

# Completing the Student Eligibility Form

## Student Identifying Information Sections 1–10

Complete all student identifying information at the top of the Student Eligibility Form. Do not leave items blank as it may delay the processing of your accommodations request.

<b>1 NAME (REQUIRED)</b> Enter your legal name, including hyphens, apostrophes and spaces. Omit suffixes such as Jr. or III. LAST NAME (Family Name) - first 15 letters FIRST NAME - first 12 letters M.I.	<b>2 DATE OF BIRTH (REQUIRED)</b> Month Day Year	<b>3 GENDER (REQUIRED)</b> <input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Another (not listed):
<b>4 MAILING ADDRESS (REQUIRED)</b> Line 1 (Street address or P.O. Box) Line 2 (Apartment number if applicable) City State Zip Code Home Telephone	<b>5 POSTAL CODE (Outside U.S. only)</b>	<b>6 COUNTRY CODE</b> (Outside U.S., U.S. territories, and Puerto Rico only) Fill in the country code from the list in the <i>SAT International Code List</i> available in your guidance office or online at <a href="http://collegeboard.org/sat-codes">collegeboard.org/sat-codes</a> .
<b>7 SCHOOL YOU ATTEND</b> School Name: Street Address: (Not P.O. Box) City: State:	<b>8 COLLEGE BOARD HIGH SCHOOL CODE</b> Find your school code online at <a href="http://collegeboard.org/sat-codes">collegeboard.org/sat-codes</a> or ask your school counselor. Entering a HS code authorizes us to send a score report to your school. Students schooled at home: enter 970000. If you don't have a high school code, enter 000003 (in the U.S. or U.S. territories) or 000004 (in international locations).	<b>9 EXPECTED HIGH SCHOOL GRADUATION DATE</b> Month Year <b>10 DATE OF NEXT INTENDED COLLEGE BOARD TEST</b> <input type="radio"/> PSAT/NMSQT or PSAT 10 <input type="radio"/> AP® <input type="radio"/> SAT or SAT Subject Month Year

### Section 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 using [Code Search](#) on the SAT website.

### Section 8: College Board High School Code

Print your 6-digit high school code, which is available in your guidance office or online using [Code Search](#) on the SAT website.

- If you are a home-schooled student, enter 970000;
- If you are no longer in school or don't have a high school code, enter 000003 (in the US or US territories) or 000004 (in international locations).

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.

## Accommodations Sections 12–13

Section 12: Requested Accommodations

- Include only accommodations that are needed for standardized tests. Some accommodations that may be provided in school are not relevant for College Board tests (e.g., copy of teacher notes)
- There may be multiple accommodations that address the same area of need (e.g., a reader vs. MP3 audio, braille vs. large print, computer vs. scribe). Please choose one accommodation that you wish to use for each area of need on College Board tests. If this is a rare case in which more than one of these accommodations is required, please provide a detailed rationale explaining why more than one accommodation in one area is being requested.

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, or are not included your school plan, this must be indicated in section 13.**

1. **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 specific section, leave that question blank. Keep these facts in mind:

Amount of Time	Standard	50% Extended	100% Extended
<b>SAT without Essay</b>	3 hours	4 hours, 30 minutes	6 hours
<b>SAT with Essay</b>	3 hours, 50 minutes	5 hours, 45 minutes	7 hours, 40 minutes

Note: Breaks are not included in test taking time

- All College Board exams require **reading**
  - College Board exams that include essays require **written language expression**
  - Many College Board exams require **mathematical calculations** (e.g., math, physics, chemistry, statistics)
  - Few College Board exams require **listening** (examples include foreign language and music tests)
  - Foreign language exams require **speaking**
  - The student receiving extended time must remain at the test site for the entire SAT testing time, even if the student finishes early
  - Students who are approved to test with extended time and who will take the SAT, the PSAT/NMSQT, or the PSAT 10 are also automatically approved to test with extra breaks
2. **Breaks.** Extra and extended breaks are provided in between test sections, and do not count toward testing time. If approved for breaks as needed, the student will be in control of when and how long a break will occur. This type of break is provided within a small group setting at the student's own school.
  3. **Reading/Seeing Text Assistance.**
    - A 14-point test booklet has larger pages than the standard (8"x11") test booklet, but the same number of pages per booklet. The 20-point test booklet has standard 8"x11" size pages, which results in more pages per test booklet.

- 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.
- Assistive Technology Compatible (ATC) Test Forms are typically used with screen readers. The ATC Test Form does not enable the student to record answers electronically.

4. **Recording Answers.**

- 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.
- A writer/scribe may record both multiple-choice answers and essay responses. Typically, when approved for a writer/scribe, a student would not also need another accommodation to record their answers.

5. **Other Assistance.** If the student is requesting preferential seating or another accommodation not listed above (**i.e., other**), please specify what is being requested. For example, “near proctor” or “away from door” may be used to clarify a request for preferential seating.

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

*Section 13: Accommodations Provided and Used on School Tests*

<b>13</b>	<p><b>ACCOMMODATIONS REQUESTED IN SECTION 12 PROVIDED AND USED ON SCHOOL TESTS</b></p> <p><input type="radio"/> All accommodations requested in section 12 have been provided and used on school tests and are included on the current IEP, 504 Plan, or Formal Written Plan/Program.</p> <p><input type="radio"/> Some or all accommodations requested in section 12 have NOT been provided and used on school tests or are not included on the current IEP, 504 Plan, or Formal Written Plan/Program. In the box below, list the accommodations that are being requested that have not been provided, used, or included in a school plan.</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>
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- Indicate whether the accommodations being requested have been provided and used on school tests AND are included on the student’s current IEP, 504 Plan, or Formal Written Plan/Program
- If any of the accommodations being requested have not been provided and/or used on school tests, or are not included on the plan, indicate this in the space provided.

## Disability and Documentation Sections 14–15

### Section 14: Disability

<b>14 DISABILITY</b> What is the diagnosed disability? (Note all that apply)	
<input type="radio"/> Learning Disorder (e.g., dyslexia, visual/auditory/language processing)	<input type="radio"/> Visual (specify): <input type="text"/>
<input type="radio"/> ADHD	Visual acuity: <input type="text"/>
<input type="radio"/> Hearing	(Measurements are: <input type="radio"/> With correction <input type="radio"/> Without correction)
<input type="radio"/> Autism Spectrum Disorder	Visual Field: <input type="text"/>
<input type="radio"/> Intellectual Disability	<input type="radio"/> Physical (specify): <input type="text"/>
<input type="radio"/> Psychiatric	<input type="radio"/> Other impairment (specify): <input type="text"/>
<input type="radio"/> Communication Disorder	(If this is the only disability)

- For visual, physical, and other impairments, please be sure to specify the student's condition as diagnosed.
- Please be sure to use the appropriate entry for the diagnosed condition. For example, any ADHD diagnoses (including ADD) fall under ADHD. Psychiatric disabilities may include anxiety, depression, Tourette's, and OCD. Physical impairments may include Cerebral Palsy and Diabetes. Common visual impairments include Convergence Insufficiency and Legally Blind.
- Use "Other Impairment" for diagnosed conditions that do not fall under the other categories. Again, please specify the disability as diagnosed.

### Section 15: Documentation

<b>15 DOCUMENTATION</b>	
<b>1. Formal Education Plan/Program</b>	
a. Indicate the current school-generated formal education plan/program that is approved. (To be current, the plan/program must be valid for the current school year.)	
<input type="radio"/> Current IEP	<input type="radio"/> No current formal plan is in place
<input type="radio"/> Current 504 Plan	<input type="radio"/> Student has been declassified
<input type="radio"/> Current Formal Written Plan/Program	<input type="radio"/> Student is homeschooled
b. What is the date the FIRST plan/program was approved (even if created at another school)? (If there is no formal plan or the date is unknown, see the online instructions at <a href="http://collegeboard.org/students-with-disabilities/instructions-student-eligibility-form">collegeboard.org/students-with-disabilities/instructions-student-eligibility-form</a> .)	Month Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>2. Evaluation Testing</b>	
a. Additional assistance and references are provided in the "Instructions for Completing the Student Eligibility Form," or online at <a href="http://collegeboard.org/ssd">collegeboard.org/ssd</a> .	
<input type="text"/>	
Examiner's name and title	
<input type="text"/>	<input type="text"/>
Area of certification/license	Date of evaluation
b. If applicable, Indicate the most recent standardized tests used to document the existence of the disability and the need for accommodation. (See "Instructions for Completing the Student Eligibility Form" for examples.)	
Cognitive Ability Test (Test Name: <input type="text"/> )	
Academic Achievement Test (Test Name: <input type="text"/> )	

For detailed information on documentation guidelines, see [Providing Documentation](#).

## 1. Formal Educational Plan/Program:

**1a.** Indicate whether the student has a current (within 12 months) IEP, 504 Plan, or other type of school generated formal plan/program.

**1b.** Indicate in the box the date of the initial plan/program, even if it was created at another school. If your records do not indicate when the initial plan was created, 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.

**2. Evaluation Testing.** Please indicate the type of evaluation (i.e., psycho-educational, neuropsychological, psychological, psychiatric, medical, visual, audiological, etc.) that was used to diagnose your disability. Please note that 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. For more information about disability documentation, refer to [Disability Documentation Guidelines](#).

**2b.** 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 [Learning Disorders](#) for other examples.)

## Confirming Information and Signature Section 16

<b>16</b>	<b>CONFIRMING INFORMATION AND SIGNATURE</b>	<table border="1"><tr><td colspan="5">High School Code</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	High School Code									
High School Code												
PARENTS AND HOMESCHOOLS: LEAVE THIS SECTION BLANK.												
SCHOOLS: If form is submitted by school, this section must be completed by school's SSD coordinator or official school representative.												
I verify that unless otherwise indicated in my responses above: (1) the accommodations requested above are provided and used on school-based tests; (2) the school has documentation on file that meets College Board Guidelines for Documentation; and (3) all information provided above is true and accurate.												
Name: (Please print)	<input type="text"/>	Title: <input type="text"/>										
Phone: <input type="text"/>	Fax: <input type="text"/>	Email: <input type="text"/>										
Signature: <input type="text"/>	Date: <input type="text"/>											

- Students who are home-schooled, or who are submitting a Student Eligibility Form without the involvement of their school, should leave this blank.

- By signing the form, the appropriate school official (i.e., SSD Coordinator) is verifying that the information provided on the form is true and accurate.
- At the top right of this section, the school official should fill in the school's 6-digit high school code.