



2014-15 AP SSD Guidelines

These guidelines have been prepared to help you administer AP Exams to students testing with accommodations. Students must be approved to receive testing accommodations by College Board Services for Students with Disabilities (SSD) **before** the exam administration. AP Coordinators and SSD Coordinators are responsible for ensuring that proctors have all the information they need to administer the AP Exams with approved accommodations. Providing accommodations to students without College Board approval will result in cancellation of these students' scores.

This booklet contains the following specific guidelines for administering exams to students testing with accommodations:

- Administering Large-Type Exams and Large-Block Answer Sheets
- Administering Braille Exams
- Administering World Language, Spanish Literature and Culture, and Music Theory Exams to Students Who Are Deaf or Hard of Hearing
- Administering Small-Group Testing
- Exam Readers
- Writers
- Administering Chinese and Japanese Language and Culture Exams

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Proctors should read pages 27–42 in the *2014-15 AP Coordinator's Manual* to make sure that they understand the responsibilities of a proctor and that they know what supplies they need to set up a testing room. Proctors administering exams with accommodations should also be knowledgeable about the kinds of accommodations made during the school year to support students who require them. However, proctors can only administer the exams with accommodations approved by the College Board. Students who are approved for accommodations by the College Board should take AP Exams under conditions as similar as possible to those under which they ordinarily work.

If you are administering the AP Art History Exam to students approved for large-type (also known as large-print) exams, note that the large-type AP Art History Exams feature separate full-color booklets with enlarged images that will be used to answer certain questions in the multiple-choice and free-response sections.

If you are administering AP Chinese Language and Culture and/or AP Japanese Language and Culture Exams on CD to students testing with accommodations, please contact SSD as soon as possible to ensure that appropriate accommodations will be available for these students. See pages 14–17 for information about enabling computer-delivered testing accommodations for AP Chinese and Japanese Exams. General guidelines for administering these exams are available in the *2014-15 AP Coordinator's Manual*.

Please see pages 71–86 of the *2014-15 AP Coordinator's Manual* for complete instructions on administering exams with extended time, including determining extended time for the AP Exams in world languages, Spanish Literature and Culture, or Music Theory; use of a computer; writing answers in the exam booklet; and rest breaks.

If you have any questions, please contact College Board Services for Students with Disabilities:

Voice: 844-255-7728 (toll free in the United States and Canada) or 212-713-8333

TTY: 609-882-4118

Fax: 609-771-7944

Email: ssd@info.collegeboard.org

Web: www.collegeboard.org/ssd

Administering Large-Type Exams and Large-Block Answer Sheets

MATERIALS

The enclosed shipment contains the large-type format AP Exam requested for each student. Also included are the large-block (enlarged) answer sheets.

The large-block answer sheet replaces the regular answer sheet. The same information that appears on the regular (scannable) answer sheet appears on the large-block answer sheet. However, students will place an X in the boxes on the large-block answer sheet instead of gridding responses in the circles as on the regular answer sheet. If desired, a regular answer sheet may be used instead of a large-block answer sheet.

Students approved for large-type Chinese and Japanese Language and Culture exams can expect to use the screen magnification function on their testing computers (see page 14). Schools should contact the SSD Office as soon as possible regarding these students to confirm that the appropriate font size is available and that the students have the ability to navigate the screens in the time allotted. Note that ZoomText is not supported on Windows 8. If you have a student approved for the screen magnification accommodation and you only have Windows 8 computers available, contact AP Services for Educators by phone at 877-274-6474 (toll free in the United States and Canada) or 212-632-1781, or by email at apexams@info.collegeboard.org (United States and Canada) or apexams-intl@info.collegeboard.org.

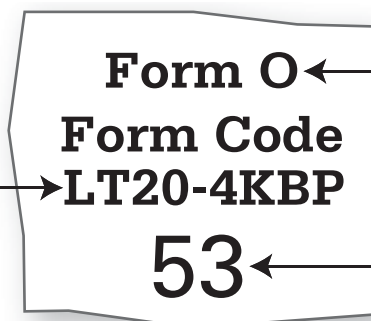
Large-Type Exams

Because all large-type exams are printed on white paper, the front cover of each of these exam booklets features the name and the color of the corresponding section for regular-format exams. For example, “Section I White Booklet” may appear on the multiple-choice booklet and “Section II Pink Booklet” may appear on the free-response booklet. This is designed to help proctors and students follow along with the spoken instructions in the *AP Exam Instructions* book. See page 26 of the *2014-15 AP Coordinator’s Manual* for a table listing the colors for the various exam materials for each AP Exam administration.

Note: Due to the size and the additional number of pages in the exams that are 20-point or larger, the instructions in the *AP Exam Instructions* book may not exactly match the large-type exam. For example, the directions on the back cover of a regular exam booklet may begin one or more pages earlier in the corresponding 20-point exam booklet.

The form information shown below can be found on the bottom right-hand corner of the exam booklet’s front cover.

This is an example of the form code for a Large-Type (LT) exam. The number that follows “LT” indicates the font’s point size. In this example, “LT20” indicates that this exam’s font size is 20 points.*



This is an example of the form of the exam.

This is an example of the two-digit exam code for the exam.

***Note:** The form code for a Photo-Enlarged (PE) exam is slightly different. There is no number that follows “PE” because all Photo-Enlarged exams have a font size of 14 points.

ADMINISTRATION

Many visually-impaired students request and are approved for additional accommodations. Such accommodations may include a magnifier, a magnifying machine, a reader, a writer, or a combination of the above.

Magnifiers/Magnifying Machines

Magnifiers/magnifying machines may be used for magnification purposes only. They must not have any capabilities for recording, storage, snapshot, and/or transmission of data, picture, text, or other information. The magnifier/magnifying machine may not be connected to any network (i.e., you must disable all network connections, including Ethernet), and must not be used to remove test questions from the room. Any computer or monitor connected to the magnifier/magnifying machine cannot copy, store, or print the magnified images. All unapproved aids are not allowed and must be disabled. (See page 73 in the *2014-15 AP Coordinator's Manual* for a list of unapproved aids.)

Testing Rooms

Students taking the same exam with varying amounts of extended time and students using a reader, a writer, or equipment that might disturb others must be tested in separate rooms. Try to keep one or two extra rooms reserved for this purpose. Each AP testing room must have at least one proctor at all times, so additional proctors will be necessary. If students using large-type formats are testing in the same room along with students taking regular-format exams, the students using the large-type exam should be seated in the back of the room to minimize opportunities for cheating.

Answer Sheets

Only answer sheets provided by the AP Program will be scored. Confirm that the student's identification information has been completed (pages 1–4 and 7–10 of the large-block answer sheet, or pages 1 and 4 of the regular answer sheet) and that the student has placed an AP number label on the first page of the large-block answer sheet. The AP Exam label from the Section I booklet should be removed and placed on the appropriate area on the answer sheet. The proctor may need to provide the student with college code numbers and other information from the student's AP Student Pack. The SSD Coordinator may enlarge and photocopy the Student Pack for any student who requests it; however, the student **must** use the AP number labels from his or her Student Pack.

Due to the confidential nature of AP Exams, the exam packet may be opened only on the day of the exam. No one, including the proctor and the AP teacher, is permitted to review exam materials prior to the administration.

AFTER THE ADMINISTRATION

After testing, the proctor should check the exam materials to ensure that AP number labels have been applied to the appropriate locations or, if number labels are not used, that the correct AP number has been written in the appropriate locations.

The Nonstandard Administration Report (NAR) form must be completed and returned for **each** exam administered with accommodations. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions do not need to be completed for students who are not approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all testing materials to the AP Coordinator for return to the AP Program.

See pages 84–86 in the *2014-15 AP Coordinator's Manual* for instructions on completing the NAR form. See page 62 for instructions for returning Braille and large-type exam materials for students with disabilities.

Administering Braille Exams

MATERIALS

If your school ordered a Braille edition of an AP Exam, it will be shipped with:

- **Corresponding regular-format exam booklet** (for reference during the administration of Braille exams)
- **Regular answer sheet(s)**
- **“Important Information Regarding the Braille Edition Exam” notice** (includes notification of any omitted questions)

and, if applicable:

- **Guide to the Nemeth Code** (Biology, Calculus, Chemistry, Computer Science, Physics, and Statistics)
- **Master CDs** (French, German, Italian, and Spanish Language and Culture; Spanish Literature and Culture; and Music Theory)
- **Student-response tapes or CDs**

Prior to exam day, the AP Coordinator may open exam packets for exams that are shipped with the Guide to the Nemeth Code (Biology, Calculus, Chemistry, Computer Science, Physics, and Statistics) and give this guide to students to review. All other exam materials may only be reviewed by the student during the scheduled exam administration; no other exam packets may be opened prior to the exam administration.

Important: Please do not write in the Braille edition of the exam or affix the student’s AP number label to the cover of the Braille exam. The **regular-format exam materials** that are included with the exam packet should be used to capture the student’s identification information for the Braille exam administration. The student should affix his or her AP number label to the regular-format exam booklets and sign the “Important Information Regarding the Braille Edition Exam” notice included with the exam packet.

ADMINISTRATION

Some students taking Braille exams are approved for other accommodations, such as a scribe or an assistant, which require testing in separate rooms. Try to keep one or two extra rooms reserved for this purpose. Each AP testing room must have at least one proctor, so additional proctors will be necessary.

The proctor should provide the student with the information contained in the student’s AP Student Pack and use the student’s unique AP number labels included in the Student Pack. Only answer sheets provided by the AP Program will be scored. The proctor or writer should assist the student in completing pages 1 and 4 — the student’s identification information — of the scannable answer sheet. Responses should be marked in pencil directly on the answer sheet.

OMITTED QUESTIONS

Braille exams are based on regular-format exams. In some instances, one or more questions or graphics included in the regular format cannot be appropriately converted to a Braille format. When this occurs, the questions or graphics are omitted from the Braille edition of the exam; however, the questions are not omitted from the answer sheet. Some documents relating to the document-based question (DBQ) on history exams may be omitted from the Braille edition. The student’s score will not be affected, and he or she will not be penalized for the omitted items. Please be sure to read the notice included with the exam shipment to the student prior to beginning the exam. Remind students using a Braille device to skip the number(s) of the omitted question(s) when recording their answers. Supervisors should also take care to skip the corresponding space on the answer sheet when transferring students’ answers.

RECORDING RESPONSES

If you have a student who is approved for Braille, please confirm before test day that the student has requested an accommodation to assist him or her in recording responses, and extended time, if needed. Because a student who is blind cannot record responses directly to the answer sheet or free-response booklet provided, many blind students request and are approved for additional accommodations for recording answers. Such accommodations may include a Braille writer, a computer, a writer/scribe, or a combination of the above. The use of electronic Braille writers, such as a Braille Note, and computers is for math calculations and essay writing only. Electronic Braille writers must be connected to a monitor, so that the proctor can see what the student is typing. Computers and electronic Braille writers **may not be connected to any network** (i.e., you must disable all network connections and Ethernet). In addition, the computer may not be the student's personal computer or a computer of any member of the student's family. All unapproved aids, such as the spell checker/grammar checker, are not allowed and must be disabled. See pages 72–73 in the *AP Coordinator's Manual* for more information about what aids may or may not be approved. All accommodations must be approved by the College Board and meet College Board guidelines. Refer to the following sections for information regarding computers and writers. If the student records his or her multiple-choice responses on a computer or electronic Braille writer, the proctor or assistant must transcribe these answers to the student's multiple-choice answer sheet.

All free responses produced in Braille must be transcribed to a computer and printed out before being returned to the AP Program. Each response must begin on a new page and include the title of the exam, the question number, and one of the student's AP number labels (or written AP number) at the top of each sheet of paper used. If the student chooses not to provide a response to a free-response question, this should be indicated with the text "No Response" at the top of the corresponding page. Do not include the student's name on the page. **Staple all sheets to the first page in the student's free-response booklet.** Do not send electronic files with the exams. The proctor must delete student responses from the computer and/or other equipment following successful transcription and printing.

AFTER THE ADMINISTRATION

After testing, the proctor should check the exam materials to ensure that AP number labels have been applied to the appropriate locations or, if number labels are not used, that the correct AP number has been written in the appropriate locations.

The Nonstandard Administration Report (NAR) form must be completed and returned for **each** exam administered with accommodations. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions do not need to be completed for students who are not approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all testing materials to the AP Coordinator for return to the AP Program.

See pages 84–86 in the *2014-15 AP Coordinator's Manual* for instructions on completing the NAR form. See page 62 for instructions on returning Braille and large-type exam materials for students with disabilities.

Administering World Language, Spanish Literature and Culture, and Music Theory Exams to Students Who Are Deaf or Hard of Hearing

For a student who is deaf or hard of hearing and plans to take the AP Music Theory Exam, the AP Coordinator should contact the SSD office.

MATERIALS

The scripts for the parts of the exams that include audio material are shipped separately from the exam materials. The scripts are in a sealed envelope with the name of the student and the exam name labeled on the front of the envelope. **Due to the confidential nature of the scripts, the envelope may be opened only on the day of the exam administration.**

You will need to refer to pages 74–78 of the *2014-15 AP Coordinator's Manual* for information about determining extended time for these exams, including extended timing tables that outline the types of extended time and the timing for individual exam parts. Please review the information on pages 87–93 for administration options for Section II of the world language and Spanish Literature and Culture exams and follow the exam instructions in the *AP Exam Instructions* book.

PREPARATION FOR THE ADMINISTRATION

The testing room for the student should be prepared and all equipment should be tested in advance of the administration. **Do not use exam materials for this purpose.**

ADMINISTRATION

A proctor must be in the room at all times. Students testing in separate rooms must begin the exam at the same time as the other students for exam security purposes.

If the student has been approved for an interpreter, the interpreter is expected to:

- sign or mouth all instructions as spoken by the proctor throughout the exam (a student may ask to have the instructions repeated).
- interpret any questions from the student to the proctor.
- interpret any responses from the proctor to the student.
- not sign or interpret test questions or responses for the student (interpreters may be used for the oral instructions only).

If a student has been approved for the use of a written copy of oral instructions, a copy of all instructions that will be spoken by the proctor must be available in writing for the student. If the school has local instructions that will be announced to the student (such as the location of restrooms), these instructions should also be available in writing for the student. Additionally, the student should be provided with a blank piece of paper on which to write questions.

For the Listening part (French, German, Italian, and Spanish Language and Culture and Spanish Literature and Culture), a student who is deaf or hard of hearing may be approved for one of the following testing accommodations:

- to have the Listening part read aloud to him or her by a reader or a pair of readers who speak the dialogues. (In this case, two proctors fluent in the language, but not the AP teachers, should read the scripts provided.)
- to read the print script of the Listening part.
- to read the print script while a reader reads the part aloud. (In this case, the reader should be a person fluent in the language, but not the AP teacher.)

In Section II, Part A (French, German, Italian, and Spanish Language and Culture), the student must complete two writing tasks. One task includes writing a response to written stimuli. The second task involves listening to aural stimuli as well as reading written stimuli to develop a response to the question. For the Writing part, a student who is deaf or hard of hearing may be approved for one of the following testing accommodations:

- to have Task 2 of the Writing part read aloud to him or her by a reader.
- to read the print script of Task 2 of the Writing part.
- to read the print script of Task 2 of the Writing part while a reader reads the part aloud. (In this case, the reader should be a person fluent in the language, but not the AP teacher.)

For the Speaking part (French, German, Italian, and Spanish Language and Culture), a student who is deaf or hard of hearing may be approved for one of the following testing accommodations:

- where appropriate, depending on the student's specific disability, to have the Speaking part waived.
- to produce a recorded oral response based on the student reading the script.
- to produce a recorded oral response based on a reader reading the script aloud.

The following designations will be noted on the script:

MA – Man A	WA – Woman A
MB – Man B	WB – Woman B

These designations will be given each time there is a change of speaker. It is important that students know when there is a change of speaker in order to fully comprehend the meaning of the dialogue, narrative, or passage.

A student who is reading from the script should be given the script only when he or she is ready to work on that part. The script should not be given to the student prior to the start of the listening, writing, and speaking parts of the exam. At the end of the session, the proctor should make sure that the student's responses have been recorded properly and then continue the directions for the exam in the *AP Exam Instructions* book.

Master audio CDs do not include extended time. Proctors can apply extended time to master CDs by pausing between tracks or after the audio stimulus is played. The total amount of time allotted for pausing audio material within a section or part may never exceed the amount of extended time the student is eligible for within that specific section or part. Proctors must allow students to pace themselves.

A student who is approved for extended time is not also approved for repetition of aural stimuli. Only students with documented listening disabilities requiring repetition of aural stimuli, and who are approved by the College Board for this accommodation, may do so. **Note:** The option to repeat stimuli is NOT available for AP Chinese and Japanese Exams on CD.

AFTER THE ADMINISTRATION

After testing, the proctor should check the exam materials to ensure that AP number labels have been applied to the appropriate locations or, if number labels are not used, that the correct AP number has been written in the appropriate locations.

The Nonstandard Administration Report (NAR) form must be completed and returned for **each** exam administered with accommodations. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions do not need to be completed for students who are not approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all testing materials to the AP Coordinator for return to the AP Program.

See pages 84–86 in the *2014-15 AP Coordinator's Manual* for instructions on completing the NAR form. See page 62 for instructions on returning exams for students with disabilities.

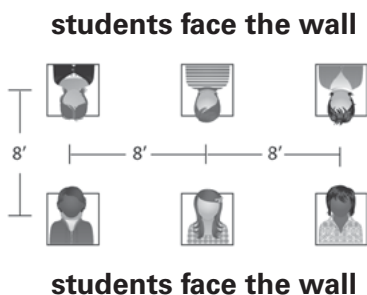
Administering Small-Group Testing

Where students have been approved for small-group testing and/or extra or extended breaks, care must be taken to ensure minimal disruptions. If students taking the same exam at the same time have been approved for different types of accommodations, it may be necessary to have more than one extra room available. Use a separate room if the accommodations of an individual or group of students would disrupt other students.

SMALL-GROUP TESTING

There is no limit to how many students may test in a room designated for small-group testing. However, the room should be large enough to ensure that students are seated at least **five feet** apart. If you are administering the speaking part of the French, German, Italian, or Spanish Language and Culture exams in a classroom, it is preferable to have students positioned at the perimeter of the room, facing the walls, with students spaced at least **eight feet** (approximately 2.4 m) apart. Distance between students should be measured from the center of one student to the center of the next student. This will minimize students hearing other students' responses. (See suggested seating arrangement diagram below.)

Suggested Seating Arrangement



REST BREAKS

Please refer to page 74 of the *2014-15 AP Coordinator's Manual* for information on rest breaks.

Exam Readers

CHARACTERISTICS OF A GOOD READER

- **Must be a native English speaker (or, for AP Exams in world languages and Spanish Literature and Culture, must be fluent in both English and the language being tested).**
- Able to read aloud clearly, at a normal pace, with good pronunciation.
- Familiar with the signs, symbols, terms, or words that are specific to the exam content.
- Able to follow instructions and read verbatim only the words in the exam booklet or on the screen, without changing, adding, or assisting the student in selecting a response.
- Willing to be patient and to understand that the student may need to have many exam questions repeated several times.
- Able to work with the student comfortably and compatibly without creating unnecessary pressure or unrealistic expectations.

GENERAL GUIDELINES

- Students must be tested in separate rooms, and the reader may assist only one student at a time. Each student approved for this accommodation must have his or her own reader.
- The reader must not be a relative or close friend of the student, anyone involved in tutoring or preparing the student for the AP Exam, a prospective student for the same AP Exam, or the AP course teacher. The reader must not handle materials for an exam in the year in which an immediate family or household member may be taking that exam at any school.
- The reader must not be employed part- or full-time at a test-preparation company.
- The reader must not participate in any coaching activity that addresses the content of secure College Board tests.
- The reader should be properly instructed on exam security and on how to proceed during the exam administration.
- Prior to the exam administration, the student should discuss with his or her reader how best to work together.
- A reader for the AP Music Theory Exam must be fluent in describing and writing music notation.
- **Important:** If an additional copy of an exam booklet is necessary for a reader during an exam administration, it must be ordered through the AP Online Exam Ordering Service (www.collegeboard.org/school) at the time of the school's regular exam order. Confirm that the form and form code of the reader copy used by the proctor is the same as the exam used by the student. For more information about ordering and returning reader copies, see page 72 of the *2014-15 AP Coordinator's Manual*.

PROCEDURES FOR USING AN APPROVED PERSONAL READER

- An approved reader should be admitted to the school with the student. The reader's photo identification should be checked.
- The proctor must stay in the room at all times during the exam administration.
- An approved reader provided by the student is *not* present to function as an aide to the school staff. It is inappropriate to ask the reader to perform clerical duties of any kind. The reader should not be asked to assume any responsibilities belonging to either the school staff or the student.
- School staff must ensure that proper exam security is maintained at all times. It is important that the exam proctors ask questions and avoid any hasty interpretations of what appears to be suspected communication of exam content or exchange of information between the student and the reader that might give the student an unfair advantage. The task requested by the student might be acceptable

once understood. Extraneous discussion or communication concerning *interpretation* of exam content is not permitted. If such discussion occurs and cannot be controlled, or if the school staff observe anything they deem unusual, report the situation on an Incident Report (IR) and advise the student that you are going to do so. Refer to the *2014-15 AP Coordinator's Manual*, pages 52–59, regarding administration incidents and completing an Incident Report.

- The proctor may stop the exam and dismiss the student if he or she believes that the reader has provided the student with any unfair advantage. In such instances, the College Board reserves the right to cancel the student's exam score.

GENERAL INFORMATION FOR READERS

- Students who are blind or who have visual impairments may also have special tools or equipment (i.e., abacus, Braille writer, or computer) that have been approved for use during the exam. These tools offer neither an unfair nor a special advantage; they are comparable to paper and pencil and accomplish the same tasks. The most important consideration is for the reader and the student to have the same set of expectations about what is to happen, how much time is allowed, and how all the tasks will be accomplished.
- Students approved for a reader must have all portions of the exam read aloud, unless they are approved for use of a reader on specific portions of the exam. The student depends on the reader to dictate the exam questions accurately, to pronounce words correctly, and to speak in a clear voice throughout the exam, which may go on for several hours. It is a demanding and somewhat tedious task, and not everyone is suited for it. Water should be available for the reader.
- The reader's task is to read only the exam questions and, in the multiple-choice section, the answer choices. The reader must not try to solve the problem or determine the correct answer as he or she reads because this may result in an unconscious pause or change in inflection that could be misleading or disconcerting to the student. The expression on the reader's face should remain neutral. The reader must not look at the student, smile, or frown to indicate approval or disapproval.
- Each question must be read as clearly as possible. Special emphasis should be given to words printed in bold, italics, or capital letters, to alert the student that they are printed that way. The reader must not give his or her own emphasis to words not emphasized in print.
- If the reader is unfamiliar with a word or is not sure how to pronounce it, the reader should advise the student that he or she is not certain how to pronounce the word and spell it for the student.
- When reading a word that is pronounced the same as another word with a different spelling, the reader should spell the word after it has been pronounced, if there can be any doubt about which word is intended.
- The reader should spell any words requested by the student.
- The reader should avoid getting into conversations about the exam questions, but he or she can respond to the student's questions by repeating the item, words, or instructions as needed.
- When reading passages, the reader should be aware of all punctuation marks. Indicate quotation marks and other relevant punctuation not apparent in the reading of the passage. Some students may prefer that all punctuation marks be read.
- When exam questions refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, the reader might say, "Question X refers to the following lines from the passage just read to you . . ." The reader would read the appropriate lines in the passage and then read Question X and its response options.

SPECIAL CONSIDERATIONS FOR MULTIPLE-CHOICE QUESTIONS

- The reader should be particularly careful to give equal stress to each response option, reading all of them before waiting for a response. The student will record the answer or provide the answer to the proctor or writer, who will record it for the student.
- If the reader is recording answers and if the student designates a response choice by letter only (“D,” for example), the reader should ask if he or she should reread the complete response before the answer is recorded.
- If the student chooses an answer before the reader has read all of the answer choices, the reader should ask if he or she should read the other response options.
- The reader should allow the student to pause before responding. However, if the student pauses for a considerable time following the reading of the answer choices, the reader should say, “Do you want me to read the question again, or any part of it?” When rereading questions, the reader should be careful to avoid any special emphasis on words not emphasized in the printed copy by bold, italics, or capital letters.

SERVING AS A READER FOR MATHEMATICS EXAMS

A student is permitted to ask the reader to write notes and to assist with intermediate steps in computing mathematics problems, especially if the student has no tools or equipment for taking notes or is unable to do so. For example, in the multiplication of numbers (e.g., 17×521), a student may say, “Seven times one is seven.” *Put down the seven.* “Seven twos are 14.” *Put down the four and carry the one.* “Seven fives are 35 and one is 36.” *Put down 36.*

Mathematical expressions must be read precisely and with care to avoid misrepresentation for a student who has no visual reference. Use technically correct yet simple terms, and be consistent in the treatment of similar expressions. Here are some typical expressions and the manner in which they should be read:

- (a) *Lowercase letters that are juxtaposed should be read as a multiplication expression:*

xy should be read as “ x times y .”

- (b) *Simple numerical fractions should be read as fractions:*

$\frac{5}{6}$ should be read as “five sixths.”

However, similar letter expressions can be read as one letter “over” another:

$\frac{a}{b}$ should be read as “ a over b .”

- (c) *To avoid confusion, complicated fractions (that contain other mathematical operations) should be read in terms of their numerators and denominators:*

$\frac{b+d}{c}$ should be read as “a fraction with numerator b plus d and denominator c .”

(d) *Negative numbers should be read as “negative”:*

-5 should be read as “the negative of five,” not “minus five.”

When a subtraction operation is involved, read the sign as “minus”:

$x-5$ should be read as “ x minus five.”

(e) *Expressions containing multiple mathematical operations should be read exactly as they appear, indicating any parenthetical expressions:*

$a(x-y)$ should be read as “ a , parenthesis, x minus y , close parenthesis.”

$a \times b^2$ should be read as “ a times the square of b .”

$z + (-a)$ should be read as “ z plus, parenthesis, the negative of a , close parenthesis.”

Writers/Scribes

A trained writer may assist in the exam administration if a student requires it and if the College Board SSD office has approved the accommodation.

WRITER ELIGIBILITY CRITERIA

- The writer must be fluent in English (or for AP Exams in world languages and Spanish Literature and Culture, fluent in English and the language being tested).
- The writer must not be a relative or close friend of the student, anyone involved in tutoring or preparing the student for the AP Exam, a prospective student for the exam, or the AP course teacher. The writer must not handle materials for an exam in the year in which an immediate family or household member may be taking that exam at any school.
- The writer must not be employed part- or full-time at a test preparation company.
- The writer must not participate in any coaching activity that addresses the content of secure College Board tests.

MULTIPLE-CHOICE QUESTIONS

Sometimes a student, because of his or her disability, has trouble speaking clearly or distinctly. The writer should confirm the student's response. For multiple-choice questions, if the writer cannot understand a student's pattern of speech or if it is barely audible, large cards — each indicating one of the four or five exam options — can be used. The student can then choose the appropriate card.

FREE-RESPONSE QUESTIONS

Students with disabilities must be given the same opportunity as other students to plan, draft, and revise their free responses. This means that the writer may write down an outline or other plan as directed by the student. The writer must write down the words of the student exactly as dictated. If time permits when the free response is finished, the student may read the free response and dictate revisions. If the student's disability prevents him or her from reading the free response, the writer may read it aloud and allow the student to dictate revisions. The writer's responsibility is to be both accurate and fair, neither diminishing the fluency of the student nor helping to improve or alter what the student asks to be recorded.

The writer's role includes the following considerations:

- At all times, the writer must write only what the student dictates.
- The writer may not prompt the student in a way that would result in a better response. For example, prompts such as "Let's list reasons to support your position" or "Do you want to give more examples?" give the student an unfair advantage and are inappropriate. However, the writer may respond to questions such as "Where are we on my outline?" by pointing to and reading the outline.
- The writer should ask for the spelling of commonly misspelled words and homonyms such as "to," "two," and "too," or "there," "their," and "they're." If the student uses a word that is unfamiliar to the writer or a word that the writer does not know how to spell, the writer should ask the student to spell it.

Because good free-response writing demands fluency, the writer's job is to record the student's production accurately without making the task more complicated. Clearly, a capable writer could improve the mechanics (spelling, capitalization, and punctuation) of a weak free response. On the other hand, even a capable writer who had to spell out every word would begin to sound stilted. Sometimes the writer needs to speak so as to confirm that what has been written is in fact what the student intended. For example, if the student says what sounds like "flower," the writer may need to ask, "Do you mean 'f-l-o-w-e-r' or 'f-l-o-u-r'?" The writer needs to strike a reasonable balance and not spell every word and ask for confirmation, but not make too many assumptions either.

Students must:

- indicate the beginning and end of each sentence and paragraph.
- indicate all punctuation marks.
- spell all commonly misspelled words and all words associated with a topic such as geographic places and people's names, without reference to a dictionary.

After indicating that they know to start a sentence with a capital letter and end with a period, or to capitalize the letter "I" when referring to themselves, students do not have to continue to specify these conventions throughout. The writer should apply these automatically. The free response must be written in longhand or typed, as approved by the College Board. The student should have an opportunity to review and revise the free response, provided that the time allotted has not expired. Cross-outs and insertions are allowed and are not penalized, as for all students. Those who score the free responses will not be informed that any testing accommodations were allowed.

The writer may have to make decisions about how to proceed in situations that are not described above. The guiding principle in making these decisions should be that the process should neither help nor penalize the student.

PROCEDURES FOR USING A WRITER

- Students should be tested in separate rooms, and the writer may assist only one student at a time. Each student approved for this accommodation must have his or her own writer.
- Prior to the exam administration, the student should discuss with his or her writer how best to work together.
- The proctor must remain in attendance at all times during the exam administration.
- An approved writer is **not** present to function as an aide to the administration staff. It is inappropriate to ask the writer to perform clerical duties of any kind. The writer should not be asked to assume any responsibilities belonging to either the school staff or the student.
- School staff must ensure that proper exam security is maintained at all times. It is important that the proctor ask questions and avoid any hasty interpretations of what may be communication of exam content or exchange of information between the student and the writer that might give the student an unfair advantage. The task requested by the student might be acceptable once understood. Discussion or communication concerning *interpretation* of exam content is not permitted. If such discussion occurs and cannot be controlled, or if school staff observe anything they deem unusual, the situation should be reported on an Incident Report (IR), and the student should be advised of this action.
- The proctor may also stop the exam and dismiss the student if he or she believes that the writer has provided the student with any unfair advantage. In such instances, the College Board reserves the right to cancel the student's exam score.

Administering Chinese and Japanese Language and Culture Exams

Since much of the preparation for and administration of the AP Chinese and Japanese Language and Culture Exams on CD differs significantly from those of paper-based AP Exams, you must refer to the *2014-15 AP Coordinator's Manual* (pages 100–117) for instructions on setting up your students' computers for testing and for administering the exams.

Once you've set up the computers, you may then follow the instructions in this *SSD Guidelines* booklet to enable computer-delivered testing accommodations for approved students.

OTHER ACCOMMODATIONS (INCLUDING TEMPORARY SUPPORT)

If students taking AP Chinese or Japanese Exams are approved for accommodations such as Braille or large-type exams, a reader, writer, sign language interpreter, or any other accommodation not noted here, schools should contact the SSD Office as soon as possible to ensure that appropriate arrangements can be made to test the students. A student who has a temporary medical or physical condition may request temporary assistance in order to complete the exam. Follow the procedures outlined on page 71 of the *2014-15 AP Coordinator's Manual*.

COMPUTER-DELIVERED TESTING ACCOMMODATIONS

If a student has been approved by the College Board SSD Office to receive them, you may enable the following computer-delivered testing accommodations for the AP Chinese or Japanese Exams using the Setup CD and the Exam CD:

- additional breaks
- adjustable colors
- extended time
- screen magnification

Note: The screen magnification software must be installed on the computer before testing. You must follow the Setup CD instructions in the *2014-15 AP Coordinator's Manual* on pages 103–105. During the Setup CD installation process, you should designate a specific computer for the student testing with this accommodation. See step 5 of the Setup CD instructions on page 104 of the *AP Coordinator's Manual*.

Note: ZoomText is not supported on Windows 8. If you have a student approved for the adjustable colors and/or screen magnification accommodation(s) and you only have Windows 8 computers available, contact AP Services for Educators.

ENABLING ACCOMMODATIONS ON EXAM DAY

On exam day, at the first “Student Information Part 1” screen, you’ll see a check box labeled “Check here if you require testing accommodations.” When you check this box, a screen titled “Computer Delivered Testing Accommodations” will appear. You should select the testing accommodations that have been approved for the student by the College Board. Use the administrator password (emailed to AP Coordinators after AP Chinese and/or Japanese Exams are ordered) to enable the approved accommodations for the student. See the sample screens below.

Please complete the required information below.

Use the Next and Previous buttons to navigate among the screens.
A scroll bar will appear on the right, when needed.

Student Information Part 1

AP Number :

Last Name :

First Name :

Middle Initial :

Check here if you require testing accommodations : ☒

Administrator: Please select testing accommodations for this student.

Computer Delivered Testing Accommodations

☒ Additional Break Amount : ▾

☒ Adjustable Colors

☒ Extended Time Multiplier : ▾

☒ Zoomtext Screen Magnification

ADDITIONAL BREAKS

When you set up a student for extra or extended breaks, a **Break** button will appear in the blue toolbar at the top of the screen throughout the exam. If the student clicks the **Break** button, a message appears: “Are you leaving or staying?” The clock continues to count down until the student chooses one of the following three buttons:

- **Cancel break** – If this button is selected, the student returns to the testing screen.
- **Remain in room** – If this button is selected, the clock stops, and the exam is suspended. The screen will be locked, and the student may stay in the room to rest. **There will be no exam content on the screen.** To return to testing, the student clicks **Resume test**.
- **Leave the room** – If this button is selected, the clock stops, and the exam is suspended. The screen will be locked, and the student may leave the room. There will be no exam content on the screen. To return to testing, the proctor must use the Administrator Override (key sequence **CTRL + SHIFT + ?** followed by the administrator password). A screen with the student’s information appears. The student should click the **Information is Correct** button in order to continue the exam.

Note: It is not possible to request breaks during the parts of the exam when audio is playing. Refer to the *2014-15 AP Coordinator's Manual* on page 74 for more information about accommodated breaks.

EXTENDED TIME

To set up a student who is approved for extended testing time, go to the **Extended Time** drop-down list on the “Computer Delivered Testing Accommodations” screen:

- Select **1.5** if the student is approved for 50-percent extended time.
- Select **2.0** if the student is approved for 100-percent extended time.

During the exam, time will be extended where appropriate. In most cases, the screen will show a countdown of the time left to answer a question. AP Chinese and Japanese Exams are not equipped to provide extended time within the Speaking part of these exams. If you have students taking these exams who have been approved for extended time for Speaking, please contact the SSD Office immediately.

Please be advised that:

1. Students cannot go back to another question. Therefore, they will not be able to use their extended time to listen to a question an additional time or to go back to an earlier question.
2. There is no time extension for the prompts or the responses in the Speaking part of the exams.

The “General Directions” screen of the exam will feature the following note for the student:

Note: The directions throughout the exam regarding timing for specific questions reflect the standard timing. If you have been approved for extended time, the adjusted timing for applicable parts of the exam will be reflected accurately on the clock that appears on the screen.

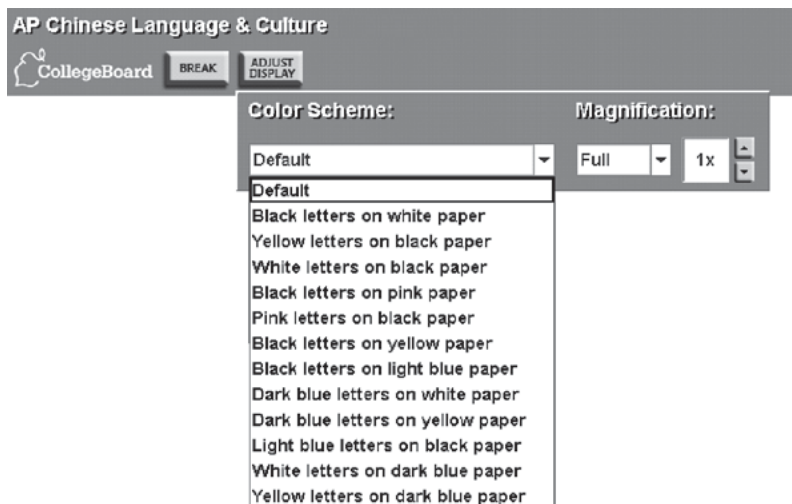
ADJUSTABLE COLORS AND SCREEN MAGNIFICATION

From the “Computer Delivered Testing Accommodations” list, select the appropriate and approved accommodations for the student. The option for colored text or background is **Adjustable Colors**; however, in the exam, it is called “Color Scheme,” and it is one of the options available in the **Adjust Display** drop-down menu.

In the exam, the **Adjust Display** button opens to the drop-down menu options for **Color Scheme** and **Magnification**. The student may click the **Adjust Display** button to hide or show this toolbar.

Note: Students testing with the screen magnification accommodations should be situated at the perimeter or the back of the testing room to minimize disturbance to them and to other students, and to ensure exam security.

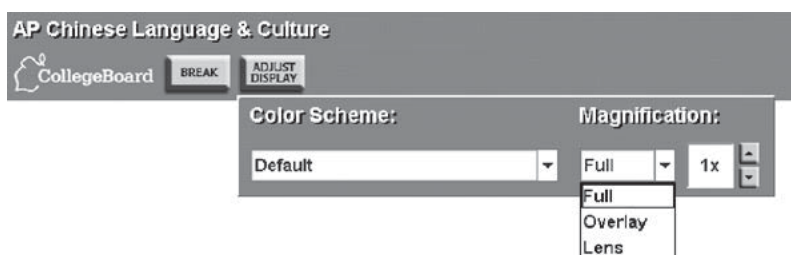
Note: ZoomText is not supported on Windows 8. If you have a student approved for the adjustable colors and/or screen magnification accommodation(s) and you only have Windows 8 computers available, contact AP Services for Educators.



The student may use the **Color Scheme** drop-down menu to choose from a list of color options for the screen. While the options refer to paper, the color scheme is based on a colored screen. For instance, “Black letters on pink paper” will display as black text on a pink background on the screen.

The student may use the **Magnification** drop-down menu to choose from three magnification options:

- **Full** – Magnifies the entire screen.
- **Overlay** – Magnifies a portion of the screen where the mouse is moved (about one-quarter of the screen size).
- **Lens** – This smaller rectangular magnifier enlarges a smaller area and can be moved about the screen.



The screen can be magnified from the default, 1x (approximately 12-point type size), and can progress to 1.2x (approximately 14 pt.), 1.5x, 1.7x (approximately 20 pt.), 2x, 2.5x, 3x, 3.5x, and up to 16x.

Note: When audio is playing, the **Break** and **Adjust Display** toolbars are grayed out and are not available to the student.

If a student is using one of the options in the **Color Scheme** menu, the full-color picture sequence for the Story Narration task will be displayed in the special colors when the student reaches the Speaking part (Japanese) or the Writing part (Chinese). Since there is no option to change the display during the Speaking part, we suggest that before the student reaches the Speaking part of the Japanese exam, he or she change the **Color Scheme** to “Default” so that the images appear in full color. There is minimal text within the Speaking part that should affect the student. The student can adjust the display to return to the special colors at the end of the exam to complete the survey questions.

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