THE SAT® SUITE OF ASSESSMENTS

Managing Student Digital Test Settings
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Introduction

The digital tests in the SAT® Suite of Assessments include universal tools and accommodations provided in the AIR Test Delivery System. Universal tools are available to all students, and accommodations are available for students who have a documented need for them. For the SAT and PSAT™ 10, students with documented disabilities must request accommodations from the College Board Services for Students with Disabilities (SSD). Most students get help from their school to submit a request online at collegeboard.org/ssd. PSAT™ 8/9 accommodations are approved by schools. Accommodations for digital testing, which must be set in the Test Information Distribution Engine (TIDE) prior to test day, are divided into four categories:

- **College Board–Approved Accommodations**—student scores are college and scholarship reportable.
- **State-Allowed Accommodations (SAA)**—student scores are not eligible to be reported to colleges or scholarship organizations.
- **Non-Embedded Accommodations**—accommodations that must be implemented outside the test delivery system (e.g., separate setting, scribe, reader, etc.).
- **English Learner (EL) Supports**—student test scores are college and scholarship reportable; students may use an approved glossary, translated test directions, and 50% extended time; no advanced request or approval required.

Universal Tools

These tools are available to any student taking a digital test:

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calculator</strong>&lt;br&gt;(for Math Test – Calculator only)</td>
<td>An embedded on-screen digital calculator for calculator-allowed questions. It appears when students click on the calculator button. A four-function calculator is available in the Math Test – No Calculator section for students with prior approval.</td>
</tr>
<tr>
<td><strong>Context Menu</strong></td>
<td>This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.</td>
</tr>
<tr>
<td><strong>Expand Button</strong>&lt;br&gt;(not pictured)</td>
<td>A feature that allows a student to expand a passage section or the question section for easier readability.</td>
</tr>
<tr>
<td><strong>Formulas</strong></td>
<td>Standard mathematical formulas for reference in the Math Test sections.</td>
</tr>
<tr>
<td><strong>Help Link</strong></td>
<td>An on-screen Instructions and Help window.</td>
</tr>
<tr>
<td><strong>Highlighter</strong></td>
<td>A feature for marking text, test questions, or response options with a color.</td>
</tr>
<tr>
<td><strong>Line Reader</strong></td>
<td>A feature that a student can use as a guide when reading text.</td>
</tr>
<tr>
<td><strong>Mark for Review</strong></td>
<td>A tool that allows the student to flag questions for future review during the assessment.</td>
</tr>
<tr>
<td><strong>Navigation Buttons</strong></td>
<td>Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.</td>
</tr>
</tbody>
</table>
### Table 1. Universal Tools (No approval required; does not need to be set in TIDE)

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>A feature that a student can use as virtual scratch paper to make notes.</td>
</tr>
<tr>
<td>Questions Drop-Down List</td>
<td>A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display “(marked)” in this list.</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>A feature that a student may use to eliminate answer choices that seem incorrect.</td>
</tr>
<tr>
<td>Student Clock</td>
<td>Displays the amount of time allowed for the test section. Upon starting the test, the student clock will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message.</td>
</tr>
<tr>
<td>Zoom In/Zoom Out</td>
<td>A feature that allows a student to expand a passage section or the question section for easier readability.</td>
</tr>
</tbody>
</table>

### Digital Accommodations

These accommodations are available to students with prior approval:

### Table 2. Accommodations (Requires prior approval and must be set in TIDE prior to test day)

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
<th>Valid Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Enables the use of AT software and hardware (e.g., screen readers, refreshable braille devices, etc.).</td>
<td>Off</td>
</tr>
<tr>
<td>Digital alternative to ATC formats</td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Displays the test with a different background or font color.</td>
<td>None/Black on White Blue Light Blue Black on Cream Gray Light Gray Green Light Green Inverted (White on Black) Magenta Light Magenta Medium Gray on Light Gray White on Navy Yellow Light Yellow Yellow on Blue</td>
</tr>
<tr>
<td>Four-Function (Basic) Calculator</td>
<td>Allows students to use the online four-function calculator on the Math Test – No Calculator.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Masking</td>
<td>Allows students to block off answer choices or any parts of the test.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
</tbody>
</table>
### Table 2. Accommodations (Requires prior approval and must be set in TIDE prior to test day)

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
<th>Valid Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mouse Pointer</strong></td>
<td>Adjusts the mouse pointer to match color and size preferences.</td>
<td>System Default</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Black</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra Large Black</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large Green</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra Large Green</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra Large Yellow</td>
</tr>
<tr>
<td><strong>Permissive Mode</strong></td>
<td>Allows students with screen readers or other assistive technology to integrate with the Secure Browser.</td>
<td>Off</td>
</tr>
<tr>
<td><strong>Streamlined Mode</strong></td>
<td>Questions are presented sequentially without a split screen.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Required for Zoom/Font Size Level 5–8</td>
<td></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Various timing scenarios based on documented need.</td>
<td>Standard Time</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> No self-pacing; students must sit for the entire duration of extended time requested.</td>
<td>50% Extended Time</td>
</tr>
<tr>
<td></td>
<td>Students approved for extended time for reading must receive extended time on all sections of the test.</td>
<td>150% Extended Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other w/Documentation</td>
</tr>
<tr>
<td><strong>Text-to-Speech (TTS)</strong></td>
<td>Text-to-Speech (TTS) allows parts of the test to be read aloud.</td>
<td>Off</td>
</tr>
<tr>
<td><strong>TTS Rule</strong></td>
<td>Determines which parts of the test are read aloud.</td>
<td>Read Text Only</td>
</tr>
<tr>
<td></td>
<td><strong>Digital alternative to MP3, Reader, and ATC formats</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Table 2. Accommodations (Requires prior approval and must be set in TIDE prior to test day)

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
<th>Valid Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Font Size</strong></td>
<td><em>Digital alternative to large print</em></td>
<td></td>
</tr>
<tr>
<td>Sets font size for presentation of test content.</td>
<td>Level 0</td>
<td>12 pt. (No zoom applied)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 8</td>
</tr>
</tbody>
</table>
Accommodated Timing for Text-to-Speech (TTS), Assistive Technology (AT), and English Learner (EL) Supports

Students with TTS, AT accommodations, or EL supports will have specific extended time accommodations. Students using TTS must test with 50% extended time if they are assigned the “Read Text Only” setting. They must test with 100% extended time if assigned the “Read Text and Graphics” setting. Students with the AT accommodation will test with 100% extended time for the Writing and Language Test only. Students with EL supports will test with 50% extended time on all sections.

Table 3. Timing for TTS, AT Accommodations, and EL Supports

<table>
<thead>
<tr>
<th></th>
<th>EL Supports*</th>
<th>Text-to-Speech (TTS)*</th>
<th>Assistive Technology (AT)*</th>
</tr>
</thead>
</table>
| SAT           | • Student may be given 50% extended time on all sections, unless approved for an extended time accommodation. | • Extended time and extra breaks on all sections, based on the Text-to-Speech (TTS) Rule:  
◆ Read Text Only—50% Extended Time  
◆ Read Text and Graphics—100% Extended Time  
• One- or two-day testing | • Standard Time unless approved for extended time (sections 1, 3, 4, and Essay)  
• 100% Extended Time for section 2 (Writing and Language) |
| PSAT 8/9      | • Student may be given 50% extended time on all sections, unless approved for an extended time accommodation. | • Extended time and extra breaks on all sections, based on the Text-to-Speech (TTS) Rule:  
◆ Read Text Only—50% Extended Time  
◆ Read Text and Graphics—100% Extended Time  
• One-day testing only, unless approved for additional time | • Standard Time unless approved for extended time (sections 1, 3, and 4)  
• 100% Extended Time for section 2 (Writing and Language) |
| PSAT 10       | • Student may be given 50% extended time on all sections, unless approved for an extended time accommodation. | • Extended time and extra breaks on all sections, based on the Text-to-Speech (TTS) Rule:  
◆ Read Text Only—50% Extended Time  
◆ Read Text and Graphics—100% Extended Time  
• May test over two days with prior approval | • Standard Time unless approved for extended time (sections 1, 3, and 4)  
• 100% Extended Time for section 2 (Writing and Language) |

*Requirements: Specific accommodated time must be set in TIDE under Timing/Scheduling Tools.
Test Settings via File Upload Format

A file upload allows a user to work with test settings for multiple students at one time.

To Upload Student Test Settings:

1. Log in to TIDE via the digital testing portal (digitaltesting.collegeboard.org).

2. Click the Test Settings and Tools task menu, then Upload Test Settings and Tools.

3. Download either the Excel or .csv template from the Download Templates dropdown menu. You can use this template file to enter test settings.

4. Open the file in a spreadsheet application or text editor, and add a row for each test setting you want to add or modify. See the section Enter Test Settings into the Template for details on completing this step. Save the file on your computer.

Figure 1. Upload Test Settings and Tools Page

5. In the Upload Test Settings and Tools page, click Browse, and navigate to the file you created. Click Next.

6. Preview the file, and click Next.

7. Validate that the file has the correct values. If the file has the correct values, click Continue with Upload. Otherwise, click Upload Revised File, and repeat steps 1–7.

8. You will receive a confirmation that your records have been committed.

9. For each student, you must indicate if they are testing with a College Board–Approved Accommodation, State-Allowed Accommodation (SAA), a Non-Embedded Accommodation, or with English Learner (EL) Supports.* To determine which indicator to select and how to complete this task, see the section Test Settings with Special Dependencies, Requirements, and Irregularities on p. 12.

* For PSAT 8/9, you may find that no indicator applies to your student. In this case, it is appropriate to select "None."
Entering Test Settings into the Template

Each row represents one test setting for one student. One or more rows can be entered. The first column should include the student’s registration number as it appears in TIDE. The following columns list the test subject, tool name, and value for the tool specified. Appropriate values will be auto-generated in drop-down menus for columns B–D of the upload template file. Refer to the TIDE User Guide for a detailed list of test settings and their corresponding tool names and values.

In the Excel template, the accommodations must be entered for each section separately. For accommodations that apply for the entire test, you must enter a row for each section including the Questionnaire. See example below.

Figure 2. Sample Student Settings Upload File

This example student settings upload file displays the selected test settings for a student with the Registration Number 999999001. For this student’s SAT test, each of the subject sections are included in column B. TTS has been selected with the corresponding “ON” value. Text-to-Speech Rule has been selected with the corresponding Read Text and Graphics value, and the Timing value has been set to 100% Extended Time, for the relevant subjects. If you need to upload multiple test settings for one student, please use one row for each test setting, ensuring that all test settings for one student occupy consecutive rows.

Note: If your file contains a large number of records, TIDE processes it offline and sends you a confirmation email when complete. While TIDE is validating the file, do not press Cancel as TIDE may have already started processing some of the records.

Warning: The following accommodation attributes are not included in the upload feature and require configuration for each student as applicable, including:

- Accommodations: College Board–Approved or State-Allowed
- Non-Embedded Accommodations
- English Learner Supports
Test Settings via Individual Student Record

Test settings can be set or changed manually within an individual student’s record in the TIDE platform.

To Edit Test Settings Within a Student Record:

1. Click the Student Information task menu, then click View>Edit>Export Student.
2. Enter search criteria into the fields provided to retrieve student records. Click Search.

Figure 3. View/Edit/Export Student Page
3. To view and edit student test settings, click the icon next to the appropriate student’s individual record.

**Figure 4. Sample Student Search Results**

![Sample Student Search Results](image)

4. On the **View(Edit Student)** page, the student’s test settings will be displayed in separate sections, as shown in the graphic below.

**Figure 5. View/Edit Student Page**

![View/Edit Student Page](image)
5. Expand the sections and select the settings from the drop-down menus, or use the switch to turn a setting on or off.

**Figure 6. View/Edit Student Page—Test Settings Sections Expanded**

This graphic above shows an example of a student with the following test settings. Accommodation: College Board–Approved; Assistive Technology: “ON” for all subject sections except Writing and Language, which has 100% Extended Time for all subject sections.

6. Click **Save** at the bottom of the page to update the student’s settings. **Allow up to 24 hours for changes to be reflected in the system before testing.**

**Note:** All updates to student test settings must be completed prior to test day.
Test Settings with Special Dependencies, Requirements, and Irregularities
The following test settings in this section have dependencies and/or additional requirements.

State-Allowed or College Board–Approved Accommodations
For any accommodations being administered to a student, please indicate whether they are testing with a College Board–Approved or State-Allowed accommodation. Please note that test scores for students with State-Allowed accommodations are not eligible to be reported to colleges or scholarship organizations.

Figure 7. State-Allowed or College Board–Approved Accommodations

Non-Embedded Accommodations
For any accommodations being administered that are not listed in the accommodation sections, the test coordinator or SSD coordinator should select YES for “Non-Embedded Accommodations.”

Figure 8. Non-Embedded Accommodations

English Learner Supports
For students who are approved to receive English Learner (EL) supports, the accommodation must be indicated in TIDE. Select “English Learner (EL) Supports: YES.” Any student with this setting may also be given 50% extended time for all sections of the test, unless they are approved for more. Edit the timing for the student in the Timing/Scheduling tools.

Figure 9. English Learner (EL) Support
Text-to-Speech (TTS)

For the TTS to be properly set, you must first select the **ON** option and then the TTS rule for how it should render for each test section.

**Figure 10. Auditory Assistance Tools with the TTS Settings**

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**Text-to-Speech Rules defined:**

The **Read Text Only** accommodation provides a short description of each image. This enables the native speech synthesizer to read the text on the screen and the short image description. It is intended for students who do not require a detailed description of images, and it requires 50% extended time, unless approved for more.

The **Read Text and Graphics** accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads the alternative long description of images. It is intended for students who require detailed image descriptions, and it requires 100% extended time, unless approved for more.

The **Optimized for Screen Reader** accommodation renders an alternative long description for an image to convey the necessary information. It is intended for students with visual impairment using assistive technology–devices, including screen readers such as JAWS, NVDA, and refreshable braille displays (RBDs). It is automatically enabled with the assistive technology (AT) accommodation. Students test with standard time, except during the Writing and Language Test, which requires 100% extended time, unless approved for other extended time accommodation.

**Figure 11. Integration with Assistive Technology Enabled**

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**Assistive Technology for Screen Readers and Refreshable Braille Devices**

For students testing with a screen reader such as JAWS or NVDA, please refer to the Assistive Technology Resource Guide at digitaltesting.collegeboard.org for configuration requirements.

The accommodations setting for assistive technology, when turned on, will include the relevant TTS and layout accommodations (i.e., On and Optimized for Screen Reader, ON for Permissive Mode, and On for Streamline). You will not have to set the Auditory Assistance tools (i.e., TTS and TTS Rules, when the assistive technology (AT) is enabled for each of the test sections.

**Braille Figure Supplement**

Students testing with the assistive technology (AT) accommodation, and using a screen reader and/or refreshable braille device, can request preembossed tactile graphics as supplementary materials. These materials can be requested for the digital PSAT 8/9 by ordering in the College Board test ordering system or by contacting the College Board directly.

**Visual Assistance for Color, Font Size, and Mouse Pointer**

For students who have color and/or font size accommodations, also consider adjusting the mouse pointer according to the preferred color and size for greater visibility.

For students who require a zoom level of 5 or greater, the streamlined mode must be enabled (i.e., "ON"). The streamlined mode facilitates supported screen reading software for students who require the font size to be larger than 51 point (level 4).

**Figure 12. Visual Assistance Tools with Sample Test Settings for Color Contrast, Mouse Pointer, and Zoom/Font**

Streamlined Mode and Zoom/Font Size Levels 5–8

For students who require a zoom level (font size) of 5 or greater, the Streamlined Mode must be enabled (i.e., "ON").
Paper Test Book Accommodation

Paper-based test materials for the SAT Suite of Assessments are available for students who are unable to take a computer-based assessment due to an identified disability. This accommodation is appropriate for a very small number of students with a documented need. For PSAT-related assessments, paper test materials must be ordered in the Test Ordering System (TOS). For the SAT and SAT Essay, please contact the College Board to request the necessary materials for students who are approved to test with accommodations.

Accommodation Irregularities

If a student has logged in to the test environment and their test settings/accommodations are not correct for the Assistive Technology (AT) and/or the Auditory Assistance Tools (TTS), please have the student log out. The test coordinator (or SSD coordinator) must modify the student’s test settings in TIDE and contact the College Board School Day Support Hotline at 855-373-6387 to restart the student’s test.
# Appendix

## Recommendations for Digital Accommodations

The accommodations that a student will have available for the SAT Suite of Assessments should be consistent with the accommodations they use for taking assessments in school. Managing the test settings in TIDE will ensure that the accommodations can be activated prior to testing. The table below provides some guidance on the recommended use of the digital accommodations. The school can determine the best option in consultation with the student and family.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>What To Know</th>
<th>Recommended Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration with Assistive Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>• Enables the use of AT software and hardware (e.g., screen readers, refreshable braille devices, etc.).</td>
<td>Students with visual impairments may use the Assistive Technology (AT) form to access the test content with speech software, screen reader, or refreshable braille device. Alternative text descriptions are embedded in the assessment for all graphics. Refreshable braille is recommended only for Reading and Writing and Language because Nemeth Braille code cannot be supported using refreshable braille. For the math and tactile graphics, braille will be presented via the Braille Graphs and Figures Supplement. Students who take any assessments online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-access skills. The skills used to navigate the SAT Suite of Assessments are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use keyboard shortcuts and lists, such as link lists. Students who use a screen reader can also access the Reading, Writing and Language, and Essay (optional) sections using a refreshable braille display. The Math sections are not accessible with refreshable braille devices. Students who rely on the use of Nemeth code for math should request the Braille Graphs and Figures Supplement. Students and educators are encouraged to use the Digital Test Preview in order to become familiar and comfortable with the digital test environment.</td>
</tr>
<tr>
<td></td>
<td>• Digital alternative to ATC format—digital version of the test, delivered in the student testing application.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enables the use of assistive technology software and hardware (e.g., screen readers, refreshable braille devices, etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student must be given 100% extended time on the Writing and Language Test only.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student tests with standard time unless they are approved for an extended time accommodation.</td>
<td></td>
</tr>
</tbody>
</table>

**Requirements:**

- Accommodation must be set in TIDE under Integration with Assistive Technology.
- Braille Graphs and Figures Supplement must be ordered.
### Integration with Assistive Technology

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>What To Know</th>
<th>Recommended Use</th>
</tr>
</thead>
</table>
| Permissive Mode     | • Student can use pre-approved hardware or software with secure browser.  
                      | • Student receives time and breaks in accordance to documented need.  
                      | • Automatically set/enabled when the AT accommodation is selected (see above).                                                 | The Permissive Mode is only recommended for students who are using an assistive technology device, such as a screen reader or refreshable braille device. |

### Visual Assistance Tools

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>What To Know</th>
<th>Recommended Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Contrast</td>
<td>Displays the test with a different background or font color.</td>
<td>Students with attention difficulties may need this support for viewing test content. It also may be needed by students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>Adjusts the mouse pointer to match color and size preferences, in accordance to the color contrast and font size accommodations.</td>
<td>Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial. The Mouse Pointer can be used with the Zoom universal tool to match the color contrast and size/font accommodations, as needed. If a student is using a magnification program, the enlarged mouse pointer is built into magnification programs, and Mouse Pointer may not be needed.</td>
</tr>
</tbody>
</table>
| Streamlined Mode | • Questions are presented sequentially without a split screen. For example, items with passage sets will display the passage above the items.  
                      | • Automatically set/enabled with the Assistive Technology (AT) accommodation (see above).  
                      | • Required for zoom/font size greater than level 4 (the various zoom levels are presented) and must be manually set in TIDE.        | This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is represented in a more sequential format. Use of Streamlined Mode is required for Zoom/Font Size greater than level 4 (Levels 5–8). |

*Requirements:*

**Color Contrast:**
*Accommodation must be set in TIDE under Visual Assistance Tools.*

**Mouse Pointer:**
*Accommodation must be set in TIDE under Visual Assistance Tools.*
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>What To know</th>
<th>Recommended Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Assistance Tools</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Zoom/Font Size** | - Sets font size for presentation of test content.  
- Digital alternative to large print. | For students with visual impairments that may need to increase text and other features beyond the standard font size (12 pt.). A larger screen may be needed to function effectively.  
The Zoom/Font Size accommodation can be used in combination with the Zoom In/Zoom Out universal tool to enlarge specific items and passages. |
| Requirements: | Accommodation must be set in TIDE under Visual Assistance Tools, if the entire test requires a larger font size:  
Level 2 (24 pt.), Level 3 (41 pt.), or Level 4 (51 pt.).  
With Streamline mode:  
Level 5 (85 pt.), Level 6 (172 pt.), Level 7 (229 pt.), Level 8 (340 pt.). | |
| **Auditory Assistance Tools** | | |
| **Text-to-Speech (TTS)** | - TTS allows parts of the test to be read in the student testing platform.  
- Must be selected before setting the TTS rule (see below).  
- Student receives extended time based on the TTS rule (see below).  
- Digital alternative to MP3 format and human reader with SSD Approval. | This accommodation is appropriate for a very small number of students whose need is documented in an IEP or 504 plan and for whom they have no other way to access the passages and items (e.g., a student who is blind and doesn’t read braille). While a student may struggle with the text because of their disability, the disability (even a student with a reading/print disability) itself does not prevent the student from accessing the text. In cases where a student has a reading disability that does not prevent accessing the text, other accessibility supports to consider include testing in a separate setting, allowing the student to read aloud to themselves, streamlined view, or paper test book (if the student works better with a paper copy.) Additionally, this accommodation should only be provided to those who receive it (or audio/read aloud) daily for instruction across environments or subjects. Headphones are needed unless tested in separate setting. |
| Requirements: | Accommodation must be set in TIDE under Auditory Assistance Tools. | |
Managing Student Digital Test Settings

If student is blind or has a significant visual impairment, and reads or is learning to read braille—the student may test with Assistive Technology (Optimized for Screen Reader).

If student has an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills—the student may test with TTS Read Text Only or TTS Read Text and Graphics.

If student uses text-to-speech, audiobooks, or receives a read aloud accommodation during instruction—the student may test with TTS Read Text Only or TTS Read Text and Graphics.

If student uses text-to-speech or receives a read aloud accommodation during other accountability assessments (e.g., PARCC, Smarter Balanced) or other class or districtwide assessments—the student may test with TTS Read Text Only or TTS Read Text and Graphics.

If someone (teacher, paraprofessional, another student, parent) regularly reads aloud to the student in school as an instructional accommodation—the student may test with TTS Read Text Only or TTS Read Text and Graphics.

Some possible guidelines and considerations for SSD decision making:

- If student is blind or has a significant visual impairment, and reads or is learning to read braille—the student may test with Assistive Technology (Optimized for Screen Reader).
- If student has an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills—the student may test with TTS Read Text Only or TTS Read Text and Graphics.
- If student uses text-to-speech, audiobooks, or receives a read aloud accommodation during instruction—the student may test with TTS Read Text Only or TTS Read Text and Graphics.
- If student uses text-to-speech or receives a read aloud accommodation during other accountability assessments (e.g., PARCC, Smarter Balanced) or other class or districtwide assessments—the student may test with TTS Read Text Only or TTS Read Text and Graphics.
- If someone (teacher, paraprofessional, another student, parent) regularly reads aloud to the student in school as an instructional accommodation—the student may test with TTS Read Text Only or TTS Read Text and Graphics.

The **Read Text Only** accommodation renders the alternative text (short) description or textual equivalent for an image, regardless of where that text resides. The alt. text (short) attribute is intended for a variety of student disabilities, including visual, cognitive, or print.

The **Read Text and Graphics** and **Optimized for Screen Reader** accommodations render the alternative text (long) description when the equivalent alt. text (short) cannot be presented succinctly, and therefore a long description is required to convey the information. The long description attribute is intended primarily for screen reader users, or those who use the native speech synthesizer but require the detailed description to process the information.

**Requirements:**

*Accommodation must be set in TIDE under Auditory Assistance Tools.*
### Concentration Assistance Tools

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<th>Accommodation</th>
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<th>Recommended Use</th>
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| **Masking**   | - Allows student to block off answer choices, or any parts of the stimuli, as well as all navigational buttons and menus.  
- Masking involves blocking off content that is not of immediate need or that may be distracting to the student.  
- Students can focus their attention on a specific part of a test item by masking. | Students with attention difficulties may need to mask content. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments.  
**Requirements:**  
Accommodation must be set in TIDE under Concentration Assistance Tools. |

### General Testing Tools

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<tr>
<th>Accommodation</th>
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| **Four-Function Calculator** | - Allows students to use the basic online four-function calculator on the Math Test – No Calculator.  
- The Desmos calculators in the CB Secure Browser include accessibility features for vision-impaired and blind students and work with most assistive technologies, such as screen readers. | Students who have calculators identified as a needed accommodation in an IEP or 504 plan may use the calculator on the Mathematics – No Calculator. Students with visual impairments who are unable to use the embedded Desmos calculator will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator.  
**Requirements:**  
Accommodation must be set in TIDE under General Testing Tools. |
| **Paper and Pencil Test** | - The digital SAT, PSAT 8/9, and PSAT 10 are provided online through a secure browser. Districts will not automatically receive paper test booklets. | A paper-based assessment is available for students who are unable to take a computer-based assessment due to an identified disability. This accommodation is appropriate for a very small number of students whose need is documented in an IEP or 504 plan and have no other way to access the test.  
**Requirements:**  
Order paper test book through the test ordering system (TOS) or by contacting the College Board. |