CollegeBoard | AP

AP® SSD Guidelines

2018-19

These guidelines will help you administer AP Exams to students testing with accommodations. Students must be approved to receive testing accommodations by College Board Services for Students with Disabilities (SSD) **before** the exam administration. For information about the accommodations request process, visit **collegeboard.org/ssd**. AP coordinators and SSD coordinators are responsible for ensuring that proctors have all the information they need to administer the AP Exams with approved accommodations. Providing accommodations to students without College Board approval will result in cancellation of these students' scores.

In addition to these guidelines, review "Exams for Students with Disabilities" in the *2018-19 AP Coordinator's Manual* for information about administering exams with extended time, the use of aids (such as computers), writing answers in the exam booklet, limited-time testing, multiple-day testing, and rest breaks.

THIS BOOKLET CONTAINS THE FOLLOWING SPECIFIC GUIDELINES FOR ADMINISTERING EXAMS TO STUDENTS TESTING WITH ACCOMMODATIONS:

- Administering Large-Type Exams and Using Large-Block Answer Sheets

- Administering Braille Exams

- Administering Assistive Technology Compatible (ATC)-Format Exams

- Administering Exams to Students Who Are Deaf or Hard of Hearing

- Administering Small-Group Testing

- Exam Readers

- Writers/Scribes

- Administering Chinese and Japanese Language and Culture Exams

Contents

Braille exams are in Unified English Braille (UEB) format, with Nemeth Code for math. Each student who is approved for braille should receive the *Guide to the Nemeth Code* and the *Braille Reference Information*.

Assistive Technology Compatible (ATC)-format exams are available for most subjects, with the exception of world languages, Music Theory, and Art History. Students must be approved for this accommodation by the College Board's SSD office and the ATC-format exams must be ordered by the AP coordinator.

Proctors should read "Preparing Proctors" in the *2018-19 AP Coordinator's Manual* to make sure they understand all proctor responsibilities and know what supplies they need to set up a testing room. Proctors should also 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 the College Board should take AP Exams under conditions as similar as possible to those under which they ordinarily work. Proctors can only administer exams with accommodations approved by the College Board. Providing accommodations to students without College Board approval will result in cancellation of these students' scores.

Review the "Taking Exams with Extended Time Only" section in the *2018-19 AP Coordinator's Manual* for complete instructions on administering exams with **extended time**, including determining extended time for the AP Exams in world languages and cultures, Spanish Literature and Culture, or Music Theory; **use of aids (such as computers)**; **writing answers in the exam booklet**; **multiple-day testing**; and **rest breaks**.

If you are administering AP Chinese Language and Culture and/or AP Japanese Language and Culture Exams on CD to students testing with accommodations, contact SSD as soon as possible to ensure that appropriate accommodations will be available for these students. See pages 17–19 for information about enabling computer-delivered testing accommodations for AP Chinese and Japanese Exams. General guidelines for administering these exams are in the *2018-19 AP Coordinator's Manual*.

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. See "Assistance for Temporary Physical or Medical Conditions" in the *2018-19 AP Coordinator's Manual* for details.

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

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

Fax: 866-360-0114 (eligibility requests/documentation), 609-771-7944 (post-administration)

Email: ssd@info.collegeboard.org

Web: collegeboard.org/ssd

Administering Large-Type Exams and Using Large-Block Answer Sheets

Materials

Some students are approved for large-print test book (14 point, 20 point, or larger), large-block answer sheet, or both accommodations. If a student is approved for a large-print test book, be sure to order a large-type exam in the approved font size.

The shipment for these exams contains the large-type format AP Exam requested for each student. Also included are the large-block (enlarged) answer sheets. Large-block answer sheets only need to be ordered separately if students require them for use with regular-format exams.

The large-block 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 appears on the large-block answer sheet. However, students will place an X in the boxes on the large-block answer sheet instead of gridding responses in the circles as on the regular answer sheet. Schools should return only one large-block or one regular answer sheet per student per exam, not both.

Students approved for large-type Chinese and Japanese Language and Culture Exams can expect to use the screen magnification function on their testing computers (see "Screen Magnification" under "Setup CD Instructions" in the *2018-19 AP Coordinator's Manual*). In 2019, ZoomText is supported on Windows 7, Windows 8.1, and Windows 10. Review technical specifications in the *2018-19 AP Coordinator's Manual*.

Large-Type Exams

Because all large-type exams are printed on white paper, 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 and "Section II Pink Booklet" may appear on the free-response booklet. This helps proctors and students follow along with the spoken instructions in the *AP Exam Instructions* book. See the "2019 Exam Forms" table in the *2018-19 AP Coordinator's Manual* 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 type. Therefore, instructions in the *AP Exam Instructions* book may not exactly match the large-type 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 O — The form of the exam

Form Code LT20-4PBP

53 — Two-digit exam code
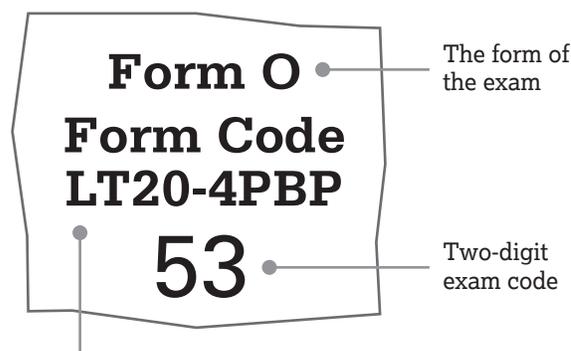
Form code for a Large-Type (LT) exam. The number that follows "LT" indicates the font's point size. In this example, "LT20" indicates that this exam's font size is 20 points.*

*Note: The form code for 14-point exams begins with "PE" (photo enlarged).

Administration

Many visually impaired students request and are approved for accommodations such as a magnifier, a magnifying machine, a reader, a writer, or a combination of the above.

Magnifiers/Magnifying Machines

Magnifiers/magnifying machines may be used for magnification purposes only. They must not have any capabilities for recording, storage, snapshot, and/or transmission of data, picture, text, or other information. The magnifier/magnifying machine 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 magnifier/magnifying machine must not be allowed to copy, store, or print the magnified images. All unapproved aids are prohibited and must be disabled. (See "Use of Aids" in the *2018-19 AP Coordinator's Manual* for a list of unapproved aids.)

Testing Rooms

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

Answer Sheets

For multiple choice answers, only answer sheets provided by the AP Program will be scored. Use only the 2019 AP answer sheets provided with the 2019 exam shipments. Confirm that the student's identification information has been completed and that the student has placed an AP number label on the first page of the large-block answer sheet. The AP Exam label from the Section I booklet (or the free-response booklet for AP Seminar) should be removed and placed on the appropriate area on the answer sheet. If applicable, the proctor may need to provide the student with college code numbers and other information from the student's *AP Student Pack*. The SSD coordinator may enlarge and photocopy

the Student Pack for any student who requests it; however, students **must** use the AP number labels from their own Student Pack.

Due to the confidential nature of AP Exams, the exam packet may be opened only on the day of the exam. No one, except the students as they take the exam, should see the exam content or their responses.

After the Administration

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

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

See "Completing the Nonstandard Administration Report" in the *2018-19 AP Coordinator's Manual* for instructions on completing the NAR form. See "Returning Exams for Students with Disabilities" and the NAR return envelope for instructions for returning braille and large-type exam materials.

Administering Braille Exams

Braille exams are in Unified English Braille (UEB) format, with Nemeth Code for math. Make sure that each student who is approved for braille receives the *Guide to the Nemeth Code* and the *Braille Reference Information*.

Materials

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

- **Corresponding regular-format exam booklet or Reader Copy** (for reference during the administration of braille exams)

- **Regular answer sheet(s)**
- **"Important Information Regarding the ATC and UEB Braille Edition Exam"** statement (includes notification of any omitted questions)

If applicable, your shipment of braille exams may also include:

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

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, Physics, 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.

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 ATC and 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

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

The proctor should communicate the information contained in the student's *AP Student Pack*, as applicable, and use the student's unique AP number labels included in the Student Pack. Use only the 2019 AP answer sheets sent with the 2019 AP Exam shipments. The proctor or writer 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.

Important:

▪ Please do not write in the braille edition of the exam or affix the student's AP number label to the cover of the braille exam. The **regular-format exam materials 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 number label to the regular-format exam or reader copy booklets.

▪ The proctor should read the **"Important Information Regarding the ATC and 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. 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 (such as a Perkins Brailler or braille note-taker) or a computer 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 SSD before the exam. For multiple-choice answers, only answer sheets provided by the AP Program will be scored.**

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. If a student is approved to write answers in the multiple-choice booklet, the proctor must transcribe the student's answers onto an answer sheet. Multiple-choice booklets with circled responses will <u>not</u> be scored.

Please ensure that all identification information fields on the answer sheet have been completed.

If a student completed the free-response section using a computer or braille writer, ensure that each response begins on a new page, and that the top of **each** page has only:

▪ the student's AP number label (or written AP number)

▪ the exam title, and

▪ the question number.

Important: Do not include any other identifying information, such as teacher name, student name, or high school name, on these pages.

If the student chooses not to respond to a free-response question, this should be indicated as "No Response" at the top of the corresponding page. Also:

- Print out all essays that are typed on a computer or produced using a braille writer.
- For students approved to type their free-response essays, securely staple typed free-response essays to the **first inside page** of the free-response booklet. Failure to do so may lead to the loss of responses.
- For students approved to type their short-answer responses for European, United States, or World History Exams, securely staple typed short-answer responses to the **first inside page** of the short-answer response 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 the computer from the equipment immediately after successful transcription and printout.
- Return these exam materials in the Nonstandard Administration Report (NAR) return envelope. (See "After the Administration.")

Setting Up Approved Devices

Computers and electronic braille writers (braille note-takers), such as BrailleNote™, can be used only for math calculations and essay writing. Electronic braille writers must be connected to a monitor so that the proctor can see what the student is typing. Computers and electronic braille writers **may not be connected to any network** (i.e., you must disable all network 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.

All unapproved aids, such as the spell check/grammar check, are not allowed and must be disabled. See "Use of Aids" in the *AP Coordinator's Manual* for more information about what aids may or may not be approved. All accommodations must be approved by the College Board and meet College Board guidelines.

After the Administration

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

The NAR form must be completed and returned for **each** exam administered with accommodations. If a NAR is not returned, the student's exam score will be placed on hold. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions don't need to be completed for students who aren't approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all exam materials to the AP coordinator for return to the AP Program.

Place the used exam materials, answer sheets, and completed NARs in the NAR return envelope. If all materials do not fit into the envelope, wrap the envelope around the materials and secure with a rubber band.

See "Completing the Nonstandard Administration Report" in the *2018-19 AP Coordinator's Manual* for instructions on completing the NAR form. See "Returning Exams for Students with Disabilities" and the NAR return envelope for instructions on returning braille and large-type exam materials. Return all exam materials in the NAR return envelope.

Administering Assistive Technology Compatible (ATC)-Format Exams

Students approved for assistive technology may request an assistive technology compatible (ATC)-format exam. ATC is **not** the same as an accommodation for computer use. A computer accommodation is for the use of a word processor only to write essays and short-answer responses. Any assistive technology (such as screen readers), special programs, tools, or apps must be individually

requested and approved by SSD for a student to be able to test using an ATC-format AP Exam. If you're unsure whether a student has been approved for or is requesting an ATC-format exam, talk to your school's SSD coordinator.

If a student has been approved by College Board SSD to use an ATC-format AP Exam, follow these instructions for setting up and administering the

exam. ATC-format exams need to be ordered by the AP coordinator once the student has been approved for this accommodation. See the *AP Coordinator's Manual* for ordering details.

ATC-format exams are delivered on USB drives and require students to use a computer. Therefore, students using ATC-format exams should be tested in separate rooms (see "Administering the ATC-Format Exam" on page 8). The exam must be administered on the scheduled date and time for that subject. It is preferable for students to take an ATC-format exam using headphones. Headphones must be supplied by the school. Students may not use their own headphones.

Exam Security: ATC-format AP Exam content is secure. Do not open the exam files before the scheduled exam date and time. ATC-format AP Exam content must never be copied from the USB drive, saved locally, or shared through any means.

> If you have any questions related to the administration of an ATC-format exam please contact the College Board SSD Office at 844-255-7728, Option 2 (toll free in the U.S. and Canada) or 212-713-8333.

Materials

ATC-format exams will arrive in a separate shipment. Verify that your school has the correct materials.

ATC-format exam shipments will include:

- **1 USB drive per exam** (packaged in a sealed envelope)
- **Corresponding regular-format exam booklet or reader copy** (for reference during the administration of ATC-format exams)
- **Regular answer sheet(s)**
- **"Important Information Regarding the ATC and UEB Braille Edition of the AP Exam"** statement (includes notification of any omitted questions, if applicable).

Confirm that you have received the correct number of ATC formats for the correct exams.

Verify that you have received the correct count of answer sheets and exam booklets or reader copies.

Important: Contact College Board SSD immediately if you have not received the correct materials.

Omitted Questions

ATC-format 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 an ATC format. When this occurs, the questions, graphics, or documents are omitted from the ATC format 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 ATC and UEB Braille Edition of the AP Exam"** statement included with the exam shipment to the student, if applicable. 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.

Setting Up Computers Before Exam Day

General Computer Setup

The ATC-format exam is delivered on a USB drive. Students must test on computers with at least one USB port. Since a USB port is required, a tablet may not be used to take the exam. The ATC exam is formatted in Microsoft Word and works best in this operating system; therefore, Microsoft is the preferred platform for this exam. Other operating systems may be used; however, they may not have the full range of functionality that is available for non-sighted test takers in Windows.

Exam Security: Only school-owned and -controlled computers are allowed. A student may not use their own or a family member's computer.

Password

A password is needed to unlock the ATC files on the USB drive. The password will be emailed to the AP coordinator (and additional authorized staff person, if applicable) **1 business day before the scheduled exam administration**. The password is secure and the AP coordinator must give the password **only** to the proctor administering the exam; the proctor will need to tell students the password to unlock the files during testing. If there are questions about the password, contact the College Board SSD office.

ATC Files

The ATC-format exam is composed of a Word file for each section of the exam. The Word files have been created to work with students' assistive technology for screen magnification or screen readers. There is an additional Word file on the USB drive titled "Information for Users of ATC" with basic operating instructions. Students should spend time before beginning the exam reading these instructions.

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NOTE: *The ATC format has been tested with ZoomText (with and without reader), JAWS, and NVDA on a PC laptop. Some of the freeware or less commonly used screen readers may not be compatible with ATC files. If using VoiceOver on a Mac, students may need to use a mouse, not the keyboard, for navigation. Other hardware or software may be supported by the ATC format, but schools and students should access other Microsoft Word-based accessible documents before exam day to ensure Windows compatibility.* ***Do not open or access the ATC-format AP Exam content before the exam administration.*** *All assistive technology must be specifically approved by the College Board's SSD Office in order to be used for AP Exams.*

Exam Day Instructions

Using the ATC Format

Students using an ATC-format exam will need to double-click on a separate file for each section and enter the password provided by the proctor. When timing of each section ends, students should close the file and follow the proctor's instructions.

Before Testing

1. Power on the student's computer.
2. Disconnect the computer from any networks and the internet.
3. Verify that all spelling and grammar check tools are disabled.
4. Students should place one of their AP number labels on the front of the envelope, along with their school's 6-digit school code. If the student doesn't have enough labels, they should write their AP number on the front of the envelope instead.
5. Remove each USB drive from its packaging.
6. Insert the USB drive into a USB port on a computer that has Microsoft Word and the student's usual assistive software installed (for example, JAWS or ZoomText).
7. The proctor must tell the student the password to unlock the files on the USB drive. (The proctor will receive the password from the AP coordinator.)
8. Make sure that the USB drive contains the correct AP Exam files.

Troubleshooting

If a student encounters technical difficulties during the exam, pause the exam and timing and instruct the student to step away from the computer. Once you have resolved the issue, let the student return to the computer and resume timing. Report the issue on an Incident Report (IR) (see the *2018-19 AP Coordinator's Manual*, "Administration Incidents," for instructions). If you have any questions during the administration, please contact the SSD office at 844-255-7728, Option 2 (toll free in the U.S. and Canada) or 212-713-8333.

Administering the ATC-Format Exam

Students testing with ATC should take the exam in a separate testing room. Each AP testing room must have at least one proctor, so additional proctors will be necessary.

Exam Security: Monitor students to make sure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the exam. Also monitor to be sure students only access the ATC-format AP Exam, and do not use the computers to communicate with others about the exam, or to access any unauthorized features, programs, or content.

Students do not type their answers into the ATC-format exam files. Students who test with ATC will mark their responses on a standard answer sheet, unless approved for another accommodation. Some students may be approved for an accommodation for assistance in recording answers, including a large-block answer sheet, a scribe, or permission to record answers in the exam booklet. See the *2018-19 AP Coordinator's Manual* for more information about these accommodations.

If a student is approved to write answers in the multiple-choice booklet, the proctor must transcribe the student's answers onto an answer sheet. Multiple-choice booklets with circled responses will not **be scored.**

The proctor should read the **"Important Information Regarding the ATC and UEB Braille Edition of the AP Exam"** statement included with the exam packet to the student, if applicable. 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.

The proctor should communicate the information contained in the student's *AP Student Pack*, as applicable, and use the student's unique AP number

labels included in the Student Pack. Use only the 2019 AP answer sheets sent with the 2019 AP Exam shipments. The proctor or writer should assist the student in completing the student's identification information on the regular answer sheet. Responses should be marked in pencil directly on the answer sheet.

A student using an ATC-format exam should test with standard time unless the student is approved for extended time. A student's approved extended time may differ by subject.

Administer the exam following the appropriate subject proctor script in the *2018-19 AP Exam Instructions* book, just as you would for a paper-based exam.

Important: After the proctor reads the general instructions in the *2018-19 AP Exam Instructions*, the proctor should advise the student to read the document **"Information for Users of Assistive Technology."** This document is on the USB drive and contains important information for the student about operating the ATC exam. Give the student time to read the document; this time does **not** count toward the testing time. When the student has finished reading the document, proceed to the subject proctor script in the *2018-19 AP Exam Instructions* book. Additionally, proctors may want to use the short script on the next page to set the context of the ATC-format exam.

Instruct the student to open the appropriate section file and enter the password. Make sure the student's assistive technology opens when they click on any of the files.

Suggested ATC Exam Day Script

These are instructions for proctors to read to students using an ATC-format AP Exam, in addition to the appropriate General Instructions and subject proctor script from the *2018-19 AP Exam Instructions* book:

> Today you will be taking a form of the AP **[name of subject]** *Exam that is compatible with your screen reader or other software. This assistive technology compatible-format AP Exam is loaded onto the computer at your desk.*

After reading the appropriate General Instructions, the proctor should say:

> *Please prepare for testing now by opening and reading the electronic document titled "Information for Users of ATC." When you are finished reading the document, please click on the minimize button and look up. The time you take to read this document does **not** count toward your testing time.*

> *All the directions that I read apply to you. When I tell you to start testing in a section, open the correct section file and type in your password, which I will provide to you. When I tell you to, you must stop working and close the file. Are there any questions?*

Recording Multiple-Choice and Free-Response Answers

To answer the multiple-choice and free-response questions, an accommodation may be requested to use a computer 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 requested and approved by SSD before the exam. For multiple-choice answers, only answer sheets provided by the AP Program will be scored.**

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. If a student is approved to write answers in the multiple-choice booklet, the proctor must transcribe the student's answers onto an answer sheet. Multiple-choice booklets with circled responses will <u>not</u> be scored.

Please ensure that all identification information fields on the answer sheet have been completed.

If a student completed the free-response section using a computer, be sure each response begins on a new page, and that the top of **each** page has only:

- the student's AP number label (or written AP number)
- the exam title, and
- the question number.

Important: Do not include any other identifying information, such as teacher name, student name, or high school name, on these pages.

If the student chooses not to provide a response to a free-response question, this should be indicated with the text "No Response" at the top of the corresponding page.

Also:

- For students approved to type their free-response essays and short-answer responses, securely staple typed free-response essays inside free-response booklets and typed short-answer responses inside short-answer response booklets. Failure to do so may lead to the loss of responses.
- Do not send electronic files with the exams.

- Delete all responses from the computer or the equipment immediately after successful transcription and printout.
- Return these exam materials in the Nonstandard Administration Report (NAR) return envelope. (See "After the Administration.")

After the Administration

Collecting USB Drives

First, follow the instructions in the appropriate proctor script in the *AP Exam Instructions* book for collecting exam materials. After these exam materials have been collected, close each ATC file and collect each USB drive.

- Eject the USB drive:
  - For PCs, in the notification area in the lower-right corner of the monitor, select "Show Hidden Icons," select "Safely Remove Hardware and Eject Media," and then click on "Eject USB Disk."
- Place the USB drive in the original packaging for the appropriate student.
- **Exam Security:** Before powering off each computer, be sure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

Verify that you have the USB drive in its packaging. The proctor should check that AP number labels have been applied to the appropriate exam materials. If number labels are not used, make sure the correct AP number has been written in the appropriate locations.

Returning Exam Materials

Place the used exam materials, answer sheets, and completed NARs in the NAR return envelope (if they don't fit, wrap the envelope around the materials and secure with a rubber band). Place these materials (including the USB drive) in the carton.

Follow the instructions for Returning Exams for Students with Disabilities (in the *2018-19 AP Coordinator's Manual*) **with one exception**: You must return ATC-format exam materials in the same shipping envelope or carton in which you received them and **not** with other exams from your school. Use the return shipping label that was included in the shipment of the ATC-format exam materials. Complete a Nonstandard Administration Report (NAR) form for each exam and enclose them in the NAR return envelope. Return the envelope, along with the exam materials, to the AP Program.

The NAR must be completed and returned for **each** exam administered with accommodations. If a NAR is not returned, the student's exam score will be placed on hold. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions don't need to be completed for students who aren't approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all exam materials to the AP coordinator for return to the AP Program.

Administering Exams to Students Who Are Deaf or Hard of Hearing

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.

This section applies if you're administering an exam in:

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

Materials

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.

Refer to "Taking Exams with Extended Time Only" in the *2018-19 AP Coordinator's Manual* for information about determining extended time for these exams. The extended timing 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.** Please review the information in the *2018-19 AP Coordinator's Manual* for administration options for Section II of the Spanish Literature and Culture and world language and culture exams, and follow the instructions in the *2018-19 AP Exam Instructions* book.

Administration

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

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

- sign or mouth all instructions as spoken by the proctor throughout the exam (a student may ask to have the instructions repeated)
- interpret any questions from the student to the proctor
- interpret any responses from the proctor to the student

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

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

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

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

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

- to have Task 2 of the Writing part read aloud by a reader. (In this case, the 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 reader reads the part aloud. (In this case, the reader should be a person fluent in the language, but not the AP teacher for the subject area being tested.)

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

- 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.
- to produce a recorded oral response based on a reader reading the script aloud.

The following designations will be noted on the script:

MA – Man A
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 the session, the proctor should make sure the student's responses have been recorded properly and then continue with the directions for the exam in the *2018-19 AP Exam Instructions* book.

Master audio CDs don't include extended time. Proctors can apply extended time to master CDs by pausing between tracks or pausing after the audio stimulus is played. 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.

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 the College Board for this accommodation.

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NOTE: The option to repeat stimuli is NOT available for AP Chinese and Japanese Exams on CD.

After the Administration

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

The Nonstandard Administration Report (NAR) form must be completed and returned for **each** exam administered with accommodations. If a NAR is not returned, the student's exam score will be placed on hold. The **Section I Time** and **Section II Time** portions of the NAR must be completed during the administration for students who are approved for extended time. These timing portions don't need to be completed for students who aren't approved for extended time. If a student is approved for a break accommodation, the **Extra or Extended Break Time** portion of the NAR should be completed. The proctor should give completed NAR forms and all exam materials, including scripts, to the AP coordinator for return to the AP Program. See "Completing the Nonstandard Administration Report" in the *2018-19 AP Coordinator's Manual* for instructions on completing the NAR form. See the "Returning Exam Materials" section for instructions on returning exams for students with disabilities.

Administering Small-Group Testing

If students taking the same exam at the same time are approved for different types of accommodations, such as small-group testing and/or extra and extended breaks, it may be necessary to have more than one extra room available. Use a separate room if the accommodations of an individual or group of students require a different time or break schedule, or would disrupt other students.

Small-Group Testing

There is no limit to how many students may test in a room designated for small-group testing. However, the room should be large enough to ensure that students are seated at least **5 feet** (1.5 m) apart. If you are administering the speaking part of the **AP French, German, Italian, or Spanish Language and Culture Exams** in a classroom, it is preferable to have students positioned at the perimeter of the room, facing the walls, with students spaced at least **8 feet** (2.43 m) apart. Distance between students should be measured from the center of one student to the center of the next student. This will minimize students hearing other students' responses. (See suggested

seating arrangement diagram below.) Refer to the "Seating Policy" section in the *2018-19 AP Coordinator's Manual* for complete seating requirements.

Suggested Seating Arrangement for Only Section II: Part B, Speaking

students face the wall

students face the wall
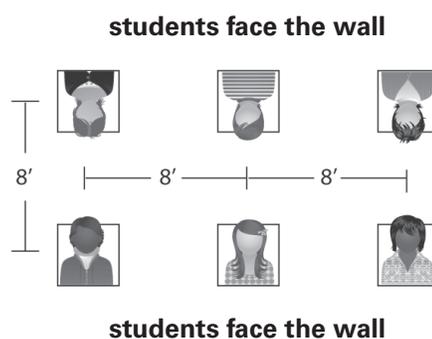
Rest Breaks

Please refer to the "Exams for Students with Disabilities" section of the *2018-19 AP Coordinator's Manual* for information on rest breaks.

Exam Readers

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

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 the AP Music Theory Exam, fluent in describing and writing music notation.

The reader **must not**:

- Be an immediate family or household member, or close friend of the student, anyone involved in tutoring or preparing the student for the AP Exam, a prospective student for the same AP Exam, or an AP teacher for the subject area being tested.
- 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 who are approved for the MP3 Audio will test with a reader for AP exams.
- All students who test with a reader should be provided 50% extended time unless approved for more than 50%.
- Students must be tested in separate rooms (one-to-one setting), and the reader may assist only one student at a time.
- 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.

> **Important:** The additional copy of an exam needed for a reader during an exam administration must be ordered online at the time of the school's regular exam order. Confirm that the form and form code of the reader copy used by the proctor is the same as the exam used by the student. For more information about ordering and returning reader copies, see the *2018-19 AP Coordinator's Manual*.

Procedures for Using an Approved Reader

- The proctor must stay in the room at all times during the exam administration.
- 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" section in the *2018-19 AP Coordinator's Manual* 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, the College Board reserves the right to cancel the student's exam score.

General Information for Readers

- Students who are blind or who have visual impairments may also have special tools or equipment (i.e., abacus, braille writer, or computer) that have been approved for use during the exam. These tools offer neither an unfair nor a special advantage; they are comparable to paper and pencil and accomplish the same tasks. The most important consideration is for the reader and the student to have the same set of expectations about what is to happen, how much time is allowed, and how all the tasks will be accomplished.

- Students approved for a reader must have all portions of the exam read aloud, unless they are approved for use of a reader 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 x 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

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

Writer Eligibility Criteria

Writers/scribes **must** be:

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

Writers/scribes **must not**:

- Be an immediate family or household member, or close friend of the student, anyone involved in tutoring or preparing the student for the AP Exam, a prospective student for the same AP Exam, or an AP teacher for the subject area being tested.
- 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.

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

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
- spell words that are unclear (e.g., commonly misspelled words, words that are unfamiliar to the scribe, and 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 the 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.

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

Procedures for Using a Writer

- Students testing with a writer should be permitted 50% extended time unless approved for more than 50%.
- 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 remain in attendance at all times during the exam administration.
- An approved writer is **not** present to function as an aide to the administration staff. It is inappropriate to ask the writer to perform clerical duties of any kind. The writer should not be asked to assume any responsibilities belonging to either the school staff or the student.
- School staff must ensure that proper exam security is maintained at all times. It is important that the proctor ask questions and avoid any hasty interpretations of what may be communication of exam content or exchange of information between the student and the writer that might give the student an unfair advantage. The task requested by the student might be acceptable once understood. Discussion or communication concerning *interpretation* of exam content is not permitted. If such discussion occurs and 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" section in the *2018-19 AP Coordinator's Manual* 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, the College Board reserves the right to cancel the student's exam score.

Administering Chinese and Japanese Language and Culture Exams

Since much of the preparation for and administration of the AP Chinese and Japanese Language and Culture Exams on CD differs significantly from those of paper-based AP Exams, you must refer to the *2018-19 AP Coordinator's Manual* for instructions on setting up your students' computers for testing and for administering the exams.

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

Other Accommodations (Including Temporary Support)

If students taking AP Chinese or Japanese Exams are approved for accommodations such as braille or large-type exams, a reader, writer, sign language interpreter, or any other accommodation not noted here, **schools should contact the College Board SSD Office as soon as possible to ensure that appropriate arrangements can be made to test the students**. A student who has a temporary medical or physical condition may request temporary assistance to complete the exam; see "Assistance for Temporary Physical or Medical Conditions" in the *2018-19 AP Coordinator's Manual*.

Computer-Delivered Testing Accommodations

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

- additional breaks
- adjustable colors
- extended time (50% and 100%)
- screen magnification

Note: The screen magnification software must be installed on the computer before testing. You must follow the Setup CD instructions in the *2018-19 AP Coordinator's Manual*. During the Setup CD installation process, you should designate a specific computer for the student testing with this accommodation. See step 5 of the Setup CD instructions in the *AP Coordinator's Manual*.

Note: ZoomText is supported on Windows 7, Windows 8.1, and Windows 10. The testing computer requires free disk space of 2 GB to install ZoomText. ZoomText requires a graphics adapter that can support DirectX 11 with 1 GB of dedicated video RAM.

Enabling Accommodations on Exam Day

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

Please complete the required information below.

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

Student Information Part 1

AP Number : 13687501
Last Name : STUDENT
First Name : JANE
Middle Initial :
Check here if you require testing accommodations : ☑

Administrator: Please select testing accommodations for this student.

Computer Delivered Testing Accommodations

☑ Additional Break   Amount : 30 mins. ▾
☑ Adjustable Colors
☑ Extended Time   Multiplier : 1.5 x ▾
☑ Zoomtext Screen Magnification

Additional Breaks

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

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

Note: It is not possible to request breaks during the parts of the exam when audio is playing. Refer to the "Exams for Students with Disabilities" section in the *2018-19 AP Coordinator's Manual* for more information about accommodated breaks.

Extended Time

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

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

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

Please be advised that:

- Students can't go back to a previous question. Students will not be able to use their extended time to listen to a question again or to go back to an earlier question.
- There is no time extension for the prompts or the responses in the Speaking part of the exams.

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

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

Adjustable Colors and Screen Magnification

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

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

Note: Students testing with the screen magnification accommodations should be situated at the perimeter or the back of the testing room to minimize disturbance to them and to other students, and to ensure exam security.
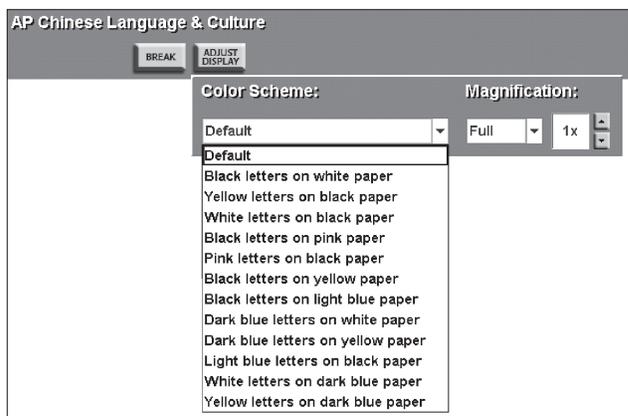
The student may use the **Color Scheme** drop-down menu to choose from a list of color options for the screen. While the options refer to paper, the color scheme is based on a colored screen. For instance, "Black letters on pink paper" will display as black text on a pink background on the screen.

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

- **Full**—Magnifies the entire screen.
- **Overlay**—Magnifies a portion of the screen where the mouse is moved (about one-quarter of the screen size).
- **Lens**—This smaller rectangular magnifier enlarges a smaller area and can be moved about the screen.
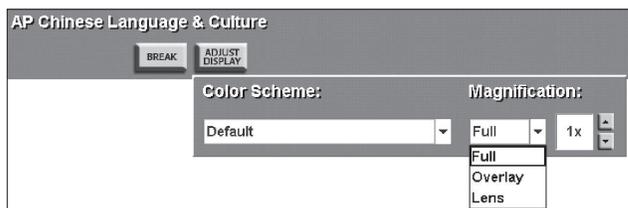
The screen can be magnified from the default, 1x (approximately 12-point type size), and can progress to 1.2x (approximately 14 pt.), 1.5x, 1.7x (approximately 20 pt.), 2x, 2.5x, 3x, 3.5x, and up to 16x.

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

If a student taking the AP Chinese Language and Culture Exam is using one of the options in the **Color Scheme** menu, the full-color picture sequence for the Story Narration task will be displayed in the special colors when the student reaches the Writing part of the exam. We suggest the student change the **Color Scheme** to "Default" for the Story Narration task so that the images appear in full color, and then adjust the display to return to the special colors for the second Writing task (Email Response).