



**2025-26**

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# AP<sup>®</sup> Accommodations Guide

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# Introduction

## Who This Guide Is For

The *2025-26 AP® Accommodations Guide* is designed for Services for Students with Disabilities (SSD) coordinators and AP coordinators to use in preparing for, administering, and returning AP Exams for students testing with College Board-approved accommodations.

## What You'll Find in This Guide

This guide includes information you'll need to successfully prepare for and administer AP Exams with accommodations.

While much of the information in this guide pertains to all modes of testing, we use the following icons to help you easily identify:



Information specific to digital AP Exams with accommodations



Information specific to paper AP Exams with accommodations

**NEW** Information that is new or changed for the 2026 AP Exam administration

## Accommodations List

The following table provides a list of accommodations that may be approved for AP Exams.

Accommodation Name	Notes About the Accommodation
<b>Extended Time</b>	Options are available for up to time and one-half, up to double time, and up to more than double time depending on a student's specific accommodation. If more than one type of extended time is approved, the greatest amount will be applied.
▪ Reading: up to time and one-half, up to double time, up to more than double time	Reading applies to the entire exam.
▪ Math: up to time and one-half, up to double time, up to more than double time	Math applies to exams with a math component only.
▪ Writing: up to time and one-half, up to double time, up to more than double time	Writing applies to Free-Response Questions only.
▪ Listening: up to time and one-half, up to double time, up to more than double time	Listening applies to AP Music Theory, AP Spanish Literature and Culture, and AP world language exams only.
▪ Speaking: up to time and one-half, up to double time, up to more than double time	Speaking applies to AP Music Theory and AP world language exams only.
<b>Breaks</b>	
▪ Extra breaks	An extra break is provided midway through the section (based on time not question number), or if there are subparts, between part A and part B. For AP Seminar, the extra break will be at the halfway point of the exam during Part B.
▪ Extended breaks	Extended breaks are twice the standard break amount applied between Section I and Section II of the exam.
▪ Breaks as needed	Breaks as needed allows a student to pause the exam for breaks as necessary.

Accommodation Name	Notes About the Accommodation
Permission to Test Blood Sugar	Approved students should also request extra breaks or breaks as needed, if necessary.
Food/Drink/Medication*	
Preferential Seating	
Printed Copy of Verbal Instructions	
Limited-Time Testing and Multiple-Day Testing	<p>If the total testing time exceeds the amount of time approved per day, the student will need to test over multiple days.</p> <p>If the student requires multiple-day testing, the exam start time on Day 2 must be the same as Day 1.</p>
Braille	
<ul style="list-style-type: none"> <li>Refreshable Braille</li> </ul>	Approved students will test digitally with a refreshable braille device.
<ul style="list-style-type: none"> <li><b>NEW</b> Braille Paper Testing</li> </ul>	Student is approved for a paper braille format of the exam, and the AP coordinator must order the exam in AP Registration and Ordering.
Raised Line Drawings	<p>Students testing digitally who require a detailed description of graphs/images should request a screen reader accommodation.</p> <p>Students who want to take a braille paper exam should request a braille paper testing accommodation and the AP coordinator must order the exam in AP Registration and Ordering.</p> <p>Note: Raised line drawing supplements are not available for digital AP Exams.</p>
Large-Print	Students testing digitally will use the zoom function.
<ul style="list-style-type: none"> <li>Large-print for paper exams (14-point, 20-point, or larger)</li> </ul>	Applicable for paper exams and Section II of hybrid digital exams only.
<ul style="list-style-type: none"> <li>Large-print answer sheet for paper exams</li> </ul>	Applicable for paper exams only.
Magnification	
Braille Writer	
Human Reader	
<ul style="list-style-type: none"> <li>Human Reader for AP paper exams</li> </ul>	<p>Applicable for paper exams only. The human reader reads the entire test.</p> <p>Approved students automatically get up to time and one-half extended time.</p>
<ul style="list-style-type: none"> <li>Human Reader for digital tests</li> </ul>	<p>Applicable for digital exams only.</p> <p>Approved students automatically get up to time and one-half extended time.</p>
Screen Reader	
<ul style="list-style-type: none"> <li>Screen reader (non-embedded) for entire digital test</li> </ul>	Students will use a separate (third-party) screen reader. These students must request extended time separately, if necessary.
<ul style="list-style-type: none"> <li><b>NEW</b> Screen reader for Math sections (non-embedded)</li> </ul>	Applicable for Math sections only. These students must request extended time separately, if necessary.

\* Epi-pen use does not need prior approval

Accommodation Name	Notes About the Accommodation
<b>Text-to-Speech</b>	
<ul style="list-style-type: none"> <li>Text-to-speech (embedded) for entire digital test</li> </ul>	Approved students will be able to use Bluebook's built in text-to-speech tool, which allows the entire test to be read aloud. These students must request extended time separately, if necessary.
<ul style="list-style-type: none"> <li><b>NEW</b> Text-to-speech for Math sections (embedded)</li> </ul>	Applicable for Math sections only. Students approved for this will be able to use Bluebook's built in text-to-speech tool, which allows test sections that require math calculations to be read aloud. These students must request extended time separately, if necessary.
<b>Dictation for Digital Tests (Speech-to-Text)</b>	Approved students will test in a 1:1 setting and will automatically get up to time and one-half extended time.
<b>Record Answers in Test Book</b>	Applicable for paper exams only. The answers would need to be transcribed onto the answer sheet.
<b>Sign Language Interpreter for Oral Instructions ONLY</b>	
<b>Writer/Scribe</b>	
<ul style="list-style-type: none"> <li>Writer/scribe for AP paper exams</li> </ul>	Applicable for paper exams only. Approved students will test in a 1:1 setting and will automatically get up to time and one-half extended time.
<ul style="list-style-type: none"> <li>Human scribe for digital tests</li> </ul>	Applicable for digital exams only. Approved students will test in a 1:1 setting and will automatically get up to time and one-half extended time.
<b>Colored Overlay / Color Contrast</b>	
<b>Auditory Amplification / FM system</b>	
<b>Four-Function Calculator</b>	Approved students can use their own calculator.
<b>Computer to Type Essay or Free Response (Formerly Computer [Word Processor ONLY for Essays ONLY])</b>	Applicable for essay or free-response questions in paper exams and hybrid digital exams only.
<b>Paper Test for Digital Assessments</b>	Applicable for digital exams only. AP coordinator must order the exam in AP Registration and Ordering.



## How Accommodations Work for Different Modes of Testing

To help determine which accommodations students may need for different modes of testing, review the following table that provides a snapshot of how various approved accommodations may be provided depending on the mode of testing, and also consider how the student is working in the class through the year. Talking with the student, the SSD coordinator, and the student's teacher can help in planning for the student's testing experience.

Because students taking a hybrid digital AP Exam use both Bluebook and paper free-response booklets, there are some unique considerations regarding accommodations for these exams.

AP coordinators and teachers can review more information at [cb.org/ap-digital-hybrid](https://apcentral.collegeboard.org/ap-digital-hybrid) about the free-response booklets for hybrid exams, including sample booklets for each subject, to help determine which accommodations will best meet the students' needs.

Approved Accommodation	Fully Digital Subjects	Hybrid Digital Subjects	Paper Subjects
<b>Extended Time</b> Up to time and one-half Up to double time Up to more than double time	Automatically applied in Bluebook		Administered by the proctor
<b>Breaks</b> Breaks: Extended Breaks: Extra Breaks as Needed	Automatically applied in Bluebook For breaks as needed, students use a pause button in Bluebook to take their breaks.		Administered by the proctor
<b>Verbal Instructions</b>	Accessible via the Help page in Bluebook		AP coordinator must provide a copy of the proctor script
<b>Limited-Time and Multiple-Day Testing</b>	Must be indicated in AP Registration and Ordering no later than 48 hours before the scheduled exam date	Exam materials must be ordered through AP Registration and Ordering by March 13, 2026 and it must be indicated in AP Registration and Ordering no later than 48 hours before the scheduled exam date	Exam materials must be ordered through AP Registration and Ordering by March 13, 2026

Approved Accommodation	Fully Digital Subjects	Hybrid Digital Subjects	Paper Subjects
<b>Braille</b> Refreshable Braille <b>NEW</b> Braille Paper Testing	Students approved for Refreshable Braille will test digitally with a refreshable braille device Students approved for Braille Paper Testing will receive a paper braille format of the exam if the AP coordinator orders the paper braille exam in AP Registration and Ordering by March 13, 2026	Students approved for Refreshable Braille may use it for Section I and test with a human reader for Section II Students approved for Braille Paper Testing will receive a paper braille format of the exam if the AP coordinator orders the paper braille exam in AP Registration and Ordering by March 13, 2026	A paper format braille exam must be ordered in AP Registration and Ordering by March 13, 2026, for students approved for Braille Paper Testing
<b>Reading Assistance</b> Text-to-Speech Screen Readers Human Readers	Text-to-Speech (embedded) is accessible in Bluebook Screen Reader (non-embedded) is accessible through the device or software Human Reader for Digital Tests is a separate accommodation that may be requested if needed	Text-to-Speech (embedded) is accessible in Bluebook Screen Reader (non-embedded) is accessible through the device or software Students approved for either Text-to-Speech (embedded) or Screen Reader (non-embedded) may use them for Section I and test with a human reader for Section II, if needed	Human Reader for AP paper exams should be requested
<b>Writing Assistance</b> Dictation Human Writer/Scribe	Students approved for Dictation may use the Speech-to-Text functionality through their device or software Human Scribe for Digital Tests is a separate accommodation that may be requested if needed	Students approved for Dictation may use the Speech-to-Text functionality through their device or software and may also test with a human writer/scribe for Section II	Writer/scribe for AP paper exams should be requested
<b>Sign Language Interpreter</b>	May be used for oral instructions only or student can access a written copy of verbal instructions via the Help page in Bluebook		May be used for oral instructions only
<b>Paper Test for Digital Assessments</b>	A paper-format exam must be ordered in AP Registration and Ordering by March 13, 2026, for students approved for this accommodation		Not applicable

## Introduction

Approved Accommodation	Fully Digital Subjects	Hybrid Digital Subjects	Paper Subjects
<b>Large-Print, Magnification</b>	Accessible in Bluebook via the device's functions to zoom in and out	Accessible in Bluebook via the device's functions to zoom in and out  Students approved for Large-Print Test Book will have the Large-Print free-response booklet automatically added when the AP coordinator submits the exam order for the student through AP Registration and Ordering by March 13, 2026	Large-Print for paper exam book, Large-Print answer sheet, and/or Large-Print free-response booklet must be ordered in AP Registration and Ordering by March 13, 2026
<b>Color Overlay/Color Contrast</b>	Accessible in Bluebook via the device's color settings  A plastic overlay attached to the device's screen may be used	Accessible in Bluebook via the device's color settings  A plastic overlay attached to the device's screen may be used  A colored overlay may be used for the Section II free-response booklet	A colored overlay may be used
<b>Computer to Type Essay or Free Response (formerly Computer [Word Processor ONLY for essays ONLY])</b>	Not applicable. All students will type and submit their responses in Bluebook	Accessible via an additional school-owned and -controlled computer to type and print the response	Accessible via a school-owned and -controlled computer to type and print the response

## Additional Resources

You'll still need to refer to the following publications for various details.

- **2025-26 AP Coordinator's Manual, Part 1** includes details about:
  - ♦ Modes of testing for each AP Exam subject (e.g., fully digital, hybrid digital, or not delivered through Bluebook)
  - ♦ Ordering Exams for Students with Accommodations
  - ♦ Ordering Special Exam Materials
- *2025-26 AP Coordinator's Manual, Part 2* (available in January) includes details about:
  - ♦ Overall AP Exam Administration Policies and Procedures
  - ♦ Ongoing Exam Order Management
  - ♦ Seating Policy
  - ♦ Returning Exam Materials
  - ♦ Administration Incidents
- *Proctor Exam Day Guide* (available in March) includes details about:
  - ♦ Steps proctors need to take to administer digital AP Exams

## Introduction

- *2025-26 AP Exam Instructions* (available in January) includes:
    - ◆ Proctor Scripts for paper subject AP Exams (AP French, German, Italian, Spanish Language and Culture, AP Spanish Literature and Culture, and AP Music Theory)
  - *2025-26 AP Chinese and AP Japanese Exams: Setup and Administration Guide* (available in March) includes:
    - ◆ Proctor Scripts for AP Chinese and AP Japanese Exams and details about enabling and administering accommodations in these exams
  - **Accommodations and Supports Handbook** includes full details about Services for Students with Disabilities (SSD) and Accommodated Testing.
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## Information for Your Staff

Proctors should:

- Be aware that exams can be administered only with accommodations that have been approved by the College Board SSD office. Providing accommodations to students without College Board approval will result in the cancellation of students' scores.
- Read the applicable information in this guide about the accommodations that will be used in the exam(s) they'll be proctoring.
- Go to the SSD Accommodations and AP Exams playlist on the **AP Coordinator Experience YouTube channel** and watch the applicable videos for the accommodated exams they'll be administering.
- Read the "Preparing Proctors" section of the *2025-26 AP Coordinator's Manual, Part 2* to make sure they understand all proctor responsibilities and know what materials and supplies they need for the exam administration.
- If administering a digital AP Exam (either fully digital or hybrid digital), read the *Proctor Exam Day Guide*, available in the spring.
- Be knowledgeable about the kinds of accommodations made during the school year to support students who require them. Students who are approved for accommodations by College Board should take AP Exams under conditions as similar as possible to those under which they ordinarily work.

# Important Information for the 2025-26 AP Exam Administration

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## Screen Reader and Extended Time

**NEW** As of July 2025, new requests for screen reader (non-embedded) for digital exams no longer receive an exam format enabled with up to time and one-half. If a student requesting a new screen reader accommodation also requires extended time, the extended time accommodation must be requested separately.

Students with an approved screen reader accommodation from prior to July 2025 will automatically receive the separate extended time accommodation of up to time and one-half. This update will allow students or AP coordinators to waive the extended time, if so desired.

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## Text-to-Speech (embedded) for Math and Screen Reader (non-embedded) for Math

**NEW** Starting spring 2026, Text-to-Speech for Math Sections (Embedded) and Screen Reader for Math Sections (Non-Embedded) will be available for AP exams that include math content. Students approved for Text-to-Speech for Math (Embedded) or Screen Reader for Math (Non-Embedded), will receive the read-aloud audio limited to math content only.

Text-to-Speech for Math Sections (Embedded) are more commonly used for students with a reading or print disability.

**NOTE:** *Most students who require a screen reader (non-embedded) or text-to-speech (embedded) will require it for the entire test and will be approved for the "entire test" option.*

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**(Continued)**

## Braille

**NEW** As of November 2025, College Board offers two braille accommodations: Refreshable Braille and Braille Paper Testing. Students approved for braille paper tests will test using paper. Students approved for refreshable braille will test digitally using a refreshable braille device. Some students who use braille for paper tests may be approved to use a screen reader for digital tests.

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## Printed Reference Information

**NEW** For the 2026 fully digital and hybrid digital AP Exams that have relevant reference information, such as equation sheets and reference tables, the reference information will be printed and mailed to schools, in addition to being available in Bluebook in the test preview and on exam day. For subjects with printed reference information:

- Large-print reference information will be shipped for students with exam orders who are approved for a large-print accommodation.
- Braille reference information will be included in the relevant Section I and/or Section II braille exam booklets for students with exam orders who are approved for a paper braille accommodation.

# SSD Checklist

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## Before the Exam

### August – November 2025

- ☐ Talk with all AP teachers to find out if there are students requiring accommodations who plan to take AP Exams.
- ☐ As early in the school year as possible, submit requests for accommodations through SSD Online for students requiring accommodations who aren't yet approved.
- ☐ Check that accommodations needed for any students are up to date and that no additional accommodations are needed for students taking AP Exams in French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, or Music Theory.
- ☐ For AP Chinese and AP Japanese Exams, see the [AP Chinese and AP Japanese Exams Accommodations](#) section of this guide for a list of the accommodations supported through the AP Chinese and AP Japanese exam application. If a student with any other approved accommodation is planning to take the AP Chinese or AP Japanese Exam, contact the College Board SSD office for instructions.

#### By November 14, 2025:

- ☐ Order appropriate exams for the students. Include special materials for paper exams for students based on their approved or expected accommodations.

### December 2025 – January 2026

- ☐ Review SSD Online to check that all students at your school with approved or requested accommodations are listed and that all student information is correct.
- ☐ AP coordinators and SSD coordinators collaborate with school administration staff to reserve additional rooms to ensure appropriate testing sites for students with approved accommodations requiring special testing schedules (for example, extended time) or requiring a separate room (refer to the [Testing Rooms for Students Taking Exams with Accommodations](#) section of this guide for more information).
- ☐ Make sure you have sufficient, tested, and appropriate equipment for all students with approved accommodations (e.g., computers and printers, calculators, and, for world language exams or Music Theory, extra CD players and computers or digital recording devices).
- ☐ AP coordinators and SSD coordinators collaborate to identify individuals to proctor exams given with accommodations and any other staff necessary for those administrations (i.e., writers, readers, interpreters).

#### By January 16, 2026:

- ☐ Ensure that all accommodations requests and complete documentation (if needed) are submitted through SSD Online.

### February – April 2026

- ☐ AP coordinators and SSD coordinators collaborate to understand the total approved testing time for students approved for extended time. Make sure proctors understand the timing for the exams, including that students can opt to not use all of their extended time.
- ☐ Train proctors how to administer exams for students requiring extended time, computers, large-print for paper exams, etc. Review the [Extended Time Tables](#) in this guide. Visit [collegeboard.org/apssd](https://collegeboard.org/apssd) for additional information about testing SSD students.
- ☐ Encourage teachers to provide students with approved accommodations time to practice taking an exam with their accommodations before this year's AP Exam administration. Teachers can use practice resources available in AP Classroom. Details are in the AP Classroom User Guide for Teachers.
- ☐ Students who will be taking a digital exam with accommodations should try test preview in Bluebook using the testing device they will use for the AP Exam. Note: Being able to use text-to-speech or assistive technology in test preview does not mean the student is approved for that accommodation.

## SSD Checklist

- ☐ Arrange for students approved for a human reader, writer, or sign language interpreter to speak with the assistant to discuss how best to work together during the exam administration.
- ☐ Check that students with testing accommodations know which accommodations they are approved for and how the approved accommodations apply to the tests they are taking.
- ☐ If you have a student who requires assistance for a temporary physical or medical condition (e.g., a broken arm), request the temporary supports through SSD Online no later than 14 days before the scheduled exam date. Scores for students who test with accommodations or temporary support that haven't been preapproved by College Board won't be reported. (See [page 14](#) for full instructions.)
- ☐ View students' accommodations and track pending requests and SSD notifications as needed from the **Accommodations and Supports Dashboard** in SSD Online.
- ☐ The SSD or AP coordinator should generate and print the Nonstandard Administration Report (NAR) from AP Registration and Ordering only for students taking an exam with accommodations outside of Bluebook (i.e., paper, AP Chinese, AP Japanese). SSD coordinators will need the administrator access code from the AP coordinator to log in and generate the NAR. The NARs must be given to the proctors on exam day. (See the [Preparing for Exam Day](#) section for more information about NARs.)

### By March 13, 2026:

- ☐ If a student's accommodations change due to approval or denial of their accommodations requests, update your exam order in AP Registration and Ordering with any changes, including special exam materials for paper exams, as applicable. (See [page 15](#) for more information.)

---

**IMPORTANT:** While digital exams ordered by the AP coordinator will automatically provide the approved accommodations, accommodated paper tests for digital assessments and braille paper exams aren't automatically ordered when a student is approved for an accommodation. You must order special-format exams and special materials for paper exams through AP Registration and Ordering in addition to the student receiving approval for the accommodation from the College Board SSD office.

Digital and paper **multiple-day format exams** must be indicated in AP Registration and Ordering.

---

**NOTE:** For AP Seminar, multiple-day format exams are only available in paper. A student eligible for AP Seminar multiple-day testing does not need a paper-testing accommodation.

---

## On Exam Day

- ☐ Ensure the proctors discuss the part, section, and total exam time, and make arrangements for lunch, breaks, and any special needs with each student approved for accommodations.
- ☐ Arrange for all proctors of exams for students with disabilities to have access to the SSD coordinator during the exams in the event of questions.
- ☐ Make sure all exams are administered on the appropriate days and as outlined in the 2025-26 AP Exam schedule.
- ☐ Provide the Nonstandard Administration Reports (NARs) to proctors who are administering exams with accommodations outside of Bluebook (i.e., paper, AP Chinese, AP Japanese) and ensure they know how to complete them.

## After the Exam Administration

- ☐ Keep completed Nonstandard Administration Reports (NARs) on file at the school for six months.
- ☐ If indicated in the return packing instructions, insert only the appropriate materials into the SSD return envelope. (See [page 60](#) and the *AP Coordinator's Manual, Part 2* for details about return packing.)
- ☐ Return all large-print exams, multiple-day testing exams, accommodated paper tests for digital assessments, and braille materials separately in the cartons in which they were shipped.



# Before the Exam Administration

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# Before the Exam Administration

This section provides information about obtaining accommodation approval, ordering special exam materials, and the types of accommodations, as well as additional information that may be needed prior to the exam administration.

## Submitting Requests for Accommodations

Students with documented disabilities may be eligible for accommodations on AP Exams. However, to take an AP Exam with accommodations, a student must be approved for accommodations by the College Board Services for Students with Disabilities (SSD) office. **Providing accommodations to students without College Board approval will result in cancellation of these students' scores.**

All students who would like to use accommodations, including those with Individualized Education Programs (IEPs) and 504 plans, must submit an accommodations request. Most accommodations included in a student's IEP or 504 plan are approved upon request; some may require documentation to be submitted. Because of administration differences between AP Exams and classroom tests, some requested accommodations may need to be modified.

### SSD Online (Accommodations and Supports Management System)

SSD coordinators submit, track, and manage requests for accommodations through SSD Online. For information on how to access and use SSD Online, visit [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline). Be sure to log in to SSD Online to check for information about new processes and important reminders that are announced in a banner on the home page.

Once approved for accommodations, with some exceptions, a student remains approved across all College Board programs (AP, PSAT™ 10, PSAT/NMSQT®, and SAT®) and doesn't need to submit another accommodations request. However, it's critical that students and schools clearly identify the accommodations needed for each test. These tests have different components and testing conditions, and what may be appropriate for one test may not apply to another test.

- For example, a student approved for extended time for math only wouldn't receive extended time for AP English Literature and Composition.

Additionally, some accommodations are administered differently across College Board programs.

- For example, for AP, a student approved for extended time will **not** automatically be provided extra breaks. A student requiring extra breaks must apply for that specific accommodation for AP Exams.

**Approved Accommodations:** After a student has been approved by the College Board SSD office, the approved status will appear in the student roster on SSD Online; the student will also receive a decision letter specifying the exact accommodations granted.

- For approved requests for extended time, the roster and decision letter will each indicate the percentage of extended time the student is allowed.

If a student's accommodations needs have changed, the school should submit a request in SSD Online to add new accommodation(s) or request for an accommodation to be removed from the student's profile.

### **NEW** Self-Serve Accommodation Exchanges

You can now exchange select approved accommodations directly in SSD Online *without submitting* a new request for review. Eligible changes (including reducing extended time; changing types of breaks, switching screen reader and text-to-speech, and changing small group to preferential seating) can be completed in just a few clicks. Start an exchange by going to the **Student Profile** and selecting **Exchange Accommodations** under Actions.

For complete information on SSD eligibility, contact SSD or go to [collegeboard.org/ssd](https://collegeboard.org/ssd). AP-specific information is available at [collegeboard.org/apssd](https://collegeboard.org/apssd).

### REMINDER:

*Submit your requests for accommodations as early as possible. The process takes approximately 7 weeks when a document review is required.*

### REMINDER:

*SSD Online is a **separate** system from AP Registration and Ordering. Requests for accommodations are not submitted through AP Registration and Ordering. Although you can order special-format exams and special materials for paper exams in AP Registration and Ordering for students with expected but not yet approved accommodations, a student must be approved for accommodations by College Board SSD in order to **take** an AP Exam with accommodations.*

Submission Deadline

Requests for accommodations for AP Exams and, when required, complete documentation, must be submitted by **January 16, 2026**. Submit requests as soon as possible.

Assistance for Temporary Physical or Medical Conditions

A student who has a temporary medical or physical condition (e.g., a broken hand) may request temporary assistance if it's needed to complete the exam. This process should be used only for students who **don't have a disability** but who need temporary support to test.

The deadline for submitting requests for temporary assistance is **14 days before the scheduled exam date**. Submit requests as early as possible.

SSD coordinators request temporary supports in **SSD Online** in the same way that other accommodations and supports are requested.

From the SSD dashboard, coordinators will select **New Request**, and then select **Request Temporary Impairment Support**. Documentation can be uploaded through SSD Online, and the students will appear on your school's SSD Online dashboard.

**IMPORTANT:** *If a student's approved temporary support requires special format exams or special materials, update your exam order in AP Registration and Ordering. (See [page 15](#) for more information.)*

Confirming Accommodations for Digital AP Exams



AP coordinators ordering a fully digital or hybrid digital AP Exam for a student with approved accommodations need to take some additional steps in AP Registration and Ordering to confirm students' accommodations.

It's recommended these steps be done at the same time the AP coordinator submits final exam order updates—but these steps can also be done after March 13 if needed. This should be done as soon as possible and must be done no later than **48 hours before the scheduled digital AP Exam date**.

To confirm a student's accommodations for a digital exam:

- 1. Go to the student roster in AP Registration and Ordering.
- 2. Click a student's name to go to their **Student Details** page.
- 3. On the **Student Details** page, click **Digital Exam: Special Format** or **Hybrid Exam: Special Format** next to the student's digital AP Exam subject.

AP Registration and Ordering

HomeCoursesStudentsOrdersPacking List & InvoiceSettings

Courses

AP Computer Science Principles

☐ Exclude from Subsidies

CSP Section with John Newteach

Order Exam?	Exam Date	Cost	
Yes ▾	Std - Digital 5/14 12 PM ▾	Exam Fee \$90	<div>Digital Exam: Special Format ⓘ Math: Up to Time and One-Half (+50%), Reading: Up to Time and One-Half (+50%), Writing (Essays/fr... more (edit)</div>
Testing Location: In School			

4. Review the accommodations the student will receive on their digital AP Exam, which is based on their approved accommodations on record through College Board SSD Online. Accommodations will be automatically shown as selected based on the student's approvals.
  - **Accommodations correct and no changes needed:** No further action is needed.
  - **Student wants to waive accommodations:** Follow instructions below for waiving accommodations.
  - **Additional accommodations required:** If a student requires additional accommodations for a digital AP Exam that they're not already approved for, the request for accommodations must be submitted by the SSD coordinator through SSD Online as soon as possible.
  - **Accommodation not listed:** If you don't see an accommodation listed that the student is already approved for and should receive on the digital AP Exam, contact the College Board SSD office as soon as possible.
    - ◆ Requests for accommodations may still be in the process of being evaluated by the College Board SSD office and therefore not yet shown in AP Registration and Ordering. Work with the SSD coordinator to verify whether the student's accommodations have been approved. You can check accommodations in AP Registration and Ordering at a later point once a student's request has been approved.
  - **Multiple-day testing:** Multiple-day testing is not automatically selected—the AP coordinator must indicate this accommodation.

## Waiving Approved Accommodations

If a student wants to forgo some or all of their College Board–approved accommodations on any of their AP Exams (digital or paper) before exam day, the AP coordinator should get a letter from the student stating their intent to waive their approved accommodations. The letter should specify which accommodation(s) the student wants to waive and for which exam subject(s). Keep the letter on file at your school. Students under age 18 must have their parent or guardian sign the letter acknowledging this waiver. Students age 18 and over must sign the letter acknowledging this waiver.



For digital AP Exams, AP coordinators must indicate waived accommodations through AP Registration and Ordering. This should be done as soon as possible and must be done no later than **48 hours** before the scheduled digital AP Exam date. Because digital exams will be enabled based on the student's approved accommodations on record, removing the accommodations in AP Registration and Ordering is necessary so those accommodations are removed from the student's digital exam.

In AP Registration and Ordering:

- Go to the student's **Student Details** page.
- Click **Digital Exam: Special Format** or **Hybrid Exam: Special Format** for the applicable exam subject.

**NOTE:** If a student wants to waive accommodations for multiple exams, the AP coordinator needs to update the accommodations information for each exam the student is taking.

- Deselect the accommodations the student wants to waive and click **Update** at the bottom of the screen.

### REMINDER:

*Accommodations cannot be changed or waived on exam day.*

## Accommodations Approval Changes and Order Changes

If a student's accommodations approval status changes after the **November 14, 2025** exam ordering deadline, you may **submit a change to an existing exam order** without incurring an additional fee. However, if you **add a new order** for a student after the November 14

## Before the Exam Administration

deadline (and by March 13, 2026, 11:59 p.m. ET), an additional **\$40 per exam late order fee** will be incurred.

Refer to the “Ongoing Exam Order Management” section of the *2025-26 AP Coordinator’s Manual, Part 2* for more information.

SSD coordinators can go to the SSD Online dashboard to check to see the status of accommodations requests that were recently submitted.

Both students and SSD coordinators will receive an email letting them know a decision was made. Students can see this on the Student Accommodations and Supports Dashboard. SSD coordinators can see it in SSD Online.

---

**IMPORTANT:** *Special format exams (such as braille, paper tests for digital assessments, or large print for paper) and both digital and paper exams for multiple-day testing must be ordered through AP Registration and Ordering. Exams aren’t automatically ordered when a student is approved for an accommodation. You must order most special format exams in addition to the student receiving approval for the accommodation from the College Board SSD office. Even if a student is approved for a special format exam accommodation, exams won’t be shipped unless you’ve also submitted an order for it. However, there is an exception for large-print booklets for digital exams. See the [How Accommodations Work for Different Modes of Testing](#) table in the Introduction of this guide for more information.*

---

Students with certain accommodations need to test in separate rooms (see [pages 34–38](#)), so order extra CDs for world language and culture and AP Music Theory Exams, if applicable. (See pages 98–99 of the *2025-26 AP Coordinator’s Manual, Part 1* for details about ordering additional CDs.)

---

## SSD ID and Accommodations Filters in AP Registration and Ordering

To help AP coordinators identify students who may need special format exams, the student roster in AP Registration and Ordering has an SSD ID filter that can be used to search for students with an SSD ID. A student will have an SSD ID if they have a record in SSD Online. (SSD Online uses the term SSD Number.)

The AP coordinator can also use the Accommodations filter to search for students who have been approved for specific accommodation categories (e.g., extended time, modified setting).

To review a student’s specific accommodations, the AP coordinator can:

- Go to the **Students** page in AP Registration and Ordering.
- Click on the student’s name from the student roster to go to the **Student Details** page.
- At the bottom of the Student Details page is a section called **Accommodations for Students with Disabilities**, which lists the approved accommodations for the student.

Regular collaboration between the AP coordinator and SSD coordinator is the best way to ensure the AP coordinator accurately orders special exam formats or materials for those students who need them based on expected or approved accommodations.

---

## Types of Accommodations

Proctors must understand students’ specific approved accommodations for the exams they’re administering. AP coordinators and proctors should discuss total exam time, lunch arrangements, and any special concerns with students before the start of the exam.

### Extended Time

Students can be approved for up to five types of extended time:

- Reading
- Writing

---

#### REMINDER:

*If AP coordinators or proctors are unsure what accommodations a student is approved for, or what format is needed, talk to your school’s SSD coordinator.*

## Before the Exam Administration

- Listening (can only be used with the AP Music Theory; AP Spanish Literature and Culture; and AP Chinese, French, German, Italian, Japanese, and Spanish Language and Culture Exams)
- Speaking (can only be used with the AP French, German, Italian, and Spanish Language and Culture Exams; can be used for Sight Singing with AP Music Theory Exam)
- Mathematical Calculations

Extended testing time is allowed only for the part(s) or section(s) of the exam for which the student has been approved based on their disability.

Students who are approved for extended time for reading will receive extended time for all subjects and for the entire exam.

If a student with extended time accommodations is scheduled to take a morning exam and an afternoon exam on the same day, the student should instead plan to take a late-testing exam for one of the subjects. Work with the student to determine which late-testing exam to order.



### For Digital Exams

Students taking digital AP Exams will receive their approved amount of extended time within the digital exam. Extended time will be applied per section and/or part of the exam based on the student's specific approval. Students who are approved for multiple types of extended time in a single part of the exam will receive only one of the amounts of the approved extended time, whichever is greatest.

For digital exams, students approved for the following accommodations will receive an exam with up to time and one-half (+50%) applied, unless a student is approved for a greater amount of extended time.

- Dictation for digital tests
- Scribe for digital tests
- Human reader for digital tests



### For Paper Exams

Proctors provide the appropriate amount of extended time. Use the [Extended Time Tables](#) section of this guide to determine the appropriate extended time, up to time and one-half (+50%) or up to double time (+100%), for each part of an AP Exam.

If a student has approval for multiple types of extended time in a single part of the exam, apply only one of the amounts of the approved extended time, whichever is greatest.

All students who test with a human reader or a writer/scribe should be provided up to time and one-half (+50%) unless approved for a greater amount of extended time.

## Breaks

Unless approved as an accommodation by College Board, students with disabilities receive breaks of the same number and duration as other students.

Students may be approved for the following types of break accommodations:

- Extra Breaks
- Extended Breaks
- Extra and Extended Breaks
- Breaks as Needed

More information is in the [Administering Exams with Break Accommodations](#) section of this guide.

## Permission for Food/Medication During Testing

Some students may have approval to eat, drink, or access medication during testing. Only students with this approved accommodation can keep snacks, drinks, and medications on their desks. Students with this accommodation can access these items at any point during the exam, not just breaks.



## Preferential Seating

Students approved for preferential seating should be assigned to a seat that meets their needs.

## Verbal Instructions

Students may be approved for access to written instructions of the script the proctor reads aloud.



For digital exams, the student will be able to access these instructions by going to the **Help** page in Bluebook and clicking **Verbal Instructions**.



For paper exams, AP coordinators will need to make a copy of the General Instructions and the proctor script for the subject being administered.

## Multiple-Day and Limited-Time Testing

Some students may have approved accommodations that require them to test over multiple days and/or for a limited amount of time per day.

### Eligibility for Multiple-Day Testing

Students may be eligible for multiple-day testing if they're approved for these qualifying accommodations.

- The student's amount of total testing time, excluding breaks, exceeds 6 hours due to their amount of approved extended time. For example, a student approved for up to double time for all parts of the AP World History: Modern Exam, which is 3 hours and 15 minutes with standard time, would qualify for multiple-day testing.

OR

- The student's amount of testing time is equal to or less than 6 hours, and the student has been approved for limited-time testing.



The AP coordinator and SSD coordinator should work together to confirm which students, if any, have approved accommodations that make them eligible to test over multiple days for digital exams. Talk with these students to confirm if they intend to take their digital exam with multiple-day testing.

### Eligibility for Limited-Time Testing

The accommodation of limited-time testing limits the amount of time a student can spend on testing per day.

- If the total exam exceeds the amount of prescribed time, excluding breaks, the student would test over multiple days; for example, if they're approved for a maximum of 2 hours per day, and the exam is 3 hours, the student would test over multiple days.
- Not all students testing with limited-time testing need multiple-day testing for a particular exam; it depends on the length of the exam and the amount of limited-time testing the student is approved for. For example, for a 3-hour exam, a student approved for 4 hours of testing per day wouldn't need to test over multiple days, but a student approved for only 2 hours of testing per day would need to test over multiple days.



### Digital Exams: Indicating Multiple-Day Testing

The AP coordinator must indicate multiple-day testing through AP Registration and Ordering per exam for each student who:

- Has approved accommodations that make them eligible for multiple-day testing **and**
- Intends to test over multiple days.

The multiple-day option will not be automatically applied when the accommodation is approved. The AP coordinator must manually select it in AP Registration and Ordering. It will only be available for students with approved accommodations that make them eligible.

**The AP coordinator needs to indicate multiple-day testing as soon as possible—and no later than 48 hours before the scheduled digital exam date—so that the student receives the appropriate exam configuration. For hybrid digital exams, exam materials must also be ordered through AP Registration and Ordering by March 13, 2026.**

## Before the Exam Administration

To indicate multiple-day testing in AP Registration and Ordering:

1. Go to the student roster in **AP Registration and Ordering**.
2. Click a student's name to go to their **Student Details** page.
3. On the **Student Details** page, go to the student's digital exam subject and click the link for **Edit** under **Digital Exam: Special Format** or **Hybrid Exam: Special Format**.

The screenshot shows the 'AP Registration and Ordering' interface for a student named Richard Engel. The page includes a navigation bar with 'Home', 'Courses', 'Students', 'Orders', 'Packing List & Invoice', and 'Settings'. The student's information is displayed, including School Information (Grade: 11th grade, AP ID: 5800V510, School Code: 471828) and Contact Information (Email: inprodtest010@epsilon.cbreston.org). There are checkboxes for 'Reduced Fee' and 'Exclude all from Subsidies'. The 'AP Exams Cost' is listed as \$90, with a link to 'Show Cost Breakdown +'. Under the 'Courses' section, 'AP Computer Science Principles' is listed with an 'Exclude from Subsidies' checkbox. Below this, a table shows exam details: 'Order Exam?' (Yes), 'Exam Date' (5/14 12 PM), 'Cost' (\$90), and 'Digital Exam: Special Format' (Human reader for digital tests: Up to time and one-half (+50%), Large Print Reference Sheet - 14 ... more (edit)).

4. Check the box next to either **2 day Multiple-day Testing** or **More than 2 day Multiple-day Testing** and click **Update** at the bottom of the screen.

The screenshot shows a modal dialog box titled 'AP Computer Science Principles Digital Exam: Special Format for Students with Accommodations'. The dialog has a close button (X) in the top right corner. The main heading is 'Multiple-Day Testing'. The text inside states: 'This student has approved accommodations that may make them eligible for multiple-day testing on this exam. Confirm with the SSD coordinator and the student whether multiple-day testing will be needed for this exam before submitting any update. If the student does need multiple-day testing for this exam, you need to select it here and update your exam order.' Below this, a note says: 'Note: Multiple-day testing for digital exams enables a student to test over 2 days. If this student's accommodations require them to test over more than 2 days and "More than 2 day Multiple-Day Testing" is selected, the student will be provided with a paper-based exam.' There are three checkboxes: '2 day Multiple-day Testing' (checked), 'More than 2 day Multiple-day Testing', and 'Large Print Test Booklet - 14 point'. At the bottom, there are 'Cancel' and 'Update' buttons.

**IMPORTANT:** For students approved to test more than two days, the AP coordinator will need to submit an order for a paper format exam of a digital subject. For AP Seminar, multiple-day format exams are only available in paper. Therefore, indicating Multiple-Day Testing in the special exam format box in AP Registration and Ordering for AP Seminar will automatically generate a paper-format exam once the AP coordinator submits the exam order.



## Paper Exams: Ordering Exams for Multiple-Day Testing

Orders should be submitted by **March 13**. If a student's accommodations approval status changes after March 13, the AP coordinator can submit changes to an existing exam order.

To order exam materials for multiple-day testing in AP Registration and Ordering:

1. Click **Order Special Exam Materials** and **Multiple-Day Testing**
2. Check the boxes for **Multiple-Day Materials**



AP Chinese and Japanese Exams: Multiple-Day Testing

Multiple-day testing is supported through the AP Chinese and AP Japanese Exam application for students approved by College Board for applicable accommodations. See the [AP Chinese and AP Japanese Exam Accommodations](#) section of this guide.



Setting Up Rooms and Assigning Proctors in Test Day Toolkit for Multiple-Day Testing for Digital and Hybrid Digital AP Exams in Bluebook

AP coordinators can set up testing rooms **only** after you’ve indicated multiple-day testing for the applicable students in AP Registration and Ordering. **Rooms must be set up before exam day.** It is important for AP coordinators to not only indicate multiple-day in AP Registration and Ordering as soon as possible but also to complete the Test Day Toolkit setup steps no later than 48 hours before the scheduled exam date.

When setting up rooms in Test Day Toolkit, AP coordinators need to create separate rooms for each day of the exam for students who’ll be testing over multiple days. Multiple-day testing rooms need to be created for **each** applicable exam. In order to administer the exam properly, AP coordinators **must** do the following steps:

- 1. In Test Day Toolkit, navigate to **All Students**. Students testing over multiple days will appear in your roster **twice**, once with “Student Name—Day 1” and once with “Student Name—Day 2.” If you’re aware of a student who should be testing over multiple days but who is only showing up **once** on your roster, check AP Registration and Ordering to make sure the student has been correctly opted in for multiple-day testing no later than 48 hours before the scheduled exam date.

Test Day Toolkit

Hi, Ashley

Home Help All Rooms Staff All Students Downloads

May 9, 2025 | AP United States History | Switch  
Sample High School - At:000000

All Students

Choose an action

Go

pete

Filter

Displaying 2 results (0 selected)

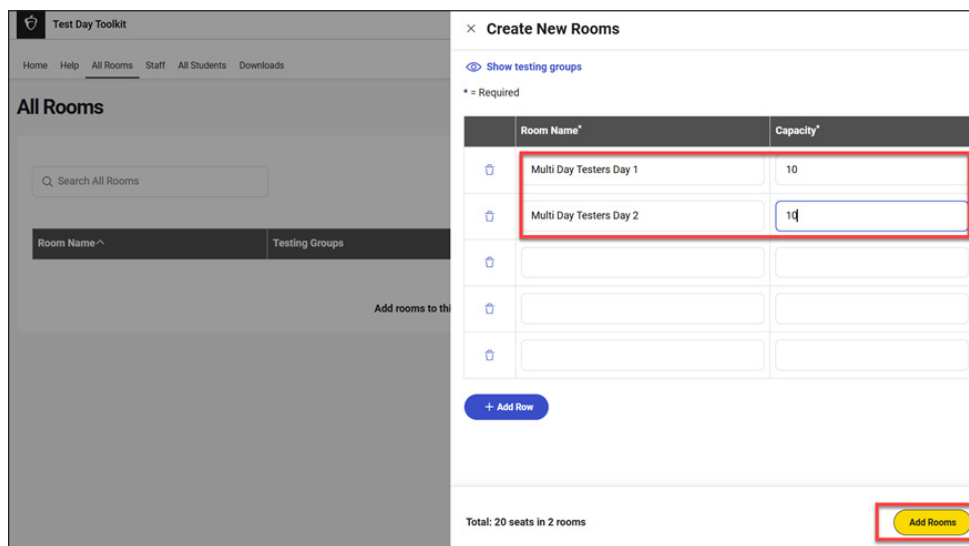
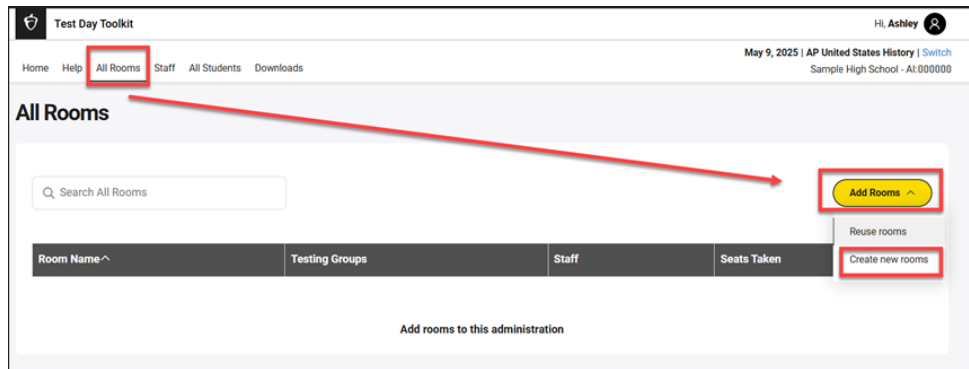
Columns

	Student ^	Testing Group	Accommodations	Room	Attendance ^	Testing ^	Last Updated
<input type="checkbox"/>	Stewart, Peter M. - Day 1	APA0: AP Exam (standard)	• 002 - Reading: Up to Double time (+100%)	Unassigned	Not arrived	Not Started	Jan 11, 2025 12:13 PM
<input type="checkbox"/>	Stewart, Peter M. - Day 2	APA0: AP Exam (standard)	• 002 - Reading: Up to Double time (+100%)	Unassigned	Not arrived	Not Started	Jan 11, 2025 12:13 PM

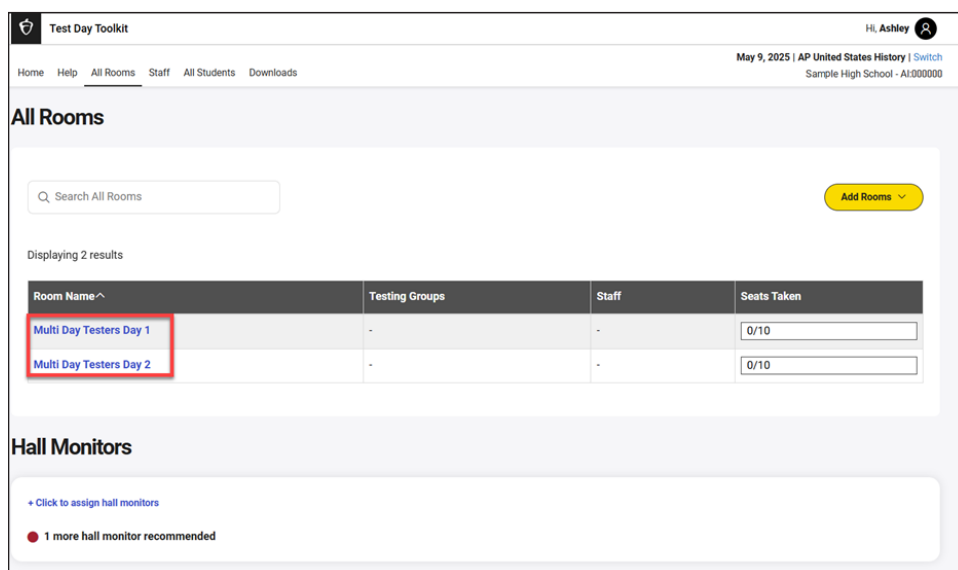
## Before the Exam Administration

- Go to **All Rooms**. Select **Add Rooms**. Give the Day 1 room a name (for example, Multi-Day Testers: Day 1) and a seating capacity. Then create a room and a seating capacity for Multi-Day Testers: Day 2. Be sure you click **Save**.

**NOTE:** You can use the same physical room for both days, but there must be a unique room name for each day of testing in Test Day Toolkit. Do not place both days' entries for a student into the same room.



Once you've added both rooms, you'll see them in your **All Rooms** view.



Before the Exam Administration

3. Navigate back to **All Students**. Use the checkboxes next to the student(s) names with the Day 1 label. Select **Move selected students to a room** and move the student(s) to your “Day 1” room.

Home Help All Rooms Staff All Students Downloads

May 9, 2025 | AP United States History | Switch  
Sample High School - AI:00000

All Students

Choose an action

Go

Choose an action

Move selected students to a room

Remove selected students from rooms

Filter

Displaying 2 results (1 selected)

Columns

	Student ^	Testing Group	Accommodations	Room	Attendance ^	Testing ^	Last Updated
<input checked="" type="checkbox"/>	Stewart, Peter M. - Day 1	APA0: AP Exam (standard)	• 002 - Reading: Up to Double time (+100%)	Unassigned	Not arrived	Not Started	Jan 11, 2025 12:13 PM
<input type="checkbox"/>	Stewart, Peter M. - Day 2	APA0: AP Exam (standard)	• 002 - Reading: Up to Double time (+100%)	Unassigned	Not arrived	Not Started	Jan 11, 2025 12:13 PM

Select **Continue** to finish moving the student to the room.

Move Students

You're about to move 1 student.

Testing group: APA0: AP Exam undefined

Where do you want to move this student?

Multi Day Testers Day 1 | Unassigned | (Seats left: 10) - Ready

Continue

Cancel

4. Next, mark the checkboxes next to the student(s) names with the Day 2 label. Select **Choose a room** and move the student(s) to your “Day 2” room.

Assign a Proctor

After assigning students to each day of testing, assign the proctor through Test Day Toolkit.

1. Click **All Rooms**
2. In the Staff column, click **Click to add** in the row for the room where you're adding a proctor.

**NOTE:** This link only appears after students have been assigned to the room.

Home Help All Rooms Staff All Students Downloads

May 9, 2025 | AP United States History | Switch  
Sample High School - AI:00000

All Rooms

Search All Rooms

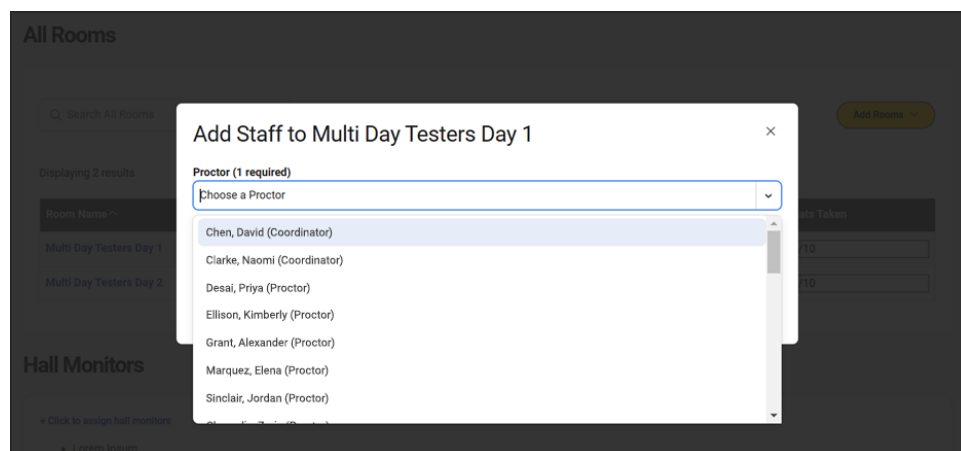
Add Rooms

Displaying 2 results

Room Name ^	Testing Groups	Staff	Seats Taken
Multi Day Testers Day 1	APA0: standard	Proctor: Click to add	1/10
Multi Day Testers Day 2	APA0: standard	Proctor: Click to add	1/10

## Before the Exam Administration

Click **Choose a Proctor** and select the person you want to assign to the room.



**Reminder:** An individual can only be assigned as the proctor to one room at a time in Test Day Toolkit. If the same individual is proctoring both days of multiple-day testing or if the person who will proctor Day 2 is proctoring another exam on the first day of multiple-day testing, you can move them to the Day 2 room only after Day 1 testing is completed.

## Exams for Students Who Are Blind or Low Vision

Students can take either format AP Exam—paper or digital—with their approved accommodations. Paper braille formats will be available for digital subjects for students with College Board-approved accommodations for braille paper testing.

There are some details to be aware of regarding **how** you order materials depending on whether the exam subject is paper or digital.

Refer to the “Ordering Exams for Students with Accommodations” section on pages 89–96 of the *2025-26 AP Coordinator’s Manual, Part 1* for guidance.

### Braille Exams

Students may be approved to:

- test with the digital exam using a refreshable braille display or screen reader; or
- test using the braille paper exam.

**IMPORTANT:** A student must be approved for the braille paper testing accommodation for the AP coordinator to be able to order a braille format of a digital exam subject.

### Raised Line Drawings

Students may be approved to:

- test with the digital exam using a screen reader with or without a refreshable braille display; or
- test using the braille paper exam, either with or without a human reader.

**NOTE:** Raised line drawing supplements are not available with digital exams. If a student needs to take a digital exam using a screen reader, their SSD coordinator should submit the request for the screen reader accommodation in SSD Online by **January 16, 2026**. If the request must be made after January 16, due to a change in a student’s accommodations status, contact the College Board SSD office as soon as possible.

## Human Readers/Text-to-Speech/Screen Readers

Prior to submitting a request to the College Board SSD office, communicate with the student and their family to determine the specific accommodation(s) they need.



### For Digital Exams:

Students who require reading assistance may be approved to:

- take the digital exam using the embedded text-to-speech tool in Bluebook or their own screen reading software, OR
- test with a human reader using a digital exam.

AP coordinators and SSD coordinators should work with students to determine whether they need to test using embedded text-to-speech or screen reader software, or if they need a human reader.

- To use a human reader for a digital exam, the school must request and the student must be approved for an accommodation of human reader for digital tests. If a student is approved for human reader for digital tests, they'll test with a reader for the entire exam (fully digital or hybrid digital).
- For hybrid digital AP Exams, because Section II uses a paper free-response booklet which includes some text and might include graphics or images, a student might need a human reader to assist them during Section II. If a student is approved for a screen reader or embedded text-to-speech accommodation, they can test with a human reader for section II of the hybrid exam.
- To use screen reader software or embedded text-to-speech, the student must be approved for the accommodation they plan to use.

Accommodations requests should be submitted by the SSD coordinator through SSD Online by **January 16, 2026**. If the request must be made after January 16, the SSD coordinator should submit it as soon as possible.

**Human Reader for Digital Test:** If a student is taking a digital AP Exam and will test with a human reader, all reader criteria and requirements apply. See [Human Reader Eligibility Criteria](#) on the next page.

Students approved for a human reader for digital tests will receive an exam format enabled with up to time and one-half (+50%) extended time.

**Text-to-Speech (Embedded) for Entire Digital Test:** This accommodation allows the student to use Bluebook's built-in text-to-speech tool. It reads all text (reading passages, math problems and equations, and multiple-choice response questions/answers) and provides short descriptions of graphics. It can also read essay/short answer responses (where applicable). It is not designed for students who are unable to see detailed images.

If the student requires extended time, request it as a separate accommodation. Students approved for Text-to-Speech (Embedded) do not receive extended time automatically.

Students will be able to practice using Text-to-Speech (Embedded) when they utilize the test preview option in Bluebook.

**NEW Text-to-Speech for Math Sections (Embedded):** Starting with the 2026 administration, students may be approved for text-to-speech on the math sections only. If the text-to-speech is needed for the entire test, apply for Text-to-Speech (Embedded) for Entire Digital Test instead.

The built-in text to speech tool reads all text (math problems and equations, and multiple choice response questions/answers) and provides short descriptions of graphics. If the student requires extended time, request it as a separate accommodation. Students approved for Text-to-Speech for Math Sections (Embedded) do not receive extended time automatically.

**Screen Reader (Non-Embedded) for Entire Digital Test:** This accommodation requires the student to use a separate (third-party) screen reader. Screen readers read all text (reading passages, math problems and equations, and multiple-choice response questions/answers), but also read all properties of the page (e.g., headers, footers, punctuation) and provide detailed descriptions of graphs and figures.

The Screen Reader (Non-Embedded) for Entire Digital Test is generally used by testers with visual disabilities who have difficulty seeing details and by students who use a separate (third-party) screen reader. (For example, a student who is blind or who cannot see graphics and images.)

**NEW** As of July 2025, students approved for screen reader no longer receive an exam format enabled with up to time and one-half. More information can be found on [page 8](#).

**NEW Screen Reader for Math Sections (Non-Embedded):** Starting with the 2026 administration, students may be approved to use a screen reader on the math sections only. If screen reader is needed for the entire test, apply for Screen Reader (Non-Embedded) for Entire Digital Test instead.

Screen readers read all text (math problems and equations, and multiple choice response questions/answers), but also read all properties of the page (headers, footers, punctuation) and provide detailed descriptions of graphs and figures. If the student requires extended time, request it as a separate accommodation. Students approved for Screen Reader for Math (Non-Embedded) do not receive extended time if not approved for it.

Most screen reader users are visually impaired and require the entire test read aloud. For these students, select the Screen Reader for Entire Digital Test (Non-Embedded) accommodation instead of the Math-only option.

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**NOTE:**

- *The digital AP Exam cannot be accessed on multiple devices simultaneously.*
  - *A human reader working with a student for a digital AP Exam would need to sit close enough to see the exam screen on the student's device for the duration of the exam.*
  - **AP Computer Science Principles:** *If a student is approved to use screen reader assistive technology with their digital exam for AP Computer Science Principles, they will need to have a human reader assist them only for reading the Personalized Project Reference during Section II. An accommodations request needs to be submitted through SSD Online for any student who does not already have an approval for a human reader on record with the College Board SSD office and needs it for this exam.*
- 



## For Paper Exams

A human reader may assist in the exam administration if a student taking a paper exam requires it and if the College Board SSD office has approved the accommodation.

### Human Reader Eligibility Criteria

Readers **must** be:

- Fluent in English with clear pronunciation to ensure the student can understand the reader without any difficulty. (For AP Exams in world languages and cultures, 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.
- Patient and 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.
- For AP Music Theory: Fluent in describing and writing music notation.

## Before the Exam Administration

The reader **must not**:

- Be an immediate family or household member or close friend of the student.
- Be an AP teacher for the subject area being tested.
- Be involved in tutoring or preparing the student for the AP Exam.
- Be a prospective student for the same AP Exam.
- Handle materials for an exam in the year in which an immediate family or household member may be taking that exam at any school.
- Be employed part or full time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure College Board tests.

## General Guidelines

- All students who test with a reader should be provided up to time and one-half (+50%) extended time unless approved for more than time and one-half.
- Students must be tested in separate rooms (one-to-one setting).
- Each student approved for this accommodation must be assigned their own reader.
- The reader should be instructed on exam security and how to proceed during the exam administration.
- Before the exam administration, the student and the reader should discuss how best to work together.
- All rooms used for testing must have at least one proctor present for the entire exam. The reader must be **separate** from the proctor.



**IMPORTANT:** For paper exams, the additional copy of an exam needed for a reader during an exam administration must be ordered online by the AP coordinator 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 fully digital and hybrid digital exams, a reader copy is not applicable. For more information about ordering reader copies, see pages 92–96 of the 2025-26 AP Coordinator's Manual, Part 1. For details about returning reader copies, see [Returning SSD Exam Materials](#) in this guide.

## Writers/Scribes/Dictation

Prior to submitting a request to the College Board SSD office, communicate with the student and their family to determine the specific accommodation(s) they need.



### For Digital Exams:

Students who require writing assistance may be approved to:

- take the digital exam using their own voice recognition (speech-to-text) software, if approved for Dictation; or
- test with a human writer/scribe using a digital exam.

AP coordinators and SSD coordinators should work with students to determine whether they need to test with a human writer/scribe or using voice recognition (speech-to-text) software.

- To use a writer/scribe for a digital exam, the school must request and the student must be approved for an accommodation of writer/scribe for digital tests. If a student is approved for scribe for digital tests, they'll test with a human writer/scribe for the entire exam (fully digital or hybrid digital).
- Because Section II of a hybrid exam requires students to write responses in a paper free-response booklet, students might need a writer/scribe to assist them during Section II.
- To use voice recognition (speech-to-text), the student must be approved for the accommodation of Dictation.

Accommodations requests should be submitted by the SSD coordinator in SSD Online by **January 16, 2026**. If the request must be made after January 16, the SSD coordinator should submit it as soon as possible.



## Before the Exam Administration

If a student is taking a digital AP Exam and will test with a human writer/scribe, all writer/scribe criteria and requirements apply. See Writer/Scribe Eligibility Criteria below.

Students approved for a scribe for digital tests or dictation will receive an exam format enabled with up to time and one-half (+50%) extended time and must test in a one-to-one setting.

### NOTE:

- *The digital AP Exam cannot be accessed on multiple devices.*
- *For fully digital exams, all exam responses must be entered on the student's device being used for testing. A human writer/scribe would need to type on the same device the student has used to access the exam.*



## For Paper Exams:

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

### Writer/Scribe Eligibility Criteria

Writers/scribes **must** be:

- Fluent in English. (For AP Exams in world language and culture, and Spanish Literature and Culture, must be fluent in both English and the language being tested.)
- For AP Music Theory: Fluent in describing and writing music notation.

Writers/scribes **must not**:

- Be an immediate family or household member or close friend of the student.
- Be an AP teacher for the subject area being tested.
- Be involved in tutoring or preparing the student for the AP Exam.
- Be a prospective student for the same AP Exam.
- Handle materials for an exam in the year in which an immediate family or household member may be taking that exam at **any** school.
- Be employed part or full time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure College Board tests.

### General Guidelines

- Students approved for a writer/scribe will receive an exam with up to time and one-half (+50%) extended time.
- All rooms used for testing must have at least one proctor present for the entire exam. The writer/scribe must be separate from the proctor.



## Recording Answers in Test Book

A student taking a paper exam may be approved to “record answers in test book.”

The student will write their answers in the multiple-choice booklet, and the proctor will transcribe the student's answers onto an answer sheet.

## Exams for Students Who Are Deaf or Hard of Hearing

Deaf or hard of hearing students may be approved for a written copy of the spoken test directions and, if taking a world language and culture exam, a copy of the script for the audio parts. They may also be approved to have a sign language interpreter translate test directions from spoken English.

### Materials

This section applies if you're administering an AP Exam in:

- French Language and Culture
- German Language and Culture
- Italian Language and Culture
- Spanish Language and Culture
- Spanish Literature and Culture



## Before the Exam Administration

If a student who is deaf or hard of hearing plans to take the AP Music Theory Exam, the AP coordinator should contact the College Board SSD office as soon as possible.

Scripts for parts of the exams that include audio material are shipped separately from the exam materials. The scripts are in a sealed envelope labeled with the name of the student and the exam.

**Exam Security: Due to the confidential nature of the scripts, the envelope may be opened only on the day of the exam administration.**

If the student is approved for extended time, refer to the [Extended Time Tables](#) of this guide for information about determining extended time for these exams. The tables outline the types of extended time and the timing for individual exam parts.

## Preparation for the Administration

Exam rooms should be prepared and all equipment should be tested before the administration. **Do not use exam materials for this purpose.** Follow the instructions in the *2025-26 AP Exam Instructions*.



## Verbal Instructions for Digital Exams

Students taking digital exams will be able to access a copy of the verbal instructions for the exam through Bluebook. See the [On Exam Day](#) section of this guide for more information.

## Sign Language Interpreter

Students who are deaf or hard of hearing may be approved to have an interpreter translate the spoken instructions. Sign language interpreters can assist more than one student at a time. These students will need to be seated so they can easily see the interpreter. Sign language interpreters should only sign spoken instructions from the proctor; they're not permitted to sign exam questions. They shouldn't have access to student testing devices at any time. A sign language interpreter must be able to effectively sign instructions to the student and voice the student's signing to the proctor.

## Sign Language Interpreter Criteria

Interpreters **must** be:

- Fluent in English. (For AP Exams in world language and culture, and Spanish Literature and Culture, must be fluent in both English and the language being tested.)
- For AP Music Theory: Fluent in describing music notation.

Interpreters **must not**:

- Be an immediate family or household member or close friend of the student.
- Be an AP teacher for the subject area being tested.
- Be involved in tutoring or preparing the student for the AP Exam.
- Be a prospective student for the same AP Exam.
- Handle materials for an exam in the year in which an immediate family or household member may be taking that exam at **any** school.
- Be employed part or full time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure College Board tests.

## General Guidelines

- All rooms used for testing must have at least one proctor present for the entire exam. The sign language interpreter must be separate from the proctor.

## Paper Testing for Digital Assessments

Most students taking digital exams with approved accommodations test in Bluebook. If a student needs a regular paper version of a digital subject, they should request a paper test for digital assessments accommodation.

If a student needs a paper braille format exam, they should request a Braille Paper Testing accommodation.

Schools with students approved for paper testing for digital exams will receive information about their shipments and how to access their needed proctor scripts in the spring.

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## Use of Aids

Students requesting the use of an aid must submit documentation of their need to the College Board SSD office by **January 16, 2026**, and the College Board SSD office must approve the accommodation.

### Auditory, Amplification/FM System

Students approved for this accommodation may use their FM system.

### Calculators

Refer to the “Calculator Policy” section of the *2025-26 AP Coordinator’s Manual, Part 2* for the full calculator policy for AP Biology, Calculus AB, Calculus BC, Chemistry, Environmental Science, Macroeconomics, Microeconomics, Physics 1, Physics 2, both Physics C, Precalculus, and Statistics Exams. For these exams, calculators are required or permitted for all students for some or all parts of the exams.

For all exams that allow or require calculators, students can use the built-in Desmos calculator through the Bluebook testing application. Note that for Calculus AB, Calculus BC, and Precalculus, Desmos will only be available in the calculator-required parts of the exam. These exams continue to have parts where no calculator is allowed.

Students may be approved for additional calculator use. The following applies to specific calculator accommodations situations:

#### AP Calculus AB / AP Calculus BC Braille Exams

- Students are expected to have a nongraphing scientific calculator available for use.
- A graphing calculator is permitted, but not necessary.

#### AP Precalculus Braille or Standard-Format Exams with an Accommodation

Use of accessible technology is expected for braille or standard exams with an accommodation. The following technology can be used only on the parts requiring a graphing calculator (Section 1, Part B or Section 2, Part A).

- Assistive technology that has the capabilities expected for AP Precalculus is available for students who are blind or visually impaired.
- This technology should be used during the course, and an accommodation request to use this technology on the AP Exam must be made through the College Board SSD office.
- Contact the College Board SSD office if you have questions about current assistive technology that meets the requirements for AP Precalculus.

#### Four-Function Calculator Accommodation

- Students must be approved for the accommodation of a basic four-function calculator for non-calculator test sections to use this accommodation.
  - ◆ Four-function calculators are basic calculators that have functions limited to addition, subtraction, multiplication, division, square roots, and percentage.
  - ◆ Percent and square root functions are permitted.
  - ◆ Must **not** be a scientific or graphing calculator.

## Before the Exam Administration

- This accommodation is applicable to exams for AP Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, and Precalculus.
- Students testing with a four-function calculator accommodation must bring a separate calculator and test in a separate room.

**NOTE:** Calculators are allowed for all students for the entire exam for AP Biology, Chemistry, Environmental Science, Macroeconomics, Microeconomics, Physics 1, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics, and Statistics.

## Computers



For digital AP Exams, students approved for computer to type essay or free response may:

- test with the digital AP Exam and type Section II directly in Bluebook; or
- if taking hybrid digital AP Exams, students may choose to use a second school-owned and -controlled computer to type Section II. **Note:** Work with the student and their teacher to understand how they have been working in class through the year to determine if this approach is needed/best for them on exam day.



For paper AP Exams, students approved for computer to type essay or free response may:

- use a school-owned and -controlled computer to type Section II

### Limitations for an Accommodation for Use of Computer

- For world language and culture exams, the computer must have an English language keyboard.
  - ♦ Students may use keyboard commands for accents that they used all year for their schoolwork, OR students may handwrite accent marks on a printout of their response(s) after the exam.
- For science and math exams, students requesting an accommodation for computer use should be already using a computer in their course(s).
- Devices must be school owned and controlled.
- The computer must be disconnected from any networks and the internet.
- Other applications, software, or assistive technology may **not** be used unless specifically approved by the College Board SSD office.
- Students must not use a computer to access information or remove exam content from the room.
- Spell check, grammar check, word prediction, and cut-and-paste features generally aren't approved accommodations and can't be used for College Board tests.
  - ♦ Advise students not to use these functions.
  - ♦ Prior to the exam, disable these functions on the computer.
  - ♦ Proctors must monitor students to prevent their use.

## Medical Aids

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for approved accommodations. They must be placed in a clear bag and stored under the student's desk during testing.

Eye glasses, hearing aids, and glucose pumps are permitted without the need for approved accommodations; however, if a student with a glucose pump needs other supplies, they would need to be approved.

Other medical devices, such as devices used for testing blood sugar, require an accommodation. Students approved to test blood sugar may do so at any time during the exam.

In some cases, a student may have College Board approval to have a mobile phone in the testing room for use with a glucose monitor or for other medical reasons. Only students who are specifically approved to have a mobile phone in the testing room may do so. (Approval to test blood sugar doesn't include permission to bring a mobile phone; the student must be separately approved for use of a mobile phone.) In these circumstances, the proctor will be asked to hold the student's phone at their desk and the student should be seated near the

## Before the Exam Administration

proctor so the student is in range of the phone. Prior to testing, they should confirm with the student what actions are needed in the event there is a notification.

The phone must be in airplane or guided access mode. (If needed to check their blood sugar, the phone may be taken off airplane or guided access mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)

In either case, the camera feature must be disabled. Bluetooth may be enabled, but only to connect the phone's share app to the continuous glucose monitor (CGM) for blood glucose monitoring.

No other device may be connected to the phone. In no case may a student keep their phone at their desk unless specifically approved by SSD.

## Other Aids

All aids must be specifically approved by the College Board SSD office. The following are examples of accommodations that may be approved:

- Allowing the student to bring an approved accommodation item into the exam room (e.g., food/drink/medication, magnifier, colored overlay).
  - ◆ Inspect the object before the exam to ensure no prohibited information is brought into the exam room.
  - ◆ Inspect the object after the exam to ensure that no exam content leaves the exam room.
- Allowing use of magnifying devices (electronic/non-electronic).
  - ◆ Disable all unapproved aids and/or assists.
  - ◆ Must not have any capabilities for recording, storage, snapshot, and/or transmission of data, picture, text, or other.
  - ◆ Must not be connected to any network, internet, or ethernet.
  - ◆ Must not be used to remove exam content from the room.
  - ◆ Must not have a computer connected that may copy, store, or print the magnified images
- Allowing use of refreshable braille devices or electronic braille writers/notetakers, such as BrailleNote™. (A digital notetaker can be used on all sections of a digital exam. However, a separate device would be needed.)
  - ◆ Must be connected to a monitor so the proctor can see what the student is typing.
  - ◆ Must not be connected to any network, internet, or ethernet.
  - ◆ May not be the student's personal device or belong to any member of their family.

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**NOTE:** *Braille writers may be used for all test sections.*

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- Allowing use of rulers and straightedges.
  - ◆ For AP Physics 1, Physics 2, and both Physics C Exams, all students may use a ruler or straightedge.
  - ◆ For any other exams, the accommodation to use a ruler or straightedge must be approved by College Board before testing.

**Prohibited aids:** Protractors, compasses, correction fluid, highlighters, dictionaries, books, notebooks, and any reference material

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## Supports Not Available for AP

### State Allowed Accommodations (SAAs)

These accommodations for schools testing in statewide contracts are not available for AP.

### English Learner (EL) Supports

EL supports are not currently available for AP.

## Preparing for Exam Day



- SSD coordinators should view students' accommodations and track pending requests and SSD notifications from the **Accommodations and Supports Dashboard** in SSD Online.
- SSD coordinators, proctors, and students should discuss the administration of the exam in advance to ensure everyone understands which accommodations students are testing with and how they'll be administered on exam day.
- Students with approved accommodations taking digital exams with assistive technology should try a test preview with the assistive technology they plan to use on exam day. Some types of assistive technology require specific configuration. Details are at [bluebook.collegeboard.org/students/accommodations-assistive-technology](https://bluebook.collegeboard.org/students/accommodations-assistive-technology).
  - ◆ SSD coordinators, AP coordinators, and students should collaborate to complete any configuration steps that may be required on the device the student will be using. If any settings need to be adjusted on exam day, configuration steps must be completed before beginning the check-in process in Bluebook.
- Remember that to take an AP Exam with accommodations—including extended time—a student must be approved for accommodations by the College Board SSD office. Providing accommodations to students without College Board approval will result in the cancellation of these students' scores.
- By the date of the AP Exam administration, students should be familiar with all aspects of the exam. Students who will be testing with extended time should ideally have taken a practice exam under extended time conditions. (AP teachers can access practice exams.)
- Before the exam administration begins, the AP coordinator generates a Nonstandard Administration Report (NAR) in AP Registration and Ordering for each student taking an exam not delivered through Bluebook (i.e., world languages, AP Music Theory, AP Spanish Literature and Culture). The SSD coordinator can also generate the NARs once they get an administrator code from their AP coordinator so they can access AP Registration and Ordering.

To generate a single NAR:

- ◆ On the **Students** page, on the student roster, go to the **Actions** dropdown in the right column for that student's exam.
- ◆ Select **Generate NAR** from the dropdown list.

To generate multiple NARs:

- ◆ On the **Students** page, select a course in the **Courses** filter. (NARs can only be generated one course at a time.)
- ◆ Check the top check box at the top left of the roster to select all students.
- ◆ Go to **Actions** at the top left of the roster.
- ◆ Select **Generate NAR** from the dropdown list.

**NOTE:** When you check the top check box for all students, AP Registration and Ordering will only generate the NAR for those students with accommodations. You can also check the boxes for specific students and then generate the NAR.

- ◆ Review each NAR. If there are students with approved accommodations for extended time or breaks (extended, extra, or breaks as needed), complete the columns on the NAR.
- If administering an exam subject that includes CDs: Due to the complexity of pausing an audio CD, more than one proctor per testing room may be required to aid students in tracking time.

# On Exam Day

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# On Exam Day

This section provides guidance on testing rooms, administering exams with accommodations, and information about extended time, as well as all other accommodations related information that may be needed on exam day.

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## Testing Rooms for Students Taking Exams with Accommodations

Digital and paper exams have some differences regarding the type of rooms students can test in.

The tables on the next four pages indicate the accommodations that can be tested together for digital exams and for paper exams. Some accommodations will be listed in more than one section. When planning which rooms students will test in, consider how students with accommodations have been managing their coursework and testing throughout the year.

## Testing Rooms for Students Taking Fully Digital and Hybrid Digital Exams with Accommodations

Room Type	Who Can Test Together?	Student's Approved Accommodation
Standard Room	<p>Students with standard time and the accommodations listed in the next column can all test together.</p> <p>It's recommended that students approved for extra and/or extended breaks be situated together if testing in the Standard Room. These students can also test in the Timing Accommodated Room.</p> <p>It's recommended that students approved to use a mobile device to monitor blood sugar be seated near the proctor.</p>	<ul style="list-style-type: none"> <li>▪ Large-print*</li> <li>▪ Magnification device—Non-electronic (also known as magnifier)</li> <li>▪ Printed copy of verbal instructions</li> <li>▪ Food/drink/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Colored overlay</li> <li>▪ Auditory Amplification</li> <li>▪ Sign language interpreter for oral instructions</li> <li>▪ Permission to test blood sugar</li> <li>▪ Breaks: Extended</li> <li>▪ Breaks: Extra</li> <li>▪ Braille writer (for fully digital exams)</li> <li>▪ Small group setting (if the number of students in testing room is 15 or fewer, and student is testing with standard time; otherwise the student should test in a Separate Accommodated Room.)</li> <li>▪ Screen Reader or Embedded Text-to-Speech <b>with</b> headphones (with standard time)</li> <li>▪ Other assistance—College Board SSD office will confirm</li> </ul>

\*Students using large-print free-response booklets for **hybrid digital** exams don't need to be in a separate room, but they should be seated in the back of the testing room to minimize opportunities for cheating.



Room Type	Who Can Test Together?	Student's Approved Accommodation
<b>Timing</b> <b>Accommodated Room</b>	<p>Students with the accommodations listed in the next column can all test together.</p> <p>Students with varying extended time accommodations can test in the same room.</p> <p>Students approved for extra and/or extended <b>breaks</b>, and no additional timing accommodations, may also test in the Standard Room.</p>	<ul style="list-style-type: none"> <li>Extended time (up to time and one-half, up to double time, or more)</li> <li>Breaks: Extended</li> <li>Breaks: Extra</li> <li>Breaks as Needed</li> <li>Screen Reader or Embedded Text-to-Speech <b>with</b> headphones (with extended time)</li> </ul>
<b>Separate Accommodated Room</b>	Students with the accommodations listed in the next column must be tested in a separate accommodated room.	<ul style="list-style-type: none"> <li>Small group setting (15 or fewer students in the testing room)</li> <li>Four-function calculator—No calculator section/exam</li> <li>Refreshable Braille</li> <li>Braille writer (for hybrid digital exams)</li> <li>Multiple-day testing</li> <li>Computer to type essay or free response (for hybrid digital exams)</li> </ul>
<b>One-to-One Setting</b>	Students with the accommodations listed in the next column must be tested in a one-to-one setting.	<ul style="list-style-type: none"> <li>Dictation</li> <li>Human reader</li> <li>Writer/Scribe</li> <li>One-to-one testing</li> <li>Screen Reader or Embedded Text-to-Speech testing <b>without</b> headphones</li> <li>An accommodation that may disturb other students (e.g., equipment that makes noise)</li> </ul>

# Testing Rooms for Students Taking Exams Not Delivered Through Bluebook with Accommodations

The following information applies to accommodated paper tests for digital assessments, braille, and AP Chinese and AP Japanese Exams on computer.

Room Type	Who Can Test Together?	Student's Approved Accommodation
Standard Room	Students approved for the accommodations listed in the next column should be tested in a standard room if they have no other approved accommodations.	<ul style="list-style-type: none"><li>▪ Large-print exam book*</li><li>▪ Large-print (large-block) answer sheet*</li><li>▪ Magnification device—Non-electronic (also known as magnifier)</li><li>▪ Printed copy of verbal instructions</li><li>▪ Food/drink/medication</li><li>▪ Wheelchair accessibility</li><li>▪ Preferential seating</li><li>▪ Record answers in test book</li><li>▪ Colored overlay</li><li>▪ Auditory Amplification</li><li>▪ Sign language interpreter for oral instructions</li><li>▪ Other assistance—College Board SSD office will confirm</li></ul>

\*Students using large-print exam materials (large-print exam book and large-print answer sheet) don't need to be in a separate room, but they should be seated in the back of the testing room to minimize opportunities for cheating.

Room Type	Who Can Test Together?	Student's Approved Accommodation
<b>Separate Accommodated Room</b>	<p>Students who are approved for any of the accommodations listed in the next column <b>must</b> be tested in an accommodated room (separate room from standard testers).</p> <p>Students who are testing with the standard time and breaks and who are also approved for small group setting, four-function calculator, or permission to test blood sugar may test together. These students can't test in the same room with students who are approved for other accommodations that alter their testing time or break length and frequency (extended breaks or extra breaks.)</p> <p>Students testing with extended time who are taking the same exam, and testing with the same time and break schedule, can generally test together.</p>	<ul style="list-style-type: none"> <li>▪ Extended time</li> <li>▪ Breaks: Extended</li> <li>▪ Breaks: Extra</li> <li>▪ Permission to test blood sugar (clock does not stop unless approved for extra breaks)</li> <li>▪ Small group setting (15 students or fewer in the testing room)</li> <li>▪ Four-function calculator—No calculator section</li> <li>▪ Braille Paper Testing</li> <li>▪ Raised line drawings</li> <li>▪ Braille writer</li> <li>▪ Multiple-day testing</li> <li>▪ Computer to type essay or free response</li> </ul>
<b>One-to-One Setting</b>	<p>Students <b>must</b> test in a one-to-one setting if they're approved for any of the accommodations listed in the next column.</p> <p>It's also recommended that students approved for <b>breaks as needed</b> test in this setting.</p> <p>However, students may test together if this is their only accommodation, they have the same timing, the proctor can keep track of the time, and the students won't distract each other.</p>	<ul style="list-style-type: none"> <li>▪ Human reader</li> <li>▪ Writer/Scribe</li> <li>▪ An accommodation that may disturb other students (for example, equipment that makes noise)</li> <li>▪ One-to-one testing</li> </ul>

## Administering Exams with Accommodations

This section covers the details that AP coordinators, SSD coordinators, and proctors need to know about administering AP Exams with different types of accommodations. Read it ahead of time to prepare and refer to it on exam day if needed.

**NOTE:** *The exam administration may never begin before the official starting time and may begin only up to 1 hour after the official starting time on the specified day.*

### Administering Exams with Extended Time

**For digital exams only:** Students with extended time (up to time and one-half, up to double time, or more) have the optional ability in Bluebook to move to the next section or end testing before their full extended time expires, **once the standard testing time has passed**. While students are encouraged to use all the time that they need and are approved for, they will not be required to stay for their full extended time if they finish testing or are ready to move on.

Overall criteria for extended time are the same for digital and paper exams:

- Students should be cautioned to use time appropriately based on the time needed and the weighting of the parts of the exam.
- Students need to practice good time management to prevent running out of time to answer questions.
- Students must always use the minimum of standard time.

There are some differences in the way extended time is applied for digital exams and paper exams. Review the details below.



#### Extended Time for Digital Exams

For digital exams, the extended time is delivered automatically in Bluebook. The AP coordinators and proctors may refer to the [Extended Time Tables](#) in this guide to understand how long an exam will be with extended time.

For digital AP Exams (fully digital and hybrid digital), students approved for extended time will be able to move forward in Bluebook like this:

- On the **Check Your Work** screen, which students see after completing the last question of an exam part or section, a **Next** button will appear. The button won't be clickable until after the standard time for that part or section has passed.

## On Exam Day

- The **Next** button will only appear for students with extended time.

The screenshot shows the 'Check Your Work' screen. At the top, it says 'Section I' with a 'Directions' dropdown. The timer shows '32:00' with a 'Hide' button. There are icons for 'Highlights & Notes' and 'More'. The main heading is 'Check Your Work'. Below it, instructions say: 'Look over your work, go back to questions you marked for review, and answer any questions you skipped. Remember: there's no penalty for guessing. When the timer reaches zero, you'll automatically move on. Please stay seated and remain quiet.' Below this is a box titled 'Section 1: Multiple-Choice' with a legend for 'Unanswered' (empty box) and 'For Review' (red flag). It contains a grid of question numbers 1 through 27. At the bottom, the student's name 'Sofía Aguilar' is on the left, and 'Back' and 'Next' buttons are on the right. An orange arrow points to the 'Next' button.

After a student clicks the Next button, they'll see a message explaining that they have more time left and won't be able to return to the part or section if they want to move on. To progress to the next part or section, they'll need to click the check box to confirm that they know that they cannot return, and then click **Next** again.

This screenshot shows the same 'Check Your Work' screen as before, but with a confirmation dialog box overlaid. The dialog box has a red exclamation mark icon and the title 'Are You Sure You Want to Move On?'. It contains the text: 'You are approved for extended time on this part of the test. If you move on now, you will not be able to return to these questions.' Below this is a checkbox with the label 'I am ready to move on, and I know I cannot return to this part of the test.' At the bottom of the dialog are two buttons: 'Return to section' and 'Next'. The background screen is dimmed.

**NOTE:** These screenshots include examples of timing. AP Exams have different timing depending on the subject.

All students will need to see the Congratulations screen at the end of the exam to know their exam responses have been submitted.

## Dismissal Procedures

For exam rooms with students testing with extended time, skip reading the dismissal script aloud from Test Day Toolkit. You must follow all non-scripted dismissal directions in Test Day Toolkit before dismissing students. Provide final dismissal directions to students in a quiet manner, to minimize disturbance to other students still testing. If necessary, remind students to leave as quickly and quietly as possible because other students may still be testing. NOTE: If multiple-students are taking digital exams with extended time in the same room, they may finish and leave at different times.



## Extended Time for Paper Exams

For paper exams, all extended time must be administered according to the [Extended Time Tables](#) in this guide and the instructions for that exam. As students are working through the exam, proctors should signal to students when the extended time is nearing the end.

When determining extended time for AP Exams with reading periods, it's important for AP and SSD coordinators and proctors to understand that the reading period must be included as part of the overall Section II exam timing.

Students are advised to take advantage of the reading period to plan what they will write, but they may begin writing their responses before the reading period is over.

Students must be allowed to pace themselves within a part; however, they are not allowed to carry over unused extended time from one part to the next. If multiple students with extended time are testing in the same room, students cannot move on to the next part until all students have completed the current part and standard time has passed. Proctors must ensure that no staff or student could be perceived as encouraging or pressuring any students from ending their test before time is called.

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**IMPORTANT:** *Students must be dismissed from the exam room at the same time. There are some exceptions to dismissal procedures for world language and culture exams and AP Music Theory Exams. Refer to the "Dismissing Students" instructions in the "Exam Day Procedures" section of the 2025-26 AP Coordinator's Manual, Part 2 for dismissal details.*

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## Extended Time for French, German, Italian, and Spanish Language and Culture, Spanish Literature and Culture, and Music Theory

Administering the right amount of extended time for the AP Exams in certain AP world language and culture exams (French, German, Italian, Spanish), Spanish Literature and Culture, and Music Theory is additionally complex because these exams are administered with multiple audio CDs and are composed of several parts that test different skills.

Extended testing time should be administered according to the [Extended Time Tables](#), the [Extended Time Reference for AP French, German, Italian, and Spanish Language and Culture Exams](#) and the [Extended Time Reference for AP Music Theory Exams](#) (all available in the Appendix of this guide), as well as the instructions for the specific exam.

These exams don't offer CDs with extended time due to the varied needs of students with disabilities.

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**NOTE:** *If practicing how to administer extended time, proctors must not open the CD to practice. (The AP Chinese and AP Japanese Exams **do** have extended time embedded in the exam since the entire exam is administered on computers.)*

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## Administering Exams with Break Accommodations

Unless approved as an accommodation by the College Board SSD office, students with disabilities receive breaks of the same number and duration as other students.

An accommodation for extra and/or extended breaks is a separate accommodation from extended time. A student approved for extended time doesn't automatically receive extra and/or extended breaks.



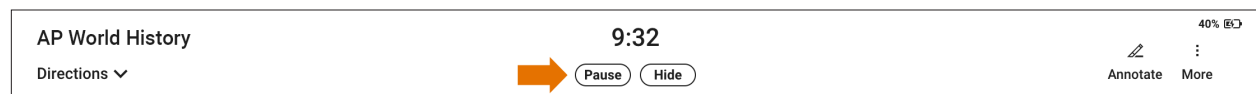
## Break Accommodations for Digital Exams

For students taking digital exams who are approved for a break-related accommodation, they will automatically receive an accommodated version of the exam that follows these guidelines for scheduled and unscheduled breaks during testing.

- **Extra Breaks:** Students approved for extra breaks will receive an exam with an extra five-minute break applied midway through each section. They will not be able to end this extra break early.

**NOTE:** For AP African American Studies, AP European History, AP United States History, and AP World History: Modern, the extra break during Section I will be between Part A and Part B. For AP Calculus AB, AP Calculus BC, and AP Precalculus, the extra break will be between Part A and Part B in both Section I and Section II. For AP Seminar, the extra break will be at the halfway point of the exam during Part B.

- **Extended Breaks:** Students approved for extended breaks will receive an exam with twice the time of the regularly scheduled break applied between Section I and Section II of the exam. They will not be able to end this extended break early.
- **Extra and Extended Breaks:** Students approved for extra and extended breaks will receive an exam with twice the time of regularly scheduled and extra breaks applied.
- **Breaks as Needed:** A student's exam will have a **pause** feature that they can use to take their breaks. The student will need to use the Pause button on screen in Bluebook to take their break, including during Section II of hybrid digital exams when they write responses in the free-response booklet. **Pause** is below the exam timer. It's important that students **not exit the exam** to take their break—they should only select pause. The clock stops when they select pause. To end their break, the student will click **Resume Testing**.



**NOTE:** There is no pause button for extra or extended breaks.

If a student approved for Breaks as Needed continually pauses the exam, the proctor should remind the student that the exam must be completed the same day, and, if the student is taking a multiple-day testing exam, all responses for that exam day must also be completed the same day.

## Dismissal Procedures

For exam rooms with students testing with break accommodations (either in the standard testing room or in the separate accommodated timing room), skip reading the dismissal script aloud from Test Day Toolkit. You must follow all non-scripted dismissal directions in Test Day Toolkit before dismissing students. Provide final dismissal directions to students in a quiet manner, to minimize disturbance to other students still testing. If necessary, remind students to leave as quickly and quietly as possible because other students may still be testing. **NOTE:** If multiple-students are taking digital exams with break accommodations in the same room, they may finish and leave at different times.



## Break Accommodations for Paper Exams

For students taking paper exams who are approved for a break-related accommodation, follow these guidelines for scheduled and unscheduled breaks during testing.

- **Extra Breaks:** Give students 5 minutes between portions of the exam that do not already have scheduled breaks. See “Determining When to Apply Extra Breaks” below.
- **Extended Breaks:** Give students **twice the time** of regularly scheduled breaks.
- **Extra and Extended Breaks:** Give students **twice the time of regularly scheduled and extra breaks**.



- **Breaks as Needed:** Students may take a break during any section of the exam. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

If students ask to resume testing sooner, they may, but proctors shouldn't prompt students to end their breaks early.

### Determining When to Apply Extra Breaks

Paper exams have two sections: Section one (multiple choice) and Section two (free response). Some sections also have designated parts.

For the multiple choice section:

- If it has designated parts, the extra break can be given between the parts (Part A and Part B).
- If it doesn't have designated parts, the extra break can be given when the student has completed half of the total time of the section, including any extended time for the section. Advise the student that they can decide if they would like to complete the question they are working on before taking the break.

For the free response section:

- If it has designated parts, the extra break can be given between the parts (Part A and Part B).
- If it doesn't have designated parts, the extra break can be given between sets of questions. For example, the AP Spanish Literature and Culture Exam includes two short-answer questions and two essay questions; an extra break could be given after the student completes the two short-answer questions.

The first page of each subject's proctor script provides an exam overview, including the length of each section and the number of questions. Referring to this information will be helpful in determining when to apply extra breaks.

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**NOTE:** *Accommodated paper tests for digital assessments and paper braille exams generally also have two sections, but they may not have designated parts. The same guidance provided above can be applied as needed.*

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## Filling Out the NAR

For students approved for extended time and/or extra and/or extended breaks for exams not delivered through Bluebook (i.e., paper, AP Chinese, AP Japanese), the proctor should:

- Record on each student's NAR the exact amount of time used per part, the total time used for each section, and any additional break times.
- Sign and date where indicated.

## Administering Exams for Students Who Are Blind or Low Vision



### Digital Exams

Unless approved for large print and paper testing, students won't receive a large-print test book for fully digital exams. Students who have an approved accommodation for Large-Print Test Book and are taking a hybrid digital AP Exam will automatically receive a large print free-response booklet for the exam(s) ordered for the student by the AP coordinator. The AP coordinator must still be sure to submit the exam order for the student.

In Bluebook, students will be able to use their device's functions (**control +/- or command +/-**) to zoom in and out.

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**IMPORTANT:** *For hybrid exams with a large-print test booklet accommodation, if a student's accommodation for the booklets are changed (i.e., approved or expired and received from SSD Online after the order was submitted, opting out, or opting in after initially opting out), the AP coordinator will be prompted by an "Update Order" box to resubmit their changes on the order screen.*

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## Paper Exams

Some students are approved for large-print for paper test book (14-point, 20-point, or larger), large-print answer sheet, or both accommodations.

If a student is approved for large-print for paper test book, be sure to order a large-print exam in the approved font size.

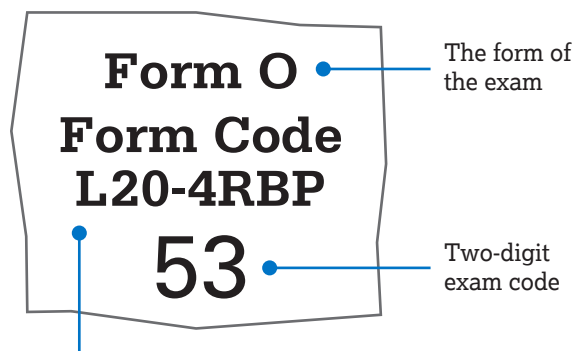
The shipment of these exams contains the large-print format paper AP Exam requested for each student and large-print answer sheets. Large-print answer sheets only need to be ordered separately if students require them for use with regular-format exams.

For large-print exams of AP French, German, Italian, or Spanish Language and Culture, AP Spanish Literature and Culture, and AP Music Theory, the front cover of each exam booklet lists the name and color of the corresponding section of the regular-format exams. For example, “Section I White Booklet” may appear on the multiple-choice booklet cover and “Section II Orange Booklet” may appear on the Free-Response booklet cover. This helps proctors and students follow along with the spoken instructions in the *2025-26 AP Exam Instructions*. See the “2026 AP Exam Booklet Colors” table in the *2025-26 AP Coordinator’s Manual, Part 2* for a table listing the colors for the various exam materials for each AP Exam administration.

**NOTE:** For exams 20-point or larger, more pages are needed to accommodate the large print. Therefore, instructions in the AP Exam Instructions may not exactly match the large-print exam. For example, the directions that appear only on the back cover of a regular exam booklet may appear over several pages in the corresponding 20-point exam booklet.

Photo-enlarged (14-point) booklets have the same number of pages as the regular-format exams.

The information below is on the bottom right corner of the exam booklet’s front cover.



Form code for a Large-Print exam. The number that follows “L” indicates the font’s point size. In this example, “L20” indicates that this exam’s font size is 20 points.\*

**NOTE:** The form code for 14-point is L14.

### Large-Print Answer Sheets

The large-print answer sheet replaces the regular answer sheet for students who are approved for this accommodation. The same information that appears on the regular (scannable) answer sheet is on the large-print answer sheet. However, students will place an X in the boxes on the large-print answer sheet instead of gridding responses in the circles as on the regular answer sheet. Schools should return only one large-print or one regular answer sheet per student per exam, not both.

For multiple-choice answers, only answer sheets provided by the AP Program will be scored. Use only the 2026 AP answer sheets provided with the 2026 AP Exam shipments. Confirm that the student’s identification information has been completed and that the student has placed their AP ID label on the first page of the large-print answer sheet. The AP Exam label from the Section I booklet should be removed and placed on the appropriate area on the answer sheet.

## Personalized Project References for Computer Science Principles (CSP)

Schools will need to print the student's Personalized Project Reference at the appropriate type size for students taking a large-print AP CSP Exam. On exam day, the AP coordinator gives the proctor the printed Personalized Project Reference for each student testing. The proctor distributes it to the students at the beginning of the exam. The students will use this for Section II of the exam.

If a student is approved to use screen magnification software, the Personalized Project Reference may be downloaded onto a computer by the AP coordinator before the exam, which the student can use only during Section II of the exam with their screen magnification software. The computer used for this purpose must be school owned and controlled; a student may not use their own or a family member's computer. The computer must be disconnected from any networks and the internet.

## Magnification Devices (Electronic/Non-electronic)

Magnification devices 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 magnification device must not be connected to any network (i.e., you must disable all network connections, including ethernet), and must not be used to remove exam content from the room.
- Any computer or monitor connected to the magnification device must not be allowed to copy, store, or print the magnified images.
- All unapproved aids are prohibited and must be disabled.

See the [Use of Aids](#) section of this guide for a list of unapproved aids.

## Braille Exams

### Materials

Paper braille AP Exam shipments will include the materials listed below.

- Braille exams
- Regular-format exam booklet or reader copy for reference during the administration of braille exams.
- Regular answer sheet(s)
- "Important Information Regarding the UEB Braille Edition Exam" statement (includes notification of any omitted questions, if applicable).

Shipments may also include, if applicable, the materials listed below.

- Guide to the Nemeth Code (packaged with braille exam packet): The current version of mathematical symbols, many of which are used in braille AP Biology, Calculus, Chemistry, Computer Science, Environmental Science, Physics, Precalculus, and Statistics Exams. The student may review this guide before exam day and refer to it during the exam.
  - ◆ If a student is approved for a Technical Math format for AP Chemistry, Precalculus, or any of the Physics subjects, they'll receive the UEB Technical Math version of the corresponding exam.
- Scripts and/or CDs for French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, and Music Theory AP Exams.

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**IMPORTANT:** Before 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, Environmental Science, Physics, Precalculus, and Statistics) and give this guide to students to review. All other exam materials must be kept in secure storage until exam day and may only be reviewed by the student during the scheduled exam administration; no other exam packets may be opened before the exam administration.

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## Omitted Questions

Braille exams are based on regular-format exams. In some instances, one or more questions, graphics, or documents included in the regular format can't be appropriately converted to a braille format. When this occurs, the questions, graphics, or documents are omitted from the braille edition of the exam. The student's score won't be affected, and they won't be penalized for the omitted items.

Before beginning the exam, read the **"Important Information Regarding the UEB Braille Edition of the AP Exam"** statement included with the exam shipment to the student. Remind students to skip the number(s) of the omitted question(s) when recording their answers. Proctors or writers/scribes should also skip the corresponding space on the answer sheet when transferring students' answers.

## Administration

The proctor needs to place an AP ID label from the student's personalized AP ID label sheet where indicated on exam materials. Use only the 2026 AP answer sheets sent with the 2026 AP Exam shipments. The proctor or writer/scribe should assist the student in completing the identification information on the regular answer sheet. Responses should be marked in pencil directly on the answer sheet.

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### IMPORTANT:

- Do not write in the braille edition of the exam or affix the student's AP ID label to the cover of the braille exam. The **regular-format exam materials or reader copies** included with the exam packet should be used to capture the student's identification information for the braille exam administration. The proctor should affix the student's AP ID label to the regular-format exam or reader copy booklets.
  - The proctor should read the **"Important Information Regarding the UEB Braille Edition of the AP Exam"** statement included with the exam packet to the student at the start of the exam administration. The proctor should print the student's full legal name and the exam date where indicated on the notice. The student should sign the notice.
  - At the end of the multiple-choice section, the proctor should seal the open sides of the regular-format exam booklet or reader copy with white seals (provided in the exam packet). Do not seal the braille edition of the exam.
- 

## Recording Multiple-Choice and Free-Response Answers

An accommodation may be requested to use a braille writer, a computer, or to record answers in the test book, and/or to dictate responses to a writer who will record the student's comments verbatim as they take the exam. **These accommodations must be approved by the College Board SSD office before the exam. For multiple-choice answers, only answer sheets provided by the AP Program will be scored.**

Follow the instructions for transcribing a student's responses. (See [Recording Answers in Test Book](#) and [Paper Transcription \(on a Computer or with a Braille Writer\)](#) for further details.)

## Personalized Project References for Computer Science Principles (CSP)

Schools may either braille the Personalized Project Reference (PPR), or the student may receive assistance from a human reader for the printed (not braille) PPR during Section II of the AP CSP Exam. If the student will be using a human reader for the PPR, an accommodations request needs to be submitted through SSD Online for any student who does not already have an approval for a human reader on record with the College Board SSD office.

## Braille Writer

For a digital AP Exam, braille writing software should be used. If a student uses a manual braille writer and/or does not have access to braille writing software, they can:

- test using a digital exam using voice recognition (speech-to-text) software;
- test using a digital exam and dictate their responses to a writer/scribe; or
- test using a braille paper exam with the manual braille writer.

Setting Up Approved Devices

For digital testing, braille writing software may be used in conjunction with the Bluebook app. For paper testing, either a manual or electronic braille writer may be used. Electronic braille writers must be connected to a monitor so the proctor can see what the student is typing. If the student is using a braille notetaker, only the keyboard function of the device may be used. Computers and electronic braille writers **may not be connected to any network** (i.e., you must disable all network internet and ethernet connections). In addition, the electronic braille writer may not be the student’s personal device or belong to any member of the student’s family. The braille writer may not be used to bring information in or remove test information from the room. Delete all responses from the equipment following the test (or for paper testing, following successful print out).

All unapproved aids, such as the spell check/grammar check, are not allowed and must be disabled. See the [Use of Aids](#) section of this guide for more information about what aids may or may not be approved. All accommodations must be approved by College Board and meet College Board guidelines.

Refreshable Braille Displays

Students approved for Refreshable Braille can test digitally using their refreshable braille display with a screen reader.

Refreshable braille displays (RBDs) are used to read text-only content on digital exams. Alternative text descriptions are embedded in the exams for all graphics. RBDs must be properly set up before they can be used by students. For information about installing and setting up RBDs, refer to the product’s instructions and manuals.

Prior to testing, make sure that the refreshable braille device is not connected to a network and that all unapproved aids, such as spell check/grammar check are disabled. The refreshable braille device may not be used to bring information in or remove test information from the room. Make sure that the notetaker is connected to a monitor for viewing by proctor.

For paper testing, students will test with a braille test.



Assistive Technology

The information in this section applies to digital exams.

Embedded Text-to-Speech

The Bluebook testing application includes a built-in (embedded) text-to-speech tool for students who require reading assistance as an accommodation. This tool eliminates the need for external technology, reducing configuration issues, and provides a more standardized experience for students across different devices.

Students who wish to use their own third-party screen reader or text-to-speech technology will need to have an approved accommodation for screen reader. The following table summarizes the key differences between the accommodations for screen reader and embedded text-to-speech.

Text-to-Speech (Embedded)	Screen Reader (Non-Embedded)
<b>Built-in tool</b>	<b>Separate</b> application or technology
Designed for students who <b>can see detailed graphics/images</b>	<b>Good for students who cannot see detailed graphics/images</b> or who need to use their own technology
<b>Reads all text</b> (Reading passages, math problems and equations, multiple-choice questions and responses)	<b>Reads all text AND all properties of the page</b> (Headers, footers, punctuation)
<b>Short description</b> of graphics/images	<b>Detailed description</b> of graphics/images
<b>No configuration</b> needed	Some <b>configuration</b> may be needed

## Screen Readers

Students need to configure Assistive Technology (AT) settings before exam day. The settings may include verbosity, punctuation, text processing, and other settings as approved. Ensure students have all settings configured before beginning the test day check-in process in Bluebook.

College Board has tested and currently supports the leading screen readers and text-to-speech applications, including:

- Screen Readers:
  - ◆ NVDA
  - ◆ JAWS
  - ◆ Apple VoiceOver
  - ◆ Chromebook ChromeVox
  - ◆ Windows Narrator
- Text-to-Speech (non-embedded):
  - ◆ Chromebook Select-to-Speak
  - ◆ Windows Narrator
  - ◆ MacOS Spoken Content
  - ◆ iOS Spoken Content

Other screen readers might work with the Bluebook application. Depending on which other screen reader and which release of that software, some functions may work differently or not at all.

More information is in the [Human Readers/Text-to-Speech/Screen Readers](#) section of this guide. Details about setting up screen readers are at: [bluebook.collegeboard.org/students/accommodations-assistive-technology](https://bluebook.collegeboard.org/students/accommodations-assistive-technology)

## Color Overlay/Color Contrast

Students can use the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device's screen.

## Human Readers

### Procedures for Using an Approved Human Reader

- Students testing with a human reader should be permitted up to time and one-half (+50%) unless approved for more than up to time and one-half.
- Students should be tested in separate rooms (one-to-one setting), and the reader may assist only one student at a time.
- The proctor must stay in the room at all times during the exam administration.
- The reader must be separate from the proctor.
- An approved reader provided for 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 hasty interpretations of what may appear to be suspected communication of exam content or exchange of information between the student and the reader, or any other behavior that might give the student an unfair advantage. The task requested by the student might be acceptable once understood. Any discussion or communication concerning *interpretation* of exam content is not permitted. If such discussion occurs and can't be controlled, or if 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 "Administration Incidents" of the *2025-26 AP Coordinator's Manual, Part 2* for details regarding administration incidents and completing an Incident Report.
- The proctor may also stop the exam and dismiss the student if the reader is suspected to have provided the student with any unfair advantage. In such instances, College Board reserves the right to cancel the student's exam score.



- Students who are blind or who have visual impairments may also be approved to have special tools or equipment (i.e., abacus, braille writer, computer) that have been approved to 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 only 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 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 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 emphasize words that are 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 they are 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 may 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 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 they 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 the other response options should still be read.
- 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 placing emphasis on words that are 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 read back notes that the student has taken while reading a passage or working on a problem. A reader can also 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.,  $17 \times 521$ ), 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:

- Lowercase letters that are juxtaposed should be read as a multiplication expression:
  - ◆  $xy$  should be read as “x times y.”
- 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.”
- 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.”
- 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.”
- 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 b squared.”
  - ◆  $z + (-a)$  should be read as “z plus, parenthesis, the opposite of a, close parenthesis.”

## Writers/Scribes/Dictation

### Procedures for Using a Writer

- Students testing with a writer should be permitted up to time and one-half (+50%) unless approved for more than up to time and one-half.
- Students should be tested in separate rooms (one-to-one setting), and the writer may assist only one student at a time.
- Each student approved for this accommodation must have their own writer.
- The student and the writer should discuss how best to work together before the exam administration.
- The proctor must stay in the room at all times during the exam administration.
- The writer/scribe must be separate from the proctor.
- 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.
- The AP coordinator, proctor, and writer 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 can't be controlled, or if school staff observe

anything they deem unusual, report the situation on an Incident Report (IR), and advise the student you are going to do so. Refer to the “Administration Incidents” of the *2025-26 AP Coordinator’s Manual, Part 2* for details regarding administration incidents and completing an Incident Report.

- The proctor may also stop the exam and dismiss the student if the writer is suspected to have provided the student with any unfair advantage. In such instances, College Board reserves the right to cancel the student’s exam score.

## Multiple-Choice Questions

Sometimes a student has trouble speaking clearly or distinctly due to their disability. The writer should confirm the student’s response. For multiple-choice questions, if the writer can’t 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 choose the appropriate card.

## Free-Response Questions

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

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 them 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; and
- spell words that are unclear (e.g., commonly misspelled words, words that are unfamiliar to the scribe, all words associated with a topic such as geographic places and people’s names) without reference to a dictionary. Students do not need to spell all words.

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 College Board. The student should have an opportunity to review and revise their free-response reply if there is enough time to do so. 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.

### Dictation (Speech-to-Text)

Voice recognition, speech recognition, or speech-to-text (STT) technology transcribes a student’s spoken words into text item responses in the digital exam. If approved for this technology or for a writer/scribe, a student may use STT technology for digital exams.

The College Board has tested and currently supports the leading speech-to-text/dictation applications, including:

- Dragon NaturallySpeaking (with custom commands)
- Apple Voice Control
- Chromebook Dictation
- Windows Voice Recognition/Dictation

Other speech-to-text or dictation software might work with the Bluebook application. Depending on which other STT or dictation software and which release of that software is used, some functions may work differently or not at all.

Students must test in a one-to-one setting.

## Computer to Type Essay or Free Response for Hybrid Digital AP Exams

Consider the way the student is working in the class through the year to determine how or if the student needs to use this accommodation for their hybrid digital exam.

For Section II, if the student is typing responses, the student will need two devices: One to view the questions in Bluebook, and one to use for typing and printing their responses.

The computer used for typing responses needs to be school-owned and -controlled and must be disconnected from any networks and the internet. See [page 30](#) for more information regarding limitations for use of a computer.

See the [Paper Transcription \(on a Computer or with a Braille Writer\)](#) section for more specific directions.

## Exams for Students Who Are Deaf or Hard of Hearing

This section applies if you’re administering an AP Exam in:

- French Language and Culture
- German Language and Culture
- Italian Language and Culture
- Spanish Language and Culture
- Spanish Literature and Culture

### Administration

If any students are approved for the accommodation of printed copy of verbal instructions, schools must provide a copy of the proctor script for the appropriate subject from the *2025-26 AP Exam Instructions*. The script can be photocopied from the book or printed from AP Central. If the student has an accommodation for a written script of aural stimuli, the AP coordinator can also order a Printed Script for the Audio parts of these exams by referring to the “Indicating Special Exam Materials for Fully Paper Exam Subjects” section of the *2025-26 AP Coordinator’s Manual, Part 1*. 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.

## On Exam Day

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; and
- interpret any responses from the proctor to the student.

**The interpreter may assist only in translating spoken directions and may not sign or interpret exam questions or responses for the student.**

For the **Listening** part (AP 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 by a human reader or a pair of human readers who speak the dialogues (in this case, two proctors fluent in the language, but not the AP teachers for the subject area being tested, should read the scripts provided);
- to read the print script of the Listening part; or
- to read the print script while a human reader reads the part aloud (in this case, the human reader should be a person fluent in the language, but not the AP teacher for the subject area being tested).

In Section II, Part A (AP 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 by a human reader. (In this case, the human reader should be a person fluent in the language, but not the AP teacher for the subject area being tested.)
- 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 human reader reads the part aloud. (In this case, the human reader should be a person fluent in the language, but not the AP teacher for the subject area being tested.)

For the **Speaking** part (AP 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:

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

The following designations will be noted on the script:

**MA – Man A**

**MB – Man B**

**WA – Woman A**

**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 they are ready to work on that part. The script shouldn't be given to the student before the start of the listening, writing, and speaking parts of the exam. At the end of this portion of the

exam, the proctor should make sure the student's responses have been recorded properly and then continue with the directions for the exam in the *2025-26 AP Exam Instructions*.

Audio CDs don't include extended time. Proctors should refer to the [World Languages Extended Time Tables](#) in this guide for more information. The total amount of approved extended time for a part or section includes all tasks and all pauses. The total amount of time given to the student may never exceed the amount of extended time for which the student is approved. Proctors must allow students to pace themselves within a part; however, including pauses, extended time may not exceed the student's authorized time for the part. A student is not required to use all of the extended time allowed for one part. However, once a student has indicated they are ready to move on, they cannot carry over any unused extended time from one part to the next.

For example: For Reading (Section I, Part A), a student approved for up to time and one-half (+50%) extended time can have up to 1 hour. If the student is testing individually in the room, and is done in the standard time (40 minutes) and wants to go on to Section I, Part B, they may do so. However, the student cannot transfer the "unused" 20 minutes from Part A to Part B. (See the [Extended Time Reference for AP French, German, Italian, and Spanish Language and Culture Exams](#) in this guide.)

A student approved for extended time is not also approved for repetition of aural stimuli unless that student has a documented disability that requires the repetition of aural stimuli and has been approved by College Board for this accommodation.

## Multiple-Day and Limited-Time Testing

Multiple-day testing is most commonly administered across two days. Some students might be approved for accommodations that require them to test across more than two days; in this case, specific directions will be sent to the school for administering the exam. Digital AP Exams can be administered **only** across two days. If a student registered for a digital exam needs to test across **more** than two days, the AP coordinator will need to select "More than 2 day Multiple-Day Testing" in AP Registration and Ordering. The student will then receive a paper exam.

Share these details with any students who'll be taking an exam across multiple days and their proctors.

1. Students will take Section II of the exam on Day 1 of testing and Section I of the exam on Day 2 of testing.
2. The exam start time on Day 2 must be the same as the start time on Day 1.
3. Day 2 of testing is the next business day after Day 1.



## Required Steps for Paper Multiple-Day Testing

Exam materials for multiple-day testing and instructions for administering the exam will be shipped to a school separately from standard exam materials.

AP coordinators need to take these steps for any student taking a paper AP Exam who's been approved by the College Board SSD office for accommodations that make them eligible for multiple-day testing.

1. Talk with the SSD coordinator and with any student who has approved accommodations that make them eligible for multiple-day testing to ensure they understand how the exam will be administered.
2. The **free-response section** (Section II) must be administered on the first day and must begin at the official published start time on the scheduled day for the exam subject. Use the specific subject's instructions (proctor script).
  - In the proctor script, go to the text immediately following the 10-minute break and begin Section II: Free Response. Once the student has finished that section, both booklets for Section II—free-response booklet and the orange booklet—should be given to the proctor. The student may not return to the free-response section after they have completed that section on Day 1.

3. The **multiple-choice section** (Section I) must be administered the day following the administration of the free-response section. Students need an answer sheet for Day 2.
  - Begin the exam with the “General Instructions” section in the *2025-26 AP Exam Instructions* for students to complete the identification information on their answer sheets. After completing the identification fields, students will be ready to start the multiple-choice section. Proctors use the appropriate subject-specific proctor script beginning with the instructions for Section I: Multiple-Choice to administer the multiple-choice section of the exam.

**NOTE:** There are unique steps for administering exams over multiple days for AP Chinese and AP Japanese. See the [AP Chinese and AP Japanese Exam Accommodations](#) section in the Appendix for details.



## Required Steps for Digital Multiple-Day Testing

Multiple-day testing across two days is available for digital and hybrid exams in Bluebook. AP coordinators need to take these steps for any student taking a digital or hybrid digital AP Exam who's been approved by the College Board SSD office for accommodations that make them eligible for multiple-day testing.

1. The AP coordinator should talk with the SSD coordinator and with any student who has approved accommodations that make them eligible for multiple-day testing. Confirm if they need to test over multiple days for their digital exam.
2. Indicate multiple-day testing for the student in **AP Registration and Ordering no later than 48 hours before the scheduled digital exam date**. Changes to exams cannot be made after this time.

**NOTE:** There's no multiple-day testing digital option for AP Seminar. If you're ordering an AP Seminar Exam for students approved for multiple-day testing, you must indicate Multiple-Day Testing in the special exam format box in AP Registration and Ordering. This will generate a paper-format exam.

3. Before exam day (and after indicating multiple-day testing in AP Registration and Ordering), set up testing rooms for both days in Test Day Toolkit. (See details on [pages 20–22](#).)
4. Before exam day, move the student to their Day 1 and Day 2 rooms in Test Day Toolkit and assign the proctor to the Day 1 room. (See details on [pages 22–23](#).)
5. After Day 1 testing is complete, assign the proctor to Day 2. (This applies if you're using the same proctor for both days of testing or if your Day 2 proctor is proctoring another exam on Day 1.) An individual can only be assigned to one room at a time in Test Day Toolkit.



## Multiple-Day Testing Experience for Students Taking Digital Exams

1. After logging in to Bluebook, students will see 2 cards for the exam they're taking—one for each day of testing. Each card will indicate “Day 1” or “Day 2” along with the exam date. Students need to select the exam card for the correct day of testing.

AP World History - Modern - Day 1	AP World History - Modern - Day 2
<b>Date:</b> Thursday, May 7, 2026 <a href="#">✓ Test Day Checklist</a>	<b>Date:</b> Friday, May 8, 2026 <a href="#">✓ Test Day Checklist</a>
<b>Location</b> Contact your AP coordinator for the arrival time, testing location, and room.	<b>Location</b> Contact your AP coordinator for the arrival time, testing location, and room.
<b>Testing Accommodations:</b> 002 Reading Double time (+100%) 016 Extra Breaks 017 Extended Breaks	<b>Testing Accommodations:</b> 002 Reading Double time (+100%) 016 Extra Breaks 017 Extended Breaks
<div>  It's time to check in.                             <a href="#">Check In Now</a> </div>	<div>  Your registration is complete.                             After you finish Day 1, your test will continue here.                         </div>



## On Exam Day

2. Because only one exam section is taken on each day of testing, there are no standard breaks during testing. However, if the student is approved for an accommodation of extra breaks or breaks as needed, their digital exam will enable them to take their approved break(s) during each day of testing.
3. Students must complete the exam section on each day for their responses to be submitted.

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**NOTE:** *If a student is unable to submit Day 1 responses due to a technical issue that can't be resolved before beginning Day 2, the AP coordinator will need to submit an Incident Report and order a late-testing exam for the student via AP Registration and Ordering. Partial retests aren't available if a student took a digital exam, so a student who wants to request a late-testing exam would need to take the full digital late-testing exam.*

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4. If an unexpected situation results in a student being unable to test on one of the days, they should work with the AP coordinator to request a late-testing exam. A student who's unable to take the digital exam on Day 1 can't test on Day 2.

## Small-Group Testing

If you have students approved for small-group testing, small-group rooms shouldn't have more than 15 students. AP coordinators can adjust the number of students allowed, depending on student needs and the size of the room.

Refer to the "Seating Policy" section of the *2025-26 AP Coordinator's Manual, Part 2* for complete seating requirements.

## Paper Transcription (on a Computer or with a Braille Writer)

If a student completed the free-response section of a paper or hybrid digital exam using a computer or a braille writer, be sure each response begins on a new page. The top of each page must have:

- The title of the exam.
- The question number.
- One of the student's AP ID labels (or written AP ID).
- If the student chooses not to provide a response to a free-response question, this should be indicated with the text "No Response" next to the question number at the top of the corresponding page.

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**IMPORTANT:** *Don't include any other identifying information, such as teacher name, student name, or high school name, on these pages.*

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To return the responses:

- Print out all essays that are typed on a computer. Transcribe all essays produced in braille into a computer, and print them out.
- Securely **staple** typed short-answer responses to the **first inside page** of the short-answer response booklet and typed free-response essays to the **first inside page** of the free-response booklet—**not** the multiple choice or orange booklet. Failure to do so may lead to the loss of responses.
- Do not send electronic files with the exams.
- Delete all responses written in braille or on a computer from the equipment immediately after successful transcription and printout.
- Return these materials in the SSD return envelope.
- Keep a printed copy of the typed responses securely at the school until scores are received. This will give the AP Program time to ensure all students' typed responses from your school have been received and scored. If a student's responses weren't received, you'll be contacted to retrieve the responses.



## **Student Responses Transcribed from a Multiple-Choice Booklet to an Answer Sheet**

If a student is approved for the accommodation of “record answers in test book,” the student will write answers in the multiple-choice booklet, and the proctor must transcribe the student’s answers onto an answer sheet.

- **It is critical that each student’s multiple-choice answers are legibly transcribed onto the answer sheet, regardless of the method initially used to record the student’s responses.**
- Multiple-choice booklets with circled responses will not be scored.
- Make sure each student has completed all identification information fields on the answer sheet.

# After the Exam Administration

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- 59 Indicating AP Exams Administered with Accommodations
  - 60 Nonstandard Administration Report (NAR)
  - 60 Returning SSD Exam Materials

# After the Exam Administration

This section provides guidance on indicating which exams were administered with accommodations, completing Nonstandard Administration Reports, and returning the exam materials, as well as all other accommodations related information that may be needed after the exam administration.

## Indicating AP Exams Administered with Accommodations

After each AP Exam administration (e.g., regular or late-testing), indicate in AP Registration and Ordering which students took exams not delivered through Bluebook (i.e., paper, AP Chinese, AP Japanese) using any type of College Board–approved accommodations.

- Go to the **Students** page.
- If needed, use the **Accommodations** filter to narrow the student roster to students with approved accommodations.

The screenshot shows the 'AP Registration and Ordering' interface. At the top, there are tabs for Home, Courses, Students, Orders, Packing List & Invoice, and Settings. Below the tabs, there are several filter sections: Courses, Exam Date, Order Exam?, Teachers, AP Fee Status, Special Materials, SSD ID, Accommodations, Course Type, Order Status, and Fees. The 'Accommodations' filter is expanded, showing a list of checkboxes: Extended Time, Extra / Extended Breaks, Reading / Seeing Text, Recording Answers, Modified Setting, Other, and Student tested with an accommodation. The 'Student tested with an accommodation' checkbox is highlighted with an orange arrow. Below the filters, there is a search bar labeled 'Search by AP ID or Last Name' and a table with columns: Student Name, Exam Date, Order Exam?, Reduced Fee, and Actions. The table lists several students and their exam details.

- For each student and per exam, click **Actions** and select the “**Student tested with an accommodation**” checkbox for each student who took an AP Exam with any type of approved accommodation. This step doesn’t require submitting or saving. After selecting the checkbox, the task is finished.

<input type="checkbox"/>	Student Name	Course Name	Exam Date	Order Exam?	Reduced Fee	Actions
<input type="checkbox"/>	John Smith	AP 2-D Art and Design	See Submission Deadline	Yes	<input type="checkbox"/>	Actions
<input type="checkbox"/>		AP 3-D Art and Design	See Submission Deadline	Yes	<input type="checkbox"/>	Actions
<input type="checkbox"/>		AP Computer Science Principles	Std - Paper 5/08 12 PM	Unused	<input type="checkbox"/>	Actions
<input type="checkbox"/>		AP Drawing	See Submission Deadline	Yes	<input type="checkbox"/>	Actions
<input type="checkbox"/>		AP Research	See Submission Deadline	Yes	<input type="checkbox"/>	Actions
<input type="checkbox"/>		AP Seminar	Std - Paper 5/04 12 PM	Yes	<input type="checkbox"/>	Actions

☒ Student tested with an accommodation

**NOTE:** This field should already be checked for fully digital and hybrid digital exams, so you don’t need to take any further action for those specific exams.

## Nonstandard Administration Report (NAR)

A completed NAR (generated and printed from AP Registration and Ordering) is required for each exam not delivered through Bluebook (i.e., paper, AP Chinese, AP Japanese) with accommodations. They should be kept on file at the school for six months.

**Don't send the NAR back with your exam materials.**

## Returning SSD Exam Materials

How to return exam materials for students who tested with accommodations depends on the types of exam materials involved.

**IMPORTANT:** Refer to the “Exam Materials for Students Who Tested with Accommodations” section of the 2025-26 AP Coordinator’s Manual, Part 2 for full instructions.

- Regular-format accommodation-related exam materials will be packed and shipped with all other exam materials. This includes Reader copies (the copies of the exams used for students with a human reader accommodation).
  - ◆ Free-response booklets for students approved for typed essays and free response, multiple-choice booklets for students approved to circle answers in booklets, and large-print answer sheets used with regular-format exams will be returned in the “SSD return envelope.” **Pack it in the carton with regular-format exams.** Refer to the “Exam Materials for Students Who Tested with Accommodations” section of the 2025-26 AP Coordinator’s Manual, Part 2 for detailed instructions about returning typed essays.
- Braille, large-print, and multiple-day exam paper materials will be returned in the separate cartons or envelope in which they were received.
  - ◆ Large-print answer sheets and scannable answer sheets used with braille and large-print exams will be returned in the SSD return envelope. Any braille security statements will be placed on top of the SSD return envelope.

If an incident occurs during an exam administration for a student testing with accommodations, follow the instructions in the “Administration Incidents” section of the 2025-26 AP Coordinator’s Manual, Part 2. If the incident doesn’t indicate to return exam materials in the IR return envelope, refer to the “Exam Materials for Students Who Tested with Accommodations” section of the 2025-26 AP Coordinator’s Manual, Part 2. Any incidents requiring an incident report will need to be submitted online through AP Registration and Ordering.

### REMINDER:

*Responses recorded in test books and free-responses completed with a braille writer must be transcribed.*

# Appendix

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# Appendix

## SSD Accommodations Policy for AP Through-Course Assessments

We are committed to ensuring that students who require accommodations can participate in AP courses. For most AP courses, a student's overall AP score is determined by their end-of-course exam. However, for some AP courses, a student's overall AP score is determined by additional assessments. These assessments are sometimes referred to as "through-course assessments" or "performance-based tasks." Examples of AP courses that include assessments other than or in addition to an end-of course exam include AP Seminar, AP Research, AP Computer Science Principles, and AP African American Studies. The accommodations that a student requires for a through-course assessment, such as an oral presentation, may differ from what is needed for a written exam.

### Accommodations Approval for Through-Course Assessments

For through-course assessments, students may use accommodations under either of the following circumstances:

- The accommodation has been approved by the College Board's Services for Students with Disabilities (SSD) for the student for College Board tests; OR
- The student's school/state/district has approved the student's use of the requested accommodation for classwork through an IEP, Section 504 Plan, or other formal process;

**NOTE:** *In special circumstances, such as a homeschooled student, or where a school does not provide any accommodations, the student may submit a request for accommodations for through-course assessments to College Board SSD.*

### Guidelines for Use of Accommodations for AP Seminar

When an assistant is used, such as a sign language interpreter or a scribe, the school must ensure that the student's performance-based work is delivered as dictated by the student and the assistant does not alter the student's own authentic work.

The assistant must follow the requirements in the [AP Seminar Course and Exam Description](#) which outlines the 'Role of Teacher' on pages 40, 43, and 44. The role of the teacher applies to all assistants working with AP Seminar students throughout the school year.

A brief overview of what assistants may **not do** as part of accommodations are as follows:

- assign, provide, distribute, or generate research questions for students
- conduct research or provide specific sources, articles or evidence for students
- write, revise, amend, or correct anything that is part of, or contributes to, the final work the student submits for assessment
- provide specific, directive feedback to individuals or groups
- proofread or copyedit work for students
- reveal defense questions to students prior to the presentation

Students can participate in AP Seminar performance tasks with the support of the teacher and/or assistant. AP Seminar-specific accommodations for through-course assessments are below:

#### Presentations

- Team Multimedia Presentation (TMP)
  - ◆ Extended time can be given if a student is currently approved for extended time in **Speaking**. The extended time is based on the current 10-minute maximum outlined in the Task Directions. Based on the student's approved accommodation, provide

## Appendix: SSD Accommodations Policy for AP Through-Course Assessments

the applicable extended time for the team to deliver their presentation. See the table below for extended time information.

	Standard Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
Seminar Team Multimedia Presentation (TMP)	10 minutes	15 minutes	20 minutes

- ♦ A student can deliver their TMP through the sign language interpreter or scribe. The student can work with team members and communicate their findings electronically, through a sign language interpreter or scribe or with additional teacher assistance. For the oral defense, the sign language interpreter or scribe may not reveal defense questions to any student prior to the presentation.

- Individual Multimedia Presentation (IMP)

- ♦ Extended time can be given if a student is currently approved for extended time in Speaking. The extended time is based on the current 8-minute maximum outlined in the Task Directions. Based on the student's approved accommodation, provide the applicable extended time for the student to deliver their presentation. See the table below for extended time information.

	Standard Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
Individual Multimedia Presentation (IMP)	8 minutes	12 minutes	16 minutes

- ♦ A student can deliver their IMP through the sign language interpreter or scribe. For the oral defense, the sign language interpreter or scribe may not reveal defense questions to the student prior to the presentation.

### Written Work

- Individual Research Report (IRR)

- ♦ This written component can be completed independently.

- Individual Written Argument (IWA)

- ♦ This written component can be completed independently. The student must be given at least 30 school days to complete their research, compose their essay, and develop their presentation.

### End-of-Course Exam

- All accommodations for the end-of-course exam must be approved by the College Board's Services for Students with Disabilities (SSD). The school's SSD Coordinator should submit requests for accommodations through SSD Online.

## Guidelines for Use of Accommodations for AP Research

When an assistant is used, such as a sign language interpreter or a scribe, the school must ensure that the student's performance-based work is delivered as dictated by the student and the assistant does not alter the student's own authentic work.

The assistant must follow the requirements in the [AP Research Course and Exam Description](#) which outlines the 'Role of Teacher' on pages 54–55. The role of the teacher applies to all assistants working with AP Research students throughout the school year.

A brief overview of what assistants may **not do** as part of accommodations are as follows:

- Generate research questions/project goals for students. Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).



- Write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment. Provide specific, directive feedback to individuals (expert advisers must not tell students what to do).
- Conduct research or provide specific sources, articles or evidence for students.
- Provide unsolicited help (i.e., students must initiate conversations that call for expert adviser feedback, such as asking a question to which the expert adviser can then respond).
- Write, revise, amend, or correct student work (anything that is part of, or contributes to, the final work submitted for assessment). Provide or identify the exact questions a student will be asked prior to the student's defense (i.e., students should be prepared to answer every one of the oral defense questions that have already been provided to the students in advance).

Students can participate in AP Research performance tasks with the support of the teacher and/or assistant. AP Research-specific accommodations for through-course assessments are below:

#### Presentations

- Presentation and Oral Defense (POD)
  - Extended time can be given if a student is currently approved for extended time in **Speaking**. The extended time is based on the current 20-minute maximum outlined in the Task Directions. Based on the student's approved accommodation, provide the applicable extended time for the student to deliver their presentation. See the table below for extended time information.

	Standard Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
Research Presentation and Oral Defense (POD)	20 minutes	30 minutes	40 minutes

- A student can deliver their POD through the sign language interpreter or scribe. For the oral defense, the sign language interpreter or scribe may not reveal defense questions to the student prior to the presentation. For the Q&A panel, the sign language interpreter or scribe can assist.

#### Written Work

- Academic Paper (AP)
  - This written component can be completed independently. The student can work with their expert adviser and communicate their findings electronically, through a sign language interpreter or scribe or with additional teacher assistance.

#### End-of-Course Exam

- There is no end-of-course exam for AP Research, therefore accommodations do not apply for this component.

## Guidelines for Use of Accommodations for AP Computer Science Principles

When an assistant is used, such as a sign language interpreter or a scribe, the school must ensure that the student's performance-based work is delivered as dictated by the student and the assistant does not alter the student's authentic work.

The assistant must follow the requirements in the [AP CSP Course and Exam Description](#), which outlines the 'Role of Teacher' on pages 171–174. The role of the teacher applies to all assistants working with AP CSP students throughout the school year.

A brief overview of what assistants may **not do** as part of accommodations are as follows:

- assign, provide, or distribute to students specific topics or a program to develop;
- write, revise, amend, or correct student work, including debugging the program, writing or designing functionality in the program, testing the program, or making revisions to the program;

- allow students to submit practice performance tasks for AP assessment scoring;
- provide feedback on practice written response prompts before all three components of the Create performance task have been submitted as final in the AP Digital Portfolio; or
- allow students to collaborate during the creation of their video or their Personalized Project Reference.

Students can participate in AP CSP performance tasks with the support of the teacher and/or assistant. AP CSP-specific accommodations for through-course assessments are below:

Create Performance Task

- Video of program running (V)
  - ◆ Students may obtain assistance with the creation of the video showing the running of the program, as long as the content of any video narration is the original work of the students (i.e., the student includes captions)

End-of-Course Exam

- All accommodations for the end-of-course exam must be approved by the College Board's Services for Students with Disabilities (SSD). The school's SSD Coordinator should submit requests for accommodations through SSD Online.

Guidelines for Use of Accommodations for AP African American Studies

When an assistant is used, such as a sign language interpreter or a scribe, the school must ensure that the student's performance-based work is delivered as dictated by the student and the assistant does not alter the student's authentic work.

The assistant must follow the requirements in the [AP African American Studies Course and Exam Description](#) which outlines the 'Teacher's Role During Individual Student Project Development' on page 362. The role of the teacher applies to all assistants working with AP African American Studies students throughout the school year.

A brief overview of what assistants may **not do** as part of accommodations are as follows:

- assign, provide, distribute, or generate topics or research questions for students
- write, revise, amend, or correct anything that is part of, or contributes to, the final work submitted for assessment
- provide specific, directive feedback to individuals or groups (assistants must not tell students what to do)
- conduct research or provide specific sources, articles or evidence for students
- proofread or copyedit work for students
- reveal defense questions to students prior to the presentation

Students can participate in AP African American Studies performance tasks with the support of the teacher and/or assistant. Specific accommodations for through-course assessments are below:

Presentations

- Individual Student Project Presentation and Oral Defense
- Extended time can be given if a student is currently approved for extended time in **Speaking**. The extended time is based on the current 8-minute maximum outlined in the Task Directions. Based on the student's approved accommodation, provide the applicable extended time for the student to deliver their presentation. See the table below for extended time information.

	Standard Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
Individual Student Project Presentation and Oral Defense	8 minutes	12 minutes	16 minutes

### ***Appendix: SSD Accommodations Policy for AP Through-Course Assessments***

- A student can deliver their Presentation and Oral Defense through the sign language interpreter or scribe. For the oral defense, the sign language interpreter or scribe may not reveal defense questions to the student prior to the presentation.

#### **End-of-Course Exam**

- All accommodations for the end-of-course exam must be approved by the College Board's Services for Students with Disabilities (SSD). The school's SSD Coordinator should submit requests for accommodations through SSD Online.

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## Extended Time Tables

### Extended Time Tables for the AP Exams in French, German, Italian, or Spanish Language and Culture, Spanish Literature and Culture, or Music Theory

1. The SSD coordinator or AP coordinator must generate and print a Nonstandard Administration Report (NAR) from AP Registration and Ordering for each student taking these exams who has received approval for extended time. A copy of the NAR is needed for each exam the student is taking with approved extended time. The NAR indicates which of the five types of extended time (reading, writing, listening, speaking or sight singing, and mathematical calculations) have been approved and the percentage of extended time approved for each type.
2. Use the extended time tables on the following pages, as well as the instructions for the specific exam, to determine the appropriate amount of extended time to grant to a student on each part of that exam.
3. To help proctors know how much time to give each student, fill out the columns on the NAR. Refer to [page 32](#) for complete directions on printing the NAR. **A NAR must be completed for all students taking these exams approved for accommodations, but the timing record is required only for students approved for extended time.**

### Extended Time Guidelines for AP Exams in French, German, Italian, and Spanish Language and Culture; Spanish Literature and Culture; and Music Theory

The information on the following pages provides general guidance about providing extended time for these exams. For step-by-step instruction about how to apply extended time, AP coordinators and proctors can use the [Extended Time Reference for AP French, German, Italian, and Spanish Language and Culture Exams](#) and [Extended Time Reference for AP Music Theory Exams](#) in this guide.

- If a student has approval for two or three types of extended time in a single part of the exam, apply only one of the amounts of approved extended time, whichever is greatest.

#### Example

Exam: AP German Language and Culture

Student approved for: up to time and one-half, Reading  
up to double time, Listening

Student to be given: up to time and one-half for Section I, Part A  
up to double time for Section I, Part B  
up to double time for Section II, Part A  
up to double time for Section II, Part B

- A student doesn't need approval for all types of extended time associated with a part to receive extended time on that part. As long as the student has been approved for one of the types of extended time associated with a part, that student should be given extended time in that part. If a part includes listening and reading, and a student receives extended time for reading only, that student should receive extended time for the whole part, not just the reading portion.
- Audio CDs don't include extended time. Although CDs can't be paused during a standard exam administration, remind proctors that they can apply extended time to CDs by pausing between tracks or after the audio stimulus is played for French, German, Italian, and Spanish Language and Culture, and after the audio stimulus is played for Music Theory only for students approved to test with extended time. Proctors must allow students to pace themselves within a part; however, including pauses, extended time may not exceed the student's authorized time for the part.

- Students **cannot** control the CDs. Only proctors can pause the CDs to apply extended time.
- If a student is approved for extended time for speaking in French, German, Italian, and/or Spanish Language and Culture, Section II, Part B, the extended time should be used for preparing responses, **not** for creating responses that are longer than requested. For Music Theory, if a student is approved for extended time for sight singing, the extended time should be used for practice, **not** for performances that are longer than requested.

**Example**

Exam: AP Spanish Language and Culture

Student approved for: up to time and one-half, Listening

Student to be given: standard time for Section I, Part A

up to time and one-half for Section I, Part B

up to time and one-half for Section II, Part A

up to time and one-half for Section II, Part B

The proctor may pause between tracks or after the audio stimulus is played throughout the section to apply the approved extended time. In this example, available testing time may not exceed 2 hours and 3 minutes for Section I (40 minutes for Part A and 1 hour and 23 minutes for Part B).

In Section II, this student should receive approximately 1 hour and 45 minutes for Part A and approximately 27 minutes for Part B. The proctor can apply the extended time in Section II by pausing the CDs between tracks or after the audio stimulus is played.

- A student isn't required to use all of the extended time allowed for one part. However, once the student begins the next part of the exam, any remaining time from the previous part can't be used.

**Example**

Exam: AP Spanish Language and Culture

Student approved for: up to time and one-half, Listening

For example, this student completes Section II, Part A, in 1 hour and 25 minutes.

They can choose to begin Part B immediately, but they can't add the unused 20 minutes from Part A to Part B.

- A student approved for extended time is **not** also approved for repetition of aural stimuli **unless** the student has a documented disability that requires the repetition of aural stimuli and has been approved by the College Board SSD office for this accommodation.
- An accommodation for extended time doesn't allow for pausing during a prompt or at an arbitrary point in a track. The proctor can only pause the CD between tracks or after the audio stimulus is played.

## Appendix: Extended Time Tables

### AP FRENCH LANGUAGE AND CULTURE, AP GERMAN LANGUAGE AND CULTURE, AP ITALIAN LANGUAGE AND CULTURE, AP SPANISH LANGUAGE AND CULTURE

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
<b>Part A</b>	<b>Reading</b>	40 min.	1 hr.	1 hr. 20 min.
<b>Part B</b>	<b>Listening; Reading</b>	Approx. 55 min.	Approx. 1 hr. 23 min.	Approx. 1 hr. 50 min.
<b>Section II: Free Response</b>				
<b>Part A</b>	<b>Listening; Reading; Writing</b>	Approx. 1 hr. 10 min.	Approx. 1 hr. 45 min.	Approx. 2 hr. 20 min.
<b>Part B</b>	<b>Listening; Reading; Speaking</b>	Approx. 18 min.	Approx. 27 min.	Approx. 36 min.
<b>TOTAL</b>		Approx. 3 hr. 3 min.		

**Note:** For French, German, Italian, and Spanish Language and Culture, questions in Section II, Part B require students to provide oral responses. In this part, students are limited to short responses that should not exceed the time allotted on the CD (20 seconds or two minutes, depending on the task). If a student is approved for extended time for this part, the extended time should be used for preparing responses, **not** for creating responses that are longer than requested.

### AP SPANISH LITERATURE AND CULTURE

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
<b>Part A</b>	<b>Listening; Reading</b>	Approx. 20 min.	Approx. 30 min.	Approx. 40 min.
<b>Part B</b>	<b>Reading</b>	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>				
<b>Reading; Writing</b>		1 hr. 40 min.	2 hr. 30 min.	3 hr. 20 min.
<b>TOTAL</b>		Approx. 3 hr.		

### AP MUSIC THEORY

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
<b>Part A</b>	<b>Listening; Reading</b>	Approx. 45 min.	Approx. 1 hr. 7 min.	Approx. 1 hr. 30 min.
<b>Part B</b>	<b>Reading</b>	35 min.	53 min.	1 hr. 10 min.
<b>Section II: Free Response</b>				
<b>Part A</b>	<b>Listening; Reading; Writing</b>	Approx. 25 min.	Approx. 37 min.	Approx. 50 min.
	<b>Reading; Writing</b>	45 min.	1 hr. 8 min.	1 hr. 30 min.
<b>Part B</b>	<b>Reading; Sight Singing</b>	Approx. 10 min. per student	Approx. 15 min. per student	Approx. 20 min. per student
<b>TOTAL</b>		Approx. 2 hr. 40 min.*		

\*Depending on number of students testing sight singing. For sight singing, students are limited to performance responses that should not exceed the time allotted on the CD (30 seconds each). If a student is approved for extended time for this part, the extended time should be used for practice, **not** for performances that are longer than requested.

## Extended Time Tables for the AP Exams in Chinese or Japanese Language and Culture

1. The SSD coordinator or AP coordinator must generate and print a Nonstandard Administration Report (NAR) from AP Registration and Ordering for each student taking these exams who has received approval for extended time. A copy of the NAR is needed for each exam the student is taking with approved extended time. The NAR indicates which of the five types of extended time (reading, writing, listening, speaking, and mathematical calculations) have been approved and the percentage of extended time approved for each type.
2. Use the extended time tables for AP Chinese and AP Japanese Exams as reference. At the start of these exams, proctors will select the amount of extended time needed within the AP Chinese and AP Japanese exam application for each student with an approved extended time accommodation. The time will then be provided through the exam application.
3. To help proctors know how much time students with extended time will receive, fill out the columns on the NAR. Refer to [page 32](#) for complete directions on printing the NAR. **A NAR must be completed for all students taking these exams approved for accommodations, but the timing record is required only for students approved for extended time.**

### AP CHINESE LANGUAGE AND CULTURE

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
<b>Part A</b>	<b>Listening; Reading</b>	20 min.	30 min.	40 min.
<b>Part B</b>	<b>Reading</b>	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>				
<b>Part A</b>	<b>Reading; Writing</b>	30 min.	45 min.	1 hr.
<b>Part B</b>	<b>Listening; Reading; Speaking</b>	10 min.	*see below	*see below
<b>TOTAL</b>		Approx. 2 hr.		

Times listed are approximate.

\*Contact SSD for information on testing a student approved for extended time for speaking.

### AP JAPANESE LANGUAGE AND CULTURE

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
<b>Part A</b>	<b>Listening; Reading</b>	20 min.	30 min.	40 min.
<b>Part B</b>	<b>Reading</b>	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>				
<b>Part A</b>	<b>Reading; Writing</b>	30 min.	45 min.	1 hr.
<b>Part B</b>	<b>Listening; Reading; Speaking</b>	10 min.	*see below	*see below
<b>TOTAL</b>		Approx. 2 hr.		

Times listed are approximate.

\*Contact SSD for information on testing a student approved for extended time for speaking.



## Extended Time Tables for Other AP Exams

The following tables for fully digital and hybrid digital subjects are provided for reference, to help AP coordinators and proctors plan for the exam administration. **For all exams administered in Bluebook, students will receive their approved amount of extended time within the digital exam.** Proctors do not need to determine extended time as they do for paper exams.

**NOTE:** *If a student is taking an accommodated paper format of a digital exam subject, proctors will use these tables to determine the amount of extended time to provide.*

1. The SSD coordinator or AP coordinator must generate and print a Nonstandard Administration Report (NAR) from AP Registration and Ordering for each student taking an accommodated paper format of a digital exam subject that is approved for extended time. The NAR indicates which of the types of extended time appropriate for these exams (reading, writing, mathematical calculations) have been approved and the percentage of extended time approved for each type.
2. Use the subject's table for reference about the timing of digital exams, or for accommodated paper formats, for the proctor to determine the amount of extended time to grant to a student on each part of that exam.
3. To help proctors know how much time to give each student, fill out the columns on the NAR. Refer to [page 32](#) for complete directions on printing the NAR. Here's how to apply extended time for AP Calculus, as an example. If a student has approval for two or three types of extended time in a single part of the exam, apply only one of the amounts of approved extended time, whichever is greatest.

**Example**

Exam: AP Calculus AB

Student approved for: up to time and one-half, Reading  
up to double time, Writing

Student to be given: up to time and one-half for Section I, Part A  
up to time and one-half for Section I, Part B  
up to double time for Section II, Part A  
up to double time for Section II, Part B

## Appendix: Extended Time Tables

### AFRICAN AMERICAN STUDIES:

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I, Part A: Multiple Choice</b>			
Reading	1 hr. 10 min.	1 hr. 45 min.	2 hr. 20 min.
<b>Section I, Part B: Validation Question</b>			
Reading; Writing	10 min.	15 min.	20 min.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 25 min.	2 hr. 8 min.	2 hr. 50 min.
<b>TOTAL</b>	2 hr. 45 min.		

### AP ART HISTORY

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>			
Reading; Writing	2 hr.	3 hr.	4 hr.
<b>TOTAL</b>	3 hr.		

### AP BIOLOGY

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>			
Reading; Mathematical Calculations; Writing	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>TOTAL</b>	3 hr.		

## Appendix: Extended Time Tables

### AP CALCULUS AB, AP CALCULUS BC

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
Part A	Reading; Mathematical Calculations	1 hr.	1 hr. 30 min.	2 hr.
Part B	Reading; Mathematical Calculations	45 min.	1 hr. 8 min.	1 hr. 30 min.
<b>Section II: Free Response</b>				
Part A	Reading; Mathematical Calculations; Writing	30 min.	45 min.	1 hr.
Part B	Reading; Mathematical Calculations; Writing	1 hr.	1 hr. 30 min.	2 hr.
<b>TOTAL</b>		3 hr. 15 min.		

### AP CHEMISTRY

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
Reading; Mathematical Calculations		1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>				
Reading; Mathematical Calculations; Writing		1 hr. 45 min.	2 hr. 38 min.	3 hr. 30 min.
<b>TOTAL</b>		3 hr. 15 min.		

### AP COMPUTER SCIENCE A

Type of Approved Extended Time		Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>				
Reading; Mathematical Calculations		1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>				
Reading; Mathematical Calculations; Writing		1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>TOTAL</b>		3 hr.		

## Appendix: Extended Time Tables

### AP COMPUTER SCIENCE PRINCIPLES

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	2 hr.	3 hr.	4 hr.
<b>Section II: Written Response</b>			
Reading; Mathematical Calculations; Writing	1 hr.	1 hr. 30 min.	2 hr.
<b>TOTAL</b>	3 hr.		

### AP MACROECONOMICS, AP MICROECONOMICS

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 10 min.	1 hr. 45 min.	2 hr. 20 min.
<b>Section II: Free Response</b>			
Reading; Mathematical Calculations; Writing	1 hr.	1 hr. 30 min.	2 hr.
<b>TOTAL</b>	2 hr. 10 min.		

### AP ENGLISH LANGUAGE AND COMPOSITION

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>			
Reading; Writing	2 hr. 15 min.	3 hr. 23 min.	4 hr. 30 min.
<b>TOTAL</b>	3 hr. 15 min.		

### AP ENGLISH LITERATURE AND COMPOSITION

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>			
Reading; Writing	2 hr.	3 hr.	4 hr.
<b>TOTAL</b>	3 hr.		

## Appendix: Extended Time Tables

### AP ENVIRONMENTAL SCIENCE

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>			
Reading; Writing; Mathematical Calculations	1 hr. 10 min.	1 hr. 45 min.	2 hr. 20 min.
<b>TOTAL</b>	2 hr. 40 min.		

### AP GOVERNMENT AND POLITICS: COMPARATIVE

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>TOTAL</b>	2 hr. 30 min.		

### AP GOVERNMENT AND POLITICS: UNITED STATES

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr. 20 min.	2 hr.	2 hr. 40 min.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 40 min.	2 hr. 30 min.	3 hr. 20 min.
<b>TOTAL</b>	3 hr.		

## Appendix: Extended Time Tables

### AP EUROPEAN HISTORY, AP UNITED STATES HISTORY, AP WORLD HISTORY: MODERN

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I, Part A: Multiple Choice</b>			
Reading	55 min.	1 hr. 23 min.	1 hr. 50 min.
<b>Section I, Part B: Short Answer</b>			
Reading; Writing	40 min.	1 hr.	1 hr. 20 min.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 40 min.	2 hr. 30 min.	3 hr. 20 min.
<b>TOTAL</b>	3 hr. 15 min.		

### AP HUMAN GEOGRAPHY

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr.	1 hr. 30 min.	2 hr.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 15 min.	1 hr. 53 min.	2 hr. 30 min.
<b>TOTAL</b>	2 hr. 15 min.		

### AP LATIN

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr. 5 min.	1 hr. 38 min.	2 hr. 10 min.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 55 min.	2 hr. 53 min.	3 hr. 50 min.
<b>TOTAL</b>	3 hr.		

## Appendix: Extended Time Tables

### AP PHYSICS 1: ALGEBRA-BASED, AP PHYSICS 2: ALGEBRA-BASED

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 20 min.	2 hr.	2 hr. 40 min.
<b>Section II: Free Response</b>			
Reading; Mathematical Calculations; Writing	1 hr. 40 min.	2 hr. 30 min.	3 hr. 20 min.
<b>TOTAL</b>	3 hr.		

### AP PHYSICS C: MECHANICS, AP PHYSICS C: ELECTRICITY AND MAGNETISM

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 20 min.	2 hr.	2 hr. 40 min.
<b>Section II: Free Response</b>			
Reading; Mathematical Calculations; Writing	1 hr. 40 min.	2 hr. 30 min.	3 hr. 20 min.
<b>TOTAL</b>	3 hr.		

### AP PRECALCULUS

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Part A Reading; Mathematical Calculations	1 hr. 20 min.	2 hr.	2 hr. 40 min.
Part B Reading; Mathematical Calculations	40 min.	1 hr.	1 hr. 20 min.
<b>Section II: Free Response</b>			
Part A Reading; Mathematical Calculations; Writing	30 min.	45 min.	1 hr.
Part B Reading; Mathematical Calculations; Writing	30 min.	45 min.	1 hr.
<b>TOTAL</b>	3 hr.		



## Appendix: Extended Time Tables

### AP PSYCHOLOGY

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>			
Reading; Writing	1 hr. 10 min.	1 hr. 45 min.	2 hr. 20 min.
<b>TOTAL</b>	2 hr. 40 min.		

### AP SEMINAR

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Free Response, Part A</b>			
Reading; Writing	30 min.	45 min.	1 hr.
<b>Free Response, Part B</b>			
Reading; Writing	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>TOTAL</b>	2 hr.		

### AP STATISTICS

Type of Approved Extended Time	Standard Total Time	Up to Time and One-Half (+50%)	Up to Double Time (+100%)
<b>Section I: Multiple Choice</b>			
Reading; Mathematical Calculations	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>Section II: Free Response</b>			
Reading; Mathematical Calculations; Writing	1 hr. 30 min.	2 hr. 15 min.	3 hr.
<b>TOTAL</b>	3 hr.		

# Extended Time Reference for AP French, German, Italian, and Spanish Language and Culture Exams

This resource should be used in addition to the proctor script in the *2025-26 AP Exam Instructions* to determine how to administer extended time for the world language exams. If possible, have two proctors in the room; one to control the CD player and one to monitor the student(s).

## Section I, Part A: Reading

A minimum of 40 minutes standard time must be used for this part.

*This part **doesn't** have a CD.*

### Up to time and one-half (+50%)

- After the required 40 minutes of standard time, provide up to 20 minutes of extended time.
- Total time: up to 1 hour

### Up to Double time (+100%)

- After the required 40 minutes of standard time, provide up to 40 minutes of extended time.
- Total time: up to 1 hour 20 minutes

## Guidance for Exam Parts with CDs:

- If multiple students with extended time are testing in the same room, students cannot move on to the next part until all students have completed the current part.
- Refer to the **Track List (for standard test timing)** that begins on **page 82** of this guide for the duration and content of each track, including silent tracks.
- If a student is approved for extended time for speaking (Section II, Part B), the extended time should be used for preparing responses, not for creating responses that are longer than requested.
- Ensure you have a CD player that displays the track number.
- Note the amount of extended time used next to each part or task.
- Do not press STOP until the end of the CD.
- PAUSE to apply extended time only at the tracks indicated for each CD in this document.

## Section I, Part B: Listening

A minimum of approximately 55 minutes standard time must be used for this part.

### Up to time and one-half (+50%)

- Total time: Approximately 1 hour and 23 minutes

### Up to double time (+100%)

- Total time: Approximately 1 hour and 50 minutes

## Listening CD

	Action/Track Number	Up to Time and one-half (+50%)	Up to Double time (+100%)
	PLAY Tracks 1–11.	_____	_____
⏸	PAUSE at the start of Track 12.	Apply up to <b>9 minutes</b> of extended time.	Apply up to <b>17 minutes</b> of extended time.
	RESUME the CD.	_____	_____
⏸	PAUSE at the start of Track 20.	Apply up to <b>6 minutes</b> of extended time.	Apply up to <b>12 minutes</b> of extended time.

	Action/Track Number	Up to Time and one-half (+50%)	Up to Double time (+100%)
	RESUME the CD.	_____	_____
⏸	PAUSE at the start of Track 26.	Apply up to <b>4 minutes</b> of extended time.	Apply up to <b>8 minutes</b> of extended time.
	RESUME the CD.	_____	_____
⏸	PAUSE at the start of Track 32.	Apply up to <b>4 minutes</b> of extended time.	Apply up to <b>8 minutes</b> of extended time.
	RESUME the CD.	_____	_____
⏸	PAUSE at the start of Track 41.	Apply up to <b>5 minutes</b> of extended time.	Apply up to <b>10 minutes</b> of extended time.
	RESUME the CD. Part B is finished at the end of Track 42.	_____	_____

## Section II, Part A: Writing

A minimum of approximately 1 hour and 10 minutes standard time must be used for this part.

### Up to time and one-half (+50%)

- Total time for the part: Approximately 1 hour and 45 minutes

### Up to double time (+100%)

- Total time for the part: Approximately 2 hours and 20 minutes

### Task 1 (Email Reply)

*This task doesn't have a CD.*

### Up to time and one-half (+50%)

- After the required 15 minutes of standard time, provide up to 8 minutes of extended time.

### Up to double time (+100%)

- After the required 15 minutes of standard time, provide up to 15 minutes of extended time.

### Task 2 (Argumentative Essay)

#### Writing CD

At the end of the last track (Track 3), give the student their approved extended time to complete their essay. Tell the student to continue working even when they hear "End of Recording."

	Action/Track Number	Up to Time and one-half (+50%)	Up to Double time (+100%)
	PLAY Tracks 1–3.	_____	_____
□	At the very end of Track 3, <b>STOP</b> the CD.	Apply up to <b>27 minutes</b> of extended time.	Apply up to <b>55 minutes</b> of extended time.

## Section II, Part B: Speaking

A minimum of approximately 18 minutes standard time **must** be used for this part.

### Up to time and one-half (+50%)

- Total time for the part: Approximately 27 minutes

### Up to double time (+100%)

- Total time for the part: Approximately 36 minutes

The steps below provide extended time for students to **prepare** their responses, not to give longer responses than indicated by the Speaking CD.

**IMPORTANT:** Students will hear narrated instructions to pause their recording devices at the end of Track 9 and during Track 11. Proctors do not do anything with the CD at these points.

Task 3 (Conversation)

Speaking CD

Tracks 1-9

	Action/Track Number	Up to Time and one-half (+50%)	Up to Double time (+100%)
	PLAY Tracks 1–2.	_____	_____
II	Play Track 3. PAUSE the CD 30 seconds into Track 3.	Apply up to 4 minutes of extended time.	Apply up to 8 minutes of extended time.
	RESUME Track 3. The narrator will resume speaking within 30 seconds. Keep playing the CD without pausing until Track 11 (see below).	_____	_____

Task 4 (Cultural Comparison)

Speaking CD

Tracks 10-12

	Action/Track Number	Up to Time and one-half (+50%)	Up to Double time (+100%)
II	PAUSE the CD 4 minutes into Track 11.	Apply up to 5 minutes of extended time.	Apply up to 10 minutes of extended time.
	RESUME Track 11. Part B is finished at the end of Track 12.	_____	_____

## CD Track List

Listening CD: Tracks for the Listening Part of AP French, German, Italian, and Spanish Language and Culture Exams

Track Number/Title	Duration (Min:Sec)*	Track Content
<b>Track 1:</b> Directions: Part B	(01:15)	Instructions with timed silence for reading
<b>Track 2:</b> Selection 1	(13:08)	Instructions and prompts with timed silence for reading and responding to questions
<b>Tracks 3–12:</b> Questions 31–40	(00:15 each)	Timed silence for responding to questions
<b>Track 13:</b> Selection 2	(08:05)	Instructions and prompts with timed silence for reading and responding to questions
<b>Tracks 14–20:</b> Questions 41–47	(00:15 each)	Timed silence for responding to questions
<b>Track 21:</b> Selection 3	(08:05)	Instructions and prompts with timed silence for reading and responding to questions
<b>Tracks 22–26:</b> Questions 48–52	(00:15 each)	Timed silence for responding to questions
<b>Track 27:</b> Selection 4	(06:35)	Instructions and prompts with timed silence for reading and responding to questions
<b>Tracks 28–32:</b> Questions 53–57	(00:15 each)	Timed silence for responding to questions
<b>Track 33:</b> Selection 5	(07:35)	Instructions and prompts with timed silence for reading and responding to questions
<b>Tracks 34–41:</b> Questions 58–65	(00:15 each)	Timed silence for responding to questions
<b>Track 42:</b> Directions: End of Part B	(00:05)	Brief instructions

\*Timing is for standard testing and will vary between test forms and subjects.

**Writing CD: Tracks for the Argumentative Essay Task of AP French, German, Italian, and Spanish Language and Culture Exams**

Track Number/Title	Duration (Min:Sec)*	Track Content
<b>Track 1:</b> Directions: Task 2	(01:15)	Instructions with timed silence for reading
<b>Track 2:</b> Task 2	(52:42)	Instructions and prompts with timed silence for reading and responding to questions
<b>Track 3:</b> Directions: End of Part A	(00:05)	Brief instructions

\*Timing is for standard testing and will vary between test forms and subjects.

**Speaking CD: Tracks for the Speaking Part of AP French, German, Italian, and Spanish Language and Culture Exams**

Track Number/Title	Duration (Min:Sec)*	Track Content
<b>Track 1:</b> Directions: Part B	(01:35)	Instructions with timed silence for reading
<b>Track 2:</b> Directions: Task 3	(01:15)	Instructions with timed silence for reading
<b>Track 3:</b> Task 3	(01:25)	Instructions with timed silence for reading
<b>Track 4:</b> Task 3a	(00:32)	Prompt; tone; timed silence for audio response; tone
<b>Track 5:</b> Task 3b	(00:30)	Prompt; tone; timed silence for audio response; tone
<b>Track 6:</b> Task 3c	(00:30)	Prompt; tone; timed silence for audio response; tone
<b>Track 7:</b> Task 3d	(00:34)	Prompt; tone; timed silence for audio response; tone
<b>Track 8:</b> Task 3e	(00:30)	Prompt; tone; timed silence for audio response; tone
<b>Track 9:</b> Directions: End of Task 3	(00:23)	Brief instructions
<b>Track 10:</b> Directions: Task 4	(01:14)	Instructions with timed silence for reading
<b>Track 11:</b> Task 4	(06:40)	Instructions with timed silence for presentation preparation; tone; timed silence for audio response; tone
<b>Track 12:</b> Directions: End of Part B	(01:02)	Brief instructions

\*Timing is for standard testing and will vary between test forms and subjects.

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## Extended Time Reference for AP Music Theory Exams

This resource should be used in addition to the proctor script in the *2025-26 AP Exam Instructions* to determine how to administer extended time for the AP Music Theory exam. If possible, have two proctors in the room; one to control the CD player and one to monitor the student(s).

### Guidance for Exam Parts with CDs:

- If multiple students with extended time are testing in the same room, students cannot move on to the next part until all students have completed the current part.
- The sight-singing part (Section II, Part B) **must** be administered to one student at a time in a room where the student can both practice and perform in isolation from other students.
- If a student is approved for extended time for sight singing (Section II, Part B), the extended time should be used for practicing the melody, not for performing the melody.
- Note the amount of extended time used next to each part or task.
- Ensure you have a device that can measure seconds.
- Become familiar with how to PAUSE and PLAY on the CD player.
- Ensure you have a CD player that displays the track number.
- Do not press STOP until the end of the CD.
- PAUSE to apply extended time only at the specific points indicated for each CD in this document. Press PAUSE again to continue the CD.

### Section I, Part A: Multiple-Choice Questions: Aural

This part uses the Listening CD Track 1.

Approximate\* standard time for the aural multiple-choice questions in Section 1A is 45 minutes.

For **up to time and one-half (+50%)**, plan to spend approximately

- 1 hour and 7 minutes administering Section 1, Part A.

For **up to double time (+100%)**, plan to spend approximately

- 1 hour and 30 minutes administering Section 1, Part A.

The first 8 multiple-choice questions each have their own aural stimulus. After the question number is announced, the recording will play 10 seconds of silence during which the student will read each answer option. Each stimulus will then be played twice. After you hear the second playing of the stimulus for each question, pause the recording according to the instructions in the chart on the next page.

\*Timing will vary depending on the form of the exam.



## Appendix: Extended Time Reference for AP Music Theory Exams

Check boxes are provided in each row for you to mark when you've completed each pause:

Question Number	PAUSE the CD after you hear ...	Up to Time and one-half (+50%) pause for ...		Up to Double time (+100%) pause for ...	
Question 1	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 1	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 2	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 2	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 3	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 3	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 4	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 4	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 5	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 5	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 6	"Pitch pattern, played twice" followed by <b>two</b> playings of Question 6	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 7	"Rhythm pattern, played twice" followed by <b>two</b> playings of Question 7	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>
Question 8	"Rhythm pattern, played twice" followed by <b>two</b> playings of Question 8	23 seconds	<input type="checkbox"/>	45 seconds	<input type="checkbox"/>

### Starting at question 9

The remainder of Section I, Part A consists of 7 sets of 4–6 questions each. For each set, a musical excerpt or excerpts will be played multiple times. Only pause the recording after the **final** playing of the music for that set. Immediately before the final playing of music, you will hear one of the following types of final listening instructions:

- "The music will now be played a final time."

OR

- "The entire excerpt will now be played a final time."

OR

- "Now listen to the entire excerpt and check your answers to Questions X–Y."

## Appendix: Extended Time Reference for AP Music Theory Exams

After you hear the final listening instructions and the final playing of the musical excerpt, pause the recording according to the instructions in the chart. Check boxes are provided in each row for you to mark when you've completed each pause:

Question Type	PAUSE the CD after you hear ...	Up to Time and one-half (+50%) pause for ...		Up to Double time (+100%) pause for ...	
Aural Multiple-Choice Question Set #1	Final listening instructions and final playing of musical excerpt for Set 1	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #2	Final listening instructions and final playing of musical excerpt for Set 2	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #3	Final listening instructions and final playing of musical excerpt for Set 3	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #4	Final listening instructions and final playing of musical excerpt for Set 4	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #5	Final listening instructions and final playing of musical excerpt for Set 5	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #6	Final listening instructions and final playing of musical excerpt for Set 6	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>
Aural Multiple-Choice Question Set #7	Final listening instructions and final playing of musical excerpt for Set 7	3 minutes	<input type="checkbox"/>	6 minutes	<input type="checkbox"/>

## Section I, Part B: Multiple-Choice Questions: Nonaural

There is no CD for this part.

Standard time for nonaural multiple-choice questions in Section I, Part B is 35 minutes.

For **up to time and one-half (+50%)**, plan to spend

- 53 minutes administering Section I, Part B.

For **up to double time (+100%)**, plan to spend

- 1 hour and 10 minutes administering Section I, Part B.

## Section II, Part A: Free-Response Questions

This part uses the Listening CD Track 2.

Approximate\* standard time for Free-Response Questions 1–4 in Section II, Part A is 25 minutes.

For **up to time and one-half (+50%)**, plan to spend approximately

- 37 minutes administering Questions 1–4 of Section II, Part A.

For **up to double time (+100%)**, plan to spend approximately

- 50 minutes administering Questions 1–4 of Section II, Part A.

\*Timing will vary depending on the form of the exam.

## Questions 1–4

Free-Response Questions 1–4 each have an aural stimulus.

- The melody for Question 1 will be played three times.
- The melody for Question 2 will be played four times.
- The chord progressions for Questions 3 and 4 will each be played four times.

After you hear listening instructions and the playing of each stimulus, pause the recording according to the instructions in the chart. Check boxes are provided in each row for you to mark when you’ve completed each pause:

Question Type	PAUSE the CD after you hear ...	Up to Time and one-half (+50%) pause for ...		Up to Double time (+100%) pause for ...	
Free-Response Question 1	“Now listen to the melody for the first time and begin working,” followed by the first playing of the melody for Question 1.	30 seconds	<input type="checkbox"/>	1 minute	<input type="checkbox"/>
	“The melody for Question 1 will now be played a second time” followed by the second playing of the melody for Question 1.	1 minute	<input type="checkbox"/>	2 minutes	<input type="checkbox"/>
	“The melody for Question 1 will now be played a final time” followed by the final playing of the melody for Question 1.	1 minute	<input type="checkbox"/>	2 minutes	<input type="checkbox"/>
Free-Response Question 2	“Now listen to the melody for the first time and begin working,” followed by the first playing of the melody for Question 2.	30 seconds	<input type="checkbox"/>	1 minute	<input type="checkbox"/>
	“The melody for Question 2 will now be played a second time” followed by the second playing of the melody for Question 2.	1 minute	<input type="checkbox"/>	2 minutes	<input type="checkbox"/>
	“The melody for Question 2 will now be played a third time” followed by the third playing of the melody for Question 2.	1 minute	<input type="checkbox"/>	2 minutes	<input type="checkbox"/>
	“The melody for Question 2 will now be played a final time” followed by the final playing of the melody for Question 2.	1 minute	<input type="checkbox"/>	2 minutes	<input type="checkbox"/>

## Appendix: Extended Time Reference for AP Music Theory Exams

Question Type	PAUSE the CD after you hear ...	Up to Time and one-half (+50%) pause for ...	Up to Double time (+100%) pause for ...
Free-Response Question 3	“Now listen to the progression for the first time and begin working” followed by the first playing of the progression for Question 3.	30 seconds	<input type="checkbox"/> 1 minute <input type="checkbox"/>
	“The progression for Question 3 will now be played a second time” followed by the second playing of the progression for Question 3.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>
	“The progression for Question 3 will now be played a third time” followed by the third playing of the progression for Question 3.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>
	“The progression for Question 3 will now be played a final time” followed by the final playing of the progression for Question 3.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>
Free-Response Question 4	“Now listen to the progression for the first time and begin working” followed by the first playing of the progression for Question 4.	30 seconds	<input type="checkbox"/> 1 minute <input type="checkbox"/>
	“The progression for Question 4 will now be played a second time” followed by the second playing of the progression for Question 4.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>
	“The progression for Question 4 will now be played a third time” followed by the third playing of the progression for Question 4.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>
	“The progression for Question 4 will now be played a final time” followed by the final playing of the progression for Question 4.	1 minute	<input type="checkbox"/> 2 minutes <input type="checkbox"/>

### Questions 5–7

There is no CD for this part.

Standard time for Free-Response Questions 5–7 in Section II, Part A is 45 minutes.

For **up to time and one-half (+50%)**, plan to spend

- 1 hour and 8 minutes administering Questions 5–7 of Section II, Part A.

For **up to double time (+100%)**, plan to spend

- 1 hour and 30 minutes administering Questions 5–7 of Section II, Part A.

## Section II, Part B: Sight-Singing Questions

If a student is approved for extended time for sight singing (Section II, Part B), the extended time should be used for practicing the melody, not for performing the melody.

This section takes approximately 10 minutes to administer.

Students will first listen together to the general directions for the sight-singing portion of the exam (Section II, Part B) on Track 3 of the Listening CD. The narrator will read aloud the instructions on the cover of the Section II: Free Response, Part B, Sight-singing booklet (2 minutes and 17 seconds).

Students must perform the sight-singing part of the exam individually and out of the hearing range of other students.

Once the student is moved to the proctored sight-singing exam room, they will listen to Track 1 of the Sight-singing CD. Track 1 includes a 1-minute-and-15-second pause for students to practice each melody and a 30-second pause to perform each melody.

After you hear the practice instructions and starting pitch for each question, pause the recording according to the instructions in the chart. Check boxes are provided in each row for you to mark when you've completed each pause:

Question Type	PAUSE the CD after you hear ...	Up to Time and one-half (+50%) pause for ...		Up to Double time (+100%) pause for ...	
Sight-singing Question 1 (practice time)	"This is the starting pitch of the printed melody" followed by the starting pitch of the melody for Question 1	38 seconds	<input type="checkbox"/>	1 minute 15 seconds	<input type="checkbox"/>
Sight-singing Question 2 (practice time)	"This is the starting pitch of the printed melody" followed by the starting pitch of the melody for Question 2	38 seconds	<input type="checkbox"/>	1 minute 15 seconds	<input type="checkbox"/>

## CD Track List

### Listening CD: Tracks for the Listening Part of AP Music Theory Exam

Track Number/Title	Duration (Min:Sec)*	Track Content
<b>Track 1:</b> Section I, Part A	(42:02)	Instructions for the section; each question set is introduced with brief instructions followed by timed silence for reading; then prompts and timed silence for responding to questions
<b>Track 2:</b> Section II, Part A	(23:09)	Each question or question set is introduced with brief instructions, followed by a prompt, which is repeated several times, separated by timed silence for responding to the question(s)
<b>Track 3:</b> General Instructions—Section II, Part B, Sight Singing	(02:17)	Instructions for sight-singing questions

\*Timing will vary depending on the form of the exam.

### Sight-Singing CD: Tracks for the Sight-Singing Part of AP Music Theory Exam

Track Number/Title	Duration (Min:Sec)*	Track Content
<b>Track 1:</b> Section II, Part B—Sight-Singing Questions	(05:55)	Instructions for the section; instructions for the question and the starting pitch followed by timed silence for practice; announced time to perform with timed silence for performance; brief instructions to stop recording
<b>Track 2:</b> General Instructions—Section II, Part B, Sight Singing	(02:17)	Instructions for sight-singing questions

\*Timing will vary depending on the form of the exam.

## AP Chinese and AP Japanese Exam Accommodations

AP Chinese and AP Japanese Language and Culture Exams are administered on school-owned and -controlled Chromebooks, Mac computers, or Windows PCs using the AP Chinese and AP Japanese exam application. This exam application is different than Bluebook and has unique requirements and installation steps. A separate guide—the *AP Chinese and AP Japanese Exams: Setup and Administration Guide*—provides detailed instructions about how to set up and administer these exams and enable accommodations for approved students. The setup and administration guide will be available to AP coordinators in March 2026.

The following table outlines the accommodations that are supported through the AP Chinese and AP Japanese exam application, with directions for enabling them on testing computers. Complete details are in the *2025-26 AP Chinese and AP Japanese Exams: Setup and Administration Guide*.

**IMPORTANT:** *Students must be approved for the accommodation by the College Board SSD office to use it on exam day. If a student uses an accommodation they aren't approved for, their score will be canceled.*

### Accommodations Enabled Through the Exam Application

Accommodation	How to Enable It on Testing Computers
<b>Extended Time</b> <ul style="list-style-type: none"><li>Up to time and one-half (+50%)</li><li>Up to double time (+100%)</li></ul> <b>Breaks</b> <ul style="list-style-type: none"><li>Breaks: Extended</li><li>Breaks: Extra</li><li>Breaks as Needed</li></ul> <b>Repetition of aural stimuli</b>	These accommodations are enabled through the exam application.  At the start of the exam administration, the proctor must select the accommodation on each testing computer for the student(s) approved to test with the accommodation.  Note: Students approved to test with extended time will need to sit for the full amount of their approved extended time. They won't have the option to move ahead before their full amount of time has ended.
<b>Color Overlay/Color Contrast (Windows only)</b>	Adjustable screen color is available on Windows only and requires software to be installed in addition to the exam application. If the accommodation request for color overlay or color contrast was submitted in SSD Online by the <b>January 16, 2026</b> accommodations deadline, ETS technical support will contact you in the spring with instructions to install software on the testing computer.
<b>Magnification</b> <ul style="list-style-type: none"><li>Up to 400%</li></ul> <b>Large-Print</b> <ul style="list-style-type: none"><li>Up to 20-point font</li></ul>	Screen magnification is automatically enabled through the exam application up to 400%. This also applies for large-print exams up to 20-point font. Students can increase the text size on their computer screens by selecting an icon on the top right of the screen and zooming manually.
<b>Magnification</b> <ul style="list-style-type: none"><li>Over 400%</li></ul> <b>Large-Print</b> <ul style="list-style-type: none"><li>Over 20-point font</li></ul>	Screen magnification over 400% or large-print exams over 20-point font are available on Windows only and require software to be installed in addition to the exam application. If the accommodations request was submitted in SSD Online by the <b>January 16, 2026</b> accommodations deadline, ETS technical support will contact you in the spring with instructions to install software on the testing computer.



Accommodation	How to Enable It on Testing Computers
Screen Reader (Mac only; scribe required)	<p>The screen reader accommodation is available on Mac only. A scribe is required for all students using a screen reader.</p> <p>To enable this accommodation, action must be taken in AP Registration and Ordering by <b>March 13, 2026</b> to ensure the appropriate exam form is available.</p> <p>In AP Registration and Ordering, take the following steps:</p> <ol style="list-style-type: none"> <li>1. From the Students page, select the Chinese or Japanese Exam.</li> <li>2. Select Special Exam Materials.</li> <li>3. Under “Other” enter “Screen Reader Form.”</li> </ol> <p>ETS technical support will then contact you in the spring with instructions.</p>
Audio Transcript	<p>To enable audio transcript, action must be taken in AP Registration and Ordering by <b>March 13, 2026</b> to ensure the appropriate exam form is available.</p> <p>In AP Registration and Ordering, take the following steps:</p> <ol style="list-style-type: none"> <li>1. From the Students page, select the Chinese or Japanese Exam.</li> <li>2. Select Special Exam Materials.</li> <li>3. Under “Other” enter “Audio Transcript Form.”</li> </ol> <p>ETS technical support will then contact you in the spring with instructions.</p>
Multiple-Day Testing	<p>To enable multiple-day testing, action must be taken in AP Registration and Ordering by <b>March 13, 2026</b> to ensure the appropriate exam form is available.</p> <p>In AP Registration and Ordering, take the following steps:</p> <ol style="list-style-type: none"> <li>1. From the Students page, select the Chinese or Japanese Exam.</li> <li>2. Select Special Exam Materials.</li> <li>3. Select both “Multiple-Day Materials” and “Multiple-Day Testing.”</li> </ol>