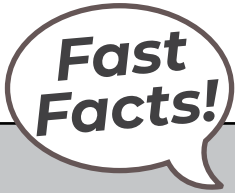


Building Better Learners for Life

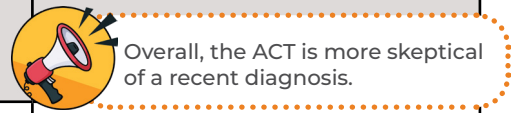
[www.applerouth.com](http://www.applerouth.com) | [info@applerouth.com](mailto:info@applerouth.com) | 866-789-PREP (7737)

# Fast Facts

The accommodations request process can be complicated. Here are some fast facts for quick reference.



	PSAT + SAT	ACT
Where are requests submitted and managed?	College Board's Services for Students with Disabilities (SSD)	ACT's Test Accessibility and Accommodations (TAA) Online System
Who can access the online system?	Schools only (work with your school's "SSD Coordinator" to submit)	Schools only (work with your school's ACT "Test Accommodations Coordinator" to submit)
Do I have to register for a test before I request accommodations?	No	Yes
I have a learning disability. How recent does my psychoeducational evaluation need to be?	Within the last 5 years	Within the last 3 academic years
How long do I need to have had and used formal school accommodations before submitting a request?	Four months (Note: in our experience, the College Board is more likely to grant requests for students who have used accommodations for at least one school year)	One year
When is the accommodations request deadline? <sup>1</sup>	Deadlines vary but typically fall six to seven weeks before the test date.	No later than the test date late registration deadline.
Once I submit my request, how long will it take to receive a response?	Up to seven weeks	10-14 business days
How long do my accommodations last? Do I need to submit a new request for each test I take?	Generally speaking, accommodations remain in place until one year after high school graduation and apply to any SAT, PSAT, AP Exam you take during that time. You do not need to submit a new request through SSD online.	ACT accommodations apply to the specific test you registered for when you made your initial request. To apply the accommodations to future tests, you need to ask your school's Test Coordinator to update your test dates in the TAA system.
How do I contact the testing company?	Contact SSD Email: <a href="mailto:ssd@info.collegeboard.org">ssd@info.collegeboard.org</a> Phone: 212-713-8333 Fax: 866-360-0114 <b>College Board SSD Program</b> P.O. Box 7504 London, KY 40742-7504	Call <b>ACT, Inc.</b> at 319-337-1332



<sup>1</sup>For specific deadline dates, please refer to the College Board and ACT websites. Timely submission requires planning ahead for all the steps involved.



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# PROCESS 101

Here's a big picture overview of the process.

## ELIGIBILITY CHECKLIST

- Do I have a professionally diagnosed and documented disability?
- Does the disability affect my performance on standardized tests?
- Do I currently receive and use accommodations through a formal plan at school?

If you answered YES to all 3 of these questions, you are likely to have a strong case for accommodations on the SAT and ACT.



## DOCUMENTATION 101

A strong request for accommodations will have documentation to support it. The documentation often required falls into three broad categories.

- 1 Records of current **in-school test accommodations** (i.e., an IEP, 504 plan, or other formal school plan)—often this information is enough to win approval.
- 2 A **formal diagnosis** from a qualified professional (e.g., a complete psychoeducational evaluation from a licensed clinical psychologist)—this is always required in the background and the test companies sometimes request a copy.
- 3 **Other documents** that tell your story (e.g., letters from teachers or tutors, report cards, or progress reports).



**SAT:** Accommodations granted for a student's first College Board test (PSAT, SAT, or AP) generally will apply to all subsequent tests.

**ACT:** Accommodations that were approved for an initial test date are generally renewed for subsequent test dates, but students need to reapply each time.

## SAT KEY STEPS

**Pre-Planning:** Start as early as possible (freshman year)

- 1 Communicate with your school to get paperwork in place
- 2 Determine if updated testing or a formal school accommodations plan is needed
- 3 If ready, go ahead and submit a request; your accommodations will last throughout high school

**Submitting a Request:** Submit a request no later than 4 months (not counting summer months) before the exam

- 1 Your request must be complete (including any additional documentation) **by the accommodations request deadline** (typically 7 to 8 weeks before the exam) for you to receive a decision on time for the exam.
- 2 Review takes up to **7 weeks** but the clock starts over if you need to appeal or submit more information, so build in extra time.

## ACT KEY STEPS

**Pre-Planning:** Start as early as possible (freshman year)

- 1 Communicate with your school to get paperwork in place
- 2 Determine if updated testing or a formal school accommodations plan is needed
- 3 Consider submitting a request for the PreACT if your school offers it

**Submitting a Request:** Submit a request no later than the registration deadline for the test (roughly 4–5 weeks before the test)

- 1 We recommend that you build in an extra few weeks to allow for appeals or other delays.
- 2 Review typically takes between **10 and 14 days**

# Resources for Educators and Parents

Here are some additional resources on the accommodations process and learning differences.



## College Board and ACT, Inc. Accommodations Websites

- **College Board Services for Students with Disabilities:**  
<https://accommodations.collegeboard.org>
- **ACT Accommodations**
  - ✓ **For U.S Students:** <https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>
  - ✓ **For International Students:** <https://www.act.org/content/dam/act/unsecured/documents/requesting-act-approved-accommodations-intl.pdf>

## Websites About Learning Differences and Related Topics

- **Understood (understood.org):** a one-stop site for everything from articles and webinars to infographics and practical tips on a wide range of learning and attention differences
- **ADDitude (additudemag.com):** an online magazine with articles and other free resources on all things pertaining to ADHD
- **Child Mind Institute (childmind.org):** articles and other informational resources related to child mental health and learning differences

## Books

- ***Thinking Differently: An Inspiring Guide for Parents of Children with Learning Disabilities*** by David Flink
- ***Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder*** by Edward M. Hallowell, M.D. and John J. Ratey, M.D.
- ***Overcoming Dyslexia*** by Sally Shaywitz, M.D.
- ***The Dyslexic Advantage*** by Brock L. Eide, M.D., M.A and Fernette F. Eide, M.D.
- ***The Autistic Brain: Helping Different Kinds of Minds Succeed*** by Temple Grandin and Richard Panek
- ***Twice-Exceptional*** by Scott Barry Kaufman, PhD (editor)
- ***Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings*** by Christine Fonseca
- ***The Explosive Child: A New Approach for Parenting and Understanding Easily Frustrated, Chronically Inflexible Children*** by Ross W. Green, PhD
- ***Freeing Your Child from Anxiety: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life—from Toddlers to Teens*** by Tamar Chansky, PhD

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