Look inside for:

- ACCOMMODATED TESTING ROOM PROCEDURES
- ACCOMMODATED TEST DAY SCRIPTS
- SECURITY REQUIREMENTS
About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

Contact Us

School Day Support
(Educators Only)

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

- General SAT School Day questions and policies
- Test ordering site questions about placing or changing your SAT School Day order
- Test material questions or issues
- Services for Students with Disabilities (SSD) questions about testing with accommodations
- Security issues to report to the Office of Testing Integrity (OTI)
- Other test administration questions
- Billing questions

EMAIL: SATSchoolDay@collegeboard.org

Test Day Complaints
EMAIL: testcenter@info.collegeboard.org

Test Question Ambiguity/Error
EMAIL: satquestion@collegeboard.org

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Introduction

As the SAT School Day proctor, you play an important role in ensuring the successful administration of the SAT, a key milestone on the path to college for many students. Taking the SAT during the school day in a familiar, easily accessible environment allows students to demonstrate college and career readiness. It also means more students can participate in College Board programs that support college access.

Using This Manual

This manual is for proctors’ use for SAT School Day testing only (not Saturday or Sunday testing) in fall 2019. Use this manual in the accommodated room. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with tasks (what you need to do), followed by key information (what you need to know) related to those tasks. For example, tasks related to room setup are followed by key information about seating requirements.

Before the Test

Before the test you’ll need to participate in training provided by your test coordinator, and you’ll need to prepare your room and materials. Completing the tasks in this section prepares you for testing.

During the Test

You’ll administer the test by reading aloud the scripts exactly as they appear in this manual. Scripts appear in shaded areas; all other text is for your information and not to be read aloud.

After the Test

After the test you’ll have a few things to do to wrap up the administration, such as accounting for all materials and returning them to the test coordinator. Completing the tasks in this section ensures that students receive their scores.

Appendix Resources

We provide sample forms, schedules, and other resources in the Appendix of this manual (see the Table of Contents for a complete list with page references).

Typographical Icons

Typographical icons are used throughout the manual to draw your attention to specific information and action items:

- Contact by phone
- Procedures or information for providing accommodations to students with disabilities
- Security requirement

New for Fall 2019

Important Changes

College Board has made a number of changes for this school year.

1. Fall 2019 SAT School Day testing is intended for 12th-grade students only. 11th-grade students are encouraged to participate in Spring 2020 SAT School Day testing or Fall 2019 PSAT/NMSQT® testing instead.

2. Seating requirements have changed. The minimum distance between students has been reduced from 4 feet to 3 feet. Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk). At tables, students must be seated at least 3 feet apart and facing the same direction. You may seat 2 students at a table that is 6 feet or longer.

3. Required staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10). A room monitor is not required until you have 21 or more accommodated students testing in the same room.

4. MP3 audio content is now delivered via a streaming application. Information in the body of this manual relates to MP3 streaming. If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office as soon as possible.

   a. The link to download the MP3 application can be found on the MP3 Streaming Instructions page, which is accessible through SSD Online. The application can be installed by the SSD coordinator or designated staff with appropriate rights to install applications.

   b. All MP3 audio testing still takes place over 2 days.

   c. SSD coordinators overseeing MP3 audio streaming will be responsible for ensuring proctors have the necessary access to SSD Online for setting up the MP3 streaming format on test day.
5. The Mobile Opt-In Policies documents will no longer be included in the preadministration shipment and will no longer be distributed to students. Students now receive this information in the SAT School Day Student Guide.

6. We’ve modified the answer sheet to allow for more diverse gender identification.

7. Test books have changed from last fall:
   a. Students taking the SAT without Essay and the SAT with Essay will use the same multiple-choice test book with the title “The SAT Test Book.”
   b. Essay books, if you’re administering the Essay, are packaged separately from the multiple-choice test books.

8. English learner (EL) students are eligible to test with 50% extended time. Students requested and approved in SSD Online for this support will receive college reportable scores. These students will test with accommodated students (not in a standard room).
   a. Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline.
   b. EL students testing with 50% extended time will use the same materials as accommodated students approved for 50% extended time testing, and they can be tested in the accommodated room as long as no additional accommodations are being administered that require a different time or break schedule.
   c. Students with EL 50% extended time supports won’t be called out separately on the NAR; they will be listed under 50% extended time for reading.
   d. As with other students taking the entire test with 50% extended time, students taking the SAT with Essay will test over 2 days.

9. If you have a mixture of standard students taking the SAT and SAT with Essay, in most cases you can now assign them to the same room to conserve space and staff. We still recommend separate rooms if feasible.

Standardized Testing
Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

As the proctor, you are responsible for conducting a secure, valid administration. You are accountable for everyone in the testing room and everything that takes place there. You will account for all testing materials, conduct the testing, appropriately document irregularities, and monitor students to ensure a fair administration.

If you also serve as the SSD coordinator for your school, you will have other responsibilities as well. The SSD coordinator works with students to apply for College Board–approved accommodations and EL students who require 50% extended time through the SSD Online portal. In addition, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day coordinator in determining testing rooms and staff needed for administering the test with accommodations. All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring.

Test Types
SAT School Day offers three ordering and administration options:
1. SAT (students won’t take the Essay)
2. SAT with Essay (all students take the Essay)
3. Both SAT and SAT with Essay (some students will take the Essay and some won’t)

IMPORTANT: If your school is testing as part of a contract, your district or state will determine which options are available to your students.

Test Sections and Timing
Everyone testing on the primary test date will need to begin testing at the same time. Use the sample schedules in the Appendix to aid in planning.

The SAT is composed of several tests that follow the same order in every test book. The test must be administered in this sequence unless explicitly instructed otherwise by College Board.
Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

Time allotted:
- 65 minutes for Reading
- 35 minutes for Writing and Language

Math: Includes one portion that permits calculator use and one that does not. Each portion is composed of multiple-choice and student-produced response questions.

Time allotted:
- 25 minutes for Math Test – No Calculator
- 55 minutes for Math Test – Calculator

SAT Essay (in separate book): Students are asked to read a passage and analyze how the author builds an argument to persuade an audience.

Time allotted:
- 50 minutes

Accommodated Testing Overview
College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on tests, such as braille, large-print tests, and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until one year after high school graduation.

See Preparing for Testing with Accommodations on page 14 for more information.

Most students will test in one or two days, and the schedules in this manual reflect that. There may be some students who will require more than two days for testing (for example, if they require more than 100% extended time or if testing time is limited).

Terminology
See the Glossary of Terms on page 124 for definitions of frequently used terms and acronyms.

SAT Test Materials
The test coordinator will provide all the materials needed on test day for your room.

Test Books
Multiple-choice test books for the SAT and SAT with Essay have been consolidated. All test books display the title “The SAT Test Book,” along with important notes for the student. You’ll use the same multiple-choice books whether administering the SAT or SAT with Essay. Essay books will still be separate from the multiple-choice test books.

The test books for students required to test on the primary test date have covers with purple accents. Students testing with accommodations may use standard test books with purple accents or accommodated materials with blue accents, depending on their approved accommodations or supports. See Standard and Accommodated Testing Rooms for more information.

IMPORTANT: Some EL students may be approved to test with 50% extended time. Proctors will use the appropriate 50% extended time script for them, depending on the test they are taking (Script 3 with purple test books for SAT or Script 5 with blue test books for SAT with Essay).

Rosters
Each proctor will receive a roster and/or a copy of the NAR for their room from the test coordinator. This roster will be used to confirm who should be in your testing room and record any absences. The test coordinator will use this information from the room roster to plan for any students that require a makeup administration.

Standard and Accommodated Testing Rooms
Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school’s SSD coordinator. It will indicate the testing group, scripts to use, testing materials, and test type for all students testing with accommodations whom you ordered testing materials for. The chart that follows provides an overview. Check your NAR to make sure all students with approved accommodations or supports are identified correctly.

For accommodations not listed in the table, work with your SSD coordinator or contact the College Board SSD office. Also note that students may be approved for more than one accommodation. Proctors may need to use more than one script for some students (for example, math-only extended time requires a standard time script and an extended time script). The NAR gives the script or scripts to use for a student.

Students approved for extended time for reading use that extended time on the entire test. This means students will test over 2 days for the SAT with Essay with 50% extended time; in addition, students will test over 2 days for both SAT and SAT with Essay with 100% extended time.
## GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Testing Days</strong></td>
<td>1 day</td>
</tr>
<tr>
<td><strong>Test Book Color</strong></td>
<td>Purple</td>
</tr>
<tr>
<td><strong>Accommodation Examples</strong></td>
<td>No accommodations</td>
</tr>
<tr>
<td></td>
<td>• 14-point large-print test book</td>
</tr>
<tr>
<td></td>
<td>• Large-block answer sheet</td>
</tr>
<tr>
<td></td>
<td>• Magnifier</td>
</tr>
<tr>
<td></td>
<td>• Written copy of oral instructions</td>
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<td>• Permission for food/medication</td>
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<td>• Wheelchair accessibility</td>
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<td>• Preferential seating</td>
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<td>• Record answers in test book</td>
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<tr>
<td></td>
<td>• Use of colored overlay</td>
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<tr>
<td></td>
<td>• Auditory amplification/FM system</td>
</tr>
<tr>
<td></td>
<td>• Sign language interpreter for test directions</td>
</tr>
<tr>
<td><strong>Roster</strong></td>
<td>Master Student List or Room Roster</td>
</tr>
<tr>
<td></td>
<td>NAR in SSD Online or Room Roster</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Students using the 50% extended time EL support receive extended time on the entire assessment.

*Students approved for writing-only extended time receive extended time only on the SAT Essay. If taking the SAT without Essay, these students test in the standard room with standard time (unless they have other accommodations that can’t be provided in the standard room).
Forms and Reporting
You need to be familiar with the reports and forms used in the testing room.

Testing Room Materials Report Form
The Testing Room Materials Report form is provided on the back cover of this manual.

- The test coordinator uses the Testing Room Materials Report form to indicate testing room information, including the proctor assigned to the room, the room number, and the test materials issued to the proctor.
- Inside the testing room, the proctor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.
- If applicable, the proctor should check the number of Essay books received from the test coordinator and record the number returned to the test coordinator.
- As indicated in the scripts, the proctor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of the multiple-choice test book distributed to each seat in the room. If any issues arise, the chart will be used in investigating reported irregularities.
- If possible, staff should include the last name of each student.

Request to Cancel Test Scores Form
Students use this form to request score cancellation, which means their scores will not be reported to them or to any colleges. Direct students to fill out the form with exactly the same information that's given on their answer sheets or pre-ID labels, if applicable.

Students must sign and date the form, then submit it in one of the following ways:

- Hand the form to the testing staff before leaving on test day.
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth weekday following the date testing ends. (For example, the fourth weekday following a test administered on a Tuesday would be the next Monday.)
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

A student may cancel their scores using the SAT School Day Request to Cancel Test Scores form in instances of equipment failure or illness. Fill out an IR in these cases. Students will be eligible for a makeup administration. An IR is not necessary for other situations where students elect to cancel their scores.

SAT School Day Irregularity Report (IR)
You will receive at least one blank IR to use in the event an irregularity occurs during School Day testing. The testing staff performs a critical role in reporting irregularities and affected students.

Without information, College Board can’t resolve issues that arise. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 111 in the Appendix for instruction on when to fill out an IR.
Before Test Day

Prepare Yourself

TASKS
- Read this entire manual.
- Sign the Testing Staff Agreement.
- Meet with your test coordinator to ensure you have plans in place for testing students with accommodations and/or EL supports.
- Conduct a preadministration session at your test coordinator’s direction.

Prepare to Serve as SSD Coordinator

If you are the SSD coordinator for your school, you’ll have some additional tasks to complete to ensure students who need accommodations can test successfully.

Request Accommodations and EL Supports

The SSD coordinator manages the approval process for your students. All accommodations must be approved in advance in SSD Online. Some requests will be automatically approved upon submission, while others will require documentation. Requests that require documentation review may take approximately seven weeks to process from the date we receive all documentation.

- The SSD coordinator works with the test coordinator to determine which students will be using the EL support of 50% extended time and submit the request in SSD Online by the EL deadline.
- Each school must have 1 SSD coordinator but may have more.
- For detailed instructions on how to get access, see collegeboard.org/ssdonline.
- If a student needs temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the SSD office. The support must be requested and approved before test day.

Work with the Test Coordinator

The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but who doesn’t appear on the NAR can be added through SSD Online.
- A list of students approved for accommodations, and notification of any updates. This includes any students who will be using the 50% extended time EL support. See Plan for Seating Accommodated Students on page 15 for more information about specific accommodations.
- A list of needed support staff for accommodated students.
- Help with setting up any computers for typed essays or computer-based formats (e.g., MP3 streaming or flash drives for ATC format).
- Assistance with planning for rooms and materials.

Review Approved Students

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.
- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
  - The accommodations approved match the student’s current identified accommodation needs. (Submit updates in SSD Online.)
  - The student’s name, birth date, and graduation date are correct. (Submit a name change form to make any updates.)
- Mail or fax updates to the eligibility roster (e.g., removing students no longer at your school). Contact information is provided at collegeboard.org/ssdonline.
Prepare to Serve as SSD Coordinator

Before Test Day

Submit requests in SSD Online to transfer students with previously approved accommodations who recently enrolled in your school to your school’s SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

Download and Verify the NAR

The SSD coordinator will need to supply the test coordinator with the NAR in the weeks leading up to the test administration. The NAR will be available beginning about 30 days before the primary test date. The NAR will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

If students are approved for accommodations after the ordering system is closed, the SSD coordinator can contact the SSD office to arrange for materials and add these students to the NAR.

Plan for Support Staff for Accompanied Students

Students may be approved for accommodations such as a reader to dictate test questions, a sign language interpreter (for directions only), or a scribe to record responses. When students are approved for these accommodations, the SSD coordinator and test coordinator should work together to make sure sufficient staff and rooms are provided.

Here are some general notes about support staff:

- Students assisted by a reader or a scribe:
  - Will test with 50% extended time, unless approved for more extended time.
  - If taking the SAT with Essay, will test over 2 days.
  - Must have their own reader or scribe (these support staff cannot be shared).

- Students who are deaf or hearing-impaired may:
  - Have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions to the student, not of test content.
  - Be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

Help the test coordinator identify support staff:

- Use the NAR to determine which students require support staff.
- Develop a list of support staff for the test coordinator to assign to students approved for them. Any staff selected must meet all SAT staff requirements.
- Never suggest a person to assist a student who is a relative of that student.
- List a single reader or scribe for each student (students may not share support staff).
- Notify scribes and readers that their students will take the test with 50% extended time for reading unless a student is already approved for 100% (or more) extended time.

You’ll be provided additional materials (for example, a reader’s script) for support staff. The test coordinator will distribute these materials to these assistants when they distribute other test materials during the test administration.

- Students may use the Guide to the Nemeth Code if they are taking the braille format of the SAT.
- Students who use readers or audio files in conjunction with other formats will find that the texts may differ slightly because the script read by a reader or recorded on the audio file describes the figures in greater detail than given in other formats.

Materials Provided for Accommodated Testing

As SSD coordinator, you’ll assist the test coordinator in confirming that you’ve received all the materials required for accommodated students and students using the 50% extended time EL support.

For some accommodations, you’ll receive regular and large-print test books and/or regular and large-block answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable. The test coordinator will return any unused materials with the test book returns after all testing is completed.

**IMPORTANT:** Refer to the NAR to see what specific materials to give each student according to their approved accommodations/supports.

Accommodated Testing Manual Fall 2019 SAT School Day
## ACCOMMODATED MATERIALS

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 50% extended time</td>
<td>• Purple regular-print multiple-choice book</td>
</tr>
<tr>
<td>– Reading on the SAT without Essay (includes EL support)</td>
<td>• Regular-print Essay book (if applicable) with purple accents</td>
</tr>
<tr>
<td>– Math only</td>
<td>• Standard answer sheet</td>
</tr>
<tr>
<td>– Writing only on the SAT with Essay</td>
<td>• Standard answer sheet instructions</td>
</tr>
<tr>
<td>• Auditory amplification/FM system</td>
<td></td>
</tr>
<tr>
<td>• Extra or extended breaks</td>
<td></td>
</tr>
<tr>
<td>• Use of basic four-function calculator on Math Test – No Calculator</td>
<td></td>
</tr>
<tr>
<td>• Permission for food/medication</td>
<td></td>
</tr>
<tr>
<td>• Permission to test blood sugar</td>
<td></td>
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<tr>
<td>• Preferential seating</td>
<td></td>
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<tr>
<td>• Record answers in test book</td>
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<tr>
<td>• Sign language interpreter</td>
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<td>• Small-group setting</td>
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<tr>
<td>• Use of colored overlay</td>
<td></td>
</tr>
<tr>
<td>• Wheelchair accessibility</td>
<td></td>
</tr>
<tr>
<td>• Written copy of oral instructions</td>
<td></td>
</tr>
<tr>
<td>• Use of a hand-held magnifier</td>
<td></td>
</tr>
<tr>
<td>• 50% extended time for reading on the SAT with Essay (includes EL support)</td>
<td>• Blue regular-print multiple-choice test book</td>
</tr>
<tr>
<td>• 100% extended time</td>
<td>• Regular-print Essay book (if applicable) with blue accents</td>
</tr>
<tr>
<td>• Breaks as needed</td>
<td>• Standard answer sheet</td>
</tr>
<tr>
<td>• Computer for essay</td>
<td>• Standard answer sheet instructions</td>
</tr>
<tr>
<td>• Home/hospital testing</td>
<td></td>
</tr>
<tr>
<td>• Late start time</td>
<td></td>
</tr>
<tr>
<td>• Limited testing time</td>
<td></td>
</tr>
<tr>
<td>• 1-to-1 testing</td>
<td></td>
</tr>
<tr>
<td>• Writer/scribe</td>
<td></td>
</tr>
<tr>
<td>• Use of a magnifying machine</td>
<td></td>
</tr>
</tbody>
</table>

Assistive technology–compatible (ATC)

- Flash drive with multiple-choice and Essay ATC files
- Blue regular-print multiple-choice test book
- Regular-print Essay book (if applicable) with blue accents
- Standard answer sheet
- Standard answer sheet instructions
- Large-block answer sheet
- Large-print answer sheet instructions
**Prepare to Serve as SSD Coordinator**

**Before Test Day**

Accommodation Materials Provided for Each Approved Student

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
</table>
| Braille                            | Braille kit:  
  - Braille Book 1—Reading, Writing and Language  
  - Braille Book 2—Math Test – No Calculator, Math Test – Calculator  
  - Guide to the Nemeth Code  
  - Braille Reference Information for use with the Math Test  
  Also:  
  - Braille Essay book (if applicable)  
  - Standard answer sheet instructions  
  - Standard answer sheet  
  - Reader script  
  - Blue regular-print multiple-choice test book  
  - Regular-print Essay book (if applicable) with blue accents |
| Braille graphs and figures         | Braille Figure Supplement book              |
| Large-block answer sheet           | Large-block answer sheet                    |
|                                   | Purple regular-print multiple-choice test book unless approved for another format |
|                                   | Regular-print Essay book (if applicable) with purple accents |
| Large print—14 point (primary test day, not window testing) | Purple large-print—14-point multiple-choice test book |
|                                   | Large-print—14-point Essay book (if applicable) with purple accents |
|                                   | Standard answer sheet                       |
|                                   | Large-block answer sheet                    |
|                                   | Standard answer sheet instructions          |
|                                   | Large-print answer sheet instructions       |
| Large print—14 point (for testing window)* | Blue large-print—14-point/20-point/24-point/other point size multiple-choice book |
| Large print—20 point               | Large-print—14-point/20-point/24-point/other point size Essay book (if applicable) with blue accents |
| Large print—24 point               | Standard answer sheet (14-point only)       |
| Large print—other format           | Large-block answer sheet                    |
|                                   | Standard answer sheet instructions          |
|                                   | Large-print answer sheet instructions       |
| MP3 audio                          | Streaming application with multiple-choice and Essay MP3 files provided for use on a computer** |
|                                   | Blue regular-print multiple-choice test book |
|                                   | Regular-print Essay book (if applicable) with blue accents |
|                                   | Standard answer sheet                       |
|                                   | Standard answer sheet instructions          |
|                                   | Large-print answer sheet instructions       |
| Reader                             | Reader script                               |
|                                   | 2 blue regular-print multiple-choice test books |
|                                   | 2 regular-print Essay books (if applicable) with blue accents |
|                                   | Standard answer sheet                       |
|                                   | Standard answer sheet instructions          |

*For students approved for multiple accommodations who can test during the accommodated testing window.*

**Flash drives with MP3 files may be provided to schools unable to stream MP3 audio.**

Refer to the NAR for test book information about students approved for multiple accommodations.
Before Test Day  Preparing for Testing with Accommodations

Preparing for Testing with Accommodations

Review the tasks and key information that apply to the accommodations you are providing in your room.

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student’s scores being canceled. To help ensure the students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).
- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations.

Students who are approved for accommodations will fall into these groups, as indicated on the NAR:

- Those who will use standard (purple) testing materials must test on the primary School Day test date.
- Those who will use accommodated (blue) testing materials may test on any day during the accommodated testing window.

The NAR will list each group in its own section. For general guidelines, refer to Standard and Accommodated Testing Rooms on page 7 for a list of the accommodations that typically fall into each group along with which manuals and rooms the test coordinator should assign students with accommodations to.

Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation. Students approved to test with accommodations can't elect to test without those accommodations unless they present a written statement signed by a parent/guardian or by the student if over 18 years of age. File these letters in the students’ records. (Don’t return them to College Board.)

Tasks

Prepare to Use the Scripts

Your test coordinator will provide a copy of the NAR or room roster with the students assigned to your room and their accommodations. A day or two before test day, review the list and make sure all of the students in your room are taking the same test with the same timing. There are 6 test scripts for the SAT based on the type of accommodation(s) a student is approved for, and the NAR will tell you which one(s) to use. The first 3 scripts may be used with either the standard (purple) materials on the primary test day or with specific accommodated (blue) materials during the accommodated testing window. The second 3 scripts are used with the specific accommodated (blue) materials during the accommodated testing window. Take time to study the NAR and the Key Information later in this section to make sure you are ready to use the correct script(s) for the students assigned to your room.

Review the chart Overview of Accommodated Timing and Breaks on page 97, and map out any shifts from one script to another that might be needed in your room.

These are the scripts:

- **Script 1:** Standard Time for Accommodated Students  
- **Script 2:** Standard Time with Extra Breaks  
- **Script 3:** 50% Extended Time for 1-Day Testing  
- **Script 4:** 100% Extended Time  
- **Script 5:** 50% Extended Time for 2-Day Testing  
- **Script 6:** MP3 Audio Format

Plan for Computer Usage

If you're testing students with any of the following accommodations, your school must provide a computer for the student (a student may not use a personal computer or a computer belonging to their family):

- Computer use for the Essay  
- MP3 audio streaming format  
- ATC format  
- Electronic braille writer (braille notetaker)

Make sure the appropriate computers are provided. See Prepare Computers for Accommodated Testing on page 18.

- For students using flash drives for the ATC format, make sure the computers have USB ports.

Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer does not have a full-sized USB port, you will need a USB–to–USB-C adapter to connect a flash drive.
For students using MP3 audio format, you’ll need computers with access to the internet for downloading the application and test content. Internet availability will be disabled by the application once testing begins.

For students approved to use a computer for the Essay, make sure the computer has word processing software. The computer must be attached to a working printer.

Students using MP3 audio streaming who are approved to use a computer for the Essay will be able to type their essay directly within the streaming application.

Provide a monitor to connect to a braille notetaker so the proctor can see what the student is typing.

Test the equipment before test day and ensure important precautions for electronic equipment are followed. For tips and practice tests in MP3 audio and ATC format, go to collegeboard.org/students-with-disabilities/after-approval. See For Proctors: Prepare Your Room for Test Day on page 20 for related tasks and information.

Plan for Seating Accommodated Students

Your test coordinator may need assistance assigning accommodated students to appropriate rooms. The testing group on the NAR indicates students who may test together. See Sample Nonstandard Administration Report (NAR) on page 104.

Students with the same type of timing may be seated together, if noted on your NAR.

Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.

Use of more than one test room is required if a student’s accommodations would disturb other students or if the student is approved for 1-to-1 testing. Students approved for a reader or scribe must test in a 1-to-1 setting. These scenarios are noted on your NAR.

Students using text-to-speech software or MP3 audio formats who don’t have earphones must test in separate rooms.

For testing students with accommodations or supports, remember students can be seated in the same room only if they’ll be using the same color testing materials and the same testing scripts and schedule. For example:

Students with disabilities approved for 50% extended time for reading can test in the same room as students using the EL support of 50% extended time as long as they are taking the same test: SAT without Essay with purple materials and 1-day testing or SAT with Essay with blue materials and 2-day testing.

Students with disabilities approved for 50% extended time for math only are tested with both Script 1 and Script 3, while students approved for 50% extended time for reading are tested with a single script (Script 3 or Script 5). These students can’t test in the same room.

Please note some accommodations may be provided in a standard testing room. These include:

- Preferential seating
- Wheelchair access
- Use of a large-block answer sheet
- Permission for food or medication
- Use of a 14-point large-print test book, a magnifier, or a sign language interpreter for oral instructions
- Auditory amplification or FM system
- A colored overlay
- Approval to record answers in the test book

If a student is approved for one of these accommodations, and isn’t approved for another accommodation requiring a separate setting, the test coordinator should assign the student to a standard testing room.

If you have a question about room assignments for a specific accommodation, refer to the NAR or contact the SSD office.

The proctor should seat students using a large-print test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

Plan for Transcribing Answers

For students using braille writers or other devices, or who are approved to write their answers in test books, the proctor, the SSD coordinator, or the support staff person assigned to the student must transfer the answers (except for the essay) to the answer sheet after the student completes the test.

For braille writers:
- Make sure the student’s identifying information on the answer sheet is complete.
- Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
- Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.

For students who are approved to write the answers in their test books:
- Make sure the student’s identifying information on the answer sheet is complete.
Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.

Write “Answers in Book” on the front cover of the student's test book.

Clip the answer sheet to the test book for inclusion in the white Accommodated Testing Envelope.

### KEY INFORMATION

#### Accommodated Timing and Breaks
Some of your students may be approved for accommodations that require different timing and/or breaks for one or more sections on the test.

- Students will get extended time only for the subject area(s) they’re approved for (e.g., math only or writing only). Exception: Students approved for extended time for reading and EL students testing with 50% extended time will receive extended time for the entire test.

- You may need to use combinations of scripts for some students. See the Overview of Accommodated Timing and Breaks on page 97 in the Appendix for detailed information about which scripts to use for various accommodations. The NAR also has instructions for which script(s) to use for each student.

- A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for extra breaks, extended breaks, and breaks “as needed” are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Administer accommodated breaks as follows:

- **Extra Breaks:** Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section, and an extra break in the middle of Sections 1 and 4, and the SAT Essay, if applicable.

- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.

- **Breaks as Needed:** When a student is approved for breaks as needed, they may take a break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time doesn’t count toward testing time (that is, the testing clock stops).

#### Accommodated Testing on One Day
The first three scripts in this manual can be used for all types of 1-day testing.

- **Script 1:** Standard Time with Accommodations
- **Script 2:** Standard Time with Extra Breaks
- **Script 3:** 50% Extended Time for One-Day Testing. This script covers 1-day testing for students:
  - Testing with 50% extended time for math (Math Test only)
  - Taking the SAT without Essay and testing with 50% extended time for reading, use of a reader or scribe, or the 50% extended time EL support (entire assessment)
  - Taking the SAT with Essay and testing with 50% extended time for writing (Essay only)

#### Accommodated Testing During the Window
The accommodated testing window begins on the primary test date and extends through the following two weeks. Testing during the window encompasses combinations of accommodations, and may involve using the following scripts or combinations of any of the scripts in the manual. The NAR includes specific instructions for combining scripts.

- **Script 4:** 100% Extended Time. This script covers:
  - 1-day testing for math only, 100% extended time
  - 1-day testing for writing only, 100% extended time on the SAT with Essay
  - 2-day testing for reading, 100% extended time
  - 2-day testing for combined math and writing, 100% extended time on the SAT with Essay

**IMPORTANT:** Students using the ATC format must receive 100% extended time for Section 2. All other sections should be timed based on the student’s approved accommodations.

- **Script 5:** 50% Extended Time for Two-Day Testing. This script covers 2-day testing for students taking the SAT with Essay with 50% extended time on the entire test.

- **Script 6:** MP3 Audio Format Script. This script covers 2-day testing of students using the MP3 audio format, including 100% extended time, plus an additional 45 minutes for Section 2 of the test.
Accommodated Testing Over Two Days

Students may only test over 2 days if they are approved for an accommodation or support that requires 2-day testing. Students with accommodations that require more than 6 hours of testing (including breaks) will test over 2 days. This includes:

- 50% extended time for entire SAT with Essay
- 100% extended time for Math and Writing on the SAT with Essay
- 100% extended time for entire SAT or SAT with Essay
- MP3 audio format
- Students approved for limited-time testing

All students testing over 2 days should be tested as early in the window as possible and over consecutive days whenever possible. Students who are absent on the second day should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. You’ll return the materials to your test coordinator for secure overnight storage. Students will complete the test on the second day.

Large Print

Students who test with large print (14-point, 20-point, or larger font) test with standard time and breaks unless approved for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.

Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
- To supplement each braille test and accompanying braille Essay book (when applicable), a regular-type test book and Essay book are included for your use as a reference. A reader’s script will also be sent in case the student asks to have a question read.
- Provide each student with a copy of the Guide to the Nemeth Code and the Braille Reference Information (a braille math reference book). The Guide to the Nemeth Code lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test or using the graphs and figures supplement may refer to the guide during the test. The Braille Reference Information contains math reference material required for the braille test.

Braille Graphs and Figures

Some students who don’t read braille may be approved to use the accommodation of braille graphs and figures (along with a reader or MP3 audio format). Labels and numbers given with braille figures can be found in corresponding locations in both the regular and large-print tests.

MP3 and ATC

The MP3 audio format is provided via a streaming application and requires a computer with internet access. (If your school has been approved to use MP3 audio flash drives instead of streaming, flash drives will be provided. See the Appendix for flash drive-specific instructions.) To use either format, a student must have a school-provided computer. Chromebook, Mac®, and Windows formats are supported. The ATC format is provided on a flash drive and requires each student to use a school-provided computer that has a USB port; tablets may not be used to take the test. If your computer only has smaller Type-C USB ports in place of the full-sized USB ports, you’ll need a USB-to–USB-C adapter to connect a flash drive. Whenever possible, students should use earphones when testing with an audio format or text-to-speech software.

The MP3 audio format is an audio recording of the test. It is delivered via a streaming application and consists of read-only files.

- Setup for MP3 testing should be done in advance of test day to ensure a smooth administration.
- If your school’s computers require login credentials, the person who installed the program before test day must also be present on test day to sign into each computer and start the application.
- If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix.
- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.

The ATC format is composed of five Microsoft® Word files created to work with students’ assistive technology, such as screen magnification or screen readers. The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a Mac laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver
Prepare Computers for Accommodated Testing

If you’re testing students who are approved for an accommodation that requires a computer, you need to make sure the computer(s) are ready for test day.

- When a student is approved for the use of a computer for the SAT Essay, they are approved only for the use of a word processor to complete the Essay section.
- Software or assistive technology, such as screen readers, may only be used when specifically approved in SSD Online.
- Make sure computers not using the MP3 audio application are not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).

Tasks

Typed Essays
Typed essays must comply with certain guidelines to be properly scored and for the students to receive online images of their essays. Set up and test the computer and word processor to meet the following criteria:
- Computer is connected to a working printer.
- Access to the internet is disabled in addition to all assistive features noted earlier.
- Page setup requirements are met. (Refer to Page Settings for Printing Essays on page 20 for specific fonts and other formatting details.)

Braille Writers
Manual braille writers (for example, Perkins Brailler) may be used for all test sections, but electronic braille writers/notetakers (for example, BrailleNote) may only be used for essay writing and math calculations. An electronic braille writer may not be connected to any network, but it must be connected to a monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.

Flash Drives
The ATC test format is delivered on flash drives; therefore a student must have a computer with a USB port. Chromebook, Mac, and Windows formats are supported. Since a USB port is required, a tablet may not be used to take the test.

Before test day, check each flash drive to ensure its functionality.
- Ensure each student's computer is powered on and the flash drive inserted.
- Disconnect the computer from any networks and from the internet.
- Verify all spelling and grammar check tools are disabled. Errors to be identified by the student as part of the assessment must not be flagged by software.
- Read and follow the setup instructions given here for these devices so they are ready for use on test day.
- After ensuring the devices function properly, remove and securely store each flash drive in its original packaging for use on test day.

Checking the functionality of flash drives should be done in advance of test day to ensure a smooth administration. From time to time, a license may fail on specific machines or USB ports. If you experience error messages referring to media authorization or unlocking of media and/or licenses, follow the instructions under Troubleshooting for Flash Drive Formats later in this section.

If you have any questions or would like support in this process, please contact the SSD office.

Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer does not have a full-sized USB port, you will need a USB-to-USB-C adapter to connect a flash drive.
Set Up Computers for ATC Users

- Print the student’s last name, first name, and middle initial on the back of the ATC packaging.
- Remove each USB flash drive from its packaging.
- Insert the USB flash drive into a USB port on a computer that has Microsoft Word and the student’s usual assistive software installed (JAWS or ZoomText, for example).
- Enter the password on the flash drive package. Students will need access to the password when taking the test.

Set Up Computers for MP3 Audio Streaming

For students testing with the MP3 audio format, the audio version of the test will be delivered via a streaming application. You’ll need internet access to download the application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be available to ensure your school’s computers can support MP3 audio streaming.

IMPORTANT: The MP3 streaming application must be installed prior to test day. The application has to be installed on the user account the student will be signed into on test day. (The MP3 streaming application will be visible as a desktop icon ONLY on the user account it was originally installed on.)

Once installed on a PC or Mac, the streaming application appears as an icon on the desktop. (Chromebooks require you to launch the software from the Apps link.) Only the SSD coordinator (or designated school staff) can launch the application, using their username and password.

Three steps are required to ensure successful use of the MP3 application:

1. Provide a school computer to each student who needs one.
2. Install the streaming application on the computer of the SSD coordinator (or designated staff member), and launch the sample test form before test day to ensure functionality.
3. Once you have confirmed the functionality on your school’s computers, install the MP3 streaming application on each student’s computer, using the account the student will use to sign in on test day. Launch the sample test form on each computer that will be used on test day.

IMPORTANT: If you’re using flash drives because your school can’t administer the MP3 audio streaming format, follow instructions under Setting Up Computers for MP3 Flash Drives on page 106 to prepare computers ahead of test day.

Download the Streaming Application on PCs and Macs

On Windows PCs and Mac computers the application must be installed by the SSD coordinator or designated staff with appropriate rights to install applications. Install the application on each machine prior to the testing administration using the same user account the student will be using on test day. The MP3 streaming application icon will ONLY be visible to the user account where the software was installed.

The SSD coordinator or other designated staff member should:

1. Sign into their user account on each computer.
2. Sign into SSD Online and find the link to download the streaming application on the MP3 Streaming Instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.

Students are not permitted to test using a personal device. All computers for testing must be school-issued.

Download the Streaming Application on Chromebooks

Chromebooks are usually managed by your school’s IT department. The MP3 streaming application can be pushed to all managed Chromebooks by your IT administrator. The SSD coordinator or other designated staff member should share the information in the Appendix with the IT administrator who manages your school’s Chromebooks (see Installing the MP3 Streaming Application on Chromebooks on page 106). The SSD coordinator or designated staff member will not need to download the application, but will still need to confirm the application icon is visible on all Chromebooks and test the functionality by accessing the sample test form.

Access the Sample Test Form on Each Computer

Before test day, the SSD coordinator or other designated staff member should:

1. Double-click the desktop icon to open the streaming application.
2. Sign in to the application with their SSD Online username and password. (Contact the SSD office if assistance is needed.)
3. Select the System Check button under the text “Check my system.”
4. On the next screen, enter your school (AI) code.
5. Select Assessment Type Sample Form from the drop-down. All other fields will be auto-populated.
6. Select the Confirm SSD button.
7. Select Sample from the Form Selection drop-down and select Single Day in the second drop-down. Select Continue.
8. Review the information on the Selection Summary screen, select **Confirm** and then select **Begin Form Download**.

9. Once the form is downloaded, select **Begin Test** and confirm in the pop-up window.

10. You’ll see a list of test sections. Double-click each section to play the sample test form audio. To return to the list of sections, select the small square **Stop** button in the toolbar at the bottom of the screen. Once you have verified the sample form is working, you may exit the application by clicking the **End Test** button in the upper-right corner, and confirm in the pop-up window.

**IMPORTANT:** The sample test form shows all test sections in a single-day format. This will not be the case on test day. The actual test will be different, since students using the MP3 audio format must test over two days (Sections 1 and 2 on Day 1 and the remaining sections on Day 2).

**KEY INFORMATION**

**Troubleshooting for MP3 Audio Streaming**
Set up MP3 audio streaming before test day to ensure a smooth administration. If problems arise:

- Check your internet access
- Ensure you have credentials to access the SSD Online website. If you don’t have the correct credentials, contact the SSD office.
- Contact the SSD office if you have any additional questions or issues with the application; including but not limited to:
  - Downloading and installing the application
  - Accessing the sample form
  - An invalid SSD number
  - Form selection questions
  - Administering the test

**Page Settings for Printing Essays**
Use the page settings below to help you set up the essays to print properly for accurate scoring.

**IMPORTANT:** The MP3 streaming application allows students to type their essay directly into the application. **All page and font settings are automatically preselected by the application, and no additional set up is required.**

- Letter-size paper, portrait style.
- Margins:
  - Top margin: 2 inches
  - Bottom margin: 1 inch
  - Side margins: 1 inch

- Double spacing between lines
- Fonts:
  - Times New Roman
  - Arial
- Font size:
  - 10 point (most students)
  - 14 point (approved large print)
  - 20 point (approved large print)
- Page limits:
  - 4 pages (for 10-point font size)
  - 6 pages (for 14-point font size)
  - 10 pages (for 20-point font size)

For Proctors: Prepare Your Room for Test Day

Your test coordinator will provide you with information to post on the board for test day. Prior to test day, the test coordinator selected rooms that met College Board testing room and seating requirements. As the proctor, review the requirements under Key Information to make sure your room and seating arrangements still meet them on test day.

**TASKS**

**Prepare to Collect Student Belongings**
College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices (if permitted under school policy) before administering the SAT. Plan ahead for collecting electronic devices and backpacks as students enter the testing room.

During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label items collected so they can be returned after testing. If your school isn’t allowed to collect devices, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don’t have a bag or backpack with them.) More information is given under Preventing Issues Involving Phones and Electronic Devices on page 36.
KEY INFORMATION

Testing Room Requirements
To promote an effective and secure administration, testing rooms must fulfill the following requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - A working clock, visible to students
  - Proper lighting
  - Proper ventilation
  - Proper seating that follows the seating requirements given in this section
  - No materials related to test content on display (these can be removed or covered)

Seating Requirements
The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- At tables, students must be seated at least 3 feet apart (measured from the center of the table) and facing the same direction. You can seat 2 students at a table that's at least 6 feet long.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected pattern or defined order. If testing students in their homeroom, make sure students are seated at random.

IMPORTANT: Students may not select their own seats.

Prepare Your Students

Your test coordinator should ensure all students receive a copy of the SAT School Day Student Guide to help them learn about and prepare for the test. In addition, the Student Guide advises students about how to mark their answers and what to bring on test day. Accommodated students may need additional information, depending on their approved accommodations.

- Inform students who are testing in the accommodated testing window of when and where to report for testing.
- Tell students testing with MP3 audio format:
  - To bring earphones for taking the test (unless the school is providing earphones).
  - That they will test over 2 days.
  - That they will use the MP3 format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
  - To practice to become familiar with the software before testing. For tips and practice tests, go to collegeboard.org/students-with-disabilities/after-approval.
- Tell students using the ATC format to bring earphones if they are using text-to-speech software (unless the school is providing earphones). Remind them they’ll use the ATC format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
- Tell students with College Board approval to use a calculator on the Math Test – No Calculator portion of the SAT to bring a separate four-function calculator for this purpose. (Percentage and square-root functions are permitted.)
- Tell students who are approved for extended time they'll need to stay for the entire test. They can't move on to the next section or leave early if they finish before time is up.
Prepare Your Preadministration Session

Your test coordinator may ask you to conduct a preadministration session when students will fill in the non-test information on their answer sheets. How you prepare for this session depends on whether you have unlabeled or prelabeled answer sheets.

**TASKS**

**Prepare for the Session Using Pre-ID Labels**

If you’re using labeled answer sheets, your test coordinator will provide these materials for your session:

- **Student Answer Sheet Instructions**, a copy for each student
- Prelabeled answer sheets
- Prelabeled large-block answer sheets (if applicable)
- A room roster with the type of answer sheet needed (large block or standard)
- A copy of the Pre-ID Label Instructions for SAT School Day

Students must bubble in their information on their own answer sheets. Take care to match students with their correct prelabeled answer sheets when distributing them.

Students won’t need to fill in the fields listed on the Pre-ID Label Instructions for SAT School Day memo provided by your coordinator. Use the memo to update the script under Script for Answer Sheets with Pre-ID Labels on page 24. You’ll need to place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. Here’s an example:

- [ ] If Address is listed on the Pre-ID Label Instructions, tell students to skip boxes 10–14.

**Prepare for the Session Using Unlabeled Answer Sheets**

If you’re using unlabeled answer sheets, your test coordinator will provide these materials for your session:

- **Student Answer Sheet Instructions**, a copy for each student
- Blank standard answer sheets
- Blank large-block answer sheets (if applicable)
- A list of students with the type of answer sheet needed (large block or standard)

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**KEY INFORMATION**

**Pre-ID Label Instructions for SAT School Day**

The memo titled Pre-ID Label Instructions for SAT School Day, received with pre-ID labels by schools that use them, lists all of the answer sheet fields that are given on your student labels.

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**Conduct the Preadministration Session**

**TASKS**

- Before starting the session, post any information the students will need, such as the 6-digit school (AI) code, school name, city, and state.
- Post the name of the test students will be taking: “SAT with Essay” and/or “SAT,” as appropriate
- Give each student an answer sheet and a copy of the **Student Answer Sheet Instructions**. A large-print version of the **Student Answer Sheet Instructions** is provided for students with approved accommodations that necessitate large print.
- If your school has pre-ID labels, make sure you correctly match any labeled answer sheet to the student whose information is on the label. Give any student who doesn’t have a labeled answer sheet a blank answer sheet.
Some students may be using large-block answer sheets. This accommodation will be noted on the list of students received from the test coordinator.

Read aloud the scripts in shaded areas and pause when [pause] appears to give students time to follow instructions. Instructions for the proctors that shouldn’t be read aloud appear outside the shaded areas.

Students should skip fields A–D and the Certification Statement on the answer sheet because these sections are completed on test day. IMPORTANT: Do not hand out test books during the preadministration session.

If you have answer sheets with pre-ID labels, skip ahead to Script for Answer Sheets with Pre-ID Labels on page 24.

**Script for Unlabeled Answer Sheets**

**To all students, say:**

Take out the *Student Answer Sheet Instructions* booklet that I gave you. Follow along in this booklet as I read instructions to you.

*(Students using braille, MP3 audio, or ATC formats may need you to read instructions from the Student Answer Sheet Instructions or may require assistance reading and copying other nontest information during the preadministration session.)*

Fill in the school (AI) code in the script before beginning.

**When students are ready, say:**

Today we will complete the identifying information portion of the SAT answer sheet. You’ll be able to take advantage of your four free score sends by indicating which eligible colleges, universities, or scholarship programs to send your scores to. You’ll also have the opportunity to opt in to Student Search Service and provide information about yourself to help connect you with colleges and universities.

**To students who are using LARGE-BLOCK answer sheets, say:**

If you’re using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles.

---

**For field 1, say:**

Begin by filling in your legal last name, first name, and middle initial (if you have one) in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you’re done. [pause]

**For fields 2 and 3, say:**

Move on to field 2. Fill in the bubble for “Yes,” if you are testing at your school. Then print our school’s name, city, and state in field 3. Look up when you’re done. [pause]

**For field 4, say:**

In field 4, print our 6-digit school code_________ and fill in the corresponding bubbles. Look up when you’re done. [pause]

**For field 5, say:**

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don’t know your student ID number, leave field 5 blank. Look up when you’re done. [pause]

**For field 6, say:**

In field 6, fill in the bubble for your current grade.

**For field 7, say:**

In field 7, date of birth, fill in the bubble for the right month. On large-block answer sheets, fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. [pause]

**For field 8, say:**

Complete field 8.
Before Test Day  Conduct the Preadministration Session

For field 9, Test Type, say:
In field 9, bubble in the test that you will be taking, which I have posted on the board.

For fields 10–14, say:
Turn to page 2 of your answer sheet, and fill in your address in fields 10–13. Leave field 14 blank. Fill your current address in carefully. If your address changes, you can always update it through your College Board account. Raise your hand if you have any questions. Look up when you’re done.  

When everyone is ready, say:
We’ll come back to field 15 later.

For field 16, say:
Turn to page 3 of your answer sheet. Follow the directions in your booklet to fill in field 16 and indicate whether or not you’d like to opt in. Raise your hand if you have questions.  

For field 17, say:
If you’d like to get information from College Board by email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17. Indicate at the top of the field whether this is your own email address or a parent or guardian’s address. If you give your own email address and opted in to Student Search Service, you may also get information from colleges sent to your email address. Please look up when you’re finished.  

For field 18, say:
Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted.
This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you’re done.  

Continue with the Script for Student Answer Sheet Instructions on page 26.

Script for Answer Sheets with Pre-ID Labels

To all students, say:
Take out the Student Answer Sheet Instructions booklet that I gave you. Follow along in this booklet as I read instructions to you.

Students using braille, MP3 audio, or ATC formats may need you to read instructions from the Student Answer Sheet Instructions or may require assistance reading and copying other nontest information during the preadministration session.

Fill in the school (AI) code in the script below before beginning. Refer to the Pre-ID Label Instructions provided to you by your test coordinator to identify which fields the students in your room can skip. Use this information to select the right script to use for these fields.

When students are ready, say:
Today we will complete the identifying information portion of the SAT answer sheet. You’ll be able to take advantage of your four free score sends by indicating which eligible colleges, universities, or scholarship programs to send your scores to. You’ll also have the opportunity to opt in to Student Search Service and provide information about yourself to help connect you with colleges and universities.

To students who are using LARGE-BLOCK answer sheets, say:
If you’re using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles.

To students, say:
Please check the label on page 1 of your answer sheet. It will show your name and other information about you and our school. First, please check that I’ve given you the answer sheet that belongs to you. Then, confirm that your legal last name and first name are correctly printed on the label. Raise your hand if the name on your label is not yours or is incorrect.  

Pause
Next, check that the school code listed is as follows: __________. Raise your hand if the school code is incorrect. [pause]

Next, check your date of birth, which is marked with the letters “DOB.” Also check that your gender is correctly noted, and your grade. Raise your hand if your date of birth, gender, or grade is incorrect. [pause]

Check your address. If your address is incorrect on the label, you’ll be able to fix it on your answer sheet. Raise your hand if you have any questions. [pause]

Before continuing, resolve any issues with labels:
- If a student's address is incorrect, but all other information is accurate, they may continue to use their pre-ID label. They can update their address by filling it out on the answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets you distributed to try to locate the correct one.
- If a student's labeled answer sheet is unusable (has incorrect name, school code, date of birth, gender, or grade on it) or if you can’t locate their correct answer sheet:
  - Check with your test coordinator to see if an additional preadministration session can be held for these students.
  - If you need to keep them in your session, give them each a blank answer sheet, and tell them to follow your directions to fill in their information. **These students should fill in all fields**, even those that are marked to be skipped in this Script for Answer Sheets with Pre-ID Labels. If you have just a few students in this situation, have them remain after others have finished and been dismissed, then go back to the items they need to complete. Securely destroy the answer sheet with the incorrect label.

Your state or district may require students validate their label information by filling in all fields on the answer sheet. Throughout this section, you’ll either read the script that guides students to fill in these fields or you’ll tell students to skip these fields and leave them unmarked.

**To students who need to fill in fields 1–4, say:**

**Begin by filling in your legal last name, first name, and middle initial (if you have one) in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you’re done. [pause]**

Move on to field 2. Fill in the bubble for “Yes.” Look up when you’re done. [pause]

In field 3, print our school’s name, city, and state. Look up when you’re done. [pause]

In field 4, print our 6-digit school code __________ and fill in the corresponding bubbles. Look up when you’re done. [pause]

Tell students who don’t need to fill in fields 1–4 to leave these fields unmarked.

- If **Student ID appears on your school’s Pre-ID Label Instructions**, students with correct labels can skip field 5.

  **To students who need to fill in field 5, say:**

  In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don’t know your student ID number, leave field 5 blank. Look up when you’re done. [pause]

**To students who need to fill in field 6, say:**

In field 6, fill in the bubble for your current grade.

Tell students who don’t need to fill in field 6 to leave this field unmarked.

**To students who need to fill in field 7, say:**

In field 7, date of birth, fill in the bubble for the right month. On large-block answer sheets, fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. [pause]

Tell students who don’t need to fill in field 7 to leave this field unmarked.

**To students who need to fill in field 8, say:**

Complete field 8.

Tell students who don’t need to fill in field 8 to leave this field unmarked.
### For field 9, Test Type, say to all students:

In field 9, bubble in the test that you will be taking, which I have posted on the board.

---

### To students who need to give their address, say:

Turn to page 2 of your answer sheet, and fill in your address in fields 10–13. Leave field 14 blank. Fill your current address in carefully. If your address changes, you can always update it through your College Board account. Raise your hand if you have any questions. Look up when you’re done. [pause]

Tell students who don’t need to give their address to leave fields 10–14 unmarked.

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### When everyone is ready, say:

We’ll come back to field 15 later.

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### For field 16, say:

Turn to page 3 of your answer sheet. Follow the directions in your booklet to fill in field 16 and indicate whether or not you’d like to opt in. Raise your hand if you have questions. [pause]

□ If Email Address appears on your school’s Pre-ID Label Instructions for SAT School Day, students can skip field 17.

---

### For field 17, say:

If you’d like to get information from College Board by email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17. Indicate at the top of the field whether this is your own email address or a parent or guardian’s address. If you give your own email address and opted in to Student Search Service, you may get information from colleges sent to your email address.

Tell students who don’t need to fill in field 17 to leave this field unmarked unless their email address has recently changed.

---

### For field 18, say:

Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you’re done. [pause]

Continue with the Script for Student Answer Sheet Instructions.

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### Script for Student Answer Sheet Instructions

Make sure students have approximately 45 minutes to complete the remaining fields on the answer sheet. You may need to assist students who are using the large-print instructions.

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### For field 15, say:

We’re now going to skip back to field 15 on page 2 of your answer sheet (or page 5 of your large-block answer sheet). When you take the SAT as a part of SAT School Day, you’re entitled to send your scores—for free—to as many as four colleges, universities, or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you’re not ready to apply.

Open your Student Answer Sheet Instructions booklet and find the Score Reporting Code List. Use this list to find the 4-digit number for the schools or scholarship programs you want to send your scores to. U.S. colleges and universities are listed in alphabetical order by state first. Institutions in U.S. territories come next, followed by international ones. The final list in this document shows scholarship programs listed by state or country, in alphabetical order.

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you’re done. [pause]
When everyone is ready, say:

Now we’ll complete the rest of the fields, starting on page 3 of your answer sheet (pages 7–15 on a large-block answer sheet).

There are certain advantages for you to complete this optional information. It’s important that you know College Board will be able to use this information and provide it to others for additional uses, such as research.

These fields are optional. If your parent or guardian has told you that you shouldn’t complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For fields 19–22, say:

Using your instructions booklet, complete fields 19–22. Look up when you are done. [pause]

For fields 23–39, say:

Now, turn to page 11 of your answer sheet to complete fields 23–39 using your instructions booklet. Look up when you are done. [pause]

When students are ready, say:

Leave fields A–D unmarked. When you’re finished, close your Student Answer Sheet Instructions booklet and place it next to your answer sheet on your desk. Please wait quietly while others finish. Raise your hand if you have any questions.

Complete the Preadministration Session

- After the session, collect an answer sheet and Student Answer Sheet Instructions booklet from every student. Notify students that their answer sheets will be returned to them on test day.
- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and Student Answer Sheet Instructions as directed by your test coordinator and return them to the test coordinator for secure storage until test day.
During the Test

Get Started

TASKS

Follow Your Test Day Schedule
To ensure standardization across all School Day testing, please adhere to the prearranged schedule as closely as possible.

Prepare the Testing Room

Be sure to:

- Double-check your testing room meets seating requirements, including guidelines for type and spacing of seats. (See Sample Seating Plans on page 111 in the Appendix.)
- Cover or remove any instructional material, such as maps and charts, if not done previously.
- Check the clock to make sure it's working properly.
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Post the following information for students:
  - Test date
  - School name, city, and state
  - 6-digit school (AI) code assigned to your school (If applicable, be ready to supply proper codes to students who are not from your school, including “970000” to any homeschooled students.)
  - 3-digit testing room code
  - “SAT with Essay” or “SAT,” as appropriate
  - “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”
- If provided in your testing room packet (see Account for Testing Materials later in this section), post the “Testing in Progress” flyer on the outside of your testing room door.
- Plan to collect electronic devices and backpacks as students enter the testing room. Be ready to label items collected so they can be returned after testing.

If applicable, post this information for students using MP3 audio format as relevant to the equipment students are using:

- Navigating the test:
  - Test Directions: Select to listen to directions
  - Start Section: Select Section icon
  - Next Section: Click Stop at the bottom of the screen to return to the section table of contents
  - Change Volume: Click and drag slider bar at the bottom center of the screen

- Keyboard navigation:
  - Pause or Play: Ctrl/Command-P
  - Back: Ctrl/Command-B
  - Forward: Ctrl/Command-F

Students using the MP3 streaming application will also need to download the correct test form on test day. After the phrase “Form Selection,” post the date printed on the front of the test books and Essay books (either October 16 or October 30, as appropriate). Students will use this information to download the correct test form or Essay form in the streaming application.

For instructions on how to start the MP3 streaming application and download the test form on test day, see Administer the MP3 Audio Format on page 33.

Study and Prepare Scripts Before Testing

Review the script you’ll read before starting the test.

- Some of the instructions have alternative scripts to read depending on options in use by your school. Review these scripts in advance and mark the appropriate ones for your testing room.
- Refer to the NAR to know which test script(s) to use. If you’re testing students with accommodations that require different timing for different sections of the test, we strongly recommend you prepare your manual ahead of testing so you can easily find your place. Use the page references provided in this manual to help navigate different script combinations.
- Before admitting students, fill in the appropriate information where a blank line “__________” appears in the text.

Account for Testing Materials

Your test coordinator will provide a packet of testing materials containing:

- A room roster or copy of the NAR showing students assigned to your room
- A Testing Room Materials Report form listing the test materials for your room
- Multiple-choice test books, Essay books if administering the SAT with Essay, and any additional testing materials and alternate test formats that your students require
- Answer sheets for your students, which may have been prelabeled and/or pregridded, if your school uses pre-ID labels and/or held a preadministration session
Using the Scripts

During the Test

- A supply of blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets
- A copy of the Pre-ID Label Instructions if you have students with pre-ID labels who didn’t attend a preadministration session
- An optional “Testing in Progress” flyer
- Translated test directions and/or word-to-word glossaries for EL students, if needed
- Blank forms, including an IR and at least 1 Request to Cancel Tests Scores form

Count all of your testing materials when you receive them from your test coordinator, when you distribute them to students, and when testing is complete.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet. You’ll also record the number of Essay books received (if applicable).
- Later, after testing has begun, you’ll show the distribution of test books in your room by recording the serial numbers on the seating chart (Part B of the form).
- After testing, when you prepare to return materials to the test coordinator, you’ll record the serial numbers of the test books you’re returning in Part A of the form, along with the number of answer sheets and Essay books (if applicable) being returned.

**Missing Test Materials**

If you discover a test book is missing, follow these procedures:

- If a test book is missing before testing has begun, determine the serial number of the missing book and then check the desk of the student assigned that serial number. Also check the desks of students who received the test books with serial numbers before and after the serial number of the missing book.
- If testing has already begun, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce a test book is missing and no one will be dismissed until it’s located. If no one acknowledges having the test book, check each student desk (even unoccupied desks, since the test book may have been placed there).

*If the test book is still missing, ask the test coordinator to call School Day Support immediately. Report the incident on an IR.*

**Distribute Materials**

**IMPORTANT:** Do not distribute any test materials until instructed to in the scripts.

Check the NAR to ensure that you have the right test materials:

- Purple test books are for 1-day testing on the primary test date.
- Students approved to test during the accommodated testing window will have specific materials with blue covers.

Each ATC flash drive provides all sections of the test, including the Essay.

**IMPORTANT:** Essay books will have a colored bar that matches the other materials (purple or blue) as well as an Essay icon. Essay books should be distributed only after students have completed all 4 sections of the SAT test.

**IMPORTANT:** Testing students with incorrect materials may invalidate scores. Refer to the NAR for information about which color test book to use.

**Using the Scripts**

Determine ahead of test day which script or combination of scripts to use for the students in your room. Use the NAR to plan ahead for the script(s) you need to use for the students in your room. If your students require more than one script (e.g., for math-only extended time), review the instructions in advance. See the key information for an explanation of how the scripts are used.

If you’re testing students using the ATC format, you’ll need to add special instructions to all places where you tell students to start and stop testing. Before each section, tell students to locate the password on the inside flap of their test packaging so they can open the file for the section. Give students time to enter the password and open the file before starting the timed section. Once a student has successfully entered the password for a test section, tell them to place the ATC packaging under their desk. When the timing of each section ends, students need to close the file. See the script under Specific Format Instructions on page 44 for more information.

**TASKS**

- Use Script 1 for students who are approved for accommodations that don’t require extended time—for example, breaks as needed, extended breaks, computer for essays, or permission to test blood sugar—or who are approved for extended time on only some sections of the test (e.g., math only).
During the Test  Administer the Test

- Use Script 2 for students who are approved for accommodations that don’t require extended time, or who receive standard time on only some sections of the test, and who are also approved for extra breaks.
- Use Script 3 for students who are approved for 50% extended time for:
  - Reading on the SAT without Essay.
  - Use of a writer/scribe or reader on the SAT without Essay.
  - Math only (start with Script 1 or 2).
  - Writing only on the SAT with Essay (start with Script 1 or 2).
  - Combined math and writing (start with Script 1 or 2).
  - EL 50% extended time testing on the SAT without Essay.

Students approved for writing-only extended time receive extended time only on the SAT Essay. When these students take the SAT without Essay they test in standard testing rooms unless they have other accommodations that require an accommodated testing room.

Scripts 4–6 are for use during the accommodated testing window. The testing of students with nonstandard (blue) materials is not confined to these scripts. Some students may require standard timing (Script 1 or 2) for one or more sections of the test, for example.

- Use Script 4 for students who are approved for 100% extended time for:
  - Reading. These students test over 2 days.
  - Math only (start with Script 1 or 2). These students test in 1 day.
  - Writing only on the SAT with Essay (start with Script 1 or 2). These students test in 1 day.
  - Combined math and writing on the SAT without Essay (start with Script 1 or 2). These students test in 1 day.
  - Combined math and writing on the SAT with Essay (start with Script 1 or 2). These students test over 2 days.

- Use Script 5 for students taking the SAT with Essay with 50% extended time on the entire test (for reading, use of a reader or scribe, or the 50% extended time EL support). These students test over 2 days.

- Use Script 6 for students who are using the MP3 audio format. These students test over 2 days. Day 1 testing stops after Section 2 for these students.

Administer the Test

Before you collect any phones, backpacks, or other personal belongings from students, students should power off their cell phone or electronic device and take out any snacks or drinks to store under their desks during testing. Instruct students to completely power off all cell phones and electronic devices before turning them in.

IMPORTANT: Students will be dismissed from testing if they are seen with a phone or their cell phone makes noise during the test (including breaks) while in their possession. Phones that are on or under the desk are considered in their possession.

Check that students are in the correct testing room. Students testing in your room must appear on the NAR and your room roster, if any.

TASKS

Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. Verify students have powered off cell phones as you admit them to the room.

If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a “P” (present) next to the name of each student who checks in.
- If you don’t recognize a student, ask them for identification. Send any student who can’t present acceptable ID to the test coordinator.
- After you’ve closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster if the student provides a note from the test coordinator.

If a student arrives late, you can admit them as long as you haven’t yet started the timed sections of the test.

Collect or Store Devices

As students enter the room, prepare them for either turning in their phones and other electronic devices or storing them at the side of the room during testing. See Preventing Issues Involving Phones and Electronic Devices on page 36 for more information.

Suggested Collection Procedures:

If your school already collects phones and electronic devices, we encourage you to continue using the methods that work for you and your students.
If you don’t currently collect students’ electronic devices, here are some suggestions for doing so:

- Instruct students to disable alarms and power off cell phones and electronic devices when they enter the testing room.
- Collect students’ cell phones and wearable technology in a basket, envelope, or bag before testing begins.
- Give students sticky notes and/or small envelopes to label their items with their name.
- Collect labeled items from students once they’re seated. If possible, keep student items in the order they were collected in, for easier return after testing.
- Keep the devices at the front of the room on the proctor’s desk for the duration of testing.

**Time the Test**

- Accurately time each test section. Students must be given the entire amount of time and can’t move on to the next SAT section until time is called.
- Record the start and stop times on the lines provided in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure the stop time is correctly calculated.

**Monitor Breaks**

Testing staff will need to monitor students during breaks to make sure they don’t discuss the test or use calculators, phones, or prohibited aids.

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to confirm all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-to-word glossaries are closed and left on the desks.
- Students aren’t allowed to use phones during breaks for any reason. Phones should be collected and must remain powered off and put away until the test is completely over.

- Students may eat and drink during breaks in designated areas, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Don’t allow students to access their bags or backpacks until the test is over.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

**Complete the Count of Materials**

- On the Testing Room Materials Report form provided to you by the test coordinator, account for all test materials (used and unused) in Part A of the form. (The test coordinator may give you a loose form or may have filled in the form on the back cover of this manual.) If a book appears to be missing, follow procedures in Account for Testing Materials earlier in this section.
- Make a note of the count of Essay books in Part A as well (if applicable).
- Use the chart in Part B of the Testing Room Materials Report form (also printed on the back of this manual) to record the serial numbers of the test books distributed to students and the order you handed out the test books.

**KEY INFORMATION**

**Calculator Policies and Guidelines**

Calculators may be used only on the Math Test – Calculator portion of the SAT, unless a student has been preapproved by College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the top of each test book page in the Math Test – No Calculator portion has a crossed-out calculator symbol. Similarly, each page of the Math Test – Calculator portion has a calculator symbol. Students may have calculators on their desks only when working on these questions. See Acceptable Calculators on page 109.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor’s permission to use the backup.
During the Test  Administer Accommodations

**Calculator Malfunction**

Students should raise their hand if their calculator malfunctions before or during the test and they wish to use a backup. Allow them to use an acceptable backup calculator or batteries that they brought and to continue to test.

Students without backup equipment may continue testing, since all questions can be solved without a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room.

**Monitoring Equipment Use**

Follow instructions in the scripts to monitor the use of calculators.

- Only battery-operated, hand-held equipment can be used for testing.
- Students may not share calculators.
- All scientific and most graphing calculators are acceptable. Four-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**IMPORTANT:** Students approved to use a calculator on the Math Test – No Calculator section must use a four-function calculator for this purpose. (Percentage and square-root functions are allowed.) Confirm the calculators in use aren’t more advanced models.

**Scheduled Breaks**

College Board policy requires every student to be offered breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive:

- a 10-minute break after Section 1
- a 5-minute break after Section 3
- a 2-minute break after Section 4 (if taking the SAT with Essay in an uncombined room)

During breaks after Sections 1 and 3, students may go to the restroom or to the area designated for eating snacks.

Some students may be approved for extra and/or extended breaks (see Administering Accommodated Breaks for details). Students approved for extended time on some or all of the assessment receive extra breaks (see Administering Extended Time for details). Specific timing instructions may be noted on the NAR.

**Unscheduled Breaks**

When students take an unscheduled break, the clock doesn’t stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:

- Inform students they won’t get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- Collect the student’s test book and answer sheet before they leave the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or glossary) the student may be using.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It isn’t necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

The Overview of Accommodated Timing and Breaks on page 97 in the Appendix provides a visual guide to these requirements. This manual includes specific instructions for accommodated breaks, and the scripts include break timing.

**Administer Accommodations**

**TASKS**

**Prepare Computers on Test Day**

See Prepare Computers for Accommodated Testing on page 18 for information on initial setup of computers for ATC and MP3 formats.

Note that you will need to distribute test books to both ATC and MP3 students in case they need to reference them during testing.

On test day, before testing begins:

- **For ATC format:** ensure each student’s computer is powered on and the flash drive inserted (and that the student’s name is written on the flash drive packaging). Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

**IMPORTANT:** Monitor students to ensure they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.
For the MP3 audio format: ensure each student’s computer is powered on and connected to the internet. The MP3 streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

**Prepare to Assist Students Using ATC Format**

In the ATC room, set up the computers with flash drives before admitting students. See Prepare Computers for Accommodated Testing on page 18 for step-by-step procedures.

The ATC format is composed of Microsoft Word files that have been created to work with assistive technology such as screen magnification or screen readers. If the student is using a Mac for the ATC format, the Microsoft Word software must be installed.

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they’ll need to close the file. See Specific Format Instructions on page 44 for the directions to read to students. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

You should be ready to help students locate the password and allow them time to open the file before starting the timed section.

**Administer the MP3 Audio Format**

You’ll need the NAR to run the MP3 streaming application because it requires each student’s SSD number to access the test form. If your students will be downloading their own test forms, you should provide the SSD numbers on sticky notes or on unmarked pieces of scratch paper as they enter the room for testing.

**Setting up MP3 Audio Streaming on Test Day**

If you’re administering the MP3 audio format, you’ll sign into the streaming application on all computers before students enter the room to begin testing.

**Step 1: Launching the MP3 Application**

Before testing begins, the proctor or designated staff member will perform the following tasks:

1. Make sure you have posted special instructions for navigating the MP3 streaming application as described in Prepare the Testing Room on page 28.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.

3. Access the streaming application on each computer by double clicking the icon from the computer or Chromebook desktop and signing in with your SSD Online credentials.
4. When you see 3 boxes showing actions, click the yellow **Launch Test** button under **Take a test or essay**. You’ll be brought to the **Assessment Information** screen.

**Step 2: Accessing the Test Form on Test Day**

Proctors may choose to access students’ test forms if the number of MP3 test takers is small; otherwise, if students will be completing this step themselves, skip this step, and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts.)

**IMPORTANT:** If students will be downloading the test form themselves, you will need to provide them with a sticky note or piece of paper with their SSD number written on it. They’ll need to refer to this on both days of testing.

If you choose to access the test form on students’ behalf, perform the following steps on each computer before students enter the room:

1. On the **Assessment Information** screen, enter your 6-digit school (AI) code.
2. Under the **Assessment Type** drop-down menu, choose SAT School Day.
3. Under **Student Information**, fill in the student’s first and last name as they appear on the NAR.
4. Under the field **SSD Number**, the student’s 10-digit SSD number.
5. Select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed.
6. Once the SSD number has been confirmed, select the correct administration date from the **Form Selection** drop-down menu. (If you are on Day 2 of testing, the date you select will still be the first day of the administration.) The multiple choice sections and the Essay will be listed as two different forms.
7. Select **Day 1** from the next drop-down menu (on Day 2, you will select **Day 2**), and click **Continue**.
8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you’ll admit and seat each student at the computer assigned to them. If you’re downloading the test on students’ behalf, you’ll need to repeat the procedure on Day 2 of the test administration.

**IMPORTANT:** As students enter the room, instruct them **not to start the test until told to do so**.
During the Test  Administer Accommodations

Step 3: Turning to the Correct Section of Scripts to Begin or Resume Testing
- On Day 1, continue with Begin the Test Here on page 39.
- At the start of Day 2, turn to Admitting Students on page 85.
- At the start of the Essay, turn to Starting the Essay for MP3 Streaming Format on page 89.

Navigating the MP3 Audio Format
- Once the test has begun, the student will see the list of test sections. When instructed to do so, they will select the applicable section and play the test question audio as they follow along with their test book.
- To go back to the list of sections, the student should select the small square in the toolbar at the bottom of the screen. Do not have the student select End Test at the top as that will take them completely out of the application.
- At the end of each testing day, the student will select the End Test button in the upper right corner, and confirm in the pop-up window. Selecting End Test will remove all test content from the computer and restore access to the internet. If a student accidentally selects End Test before they have completed work for that day, the student or SSD coordinator (or designated staff member) will need to reopen the application and reenter the school, student, and test information to restart the test.

KEY INFORMATION
Administering Accommodated Breaks
Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.
- Students who are approved for extra breaks receive a break between each test section, a break in the middle of Sections 1 and 4, and, if applicable, for the SAT Essay. These breaks are noted in the scripts.
- Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- For students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you should not prompt students to end their breaks early.
- When a student is approved for breaks as needed, they may break during a test section. 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. Use Script 1 unless the student is approved for other accommodations.

Administering Extended Time
The SAT is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called. This manual includes timing charts for each script in the Appendix. Students who are approved for extended time are also provided extra breaks, as included in each script.

You should plan ahead for which scripts apply to the students in your room. Students approved for math-only or writing-only extended time will be tested with a combination of scripts. EL students testing with 50% extended time test with Script 3 if taking the SAT without Essay or Script 5 if taking the SAT with Essay.

Students approved for extended time receive extra breaks:
- Students approved for extended time on the entire test (for reading, use of a reader or scribe, or as an EL support) receive an extra break halfway through Section 1, Section 4, and if applicable, the SAT Essay. They also receive an extra 5-minute break before Section 3.
- Students approved for math-only extended time receive standard time on the first 2 sections of the test, but should receive an extra 5-minute break before Section 3 and halfway through Section 4.
- Students approved for writing-only extended time receive an extra 5-minute break halfway through the SAT Essay portion of the test. They receive extended time only on the SAT Essay, not on Section 2.

Administering Large-Print Tests
Students who are approved for large-print test books are approved for a specific font size, such as 14 point, 20 point, or larger. Make sure each student is given their correct test book. Students who test with the 14-point test will test on the primary test date unless approved for additional accommodations that require window testing. Students who are approved for the 20-point or larger font test must test during the window. Refer to the NAR for more information.

Students approved for use of a large-print test book are tested with standard time, unless also approved for extended time.
General Notes for Electronic Devices
Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled. Make sure that any other electronic device used for testing, including a computer for use of an ATC format, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

To be scored, all typed essays must be printed out according to the guidelines outlined in Page Settings for Printing Essays on page 20. All written responses must be deleted from the equipment following successful printout.

Administering MP3 and ATC
Students using the MP3 audio format must be given 100% extended time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over two days.

Students using the ATC format should be tested with standard time unless they have also been approved by College Board for extended time. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices. A student approved for more than 100% extended time should test with that time allowance. Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they’re not accessing any other sites while working on the test.

Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file. Allow these students to keep the ATC packaging at their desks. Before starting to time a section, be ready to help students locate the password on the ATC packaging and give them time to open the file. Once a student has successfully entered the password for a test section, the student should be instructed to place the ATC packaging under their desk. The Essay file can be found on the same USB flash drive as the multiple-choice sections.

Administering Braille Test Formats
The braille test is divided into several books, which you will distribute one at a time. The braille type used is Unified English Braille (UEB). The Math Test uses the 1972 revised Nemeth Code.

Users of braille will receive a supplemental reference, Braille Reference Information. The Braille Reference Information contains math reference material required for the braille test. All labels and numbers in that book are in braille. (As with the test itself, the braille type used is UEB, and the math material uses the 1972 revised Nemeth Code.) Braille users will also receive the Guide to the Nemeth Code.

A blue multiple-choice test book, Essay book (if applicable), and a reader’s script are also provided to help interpret labels and numbers in the braille reference book.

Students recording answers on a braille device may also use scratch paper.

Administering Braille Graphs and Figures
Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions refer to figures, students may refer to either the regular-type or large-type test or to the book of braille graphs and figures (the Braille Figure Supplement). If a student doesn’t read braille but is approved to use the book of braille graphs and figures, you may help them find their place. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

Administering Readers
Distribute any supplemental materials to the reader: a reader’s script for the reader’s use, a regular-type test book for the student’s use (unless the student is approved for large print), a separate Essay book (if applicable), and additional test materials for student use as approved in SSD Online (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats. Students testing with a reader must test in a 1-to-1 setting.

Administering Scribes
Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in the script to a personal assistant who is writing answers for a student.

Students should dictate punctuation, but they do not need to dictate spelling unless the spelling is in question. Students testing with a scribe must test in a 1-to-1 setting.
Maintain Security in the Testing Room

Make sure you understand and follow these policies:

- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking or texting on phones, using a computer, or grading papers.
- Ensure that at least 1 staff member is in the testing room at all times.
- Ensure that students do not use calculators, phones, or prohibited aids during breaks.
- Monitor test materials at all times; do not leave them unattended under any circumstances.
- Guard against test materials being removed from the room.
- No one is permitted to access or use phones in the testing room, or to eat or drink during testing unless they have an approved accommodation.

Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

TASKS

Prohibited Aids

During the opening scripts you read to students, you’re directed to check desks for prohibited aids and devices, which can’t be on the desks or accessed during testing, including breaks. Because electronic devices, including smartwatches and phones, can be used to record test questions and answers, you must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices. Anyone using other prohibited aids during any part of the administration, including breaks, may be dismissed from the test. (The only exceptions are for College Board–approved accommodations for particular testing aids.) Note any such activities on an IR.

Prohibited aids include, but are not limited to:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils

- Notes, books, or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. For other medications or medical devices, contact the SSD office.

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless they are also approved for a cell phone.) In these circumstances, the phone must remain on the proctor’s desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode, when the student is accessing the share app under direct supervision of the proctor, and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student’s medical status. In no cases may a student keep their phone at their desk.

Preventing Issues Involving Phones and Electronic Devices

At the beginning of testing, proctors will read scripts reminding students to turn off their phones and other electronic devices and to turn them in to the proctor, if allowed under school policy. If your school does not permit the collection of devices, proctors must instruct students to store their powered-down devices in a bag or backpack placed to the side of the room away from the testing area.

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device creates a disturbance (e.g., makes noise) or is being used, the test coordinator must dismiss that student and, if warranted, confiscate the device. (More information about when you should confiscate a
Maintain Security in the Testing Room

During the Test

If a student's phone produces noise or other disturbances while in the proctor's possession or stored away from the student’s desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device produces a noise or other disturbance while in a student's possession, follow instructions in the Irregularity Chart for collection and checking of electronic devices. A student doesn't need to be holding a phone for it to be considered in their possession—a phone is also considered to be in the student's possession if it's on or under the student's desk. The test coordinator should contact School Day Support immediately for further instructions if test content is detected on a device.

Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student loses their place on the answer sheet, resulting in misplaced answers, follow the instructions in the Irregularity Chart on page 111.
- Make sure students do not use any prohibited aids, as instructed in the scripts.

Monitor Students Approved to Type Their Essays

For all students who are typing their essays (including MP3 students), do the following:

- When time is called for the SAT Essay, tell students to stop typing and send the essay to the printer. For MP3 users, make sure the printer settings specify one-sided printing. For other students, whether printing from a computer or other electronic aid, print the pages according to the page settings given in Page Settings for Printing Essays on page 20.
- Once the essay is printed, you will read a script instructing students to write their full name on the back of each sheet (in the center of the sheet), before they are collected.

The MP3 streaming application automatically sets formatting and printer settings. For students approved to type the essays and who are not using the MP3 streaming application, do the following:

- Have students use the print layout view so that they can properly limit the length of their essays.
- Monitor students to make sure that they do not:
  - Exceed the page limit
  - Use any special word-processing features or access the internet (see General Notes for Electronic Devices on page 35)
- Check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer. (The MP3 application will automatically delete all files associated with the test when the student exits the application.)

Prevent Copying and Communication

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. Staff must:

- Ensure proper spacing between students to prevent copying and communication during testing.
- Watch for use of cell phones or other prohibited items, or for “cheat sheets” written on paper, calculators, or clothing and shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

**Staff must always note any such activities on the IR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.**

Report Irregularities

- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR).
- If the Irregularity Chart indicates to call School Day Support, report the situation immediately.
Complete the Irregularity Report (IR)
The IR form is scanned, so use a No. 2 pencil or a pen with blue or black ink, and do not write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles completely.

IMPORTANT: Always include the names of students and the answer sheet litho codes (8-digit serial number from bottom right corner of answer sheet) involved in an irregularity. (See the Sample Irregularity Report (IR) on page 120.)

- For all irregularities, fill in fields 1–4 (page 1) and field 10 (page 3) of the form.
  - In field 1, fill in “Form ___ of ___” (e.g., “1 of 3”) at the top of the box.
  - In field 4a, write your 6-digit school (AI) code.
  - In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you’re reporting.
  - In field 4c, fill in the bubble if the irregularity has occurred during a makeup administration.

- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You’ll need to note the date of birth and answer sheet litho code for each affected student.

- To report an individual irregularity (an issue that affects 1 student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.

- In all situations, provide as much detail as possible. Do not attach answer sheets to the IR, but return them to your test coordinator.

KEY INFORMATION

Test Observers and Visitors
Staff from College Board, Educational Testing Service (ETS), or administrators from your district or school may visit your school the day of the test or the week preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or your district administration.

Staff, including assistants for students with approved accommodations, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. There are no exceptions. Keep unauthorized individuals away from secure testing materials and out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

IMPORTANT: If you have any concerns about an individual’s authorization, check with the test coordinator for verification before admitting that person to a testing room.

Using the Irregularity Chart
The Irregularity Chart on page 111 lists the most common irregularities along with the procedures and actions you should use in response to them. When the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

Use the IR to record an irregularity, including:
- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints
- Staff misadministrations

Make sure reports are complete and explicit. Fill out just one form for each issue, even if it affects more than one student (such as mistiming).

Irregularities filed by proctors must be countersigned by the test coordinator, who should add any information that might be useful. Tell students that a report will be submitted, but inform them that if they feel they were affected, they can call to file a complaint.
SAT Scripts for Testing Accommodated Students

**TASKS**
Uniform testing conditions depend on your reading the scripts exactly as written in this section. Take time to study the scripts and timing before test day.

**Read scripts in shaded areas aloud exactly as written.**
- Read slowly enough to give students time to fill in their information. Pause where you see [pause] in the script to allow students time to follow instructions.
- Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Answer student questions about procedure only, not about test content.
- Repeat parts of the script if requested to do so.
- Before admitting students, supply the appropriate information where a blank line “________” appears in the text.

**IMPORTANT:** If you are administering the test with the ATC or MP3 audio format, you must complete setup of the computers before you begin testing. See Prepare Computers for Accommodated Testing on page 18 for complete instructions. If you are administering the MP3 audio streaming format, you must also complete the test-day setup instructions provided in Administer the MP3 Audio Format on page 33.

Some of the instructions that follow have alternative scripts to read depending on the options in use by your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.

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**Begin the Test Here**
Before starting the test, check the roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

**At all administrations, say:**

Good morning. Today you are going to take the SAT. This is your chance to show how prepared you are for college and career.

If you have questions about any of the instructions I give you, please ask them so that you can be sure of doing your best. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

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**Continue by saying:**

College Board has designed policies to give each of you an equal opportunity to show your skills and knowledge. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:
- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test
- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Using a calculator during a non-calculator section (unless approved for an accommodation)
- Marking answers after time is called
- Sharing test questions or answers with anyone during or after the test
- Using any unauthorized testing aids, including phones, during testing or on breaks
- Attempting to take the test for someone else

Engaging in any of these activities may affect your ability to take College Board tests in the future.

You may also be dismissed for:
- Eating or drinking during testing (unless this has been approved as an accommodation—otherwise, eating and drinking are only permitted during breaks)
- Causing a disturbance of any kind or distracting other students
- Going to your locker or leaving the building during breaks

You have until 11:59 p.m. Eastern Time on the fourth weekday from the end of the test to file a test day complaint. If you see any behavior that causes you concern, please notify the test coordinator, who will explain how to contact College Board. Are there any questions? [pause]
Collection of personal belongings
Most schools will be collecting students’ phones, electronic devices, and/or backpacks. Read script A if this is the case in your school. Read script B if your school does not allow collection of students’ belongings.
READ ONLY ONE OPTION.

A If your school is collecting personal belongings, say:
By this time you should have turned in all phones and any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test. [pause]

B If your school does not allow collection of personal belongings, say:
At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Allow time for students to turn in or put away any of these devices.

To all students, say:
Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. If your cell phone makes a noise or creates a disturbance while in your possession, I will dismiss you from testing. From this point on, I will dismiss any student that I see with a phone.

Now say:
Now we’re going to prepare to start the test.
- Remove everything from your desk except your pencils and acceptable calculator.
- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk.
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

IMPORTANT: EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. If needed during testing, monitor the student while they use the device.

Some students with diabetes may be approved to use a cell phone to check their blood sugar. A student may have permission to test their blood sugar during testing, but unless they have special permission to test blood sugar with a preapproved phone, they are not permitted to have a phone in the testing room. Any specifically preapproved cell phone must remain at the proctor’s desk during testing. Ensure that the phone is in airplane mode and set to make sounds only when required for monitoring purposes.

Once desks are cleared of prohibited items, say:
I will take a moment now to look around and make sure you are using approved calculators. [pause]

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk (unless approved by College Board for use on a test as an accommodation).

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord (see Appendix for additional information on acceptable and unacceptable calculators)

If unauthorized devices or aids are visible, have students remove them from their desks. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) If any students have mechanical pencils, give them No. 2 pencils to use instead.
Starting the MP3 Audio Streaming App

IMPORTANT: If you are not testing students with the MP3 format, skip forward to Distribute Answer Sheets on page 42.

IMPORTANT: Only read the following script if you did not download the test form on each student’s computer as described in Administer the MP3 Audio Format on page 33. If you have already downloaded students’ test forms, skip forward to Distribute Answer Sheets on page 42.

At this point, students will access their test forms using the MP3 application. The application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the screen where students will input their assessment, student, and form section information.

As they enter the room, give each student a sticky note or unmarked piece of scratch paper with their 10-digit SSD number written on it. They will need this piece of paper on both days of testing in order to start the MP3 streaming app on their computer.

To students accessing the MP3 audio streaming application test form, say:

Today you’ll be taking the test using an MP3 streaming application. First, you’ll enter some information to access your test form.

Please follow these instructions:

1. Under Assessment Information, please add the 6-digit school code I have posted. [pause]
2. Under the Assessment Type drop-down menu, choose SAT School Day. [pause]
3. Under Student Information, please fill in your first and last name.

4. Under the field SSD Number, please fill in the 10-digit number that I have written on the piece of paper that I have given to you. [pause]
5. Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [pause]

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select Confirm SSD. If you continue to receive an error message, raise your hand.

IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call the SSD Office (844-255-7728).

Then say:

In the Form Selection field, use the drop-down menu to select the Multiple Choice option for the test date that I have posted on the board. [pause]

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the drop-down menu on the right of the form name, confirm which day you are testing (Day 1 or Day 2). [pause]
2. Select the yellow Continue button.
3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the yellow Confirm button.
4. After confirming, you may select Begin Form Download.

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. Your screen will show a Begin Test button, but do not select it or enter anything else on the computer until I tell you to do so. While the test is downloading, we’ll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

Walk around the room to confirm that all students have selected the correct test form.
Distribute Answer Sheets

Distribute the answer sheets. If your school held a preadministration session and/or has labeled answer sheets, make sure each student receives their own answer sheet. Give a blank answer sheet to any students who need them.

Hold on to the Student Answer Sheet Instructions until after the test is over. These will be used after you have dismissed students whose answer sheets are complete.

After distributing answer sheets, say:

These are the answer sheets that you’ll use to mark your answers on the test. If you’re using a large-block answer sheet, read the instructions on the front page of your answer sheet now. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles.

Preadministration session

If all students in your room populated an answer sheet during a preadministration session, read script A and complete the actions after it if necessary.

If any students in your room didn’t complete a preadministration session, read the scripts under B. Also read script B if your school/district requires students with labels to complete fields 1–9 to confirm their information.

READ ONLY ONE OPTION

A To all students, say:

Please check to make sure your correct legal name and date of birth appear on the answer sheet. If your answer sheet has a label, ensure it is correct. Raise your hand if you have the wrong answer sheet or if you find any errors on the label. [pause]

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, or if students have incorrect information on their answer sheets, give them blank answer sheets and read the scripts under B. If all students in the room have correct answer sheets populated during a preadministration session, skip the scripts and proceed to Distribute Test Books.

B To all students, say:

If your answer sheet has your correct name and other information filled out on it, or if the information is correctly printed on the label on the front of your answer sheet, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. [pause]

If your school uses pre-ID labels, say:

If your answer sheet has a label on it, please check it now to make sure it has your correct information. Raise your hand if you find any errors. [pause]

If a student has the incorrect name, date of birth, or school information on their label, give them a blank answer sheet. If the address is incorrect, they can still use the answer sheet. For any students who have prelabeled answer sheets, use the provided Pre-ID Label Instructions to guide them on which fields they can skip (unless required to complete all fields by the school/district).

For field 1, say:

If field 1 is blank, fill in your legal last name, first name, and middle initial (if you have one). Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you’re done. [pause]

For field 2, say:

If field 2 is blank and you attend this school, fill in the bubble for “Yes.” Anyone who doesn’t regularly attend this school should fill in the bubble that applies to them. Raise your hand if you aren’t sure what to fill in. [pause]

For fields 3 and 4, say:

If fields 3 and 4 are blank and you attend this school, print our school’s name, city, and state in field 3; then print our 6-digit school code ______ in field 4 and fill in the corresponding bubbles. Look up when you’re done.

If you don’t attend this school or are homeschooled, raise your hand. I will come over to give you the correct code to enter in field 4. [pause]

Homeschooled students should leave field 3 blank, and enter the code “970000” in field 4. Students from other schools should fill in field 3 with their school information. For field 4, if your test coordinator gave you the correct AI codes for these students, provide them those codes to fill in.
For field 5, say:

If field 5 is blank, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, don’t include them and only enter the numerals with no spaces between them. If you don’t know your student ID number, leave field 5 blank. Look up when you’re done. [pause]

For field 6, say:

If field 6 is blank, fill in the bubble for your current grade.

For field 7, say:

In field 7, date of birth, fill in the bubble for the right month. On large-block answer sheets, fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. [pause]

For field 8, say:

Complete field 8 if it is blank.

For field 9, Test Type, say:

In field 9, bubble in the test you’re taking today, which I have posted on the board.

Distribute Test Books

**IMPORTANT:** If you’re administering the SAT with Essay in your room, place the Essay books aside in a location where students can’t access them (these will be distributed after test books are collected as prompted in the Essay script).

Now say:

I will now distribute your test books. Do not open them until I tell you to.

Distribute to each student the appropriate test materials in serial-number order. Students testing with the ATC and MP3 audio formats should receive test books at this time. Their computers should already have the test set up according to the instructions provided earlier in this manual.

**Continue by saying:**

When you get the test book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code ________, school name ____________________, and this room’s testing room code ____________________.

If you are using a flash drive format, you need to make sure this information is on your flash drive package as well. [pause]

Check that students have filled in these fields, including testing room code, on their test books and any flash drive package. (Note that students should not write on braille books.)

**Then say:**

Now read the back cover. It has important information about marking answers and scoring. When you have finished reading, please look up. [pause]

Are there any questions about what you just read? [pause]

**After you have answered all questions, say:**

The following instructions are critical to the scoring of your test. If you don’t follow my directions exactly, you may not receive a score. Listen carefully.

Make sure you are using a Number 2 pencil and that you fill in the bubbles darkly and completely on the answer sheet. If you change your response, erase it as completely as possible. Avoid making stray marks, and do not use your answer sheet for scratch work. You cannot use a mechanical pencil.

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets cannot be scored.
For field A, Form Code, say:

On the back cover of your test book, find the field labeled Form Code. For students using flash drives, this information is on the back of your flash drive package. For MP3 streaming students, you will find the Form Code on your screen under Form Information. Copy the letters and numbers onto field A on the back of your answer sheet exactly as shown on the back of your test book. Fill in the bubbles now. If you are using a large-block answer sheet, this field is on page 16.

For field B, Test ID, say:

Now find the field labeled Test ID on the back of your test book. For students using flash drives, this information is on the back of your flash drive package. For MP3 streaming students, you will find the Test ID on your screen under Form Information. Copy the number onto your answer sheet in field B.

For field C, Test Book Serial Number, say:

Look at the front cover of your test book. Find the number in the upper right corner labeled Test Book Serial Number. For students using flash drives, this information is on the front of your flash drive package. Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles.

To all students, say:

Take a moment to ensure that the Form Code, Test ID, and Test Book Serial Number fields are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

Check that students are filling in the correct codes.

If your school is using testing room codes, say:

In field D on your answer sheet, fill in the 3-digit testing room code, ______, which I have posted for you.

If your school is not using testing room codes, instruct students to leave field D blank.

To all students, say:

Here are some important things to remember as you take the test: If you finish before time is called, you may check your work on this section, but you may not turn to any other section. You may use the test book for scratch work, but you must mark your answers on the answer sheet unless you are approved to mark them in your test book. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in empty bubbles.

During testing, keep your answer sheet and test book flat in the center of your desk. If you find something wrong with your answer sheet or test book, such as a missing page, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. I’ll post the start and end times for each timed portion here, and I’ll announce the time remaining about halfway through each timed portion and again when 5 minutes are left.

Specific Format Instructions

If you have students who are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions that follow before proceeding to the script that is appropriate for the students in your room.

For all other students, turn now to Proceed to Appropriate Script on page 46.

To a scribe, say:

Please follow these instructions:
- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.
- When a student is dictating the essay, if the student uses a word that is unfamiliar to you or that you don’t know how to spell, ask the student to spell it.
Specific Format Instructions  SAT Scripts for Testing Accommodated Students

- When a student is dictating the essay, the student doesn't have to dictate spelling (unless you have a question), but they should dictate punctuation.

**To a student who is using a scribe, say:**

Your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? [pause]

**To a reader, say:**

If you are reading the script to a student, please read questions as often as requested. It's important to read only what is in the script. Do not elaborate beyond what is in the script, even if the student asks for it. If a student using the braille graphs and figures doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? [pause]

**For students using braille format, say:**

The braille test is divided into several books. You will be given one book at a time. The Reading and Writing and Language sections are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3, with runovers beginning in cell 5.

The braille type used is Unified English Braille (UEB), and the Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you’re working on. Type the question number as well as your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures? [pause]

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

**To students using the ATC format, say:**

Today you will be taking the test in a format that is compatible with your screen reader or other software. I have loaded this Assistive Technology Compatible or “ATC” format onto the computer that is on your desk.

Please prepare for testing now by opening and reading the electronic document called Beginning Directions and Information for Users of ATC. When you are finished reading the document, please click the minimize button and look up. [pause]

During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures 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 is printed under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk. When I call time, stop testing and close the file. Are there any questions? [pause]

**IMPORTANT:** Be sure to leave the ATC packaging at the student’s desk. Students will need it to refer to the password before starting each section of their test.

**At the beginning of each test section, to students using the ATC format, say:**

Open the file for section ____ and type in your password. Your password appears under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk.

**At the end of each test section, to students using the ATC format, say:**

Stop testing and close the section file. Do not open the file for any other section.
Proceed to Appropriate Script

Turn to the correct script to begin testing the students in your room.

<table>
<thead>
<tr>
<th>Title and Page Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script 1: Standard Time for Accommodated Students (No Extra Breaks) on page 46</td>
<td>Standard timing and breaks</td>
</tr>
<tr>
<td>Script 2: Standard Time with Extra Breaks on page 51</td>
<td>Standard timing with extra breaks</td>
</tr>
<tr>
<td>Script 3: 50% Extended Time for One-Day Testing on page 58</td>
<td>50% Extended timing (for entire SAT without Essay or in combination with Script 1 for extended time on math and/or writing only)</td>
</tr>
<tr>
<td>Script 4: 100% Extended Time on page 65</td>
<td>100% Extended timing</td>
</tr>
<tr>
<td>Script 5: 50% Extended Time for Two-Day Testing on page 73</td>
<td>50% Extended timing for 2-day testing (for entire SAT with Essay)</td>
</tr>
<tr>
<td>Script 6: MP3 Audio Format on page 80</td>
<td>Specialized timing and instructions for MP3 audio format</td>
</tr>
</tbody>
</table>

SECTION 1: Reading Test

STANDARD TIME

65 Minutes

When everyone is ready, say:

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will take a short break when this section is finished. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials.

Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 30 minutes, say:

You have 35 minutes remaining in Section 1.

After 60 minutes, say:

You have 5 minutes remaining in Section 1.
After exactly 65 minutes, say:

Stop work and put your pencil down. [pause] Close your answer sheet and place it inside the front of your test book. Close your test book and leave it on your desk. We’ll now stop for a 10-minute break.

You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms.

We will start testing again in exactly 10 minutes.

Break Between Sections

10-MINUTE BREAK

- Post the break time of 10 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet, you are agreeing that you will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including but not limited to email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

FOR STUDENTS USING ATC FORMAT

To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Script 4 for Section 2: Writing and Language Test on page 66, then follow the directions to continue with the appropriate script for Section 3: Math Test – No Calculator.

FOR ALL OTHER STUDENTS

Continue with the following script.

SECTION 2:
Writing and Language Test

STANDARD TIME

35 Minutes

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won’t need it for this section.

Keep your answer sheet and test book flat on your desk.

Now find Section 2 of your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

35 MINUTES

START TIME __________ STOP TIME __________

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

Place your answer sheet on the page in your test book where you stopped working. Close your test book.
**A \ FOR STUDENTS WITH EXTENDED TIME ON MATH**

**IMPORTANT:** For students approved for 50% extended time on math, you will use Script 3 for both parts of the Math Test. Turn to Script 3 and start at Break Between Sections on page 60.

**IMPORTANT:** For students approved for 100% extended time on math, you will use Script 4 for both parts of the Math Test. Turn to Script 4 and start at Break Between Sections on page 66.

**B \ FOR ALL OTHER STUDENTS**

Continue below.

**SECTION 3:**

**Math Test – No Calculator**

**STANDARD TIME**

25 Minutes

**IMPORTANT:** If a student is approved to use a four-function calculator on this section as an accommodation, confirm it isn’t a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator. Are there any questions? [pause]

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work in this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

Please take your seat. [pause]
SECTION 4: Math Test – Calculator

STANDARD TIME

55 Minutes

If your school is providing calculators for students, distribute them now.

When everyone is ready, say:

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 25 minutes, say:

You have 30 minutes remaining in Section 4.

After 50 minutes, say:

You have 5 minutes remaining in Section 4.

After exactly 55 minutes, say:

Stop work and put your pencil down. [pause] Close your test book and answer sheet. Place your answer sheet next to your test book.

Now say:

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–D. Please raise your hand if you need help completing any fields. [pause]

Collect each test book from each student in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students can’t access them.

SAT Test Type

If your students are taking the SAT without Essay, complete the steps under A. If your students are taking the SAT with Essay, complete the steps under B.

FOLLOW ONLY ONE OPTION

A In the SAT without Essay Room: Testing has concluded.

To all students taking the SAT without Essay, say:

Congratulations, you have just finished the test! Please remain quietly in your seat until I dismiss you.

Proceed to After the Test on page 93 and read the remaining instructions to collect answer sheets before dismissing students.

In the SAT with Essay Room: Continue with the break that follows.

Break Between Sections

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the Essay.
**IMPORTANT:** If you are testing students using the ATC format, do not collect the drives until after administering the Essay. The flash drive includes the Essay.

After collecting and counting test books, say:

Place your calculator under your desk. We’ll take a break now to stretch for 2 minutes. You may not leave the room or discuss test questions.

[2-MINUTE BREAK]

Post the break time of 2 minutes and the time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

A FOR STUDENTS WITH EXTENDED TIME FOR WRITING

- For 50% extended time for writing only, turn to Script 3, The Essay on page 63.
- For 100% extended time for writing only, turn to Script 4, The Essay on page 71.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

The Essay

STANDARD TIME

50 Minutes

To all students, say:

I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code number ______, school name ________, and this room’s testing room code ______, which I have posted for you.

Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you’ve finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

[IMPORTANT: Students must write their essays on their answer sheets. They may not use scratch paper.]

When all students have an Essay book, say:

Once we begin, you’ll have 50 minutes to work on the Essay section. You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you’re ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don’t write past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don’t use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay. Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 18 if you need to adjust computers for the Essay.
SCRIPT 2: Standard Time with Extra Breaks

IMPORTANT: Use this script to test students who have been approved for extra breaks with standard timing. Students with extended breaks or breaks as needed should be tested with Script 1.

SECTION 1: Reading Test

65 MINUTES STANDARD TIME

When everyone is ready, say:

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will have a 5-minute break after 33 minutes.

Do not open your test book until I tell you to. Please keep your calculator under your desk; you won’t need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don’t lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Good luck. Time starts now.

To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can’t access them.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 to collect test materials and dismiss students.
Procedures to Follow During Testing
Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 15 minutes, say:
You have 50 minutes remaining in Section 1 and 18 minutes until the break.

After 28 minutes, say:
You have 37 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 33 minutes, say:
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. Be considerate of those in other rooms. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 1

5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:
Please take your seat. You have an additional 32 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 1.

After 17 minutes (from the break), say:
You have 15 minutes remaining in Section 1.

After 27 minutes (from the break), say:
You have 5 minutes remaining in Section 1.

After exactly 32 minutes (from the break), say:
Stop work and put your pencil down. Close your answer sheet and put it inside your test book. Close your test book and leave it on your desk. [pause]

For the break, say:
We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don’t go anywhere other than designated areas, the hallway, or the restroom. Please don’t talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

Break Between Sections

5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:
Please take your seat.

Certification Statement
Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:
When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.
Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

A FOR STUDENTS USING ATC FORMAT
To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use Script 4 for Section 2: Writing and Language Test on page 66, then follow the directions to continue with the appropriate script for Section 3: Math Test – No Calculator.

B FOR ALL OTHER STUDENTS
Continue with the following script.

SECTION 2:
Writing and Language Test

STANDARD TIME
35 Minutes

To all students, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Find Section 2 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat on your desk.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won’t need it for this section.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>35 MINUTES STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME — — — — — — —</td>
</tr>
<tr>
<td>STOP TIME — — — — — — —</td>
</tr>
</tbody>
</table>

After 15 minutes, say:
You have 20 minutes remaining in Section 2.

After 30 minutes, say:
You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:
Stop work and put your pencil down. [pause]
Place your answer sheet on the page in your test book where you stopped working. Close your test book.

Break Between Sections

For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]

A FOR STUDENTS WITH EXTENDED TIME ON MATH
- For students approved for 50% extended time on math only, you will use Script 3 for both parts of the Math Test. Turn to Script 3, Section 3: Math Test – No Calculator on page 60.
- For students approved for 100% extended time on math only, you will use Script 4 for both parts of the Math Test. Turn to Script 4, Section 3: Math Test – No Calculator on page 67.

B FOR ALL OTHER STUDENTS
Continue with the script that follows.
SECTION 3:
Math Test – No Calculator

STANDARD TIME
⏰ 25 Minutes

IMPORTANT: If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. (Percentage and square root function keys are permitted.)

When everyone is ready, say:

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

(RECORD START AND STOP TIMES HERE — POST FOR STUDENTS)

⏰ 25 MINUTES STANDARD TIME

START TIME ___________ STOP TIME ___________

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]

Put your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk. [pause]

We'll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

Break Between Sections
⏰ 5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. [pause]

SECTION 4:
Math Test – Calculator

55 MINUTES STANDARD TIME
⏰ 28 Minutes ☢ 5-MINUTE BREAK ☢ 27 Minutes

When everyone is ready, say:

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator. We will take a short break after 28 minutes.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

When using a calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.
Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

At the end of the break, say:

Please take your seat. [pause]

You have an additional 27 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 4.

After 10 minutes, say:

You have 45 minutes remaining in Section 4 and 18 minutes until the break.

After 23 minutes, say:

You have 32 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 28 minutes, say:

Stop work and put your pencil down. [pause] Close your test book and answer sheet. Place your answer sheet next to your test book.

Now say:

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–D. Please raise your hand if you need help completing any fields. [pause]

When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

Time the Break and the Second Half of Section 4

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.
The Essay

**50 MINUTES STANDARD TIME**

**A** 25 Minutes  **5-MINUTE BREAK**  25 Minutes

To all students, say:

I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code number __________, school name ________________, and this room’s testing room code ____________, which I have posted for you.

Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored. [pause]

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you’ve finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

**IMPORTANT:** Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.

Then say:

Once we begin, you’ll have 50 minutes to work on the Essay section. We will take a 5-minute break after 25 minutes.

You may make notes and plan your essay on the unlined Planning Page in your answer sheet, but anything...
written there will not be scored. When you’re ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don’t write past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don’t use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay. Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay. Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 18 if you need to adjust computers for the Essay.

To all students, say:

Please do not sign your essay or add your name to it (as in, for example, “By Jane Doe”). Doing so could delay your essay score.

Read the directions, then turn to the Essay question and begin work. Time starts now.

After 10 minutes, say:

You have 40 minutes remaining in the Essay section and 15 minutes until the break.

After 20 minutes, say:

You have 30 minutes remaining in the Essay section and 5 minutes until the break.

Stop work and put your pencil down. Put your answer sheet in your Essay book. Close your Essay book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check all Essay books are closed and answer sheets are inside the Essay books.

At the end of the break, say:

Please take your seat. You have an additional 25 minutes remaining in the Essay section. Open your Essay book and take out your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 10 minutes (from the break), say:

You have 15 minutes remaining in the Essay section.

After 20 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

After exactly 25 minutes (from the break), say:

Stop work and put your pencil down. [pause] Close your answer sheet and your Essay book. Place your answer sheet next to your Essay book. [pause]
If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet.

[Pause]

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 18. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can’t access them.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 and follow the instructions to collect test materials and answer sheets before dismissing students.

SCRIPT 3: 50% Extended Time for One-Day Testing

IMPORTANT: If you are administering the SAT with Essay to students approved for 50% extended time for reading, for use of EL supports, or for use of a reader/scribe, use Script 5: 50% Extended Time for Two-Day Testing on page 73.

SECTION 1: Reading Test

98 MINUTES 50% EXTENDED TIME

49 Minutes 5-MINUTE BREAK 49 Minutes

When everyone is ready, say:

Once we begin, you will have 1 hour and 38 minutes to work on Section 1, the Reading Test. We will stop halfway through, after 49 minutes, for a 5-minute break. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won’t need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don’t lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Good luck. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

49 MINUTES 50% EXTENDED TIME

START TIME _________ STOP TIME _________

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 30 minutes, say:

You have 68 minutes remaining in Section 1 and 19 minutes until the break.

After 44 minutes, say:

You have 54 minutes remaining in Section 1 and 5 minutes until the break.

After 49 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.
Time the Break and the Second Half of Section 1

 tijdichinan | 5-MINUTE BREAK
Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 49 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 1.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>49 MINUTES 50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME __________</td>
</tr>
</tbody>
</table>

After 24 minutes (from the break), say:

You have 25 minutes remaining in Section 1.

After 44 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

After 49 minutes, say:

Stop work and put your pencil down. [pause] Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

FOR STUDENTS USING ATC FORMAT

To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use Script 4 for Section 2: Writing and Language Test on page 66, then follow the directions to continue with the appropriate script for Section 3: Math Test – No Calculator.

FOR ALL OTHER STUDENTS

Continue with the following script.

SECTION 2:

Writing and Language Test

50% EXTENDED TIME

53 Minutes

To all students, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over. Now find Section 2 of your answer sheet. Do not begin work until I tell you to.
If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won’t need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 2.

Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

---

SECTION 3:
Math Test – No Calculator

50% EXTENDED TIME
38 Minutes

IMPORTANT: If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. (Percentage and square root function keys are permitted.)

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a short 5-minute break when this section is over. Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

---

Break Between Sections

For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]
After exactly 38 minutes, say:
Stop work and put your pencil down. Put your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk. [pause]

Break Between Sections

For the break, say:
We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

5-MINUTE BREAK
Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]

SECTION 4:
Math Test – Calculator

83 MINUTES 50% EXTENDED TIME
42 Minutes 5-MINUTE BREAK 41 Minutes

To all students, say:
Once we begin, you will have 1 hour and 23 minutes to work on Section 4, the Math Test with Calculator. We will stop after 42 minutes and take a 5-minute break.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.

- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

42 MINUTES 50% EXTENDED TIME
START TIME _______ STOP TIME _______

After 15 minutes, say:
You have 68 minutes remaining in Section 4 and 27 minutes until the break.

After 37 minutes, say:
You have 46 minutes remaining in Section 4 and 5 minutes until the break.

After 42 minutes, say:
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 4
5-MINUTE BREAK
Post the break time of 5 minutes and what time testing will resume.
At the end of the break, say:
Please take your seat. You have an additional 41 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

41 MINUTES 50% EXTENDED TIME

START TIME __________ STOP TIME __________

After 21 minutes (from the break), say:
You have 20 minutes remaining in Section 4.

After 36 minutes (from the break), say:
You have 5 minutes remaining in Section 4.

After exactly 41 minutes (from the break), say:
Stop work and put your pencil down. [pause] Close your test book and answer sheet. Place your answer sheet next to your test book.

Now say:
Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]
Check that you have also completed fields B–D. Please raise your hand if you need help completing any fields. [pause]

When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

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**SAT Test Type**

If your students are taking the SAT without Essay, complete the steps under A. If your students are taking the SAT with Essay, complete the steps under B. 

FOLLOW ONLY ONE OPTION.

A In the SAT without Essay Room: Testing has concluded.

To all students taking the SAT without Essay, say:
Congratulations, you have just finished the test! Please remain quietly in your seat until I dismiss you.

Proceed to After the Test on page 93 and read the remaining instructions to collect answer sheets before dismissing students.

B In the SAT with Essay Room: Continue with the break that follows.

**Break Between Sections**

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the Essay.

**IMPORTANT:** If you are testing students using the ATC format, the flash drives include the Essay; do not collect the drives until after administering the Essay.

After collecting and counting test books, say:
Place your calculator under your desk. We’ll take a break now to stretch for 2 minutes. You may not leave the room or discuss test questions.

**2-MINUTE BREAK**

Post the break time of 2 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. [pause]

A FOR STUDENTS WITH EXTENDED TIME FOR MATH ONLY
- To administer the Essay with standard time and no extra breaks, turn to Script 1, The Essay on page 50.
- To administer the Essay with standard time with extra breaks, turn to Script 2, The Essay on page 56.

B FOR ALL OTHER STUDENTS
Continue with the script that follows.
The Essay

75 MINUTES 50% EXTENDED TIME

38 Minutes 5-MINUTE BREAK 37 Minutes

To all students, say:

I will now give an Essay book to each of you. Don't open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number __________, school name ______________________, and this room's testing room code ____________, which I have posted for you.

Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

IMPORTANT: Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.

Then say:

Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes.

To students writing the essay on the answer sheet, say:

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 18 if you need to adjust computers for the Essay.

To all students, say:

Please do not sign your essay or add your name to it (as in, for example, “By Jane Doe”). Doing so could delay your essay score.

Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES 50% EXTENDED TIME

START TIME STOP TIME

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)
After 20 minutes, say:
You have 55 minutes remaining in the Essay section and 18 minutes until the break.

After 33 minutes, say:
You have 42 minutes remaining in the Essay section and 5 minutes until the break.

After 38 minutes, say:
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your Essay book. Close your Essay book and leave it on your desk.

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. You have an additional 37 minutes remaining in the SAT Essay. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 17 minutes (from the break), say:
You have 20 minutes remaining in the Essay section.

After 32 minutes (from the break), say:
You have 5 minutes remaining in the Essay section.

After exactly 37 minutes (from the break), say:
Stop work and put your pencil down. Close your Essay book and your answer sheet. Place your answer sheet next to your Essay book. [pause]

If you have students using a computer for writing the Essay, say:
Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. [pause]

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 18. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

To all students, say:
Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can’t access them.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 and follow the instructions to collect test materials and answer sheets before dismissing students.
SCRIPT 4: 100% Extended Time

IMPORTANT: The following script is for 100% extended time students. Start here for students with extended time for reading. If you are testing students with math- or writing-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2).

SECTION 1: Reading Test

130 MINUTES 100% EXTENDED TIME

65 Minutes 5-MINUTE BREAK 65 Minutes

To students, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will stop for a short break after 65 minutes. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won’t need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don’t lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Be sure to mark your answers in the correctly numbered spaces in Section 1. Now find Section 1 of your answer sheet. Do not begin work until I tell you to.

Now turn to Section 1 in your test book, read the directions, and begin work. Good luck. Time starts now.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 30 minutes, say:

You have 1 hour and 40 minutes remaining in Section 1 and 35 minutes until the break.

After 60 minutes, say:

You have 1 hour and 10 minutes remaining in Section 1 and 5 minutes until the break.

After 65 minutes, say:

Stop work and put your pencil down. [pause]

Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 1

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 65 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 1.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 30 minutes (from the break), say:

You have 35 minutes remaining in Section 1.

After 60 minutes (from the break), say:

You have 5 minutes remaining in Section 1.
After 65 minutes, say:
Stop work and put your pencil down. [pause] Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

Break Between Sections

5-MINUTE BREAK
Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. [pause] Do not open your test book until I tell you to do so.

Certification Statement
Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:
When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

SECTION 2:
Writing and Language Test

100% EXTENDED TIME
70 Minutes

To all students, say:
Once we begin, you will have 1 hour and 10 minutes to work on Section 2, the Writing and Language Test. We will have a break after the section is finished.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won’t need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 2. Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

Open your test book to Section 2, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

70 MINUTES 100% EXTENDED TIME
START TIME __________ STOP TIME __________

After 35 minutes, say:
You have 35 minutes remaining in Section 2.

After 65 minutes, say:
You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:
Stop work and put your pencil down. Place your answer sheet on the page in your test book that you have just finished. Close your test book and leave it on your desk.

Break Between Sections

For the break, say:
You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.
5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. [pause]

A FOR STUDENTS USING THE ATC FORMAT

- For standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 48.
- For standard time and extra breaks, turn to Script 2, Section 3: Math Test – No Calculator on page 54.
- For 50% extended time for math only, turn to Script 3, Section 3: Math Test – No Calculator on page 60.
- For 50% extended time for reading, turn to Script 5, Section 3: Math Test – No Calculator on page 75.

B FOR ALL OTHER STUDENTS

Continue as follows for 100% extended time.

SECTION 3:
Math Test – No Calculator

100% EXTENDED TIME

50 Minutes

IMPORTANT: If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. (Percentage and square root function keys are permitted.)

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator.

Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>50 MINUTES 100% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
<tr>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

After 25 minutes, say:

You have 25 minutes remaining in Section 3.

After 45 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, say:

Stop work and put your pencil down.

END OF DAY 1 TESTING

- For students who are approved for 100% extended time for reading, proceed to End of Day 1.
- For students taking the SAT with Essay who are approved for 100% extended time for combined math and writing proceed to End of Day 1.

CONTINUATION OF DAY 1 TESTING

For students testing with 100% extended time on math only, continue with break that follows for one-day testing.

Break Before Section 4 for One-Day Testing

For the break, say:

Put your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone.

We will start testing again in exactly 5 minutes.
Break Between Sections

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test book until I tell you to do so.

Proceed to Section 4: Math Test – Calculator to administer the next test section to students testing with extended time on math only.

End of Day 1

To students who are ending Day 1, say:

Close your answer sheet and place it inside the front of your test book.

We have completed testing for today. You will take the rest of the test tomorrow. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Return any collected cell phones once you are sure you have all testing materials, then read the following script to dismiss students.

When all materials have been accounted for, say:

When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at _____________.

Please gather your belongings and exit the room quietly.

On Day 2, continue as follows.

On Day 2 of Testing

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Powering Off and Storing Devices

Collection of personal belongings

Most schools will be collecting students’ phones, electronic devices, and/or backpacks. Read script A if this is the case in your school. Read script B if your school does not allow collection of students’ belongings.

READ ONLY ONE OPTION.

A If your school is collecting personal belongings, say:

Good morning. By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test. [pause]

B If your school does not allow collection of personal belongings, say:

Good morning. At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Allow time for students to turn in or put away any of these devices.

To all students, say:

Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. If your cell phone makes a noise or creates a disturbance while in your possession, I will dismiss you from testing. From this point on, I will dismiss any student that I see with a phone.

Preparing to Test

If you are administering the SAT with Essay, set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:

Now we’re going to prepare to start the test.

- Remove everything from your desk except your pencils with erasers, an acceptable calculator if you brought one, and any items you’re approved to use as an accommodation. [pause]
Put all backup calculators and extra batteries under your seat in plain sight. [pause]

Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

I will take a moment now to look around and make sure you are using acceptable calculators. [pause]

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.)

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.
After 30 minutes, say:
You have 1 hour and 20 minutes remaining in Section 4 and 25 minutes until the break.

After 50 minutes, say:
You have 1 hour remaining in Section 4 and 5 minutes until the break.

After 55 minutes, say:
Stop work and put your pencil down.
Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 4

5-MINUTE BREAK
Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. You have an additional 55 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 4.

Now say:
Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]
Check that you have also completed fields B–D. Please raise your hand if you need help completing any fields. [pause]
When you are finished checking, place your answer sheet face up on your desk.
Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

SAT Test Type
If your students are taking the SAT without Essay, complete the steps under A. If your students are taking the SAT with Essay, complete the steps under B. FOLLOW ONLY ONE OPTION.

A In the SAT without Essay Room: Testing has concluded.

To all students taking the SAT without Essay, say:
Congratulations, you have just finished the test! Please remain quietly in your seat until I dismiss you.
Proceed to After the Test on page 93 and read the remaining instructions to collect answer sheets before dismissing students.

B In the SAT with Essay Room: Continue with the break that follows.

Break Between Sections
Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the Essay.

IMPORTANT: If you are testing students using the ATC format, the flash drives include the Essay; do not collect the drives until after administering the Essay.

After collecting and counting test books, say:
Place your calculator under your desk. We’ll take a break now to stretch for 2 minutes. You may not leave the room or discuss test questions.
2-MINUTE BREAK

Post the break time of 2 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]

A FOR STUDENTS WITH EXTENDED TIME FOR MATH ONLY

- To administer the Essay with standard time and no extra breaks, turn to Script 1, The Essay on page 50.
- To administer the Essay with standard time with extra breaks, turn to Script 2, The Essay on page 56.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

The Essay

100 MINUTES 100% EXTENDED TIME

50 Minutes 5-MINUTE BREAK 50 Minutes

To all students, say:

I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code number __________, school name __________________, and this room’s testing room code __________, which I have posted for you.

Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you’ve finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

IMPORTANT: Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.

To all students, say:

Once we begin, you’ll have 1 hour and 40 minutes to work on the Essay. We will stop for a short break after 50 minutes.

To students writing the essay on the answer sheet, say:

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you’re ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don’t write past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don’t use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 18 if you need to adjust computers for the Essay.
To all students, say:

Please do not sign your essay or add your name to it (as in, for example, “By Jane Doe”). Doing so could delay your essay score.

Now read the directions, then turn to the Essay question and begin work. Time starts now.

Use this time to confirm you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren’t serialized.)

After 25 minutes, say:

You have 1 hour and 15 minutes remaining in the Essay section and 25 minutes until the break.

After 45 minutes, say:

You have 55 minutes remaining in the Essay section and 5 minutes until the break.

After 50 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your Essay book. Close your Essay book and leave it on your desk.

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume. Students may stand and stretch but should not leave the room without your permission.

At the end of the break, say:

Please take your seat. You have an additional 50 minutes remaining in the Essay section. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 25 minutes (from the break), say:

You have 25 minutes remaining in the Essay section.

After 45 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

After exactly 50 minutes (from the break), say:


If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. [pause]

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 18. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can’t access them.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 and follow the instructions to collect test materials and answer sheets before dismissing students.
SCRIPT 5: 50% Extended Time for Two-Day Testing

IMPORTANT: The following script is for 50% extended time on the entire test (for reading or use of a reader/scribe) for students who are taking the SAT with Essay. If you are testing students with 50% extended time on the SAT without Essay, turn to Script 3: 50% Extended Time for One-Day Testing on page 58.

SECTION 1: Reading Test

98 MINUTES 50% EXTENDED TIME
49 Minutes 5-MINUTE BREAK 49 Minutes

When everyone is ready, say:

Once we begin, you will have 1 hour and 38 minutes to work on Section 1, the Reading Test. We will stop halfway through, after 49 minutes, for a 5-minute break. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Good Luck. Time starts now.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

After 30 minutes, say:

You have 68 minutes remaining in Section 1 and 19 minutes until the break.

After 44 minutes, say:

You have 54 minutes remaining in Section 1 and 5 minutes until the break.

After 49 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 1

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 49 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 1.

Procedures to Follow During Testing (continued)

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:
After 49 minutes, say:

Stop work and put your pencil down. [pause] Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

Break Between Sections

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. [pause]
Do not open your test book until I tell you to do so.

Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.
After exactly 53 minutes, say:

Stop work and put your pencil down. [pause]

Place your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk.

Break Between Sections

For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

Post the break time of 5 minutes and what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to. Keep your test book, with your answer sheet inside, flat in the center of your desk. [pause]

SECTION 3:
Math Test – No Calculator

50% EXTENDED TIME

38 Minutes

IMPORTANT: If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. (Percentage and square root function keys are permitted.)

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES 50% EXTENDED TIME

START TIME ________ STOP TIME ________

After 20 minutes, say:

You have 18 minutes remaining in Section 3.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

Stop work and put your pencil down. Close your answer sheet and place it inside the front cover of your test book. [pause]

End of Day 1

To students, say:

We have completed testing for today. You will take the rest of the test tomorrow. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Return any collected cell phones once you are sure you have all testing materials. Note in the following script what time students should report for testing on Day 2, then read the script to dismiss students.
When all materials have been accounted for, say:

When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at ______________.

Please gather your belongings and exit the room quietly.

On Day 2 of Testing
Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Powering Off and Storing Devices

Collection of personal belongings
Most schools will be collecting students’ phones, electronic devices, and/or backpacks. Read script A if this is the case in your school. Read script B if your school does not allow collection of students’ belongings. READ ONLY ONE OPTION.

A If your school is collecting personal belongings, say:

Good morning. By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test. [pause]

B If your school does not allow collection of personal belongings, say:

Good morning. At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Allow time for students to turn in or put away any of these devices.

To all students, say:

Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. If your cell phone makes a noise or creates a disturbance while in your possession, I will dismiss you from testing. From this point on, I will dismiss any student that I see with a phone.

Preparing to Test

If you are administering the SAT with Essay, set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:

Now we’re going to prepare to start the test.

- Remove everything from your desk except your pencils with erasers, an acceptable calculator if you brought one, and any items you’re approved to use as an accommodation. [pause]
- Put all backup calculators and extra batteries under your seat in plain sight. [pause]
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

I will take a moment now to look around and make sure you are using acceptable calculators. [pause]

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.)

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.
Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

SECTION 4:  
Math Test – Calculator

83 MINUTES 50% EXTENDED TIME

42 Minutes  5-MINUTE BREAK  41 Minutes

To all students, say:

Once we begin, you will have 1 hour and 23 minutes to work on Section 4, the Math Test with Calculator. We will stop after 42 minutes and take a 5-minute break.

You may use a calculator for this section. Please take your calculator out now and place it in the center of your desk. [pause]

When using a calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

42 MINUTES 50% EXTENDED TIME

START TIME __________  STOP TIME __________

After 15 minutes, say:

You have 68 minutes remaining in Section 4 and 27 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in Section 4 and 5 minutes until the break.

After 42 minutes, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 4

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. You have an additional 41 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off on Section 4.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

41 MINUTES 50% EXTENDED TIME

START TIME __________  STOP TIME __________
After 21 minutes (from the break), say:
You have 20 minutes remaining in Section 4.

After 36 minutes (from the break), say:
You have 5 minutes remaining in Section 4.

After exactly 41 minutes (from the break), say:
Stop work and put your pencil down. [pause] Close your test book and answer sheet. Place your answer sheet next to your test book.

Now say:
Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]
Check that you have also completed fields B–D. Please raise your hand if you need help completing any fields. [pause]
When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

Break Between Sections
Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the Essay.

IMPORTANT: If you are testing students using the ATC format, the flash drive includes the Essay; do not collect the drives until after administering the Essay.

After collecting and counting test books, say:
Place your calculator under your desk. We’ll take a break now to stretch for 2 minutes. You may not leave the room or discuss test questions.

2-MINUTE BREAK
Post the break time of 2 minutes and what time testing will resume.

At the end of the break, say:
Please take your seat. [pause]

The Essay
75 MINUTES 50% EXTENDED TIME
38 Minutes 5-MINUTE BREAK 37 Minutes

To all students, say:
I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:
When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code number __________, school name _______________ , and this room’s testing room code ____________, which I have posted for you.

Next, say:
Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you’ve finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

IMPORTANT: Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.
To all students, say:

Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes. [pause]

To students writing the essay on the answer sheet, say:

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you’re ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don’t write past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don’t use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 18 if you need to adjust computers for the Essay.

To all students, say:

Please do not sign your essay or add your name to it (as in, for example, “By Jane Doe”). Doing so could delay your essay score.

Now read the directions, then open your Essay book and begin work. Time starts now.
After 17 minutes (from the break), say:

You have 20 minutes remaining in the Essay section.

After 32 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

After exactly 37 minutes (from the break), say:


If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet.

If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet.

To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can’t access them.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 and follow the instructions to collect test materials and answer sheets before dismissing students.

SCRIPT 6:

MP3 Audio Format

The following script is for MP3 audio format users. By this time, you should have downloaded the test form on each student’s computer. If you haven’t yet done so, return to Starting the MP3 Audio Streaming App on page 41.

To all MP3 audio format users, say:

The test has been set up on your computer. Do not begin the test until I tell you to do so. I will review the navigation with you now.

To students who are using a PC or a Mac, say:

If you are using a PC or Chromebook, your keyboard navigation will use the Control key. If you are using a Mac, your keyboard navigation will use the Command key.

I have written the keyboard and other navigation commands on the board. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track. The track that is currently playing should be highlighted.

Explain the navigation by saying:

- Use Control- or Command-P to play or pause the audio. You can also click the play or pause icon at the bottom of the screen.
- To change the volume, click and drag the volume control slider.
- To skip back to a previous track, press Control- or Command-B.
- To skip forward to the next track press Control- or Command-F.
- To move forward and backward within a track, click on the timeline ribbon at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast forward or rewind controls. The audio recording will play continuously through the entire test section unless you manually pause it, and will stop automatically at the end of the last track for the section.

If your track ends before time is called, you can return to any tracks within the section to review your work. If you need help at any point, raise your hand.
Explain procedure by saying:

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it is time to stop and take off your earphones. Are there any questions about the information that I have just read? [Pause]

Answer all questions about procedure, and then continue with the script.

IMPORTANT: Skip the next script if your students are using a flash drive format.

To students using the streaming application, say:

We're going to listen to the test introduction now. Click Begin Test and then click Yes when the pop-up box appears. [Pause]

Prepare students to listen to the introduction by saying:

Plug in your earphones or headphones. Once I tell you to start the directions, put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command- or Control-P to pause. Then take off your earphones and look up to signal that you are ready to continue with the test. Now double-click Test Directions to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high. Answer all questions about procedure.

When students are ready, say:

Click the square Stop button. This will take you back to the list of test sections.

SECTION 1: Reading Test

130 MINUTES 100% EXTENDED TIME

When students are ready, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will take a brief break after 65 minutes.

Please keep your calculator under your desk; you won’t need it on this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don’t lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Each time we pause testing, whether for a break or at the end of a section, click Pause or press Command- or Control-P and take your earphones off so you can hear my directions. At that point, if I tell you the section is ended, you’ll need to click the Stop button. This will take you back to the list of sections so you can start the next one after the break. Are there any questions? [pause]

Answer all questions about procedure, and then continue with the script.

Prepare to start Section 1 by saying:

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. When I signal you to stop, take off your earphones so that you can hear my directions. Your computer screen should show the section table of contents. If it doesn’t, please raise your hand.

Help students navigate to the correct screen.

To all students, say:

Open your test book to Section 1 in case you want to refer to it. When I say “Time starts now,” you can put on your earphones, double-click on Section 1, listen to the directions, and begin work. Good luck! Time starts now.

Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don’t read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don’t look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 31
- Monitor Students on page 37
- Complete the Count of Materials on page 31
- Monitor Breaks on page 31

### After 30 minutes, signal students and say:

You have 1 hour and 40 minutes remaining in Section 1 and 35 minutes until the break.

### After 60 minutes, signal students and say:

You have 1 hour and 10 minutes remaining in Section 1 and 5 minutes until the break.

### After 65 minutes, signal students to take off their earphones and say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Pause the test by clicking Pause or pressing Command- or Control-P. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

If students press the Stop button by accident, tell them that after the break they can navigate back to their question by double-clicking the section they’re working on.

### Time the Break and the Second Half of Section 1

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

#### At the end of the break, say:

Please take your seat. [pause]

You have an additional 65 minutes remaining in Section 1. Open your answer sheet to where you were working and open your test book to Section 1 in case you need to refer to it. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones and resume the question you were working on by pressing Control- or Command-P or clicking Play. Time starts now.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Clock" /> <strong>65 MINUTES 100% EXTENDED TIME</strong></td>
</tr>
<tr>
<td>START TIME _________  STOP TIME _________</td>
</tr>
</tbody>
</table>

### After 30 minutes (from the break), signal students and say:

You have 35 minutes remaining in Section 1.

### After 60 minutes (from the break), signal students and say:

You have 5 minutes remaining in Section 1.

### After exactly 65 minutes (from the break), signal students to take off their earphones and say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Click the Stop button to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

#### To all students, say:

Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

#### To all students, say:

We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don’t go anywhere other than the designated areas, the hallway, or the restroom. Please don’t talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

Walk around the room to check that all answer sheets are closed and that answer sheets are inside the test books.

### Break Between Sections

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

#### At the end of the break, say:

Please take your seat.

### Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.
When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the SAT School Day Student Guide and online at sat.org.

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find the Certification Statement field. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today’s date. Look up when you are done. [pause]

Walk around the room and ensure that all students are writing the Certification Statement.

SECTION 2:
Writing and Language Test

115 MINUTES MP3 EXTENDED TIME

58 Minutes 5-MINUTE BREAK 57 Minutes

When students are ready, say:

Once we begin, you’ll have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will stop for a short break after 58 minutes. If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk; you don’t need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2 in case you need to refer to it. Your computer screen should show the list of sections.

To all students, say:

When I say “Time starts now,” you can put on your earphones, double-click on Section 2, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

58 MINUTES EXTENDED TIME

START TIME STOP TIME

After 30 minutes, signal students and say:

You have 1 hour and 25 minutes remaining in Section 2 and 28 minutes until the break.

After 53 minutes, signal students and say:

You have 1 hour and 2 minutes remaining in Section 2 and 5 minutes until the break.

After 58 minutes, signal students and say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Pause the test by clicking Pause or pressing Command- or Control-P. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 2

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

Walk around the room to check that all test books are closed and that all answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. [pause]

You have an additional 57 minutes remaining in Section 2. Open your answer sheet to where you were working and open your test book to Section 2 in case you need to refer to it. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones, and select Play or press Control- or Command-P to resume the question you were working on. Time starts now.
**Collect Test Materials**

1. Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

2. Collect answer sheets and test materials, including any scratch paper, from each student in the same order that they were distributed. If students downloaded test forms themselves, collect the notes or pieces of paper that you copied their SSD numbers onto. They’ll need these again for the second day of testing.

**After all materials are accounted for, say:**

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at ________.

Please gather your belongings and exit the room quietly.

Return any collected cell phones and dismiss students.

**Day 2 of Testing**

**Before Admitting Students for Day 2 of Testing**

Before Admitting Students for Day 2 of Testing:

1. Ensure navigation notes are posted for students to see (as given under Prepare the Testing Room on page 28).

2. Power on all computers. Make sure the volume is not muted and each computer is plugged in.

If you're administering the test to students who are approved to type the Essay, make sure computers are connected to a working printer.

3. Turn to the applicable instructions for the students you are testing:

   a. For students using the MP3 streaming application, follow the same steps as you did on Day 1 under Administer the MP3 Audio Format on page 33 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script for students later in this section.

   b. For students using flash drives, turn to Setting Up Computers for MP3 Flash Drives on page 106.
Admitting Students
Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Powering Off and Storing Devices

Collection of personal belongings
Most schools will be collecting students’ phones, electronic devices, and/or backpacks. Read script A if this is the case in your school. Read script B if your school does not allow collection of students’ belongings.

READ ONLY ONE OPTION.

A If your school is collecting personal belongings, say:
Good morning. By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test. [pause]

B If your school does not allow collection of personal belongings, say:
Good morning. At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Allow time for students to turn in or put away any of these devices.

To all students, say:
Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. If your cell phone makes a noise or creates a disturbance while in your possession, I will dismiss you from testing. From this point on, I will dismiss any student that I see with a phone.

Preparing to Test
If you are administering the SAT with Essay, set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:
Now we’re going to prepare to start the test.
- Remove everything from your desk except your pencils with erasers, an acceptable calculator if you brought one, and any items you’re approved to use as an accommodation. [pause]
- Put all backup calculators and extra batteries under your seat in plain sight. [pause]
- Place any water bottles and snacks under your desk.

I will take a moment now to look around and make sure you are using acceptable calculators. [pause]

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.)
- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

Then, say:
Now place your calculator under your desk. You won’t need it for Section 3. [pause] Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

If students are downloading their own test forms on their computers, give them the sticky note or piece of paper with their SSD number that you used for Day 1 of testing.
IMPORTANT: If you are testing students using flash drives, skip forward to Section 3: Math Test – No Calculator.

IMPORTANT: Only read the following script if you did not download the test form on each student’s computer as described in Administer the MP3 Audio Format on page 33. If you have already downloaded students’ test forms, skip forward to Section 3: Math Test – No Calculator.

Guide students to download their test file by saying:

The test is being administered via streaming audio. As we did for the first day of testing, I will guide you through the steps to enter the information about your test and download it to your computer.

1. Under Assessment Information, please add the 6-digit school code I have posted. [pause]

2. Under the Assessment Type drop-down menu, choose SAT School Day. [pause]

3. Under Student Information, please fill in your first and last name.

4. Under the field SSD Number, please fill in the 10-digit number that I have written down and given to you. [pause]

5. Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [pause]

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select Confirm SSD. If you continue to receive an error message, raise your hand.

IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper that you gave to the student and that the student is typing the number correctly. If you need further assistance, call the SSD Office (844-255-7728).

Then say:

In the Form Selection field, use the drop-down menu to select the Multiple Choice option for the test date that I have posted on the board. [pause]

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the drop-down menu on the right of the form name, confirm you are testing on Day 2. [pause]

2. Select the Continue button.

3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select Confirm.

4. After confirming, you may select Begin Form Download.

5. At this point I want everyone to STOP while your form downloads. When the Begin Test button appears, do NOT select it until instructed to do so.

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

SECTION 3:
Math Test – No Calculator

100% EXTENDED TIME

© 50 Minutes

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator is not a scientific or graphing calculator. (Percentage and square root function keys are permitted.)

Remind students how to use the MP3 streaming application by saying:

Please plug in your earphones. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. [Pause]

Answer questions about the computer setup and navigation before continuing.

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will have a short break when this section is over. Although this is a math section, you are not allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an approved accommodation to use a four-function calculator.
Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. You will also see a series of reference tracks on your screen after the directions and before the test questions. You can skip them if you want by scrolling down and double-clicking on Question 1.

Find Section 3 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Open your test book to Section 3 in case you need to refer to it.

IMPORTANT: Skip the next script if your students are using a flash drive format.

To students using the streaming application, say:
Click Begin Test and then click Yes when the pop-up box appears. [Pause]

To all students, say:
When I say “Time starts now,” you can put on your earphones, double-click on Section 3, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

Check that no calculator applications are running on student computers unless the student has been approved to use the computer-based calculator as an accommodation.

After 20 minutes, signal students and say:
You have 30 minutes remaining in Section 3.

After 45 minutes, signal students and say:
You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones and say:
Pause your work, put your pencil down, and place your earphones on the desk. [pause]
Click the Stop button to stop work on the test.

For the break, say:
You will now have 5 minutes to stretch. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. If you have brought a snack, you may eat it in designated areas only. You may not use any electronic device, including a phone, during this or any other break. Do not go anywhere other than the designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

Walk around the room to check that all answer sheets are closed and that test books are inside the answer sheets.

Break Between Sections

5-MINUTE BREAK

At the end of the break, say:
Please take your seat. [pause]
Do not open your test book until I tell you to do so.

SECTION 4:
Math Test – Calculator
110 MINUTES 100% EXTENDED TIME

When all students are ready, say:
You will have 1 hour and 50 minutes to work on Section 4, the Math Test with Calculator. We will stop for a short break after 55 minutes. You may use a calculator for this section. Please take your calculator out and place it in the center of your desk. [pause]

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.
Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. You will also see a series of reference tracks on your screen after the directions and before the test questions. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

Continue by saying:

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet.

To all students, say:

When I say “time starts now,” put on your earphones, double-click on Section 4, listen to the directions, and begin work. Time starts now.

After 30 minutes, signal students and say:
You have 1 hour and 20 minutes remaining in Section 4 and 25 minutes until the break.

After 50 minutes, signal students and say:
You have 1 hour remaining in Section 4 and 5 minutes until the break.

After exactly 55 minutes (from the break), signal students to take off their earphones and say:
Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Pause the test by clicking Pause or pressing Command- or Control-P. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of Section 4

Post the break time of 5 minutes and what time students should return to their seats.

At the end of the break, say:

Please take your seat. [pause]

Do not open your test file until I tell you to do so. You have an additional 55 minutes remaining in Section 4. Open your answer sheet to where you were working and open your test book to Section 4 in case you need to refer to it. When I say “Time starts now,” you can put on your earphones and select Play or press Control- or Command-P to resume the question you were working on. Time starts now.

After 30 minutes (from the break), signal students and say:
You have 25 minutes remaining in Section 4.

After 50 minutes (from the break), signal students and say:
You have 5 minutes remaining in Section 4.

After exactly 55 minutes (from the break), signal students to take off their earphones and say:
Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Click the Stop button to stop the test.

Close your answer sheet and your test book, and place the answer sheet next to the book on your desk.

Make sure all students have stopped work and removed their earphones.

IMPORTANT: If testing students using a flash drive format, skip the next script.
To all students using the MP3 streaming format, say:

Move your cursor to the top right of your screen and click the End Test button. Confirm by clicking End Test on the pop-up window to close the application. Please sit quietly while the test application closes. [pause]

Now say to all students:

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–D. Raise your hand if you need help completing any fields. [pause]

When you are finished checking, place your answer sheet face down on your desk. Please remain quiet while I collect and count your test books. You may stand and stretch if you need to, but please don’t talk.

Collect each test book from each student in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students can’t access them.

If students downloaded their test forms themselves, they’ll still have the pieces of paper with their SSD numbers that you gave them. Do not collect these pieces of paper from students who’ll be taking the Essay. They’ll need their SSD numbers to begin the Essay.

SAT Test Type
If your students are taking the SAT without Essay, complete the steps under A. If your students are taking the SAT with Essay, complete the steps under B.

FOLLOW ONLY ONE OPTION.

A In the SAT without Essay Room: Testing has concluded.

To all students taking the SAT without Essay, say:

Congratulations, you have just finished the test! Please remain quietly in your seat until I dismiss you.

Proceed to After the Test on page 93 and read the remaining instructions to collect answer sheets before dismissing students.

B In the SAT with Essay Room: Continue with the instructions that follow.

Before the Essay
Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the Essay.

IMPORTANT: If you are testing students using flash drives, skip forward to The Essay on page 90.

After collecting and counting test books, say:

I will now launch the Essay on your computers. You’ll need to step away from your desk while I launch the Essay.

To launch the Essay, the proctor or SSD coordinator will need to reopen the application by entering their SSD Online credentials. (This must be completed out of the student’s line of sight.) Complete the steps under Setting up MP3 Audio Streaming on Test Day on page 33 to prepare the computers for the Essay testing.

Starting the Essay for MP3 Streaming Format
If you have already completed the test information and downloaded the Essay for students, skip ahead to start The Essay on page 90.

Guide students to download their test file by saying:

I will guide you through the steps to enter the information about your test and download it to your computer.

1. Under Assessment Information, please add the 6-digit school code I have posted. [pause]

2. Under the Assessment Type drop-down menu, choose SAT School Day. [pause]

3. Under Student Information, please fill in your first and last name.

4. Under the field SSD Number, please fill in the 10-digit number that I have written down for you. [pause]

5. Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [pause]

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select Confirm SSD. If you continue to receive an error message, raise your hand.
IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the test book and that the student is typing the number correctly. If you need further assistance, call the SSD Office (844-255-7728).

Then say:

In the Form Selection field, use the drop-down menu to select the Essay option for the test date that I have posted on the board. [pause]

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the drop-down menu on the right of the form name, confirm you are testing on Day 2. [pause]
2. Select the Continue button.
3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select Confirm.
4. After confirming, you may select Begin Form Download.
5. At this point I want everyone to STOP while your form downloads. When the Begin Test button appears, do NOT select it until instructed to do so.

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

The Essay

100 MINUTES 100% EXTENDED TIME
50 Minutes 5-MINUTE BREAK 50 Minutes

To all students, say:

I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so. Put your calculator under your desk.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code number __________, school name ______________________, and this room’s testing room code __________, which I have posted for you.

Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you’ve finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

To all students writing the Essay on an answer sheet, say:

You can make notes and plan your essay on the unlined planning page, but any work on the planning page will not be scored. When you’re ready, start writing your essay on the first lined page, which says “Begin Your Essay Here.” You must write your essay on the appropriate answer sheet pages and within the marked margins. Don’t keep writing past the word “STOP” on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, or you leave your essay blank, you will receive an Essay score of zero.

IMPORTANT: If you have students using flash drives who are also approved to use a computer for the Essay, remind them that they may not use any special word processing features (such as cut and paste) or other applications, software, or assistive technology. Ensure that their computer is set up to produce the correct font size as noted under Page Settings for Printing Essays on page 20. Skip the next script.
To students typing the Essay in the MP3 streaming app, say:

If you have been approved to type your essay, the MP3 streaming application contains a yellow Essay Editor tab on the right hand side. You have the choice of 2 font types: Times New Roman or Arial. There are 3 font sizes available. You will choose a 10-point font, unless you have been approved to use a 14-point or 20-point font. Do not adjust the margin settings. The Essay Editor does not contain any special word processing features, applications, software, or assistive technology. The Essay Editor can be opened and closed without losing anything that you’ve typed. No shortcut keys work in the editor, and also the tab key does not work.

If you have students using flash drives who are approved to type their essays, inform them of the following:

- Students may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved.
- If students are using a test book with larger type size, they may use that type size for their essay.
- Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond the appropriate page limit will not be scored.

To all students, say:

Please do not sign your essay or add your name to it (as in, for example, “By Jane Doe”). Doing so could delay your essay score.

You will have 1 hour and 40 minutes to work on the Essay section. We will stop for a short break after 50 minutes. Keep your answer sheet flat on your desk. Open your Essay book in case you need to refer to it. Your computer screen should show two sections, one for the Essay Directions, and one for the Essay.

To all students, say:

When I say “Time starts now,” you can put on your earphones, start the Essay Directions, listen to the directions. After you listen to the directions, double-click the Essay, listen to the Essay question, and begin work. Time starts now.

After 25 minutes, signal students and say:

You have 1 hour and 15 minutes remaining in the Essay section and 25 minutes until the break.

After 45 minutes, signal students and say:

You have 55 minutes remaining in the Essay section and 5 minutes until the break.

After 50 minutes, signal students to take off their earphones and say:

Pause your work and take off your earphones. [pause] If you are typing your essay, minimize or hide the text editor on your screen. Put your answer sheet on top of the page that you are currently working on in your Essay book. Close your Essay book and leave it on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

Post the break time of 5 minutes and what time testing resumes. Students may stand and stretch but should not leave the room without your permission.

Walk around the room to check that all test files are paused and that all answer sheets are closed with Essay books inside them.
At the end of the break, say:

Please take your seat. Do not open your Essay file until I tell you to do so. You have an additional 50 minutes remaining in the Essay section. Open your answer sheet and place it flat on your desk. Open your Essay book in case you need to refer to it. When I say “Time starts now,” you may continue work on the essay. You can also replay the Essay question or directions if you need to. If you are typing the Essay, open your text editor to continue work. Time starts now.

If you have students using a computer for writing the essay, when time is called for the Essay, tell students to stop typing and click the print icon on the left side of the screen. Once the essay is printed, have students write their full name on the back of each sheet (in the center of the sheet), and hand the sheets in with the Essay books.

You can print an essay even if the student inadvertently closes the application before printing. Choose “Print an Essay” from the opening screen in the application to do so. You’ll need to enter the student’s SSD number to retrieve, view, and print the essay.

IMPORTANT: If testing students using a flash drive format, skip the next script.

Guide students to close the MP3 audio streaming format by saying:

Move your cursor to the top right of your screen and click the End Test button. Confirm by clicking End Test on the pop-up window to close the application. Please sit quietly while the test application closes. [Pause]

To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

IMPORTANT: Testing is now complete. Proceed to After the Test on page 93 and follow the instructions to collect test materials and answer sheets before dismissing students.
After the Test

Students who have finished testing may need to be dismissed in two groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or want to make changes to their score sends in field 14 on the answer sheet.

**To all students, say:**

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify College Board in writing, by overnight mail or fax, no later than 11:59 p.m. Eastern Time on the fourth weekday from today. You can also find the form online at sat.org.

I will now come around and collect any other test materials from you. Please hold on to your answer sheet.

Before Collecting Answer Sheets

Read this script to determine if any students need to complete non-test information on their answer sheets.

**To all students, say:**

If you still have non-test information to fill out on your answer sheet, including any new score sending selections that you want to make, please open your answer sheet to page 2 (or page 5 for a large-block answer sheet). Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I’ll help you complete your answer sheets.

If you have already completed all the non-test information on your answer sheet, leave your answer sheet face up on your desk.

For students who have completed non-test information on the answer sheets, proceed to Collect Answer Sheets on page 95. When you have dismissed these students, return to Completing the Answer Sheets below for any students remaining.

Completing the Answer Sheets

Distribute a copy of the Student Answer Sheet Instructions to students remaining in the room for completing the non-test information on their answer sheets.

**To all students, say:**

Follow along in the Student Answer Sheet Instructions booklet as I read instructions to you.

Students using braille, MP3 audio, or ATC formats may need you to read instructions from the Student Answer Sheet Instructions.

For fields 10–14, say:

Turn to page 2 (or page 4 in the large-block answer sheet), and fill in your address in fields 10–13 of your answer sheet. Leave field 14 blank. Raise your hand if you have any questions. Look up when you’re done.

Students using large-print instructions may need your help with the list for field 15.

Collect Test Materials

**TASKS**

Collect Test Books and Other Test Materials

Collect other test materials except for answer sheets, including scratch paper and any translated instructions, at this time. Place materials where students can’t access them.

Collect Flash Drives

1. If testing students using the ATC format (or if you have received permission to test MP3 students with flash drives), collect the flash drives. Walk around the room to close each media player. Click on the X in the upper right corner of the media player window, or click on File and select Exit from the drop-down menu. Then eject the USB flash drive by doing the following:
   a. 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.
   b. For Mac computers, eject the flash drive by clicking on the up arrow next to the icon under DEVICES.
   c. For Chromebooks, click on the eject icon next to the flash drive in the devices list.
2. Place each drive in the original package for each student.
3. Before powering off each computer, ensure the cache is emptied and no files have been copied onto the computer.
After the Test  Collect Test Materials

For field 15, say:

Find field 15 on page 2 of your answer sheet (page 5 of the large-block answer sheet). When you take the SAT as a part of SAT School Day, you’re entitled to send your scores—for free—to as many as 4 colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you’re not ready to apply.

Find the Score Reporting Code List in your Student Answer Sheet Instructions booklet. Use this list to find the 4-digit number for the schools or scholarship programs you want to send your scores to. U.S. colleges and universities are listed in alphabetical order by state first. Institutions in U.S. territories come next, followed by international ones. The final list in this document shows scholarship programs listed by state or country, in alphabetical order.

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you’re done. [pause]

Now say:

If you have no other information to include on your answer sheet, close the Student Answer Sheet Instructions and your answer sheet, and place the answer sheet face up on your desk. I will help other students start completing the rest of the answer sheet, and while they are working, I will dismiss anyone who is finished testing.

Read the remaining scripts below if you have students who need to complete fields 16–39. Proceed to Collect Answer Sheets on page 95 if no one needs to complete these fields.

For field 16, say:

Turn to page 3 (or stay on page 5 if using a large-block answer sheet). Follow the directions in your booklet to fill in field 16 and indicate whether or not you’d like to opt in. Raise your hand if you have questions. [pause]

For field 17, say:

If you’d like to get information from College Board by email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17.

This is on page 6 if you are using a large-block answer sheet. Indicate at the top of the field whether this is your own email address or a parent or guardian’s address.

If you give your own email address and opted in to Student Search Service in field 16, you may also get information from colleges sent to your email address. [pause]

To all students, for field 18, say:

Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number and fill in the corresponding bubbles. Please look up when you’re done. [pause]

When everyone is ready, say:

Now we’ll complete the rest of the non-test questions, which ask for more information about you, your educational background, experiences, and outside school activities and interests.

There are certain advantages for you to complete this optional information. If you opted in to Student Search Service, it’s provided to colleges, universities, and scholarship providers, and used to identify students who may be interested in the opportunities they offer. However, it’s important that you know College Board will also be able to use this information and provide it to others for additional uses, such as research.

These fields are optional. If your parent or guardian has told you that you shouldn’t complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

Instructions for how to complete these fields are provided in your Student Answer Sheet Instructions booklet starting on page 2. Follow the instructions to complete fields 19–22. Then turn to the inside back cover of your answer sheet (or page 8 in your large-block answer sheet) to complete fields 23–39. Raise your hand if you have any questions. [pause]

When you’re finished, close your Student Answer Sheet Instructions booklet and place it next to your answer sheet on your desk. Place your answer sheet face up on your desk. Please wait quietly while others finish.
IMPORTANT: If you have students who only asked to change their score sends, you can dismiss them while others are completing the additional fields.

When you're ready to dismiss students, continue with the instructions under Collect Answer Sheets.

Collect Answer Sheets
Collect an answer sheet (and Student Answer Sheet Instructions booklet, if applicable) from each student who is ready for dismissal—these students should have their answer sheets placed face up on their desks.

For each student, before moving on to the next person, do the following:

- Make sure students have completed all fields on the front page of the answer sheet (fields 1–9). (If students skipped any of these fields, make sure this information is printed on their pre-ID label.)
- Make sure the test information on the back of their answer sheets (A–D) has been completed. (On the large-block answer sheet, the fields have the same numbers/letters, but different locations on the answer sheet.) These fields must be completed for a student to receive a score report.
- If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document this on an IR.
- If you suspect impersonation, note the student’s name on the IR. Notify the test coordinator immediately.

Before Dismissing Students
Make sure answer sheets aren’t inserted in or between test books or Essay books (if any).

- Verify by count you have a multiple-choice test book, an Essay book (if any), and an answer sheet for each student being dismissed.
- Verify by serial number you have collected the test books assigned to your room.
- Keep students seated until you’re sure you have an answer sheet and the testing materials assigned to each student.
- Make sure students have completed all fields on the front page of the answer sheet (fields 1–9). (If students skipped any of these fields, make sure this information is printed on their pre-ID label.)
- Make sure they have filled out the test information (A–D) on the back of their answer sheets. (On the large-block answer sheet, the fields have the same numbers/letters, but different locations on the answer sheet.) These fields must be completed for a student to receive a score report.

- If you have any students who are approved to write their answers in the test book, you must ensure their answer sheets include the students’ personal and test information for fields 1–9 and A–D before dismissing students. You must transcribe their answers after students are dismissed.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

To students who completed the Essay, say:

In addition, you are not permitted to discuss or share today’s Essay question until after the Essay is available online.

Returning Collected Items
If you have collected personal belongings from students, read script A. If you have not collected any belongings, read script B.

READ ONLY ONE OPTION.

A To students whose belongings were collected, say:

This test administration is now over. As you prepare to leave, please come up and retrieve your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

B To students who have all their belongings, say:

The test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

If all students have left the room: Continue with the tasks under After Students Leave the Room.

If students remain in the room: Return to Completing the Answer Sheets on page 93 to guide them in completing the nontest information on their answer sheets.
After Students Leave the Room

TASKS

Transcribe Student Responses for Scoring

A completed answer sheet must be submitted for a student to receive a score report.

- If you have any students approved to write their answers in the test book, do the following:
  - On the test book, write the student’s name, 6-digit school (AI) code, and litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
  - Transfer responses from the test book to the regular answer sheet pages. If you do not have enough answer sheets to complete the transcription, return without transcribing to your test coordinator.

- For students approved to use braille writers or computers to record answers, you or a monitor or support staff member must:
  - Transfer multiple-choice and student-produced responses from braille or computer pages to the regular answer sheet pages. (Typed essays do not need to be transcribed, and should be returned according to the instructions under Prepare the Typed Essay for Scoring.)
  - On the materials that you transferred answers from, write the student’s name, 6-digit AI code, and answer sheet litho code.
  - Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.

Prepare the Typed Essay for Scoring

If you have tested students who were approved for a computer to type their essays, prepare the typed essay for scoring as follows:

- Attach the typed essay page(s) by paper clip to the student’s answer sheet and place both into the white Accommodated Testing Envelope.
- Print and save an extra copy of the typed essay with the student’s name written on it and give it to the coordinator for their records.
- If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an IR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

**IMPORTANT:** After you have printed and saved a copy of the essay, check to make certain the essay file is deleted and the computer’s deleted items folder is emptied before turning off the computer.

- Make sure the Essay Code has been gridded in on the answer sheet (page 6).

Finish Up

- Complete and sign the Testing Room Materials Report form and seating chart.
- Fill out an IR if you encountered an irregularity.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster or NAR identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers.
- Return the annotated room roster or NAR, the completed Testing Room Materials Report form, and all test materials and forms to the test coordinator.
### Overview of Accommodated Timing and Breaks

**OVERVIEW OF ACCOMMODATED TIMING AND BREAKS**

<table>
<thead>
<tr>
<th>Script 1</th>
<th>Standard Time (Accommodated Room)</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td>35 minutes</td>
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<td>50 minutes</td>
<td>3 hours, 15 minutes</td>
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</tr>
<tr>
<td>Script 2</td>
<td>Standard Time with Extra Breaks</td>
<td>33 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>28 minutes</td>
<td>2-min. break</td>
<td>25 minutes</td>
<td>3 hours, 25 minutes</td>
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<td>5-min. break</td>
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<tr>
<td>Script 3</td>
<td>50% Extended Time One-Day Testing</td>
<td>49 minutes</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>38 minutes</td>
<td>4 hours, 57 minutes</td>
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<td>5-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>37 minutes</td>
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<td>Script 4</td>
<td>100% Extended Time</td>
<td>65 minutes</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
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<td>6 hours, 20 minutes</td>
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<td>65 minutes</td>
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<td>End Day 1</td>
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<td>Script 5</td>
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<td>53 minutes</td>
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<td>5-min. break</td>
<td>38 minutes</td>
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<td>5-min. break</td>
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<td>5-min. break</td>
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<td>Script 6</td>
<td>MP3 Audio Users</td>
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<td>End Day 1</td>
<td>5-min. break</td>
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*Note: Times and breaks are approximate and subject to change. Please consult the Accommodated Testing Manual for the most accurate information.*
## Timing That Requires Combined Scripts

### Timing Chart for Accommodated Testing Using Combined Scripts

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 4</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Extended Time for Math and Writing on SAT with Essay</td>
<td>SCRIPT 1</td>
<td>SCRIPT 4</td>
<td></td>
<td></td>
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<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>50 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
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<td>10-min. break</td>
<td>5-min. break</td>
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<td></td>
<td></td>
<td>End Day 1</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 4</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Extended Time for Writing Only on SAT with Essay</td>
<td>SCRIPT 1</td>
<td>SCRIPT 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 hours, 2 minutes</td>
</tr>
<tr>
<td>65 minutes</td>
<td>35 minutes</td>
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<td>55 minutes</td>
<td>2-min. break</td>
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<td>5-min. break</td>
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<td>10-min. break</td>
<td>5-min. break</td>
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</table>

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 4</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Extended Time for Math Only</td>
<td>SCRIPT 1</td>
<td>SCRIPT 4</td>
<td>SCRIPT 1</td>
<td></td>
<td></td>
<td></td>
<td>4 hours, 45 minutes</td>
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<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2 min. break</td>
<td>50 minutes</td>
<td>5-min. break</td>
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<td>10-min. break</td>
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<td>5-min. break</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 3</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% Extended Time for Math and Writing Only on SAT with Essay</td>
<td>SCRIPT 1</td>
<td>SCRIPT 3</td>
<td></td>
<td></td>
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<td></td>
<td>5 hours, 28 minutes</td>
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<tr>
<td>65 minutes</td>
<td>35 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>41 minutes</td>
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<td>10-min. break</td>
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<table>
<thead>
<tr>
<th>Scripts 1 &amp; 3</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
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<tbody>
<tr>
<td>50% Extended Time for Writing Only on SAT with Essay</td>
<td>SCRIPT 1</td>
<td>SCRIPT 3</td>
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<td></td>
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<td>4 hours, 37 minutes</td>
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</table>

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 3</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% Extended Time for Math Only</td>
<td>SCRIPT 1</td>
<td>SCRIPT 3</td>
<td>SCRIPT 1</td>
<td></td>
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<td></td>
<td>4 hours, 6 minutes</td>
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<td>5-min. break</td>
<td>41 minutes</td>
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</tbody>
</table>

**Important:** For students approved for extra breaks and testing with standard time, use Script 2.
## Standard SAT Section Timing Chart—Nonstandard Administration

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR STANDARD SECTIONS

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
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</thead>
<tbody>
<tr>
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<td>65 min.</td>
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## Standard SAT Section Timing Chart—with Extra Breaks

### IMPORTANT: All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

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### 50% Extended Time SAT Section Timing Chart—One- or Two-Day Testing

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

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*Note: Times are rounded to the nearest minute.*
# 100% Extended Time SAT Section Timing Chart

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

## Start and Stop Times for 100% Extended Time Section

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# MP3 Audio Format SAT Section Timing Chart

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

## Start and Stop Times for MP3 Audio Sections

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<td>01:02</td>
<td>01:19</td>
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</tr>
<tr>
<td>00:20</td>
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<td>01:53</td>
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</tr>
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<tr>
<td>00:36</td>
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<td>01:07</td>
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<tr>
<td>00:40</td>
<td>00:45</td>
<td>01:08</td>
<td>01:31</td>
<td>01:48</td>
<td>01:45</td>
</tr>
<tr>
<td>00:44</td>
<td>00:49</td>
<td>01:09</td>
<td>01:33</td>
<td>01:47</td>
<td>01:44</td>
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<td>00:48</td>
<td>00:53</td>
<td>01:10</td>
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<td>01:46</td>
<td>01:43</td>
</tr>
<tr>
<td>00:52</td>
<td>00:57</td>
<td>01:11</td>
<td>01:37</td>
<td>01:45</td>
<td>01:42</td>
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<td>00:56</td>
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<td>01:12</td>
<td>01:39</td>
<td>01:44</td>
<td>01:41</td>
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<td>01:00</td>
<td>01:05</td>
<td>01:13</td>
<td>01:40</td>
<td>01:39</td>
<td>01:40</td>
</tr>
</tbody>
</table>

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Accommodated Testing Manual Fall 2019 SAT School Day
Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a list of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a list of students with accommodations who will complete testing during the accommodated testing window. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing 2 of these groups of accommodated students.

**SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMODATED TESTING WINDOW**

Information about window testing:

- All students in this section are eligible to complete testing during the accommodated testing window. Testing can begin as early as the primary test date and can extend through the timeline indicated in your Coordinator Manual.
- All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they can resume testing on the day they return to school.

Instructions:

- Work with the test coordinator to identify which testing rooms students will be assigned to before the test day.
- Students with the same testing group can be tested together. Be sure to place students with different testing groups into separate rooms.
  - Note: Students in the following testing groups cannot test together and must test in their own, individual room (1:1 setting): SB1, SB2, SB3, SB4, SB15 and SB28. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).
- If your school is using testing room codes, your test coordinator will provide you with the three-digit code for each of your testing rooms. Write in the testing room code and proctor assigned to each student/group.
- On test day, mark an “A” next to any student who is absent.
- Test scripts are located in your SAT School Day Accommodated Testing Manual. All staff will BEGIN reading from the section labeled *SAT Scripts for Testing Accommodated Students* and then PROGRESS to the script name listed for each student on your roster.
- Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

<table>
<thead>
<tr>
<th>Testing Group</th>
<th>Last Name, First Name (Mark A if absent on test day)</th>
<th>Approved Accommodations</th>
<th>Test Type</th>
<th>Test Book Color</th>
<th>One or Two Day Testing</th>
<th>Script Name</th>
<th>Testing Room Code and Proctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB19</td>
<td>Erez, Malvina SSD #00705586</td>
<td>Large Print Test Book - 20 point, Braille Writer, Preferential seating</td>
<td>SAT</td>
<td>Blue</td>
<td>One day</td>
<td>Script 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Instructions</td>
<td>Refer to Appendix for instructions for the following accommodations: Braille Writer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB45</td>
<td>Gna, Alivia SSD #007002910</td>
<td>Extended Breaks, Reading +100% (double time), Preferential seating</td>
<td>SAT with Essay</td>
<td>Blue</td>
<td>Two days</td>
<td>Script 4</td>
<td></td>
</tr>
</tbody>
</table>
Sample Accommodated Test Day Schedule
(Times are approximate—extended times shown are for reading, which applies to the entire test.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for students taking SAT without Essay with standard time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon</td>
<td>First day of testing ends after Section 3 for 50% extended time (reading) administration of SAT with Essay.</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>Testing ends for students taking SAT with Essay with standard time. First day of testing ends after Section 3 for 100% extended time (reading) administration of SAT without Essay and SAT with Essay.</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Testing ends for 50% extended time (reading) administration of SAT without Essay.</td>
</tr>
<tr>
<td>2nd Day</td>
<td>Start testing at 8 a.m., resuming with Section 4.</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Testing ends for most 100% extended time administrations of SAT without Essay.</td>
</tr>
<tr>
<td>11:05 a.m.</td>
<td>Testing ends for 50% extended time administrations of SAT with Essay.</td>
</tr>
<tr>
<td>Noon</td>
<td>Testing ends for most 100% extended time administrations of SAT with Essay.</td>
</tr>
</tbody>
</table>

Sample Seating Plans
The following sample plans show how to configure seating in various situations.

<table>
<thead>
<tr>
<th>Plan IA: level seating</th>
<th>Plan IB: level seating</th>
<th>Plan II: elevated seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X X X</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>X X X X X</td>
<td>X X X X</td>
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<td>X X X X X</td>
<td>X X X X</td>
<td>X X X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan III: tables</th>
<th>Plan III: tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>X←3′→X</td>
<td>X←3′→X←3′→X</td>
</tr>
</tbody>
</table>

Sample Seating Plans
The following sample plans show how to configure seating in various situations.
Installing the MP3 Streaming Application on Chromebooks
The MP3 streaming application can be used on Chromebooks managed by your school's IT department. The application can easily be pushed to all Chromebooks, eliminating the need for SSD coordinators or other appropriate testing staff to complete the installation as is required for Windows and Mac computers.

Please share the following instructions with your IT department, which will be familiar with this process. Test coordinators using managed Chromebooks will NOT need to download the application to Chromebooks. You’ll just need to ensure IT has completed this task and the application icon is visible on all Chromebooks that will be used on test day.

Instructions for IT Department MP3 Installation on Chromebooks
Please note that due to recent Google changes related to Chromebook, the College Board MP3 application can be installed in Kiosk Mode only on Chromebooks managed centrally through the Google Admin portal (managed Chromebooks). The MP3 application can be installed as a Kiosk app only by using Google Admin (https://admin.google.com) with the targeted managed Chromebooks using an enterprise or education license.

The following instructions cover the process of preparing and installing the Secure Browser on managed Chromebooks. Chromebooks managed as individual devices (non-managed Chromebooks) are not supported to deliver the test.

1. Open a browser and navigate to https://admin.google.com.
2. Sign in using the Administrator account.
4. Select Chrome Management from the left navigation.
5. Under Chrome Management, select App Management.
6. In the left-hand column, search for Collegeboard-MP3 in the FIND OR UPDATE APPS field, and select Search.
7. If there are issues with the search function, search for the string ndiknaklegejmadcnjeledgclaoabkcl to locate the program.
8. Click on the application title Collegeboard-MP3.
9. On the following screen, select Kiosk Settings, then select Deploy this app as a Kiosk App.
10. Select the correct organization needed to target a specific set of Chromebooks (e.g., SSD Chromebooks).
11. Enable Install automatically and Allow app to manage power.
12. Select the Save button.

Important Notes About Managed Chromebooks
The Secure Browser will appear on all managed Chromebooks you have installed it on. This download may take up to 15 minutes. Chromebooks automatically update to the latest version. If auto-update is disabled, update via the app store.

Chromebook College Board MP3 Application Launch
1. To launch the MP3 application, click the apps link in the menu row of a managed Chromebook.
2. Select the Collegeboard-MP3 app.

Using MP3 Flash Drives (for Approved Schools)
Setting Up Computers for MP3 Flash Drives
An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the MP3 streaming application. The MP3 audio format flash drive contains read-only files and a built-in player to deliver the test.

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for MP3 Audio Flash Drives on page 107.

Some newer computers only have smaller USB Type-C ports in place of full-sized USB ports. If your computers don’t have full-sized USB ports, you’ll need USB–to–USB-C adapters to connect flash drives.

Follow these steps for all devices to prepare for testing with the MP3 audio format on a flash drive. You’ll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.
1. Print the student’s last name, first name, and middle initial on the back of the MP3 packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device’s media player.) On Day 2, use your completed seating chart to ensure you’re inserting each flash drive into the same computer the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

Set Up PCs or Macs
- Open the flash drive.
  - On both PCs and Macs, find the icon in the lower left of your screen.
  - On a Mac, select the icon to open Finder. You should see a description of the drive in the pop-up list under Devices.
  - On a PC, select the icon and select File Manager or File/Windows Explorer. The flash drive will appear in the list labeled This PC or Computer.
  - Select the name of the flash drive (which appears as a 6-digit number).
- Start the software: select the software application, which is labeled Start (".exe" on PC or ".app" on Mac).
  - A media player named Flux Player will launch.
  - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks
- Start the software: select the Launcher, the icon on the far left of the taskbar.
  - Select Files, which will bring up another taskbar.
  - Find the flash drive in the task list and select it to display a list of file folders on the drive.
  - Open the folder called Chrome_Version to access the test sections.

On test day, once all computers are ready for testing, turn to the appropriate parts of the scripts.

Troubleshooting for MP3 Audio Flash Drives
If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:
1. From within the Flux Player, select the Help dropdown menu.
2. Select Contact support.
3. In the Describe your issue box, type “Failed to apply license file.”
4. Type in an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for “I agree to collect support-related information about this computer” (this step identifies which license you need).
6. Select Send.

Technical support will review the request and respond with specific instructions.

Posting Information for Students Using MP3 Audio on Flash Drives
If you’re testing students with the MP3 audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac
- Navigating the test:
  - Test Directions: select Test Directions to listen to directions
  - Start Section: select Section icon
  - Next Section: select Stop at bottom of screen to return to section table of contents
  - Change Volume: select and drag slider bar at the bottom of the screen
- Keyboard navigation:
  - Pause or Play: Control/Command-P
  - Back: Control/Command-B
  - Forward: Control/Command-F

For Chromebook
- Starting and navigating the test:
  - In the file list, select the folder Test Directions and then the file itself to hear general usage directions.
  - To select a section, select the test section folder (e.g., SAT Section 1 Reading Test).
  - To start the files in a section playing, press Control-A to highlight all files in the folder, then press Enter.
- Chromebook navigation uses the mouse on the media player menu to pause or play.
Using the MP3 Testing Script with Flash Drives

You’ll use the testing script for MP3 audio (Script 6) for students using flash drives because navigation is similar and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You’ll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you’ll need to insert or eject the flash drive in each student’s computer. You’ll be instructed to come to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it is time to end Day 1 of testing).
- If your students are using Chromebooks, you’ll need to remind them to do the following at the start of a new section:
  - Select the section folder.
  - Highlight all the tracks by pressing **Control-A**.
  - Press **Enter** when time starts.

Closing Media Players and Collecting MP3 Flash Drives

To all students using MP3 audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect MP3 audio flash drives.

1. Close the media player as follows:
   - For PCs, select the **Account** drop-down menu and select **Exit**.
   - For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
   - For Chromebooks, select the x in the top right corner of the media player window.

2. Eject the flash drive by doing the following:
   - 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 select **Eject USB Disk**.
   - For Macs, eject the flash drive by selecting the up arrow next to the icon under **Devices**.
   - For Chromebooks, select the eject icon next to the flash drive in the devices list.

3. Place each flash drive in the original packaging for each student. Check that each student’s last name is written on the packaging.

4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

Power off each computer.

Return to the appropriate place in the test script:

- To return to the end of Section 2, turn to the script that begins **Now say to all students** on page 84.
- To return to the end of Section 4, turn to the script that begins **Now say to all students** on page 89.
Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable as long as they don’t have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

**THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:**

<table>
<thead>
<tr>
<th>CASIO</th>
<th>SHARP</th>
<th>TEXAS INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>CFX-9850 series</td>
<td>EL-5200</td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>CFX-9950 series</td>
<td>EL-9200 series</td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>CFX-9970 series</td>
<td>EL-9300 series</td>
</tr>
<tr>
<td>FX-6500 series</td>
<td>FX 1.0 series</td>
<td>EL-9600 series</td>
</tr>
<tr>
<td>FX-7000 series</td>
<td>Algebra FX 2.0 series</td>
<td>(Use of the stylus is not permitted.)</td>
</tr>
<tr>
<td>FX-7300 series</td>
<td>FX-CG-10</td>
<td>TI-73</td>
</tr>
<tr>
<td>FX-7400 series</td>
<td>FX-CG-20 series</td>
<td>TI-80</td>
</tr>
<tr>
<td>FX-7500 series</td>
<td>FX-CG-50</td>
<td>TI-81</td>
</tr>
<tr>
<td>FX-7700 series</td>
<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
<td>TI-82</td>
</tr>
<tr>
<td>FX-7800 series</td>
<td>Graph25 series</td>
<td>TI-83/TI-83 Plus</td>
</tr>
<tr>
<td>FX-8000 series</td>
<td>Graph35 series</td>
<td>TI-83 Plus Silver</td>
</tr>
<tr>
<td>FX-8500 series</td>
<td>Graph75 series</td>
<td>TI-84 Plus</td>
</tr>
<tr>
<td>FX-8700 series</td>
<td>Graph95 series</td>
<td>TI-84 Plus CE</td>
</tr>
<tr>
<td>FX-8800 series</td>
<td>Graph100 series</td>
<td>TI-84 Plus Silver</td>
</tr>
<tr>
<td>FX-9700 series</td>
<td></td>
<td>TI-84 Plus C Silver</td>
</tr>
<tr>
<td>FX-9750 series</td>
<td></td>
<td>TI-84 Plus CE-T</td>
</tr>
<tr>
<td>FX-9860 series</td>
<td></td>
<td>TI-84 Plus T</td>
</tr>
<tr>
<td>CFX-9800 series</td>
<td></td>
<td>TI-85</td>
</tr>
<tr>
<td>HEWLETT-PACKARD</td>
<td></td>
<td>TI-86</td>
</tr>
<tr>
<td>HP-9G</td>
<td>HP-48 series</td>
<td>EC-4033</td>
</tr>
<tr>
<td>HP-28 series</td>
<td>HP-49 series</td>
<td>EC-4034</td>
</tr>
<tr>
<td>HP-38G</td>
<td>HP-50 series</td>
<td></td>
</tr>
<tr>
<td>HP-39 series</td>
<td>HP Prime</td>
<td></td>
</tr>
<tr>
<td>HP-40 series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNACCEPTABLE CALCULATORS**

Students are not allowed to use any of the following calculators, unless specifically approved by College Board as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.
Photo ID Requirements

Acceptable IDs
You are not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students who are unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

ID Requirements
Photo IDs aren’t required for SAT School Day testing unless a student is testing at a school they don’t attend.

To be acceptable, a photo ID must:
- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2018-19 is valid through December 31, 2019, and is acceptable for fall 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student’s full, legal name.
- Bear a photo that clearly matches the student’s appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

Examples of Acceptable ID
- Government issued driver's license or nondriver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at sat.org/school-day (must be prepared by the student's school or signed by a notary if a student is homeschooled)

Unacceptable IDs
Types of Identification to Reject
- Any document that doesn’t conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

Examples of Unacceptable ID
- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card
# Irregularity Chart

## HOW TO HANDLE IRREGULARITIES

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Site Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test site closing/cancellation of testing</td>
<td>In the event of a storm, power failure, or other emergency that requires cancellation before test day, your test coordinator will:</td>
<td>Explain circumstances and impact of issue. erfolgreich</td>
</tr>
<tr>
<td></td>
<td>- Notify your principal or district.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Notify campus/building security.</td>
<td>Bubble Page 1, Section 6—“Disturbance/interruption.”</td>
</tr>
<tr>
<td></td>
<td>- Notify students of the cancellation.</td>
<td>Include a list of students affected.</td>
</tr>
<tr>
<td><strong>Interruption</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide clear instructions for student and staff safety.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Direct students not to talk or use electronic devices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Collect test books and answer sheets, if necessary, while maintaining safety. Ensure the room is locked if everyone must leave.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Monitor students if they must leave the testing room. Keep them together in a group and don’t allow them to go to their lockers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If you’re able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If testing must be canceled, your primary test date materials can’t be kept or used for makeup testing. Do the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Notify students they’ll take a makeup test.</td>
<td></td>
</tr>
<tr>
<td><strong>Incorrect, Missing, Damaged, or Defective Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials missing or damaged before testing</td>
<td>Before testing begins, if you discover a test book is missing and you are unable to locate it, notify the test coordinator immediately.</td>
<td>Note any such irregularity. Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support immediately.</td>
<td></td>
</tr>
<tr>
<td>Missing materials during testing</td>
<td>- Wait until a scheduled break or the end of the testing session to account for the missing materials.</td>
<td>Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
<tr>
<td></td>
<td>- Don’t allow any student to leave the testing room until materials are accounted for.</td>
<td>In the Comments section, note the serial number of any missing test books.</td>
</tr>
<tr>
<td></td>
<td>- If materials aren’t located, put monitor in charge of the testing room and contact coordinator.</td>
<td></td>
</tr>
<tr>
<td>Missing test book after testing</td>
<td>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.</td>
<td>Explain the circumstances fully. Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support immediately.</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix: Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insufficient number of answer sheets</strong></td>
<td>If you don’t have enough answer sheets for all students who are testing, call School Day Support immediately for instructions how to proceed.</td>
<td>Bubble Page 2, Section 7b, Other Issue—“Other” and write “Insufficient answer sheets.”</td>
</tr>
<tr>
<td>Call School Day Support immediately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Defective answer sheet**                       | ▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.  
  ▪ If testing time is lost because of defective answer sheet, allow the student to make up the time, and complete the demographic information, at the end of test administration.  
  ▪ Important: After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), gender (8), test type (9), and fields A–D on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.  
  ▪ Return with other used answer sheets.  
  ▪ If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.” | Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR.  
  Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe in the Comments section on page 3.  
  If there are two answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue—“Student needed second answer sheet.” |
| **Defective test book**                           | ▪ Replace the defective book if you have an extra book with the same cover that doesn’t have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet.  
  ▪ If the test book can’t be replaced, dismiss the student and tell them they’ll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials.  
  ▪ If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.  
  ▪ On front cover of the test book, print “Defective” and identify error, school number, and location and nature of defect. | Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.  
  Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe. |
| Call School Day Support immediately if the defect appears in several test books. |                                                                                 |                                                                                       |
| **MP3 streaming issues**                          | Consult Troubleshooting for MP3 Audio Streaming on page 20 for more information. | Note the impact of the issue and section(s) affected.  
  Bubble Page 1, Section 6, “Defective/incorrect materials” (for a group).  
  Bubble either Page 2, section 7b, Defective Materials Issue—“Blank or defective MP3 audio or ATC test format,” or Page 2, section 7b, Defective Materials Issue—“Intermittent problems with MP3 audio or ATC test format,” as appropriate (for an individual). |
<p>| If administration is compromised, call the SSD office immediately. |                                                                                 |                                                                                       |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission/Identification Issues</strong></td>
<td></td>
<td>No IR is needed.</td>
</tr>
<tr>
<td>Student changing from standard to</td>
<td>The test coordinator may allow a student to change from standard to accommodated testing when they have confirmed the student's eligibility approval. The test coordinator will follow these steps as long as they have appropriate materials and enough staff and space available:</td>
<td>No IR is needed.</td>
</tr>
<tr>
<td>accommodated</td>
<td>• Mark the student as moved on the standard room list.</td>
<td>Explain the reason for the change. Bubble Page 2, Section 7b, Student Errors/Issue—“Student seated in wrong room.”</td>
</tr>
<tr>
<td></td>
<td>• Add the student to the NAR and note their SSD eligibility number.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Write a note for the student to present to the proctor of the room they're moving to, asking that they add them to their room roster.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide the appropriate testing materials for the student.</td>
<td></td>
</tr>
<tr>
<td>Student sent to wrong room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given in the Misadministration section of this chart.</td>
<td></td>
</tr>
<tr>
<td>Security Violations/Student Misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed misconduct</td>
<td>If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing:</td>
<td>Attach test book to IR. Provide the student’s name.</td>
</tr>
<tr>
<td></td>
<td>• Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student removed or attempted to remove test materials,” or “Student impersonated another student,” or “Student left early/ left without permission.” Note test book serial number and, if applicable, pages and sections.</td>
</tr>
<tr>
<td></td>
<td>• On the front of the test book, note the student’s name and write “Attempted to impersonate,” “Attempted theft of test book,” or “Left building,” as appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If pages are missing or damaged, indicate which pages on the IR.</td>
<td></td>
</tr>
<tr>
<td>Test book misuse/working on the</td>
<td>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</td>
<td>If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student’s name.</td>
</tr>
<tr>
<td>wrong section</td>
<td>• Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student worked after time called,” or “Student worked on wrong section,” or “Student obtained improper access to test/part of test.” Note the duration of the violation, if applicable.</td>
</tr>
<tr>
<td></td>
<td>• If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On the front of the test book, note the student’s name and write “Looking through test book,” “Wrong section,” or “Working past time,” as appropriate. Fill out an IR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Return answer sheets with other used answer sheets.</td>
<td></td>
</tr>
</tbody>
</table>
### Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
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</tr>
</thead>
</table>
| **Use or possession of test content through answer keys or images of test pages** | If a student is observed using or distributing test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:  
  - Collect the device, answer key, or other prohibited aid.  
  - Follow procedures to dismiss the student from the testing room:  
    - If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled.  
    - Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.  
    - On front cover of test book, note the student's name and write the infraction on the book (e.g., “Prohibited electronic device” or “Student gave or received help”).  
  - Do not return any written answer keys to student.                                           | Bubble Page 2, Section 7b Student Errors/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.” |
| **Noise or disturbances made by prohibited electronic devices, including:**  | If a student’s prohibited device produces noise or other disturbances while in their own possession:  
  - Tell the student to turn it off and hand it to you immediately.  
  - Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.  
  - If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.  
  - Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.  
  - On the front of the test book, note the student's name and write “Prohibited electronic device.”  
  - Complete an IR.  
  - If a student’s phone produces noise or other disturbances while in the proctor’s possession or stored away from the student’s desk:  
    - This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.  
    - The proctor should turn off the phone in order to prevent additional disturbances during testing.  
    - The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.  
    - You do not need to report these actions on an IR.                                           | Note that the device produced a noise or disturbance while in the student’s possession. Attach the test book to the IR. Provide the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it produced a noise or disturbance.” |
| ▸ Mobile phones, smartphones  
▸ Cameras, scanners  
▸ Laptops, tablets, iPods, MP3 players, wearable technology  
▸ Separate timers  
Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed. |                                                                                                                                                                                                                      |                                                                                                               |

Call School Day Support.
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
</table>
| **Observed with prohibited electronic devices, including:** | If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:  
- Tell the student to hand it to you immediately.  
- Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.  
- If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.  
- Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.  
- On the front of the test book, note the student’s name and write “Prohibited electronic device.”  
Test coordinator: If you have any suspicion that the device was used to share test information, immediately call School Day Support while the student is still in your charge. | Note that the device made noise or was in use. Attach the test book to the IR. Provide the student’s name.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.” |
| **Calculator misuse/prohibited aids, including:** | If a student is seen using a calculator on a noncalculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:  
- Warn the student individually to stop use of the prohibited aid.  
- Tell the student that a subsequent violation will be grounds for dismissal.  
- If the student continues, collect the test book and answer sheet and dismiss the student.  
- On the front cover of the test book, note the student’s name and write “Prohibited item.”  
- If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures listed in this chart under “Observed with prohibited electronic devices.” | Attach the test book to the IR. Provide the student’s name.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”  
For students using a calculator on a noncalculator section, bubble Page 2, Section 7b, Student Errors/Issue—“Student used calculator on a non-calculator section.” |
## Appendix: Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
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</tr>
</thead>
</table>
| Refusal to follow instructions | If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test or Essay questions:  
  - If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.  
  - Inform the student that you must write up the incident and that their scores will be canceled.  
  - Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.  
  - On the front of the test book, note the student's name and write “Refusing to follow instructions.” | For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Note the length and impact of the disturbance. Attach the test book to the IR. Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.” |
| Misadministration | | |
| Accommodations given that were not approved |  
  - Stop testing and collect the student's test materials and answer sheet.  
  - Advise the student that they received accommodations that were not approved and the school will contact them about a makeup.  
  - Dismiss the student. | Provide the student’s name. Note accommodation given and actions taken. Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” |
| Approved accommodations not given |  
  - Advise the student that their approved accommodations were inadvertently not provided.  
  - Offer the student the option to continue testing without the approved accommodations, or to stop testing.  
  - If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options. | Provide the student’s name. Note accommodation not given and actions taken. On Page 2, Section 7a, Student Information, indicate whether student completed testing or not. Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” |
| Disturbance, such as loud and incessant noise, excessive heat or cold, or other distractions | If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:  
  - Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.  
  - Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.  
  - If evacuation is required, refer to “Interruption” earlier in this chart.  
  - Note stop time and inform students that the testing time will be adjusted.  
  - Once testing resumes, adjust testing time.  
  - Tell students to contact the test day complaint email (given at the front of this manual) if they feel they were affected.  
  - If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart. | Note the length and impact of the disturbance. Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section. |

**Call School Day Support if guidance is needed or the problem can’t be resolved.**
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **Undertiming**   | - If a section hasn’t yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.  
- Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed. | Note the section(s) affected and length of timing discrepancy.  
Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was undertimed” (for an individual). |
|                   | Call School Day Support.                                                             |---------------------------------------------------------------------------------------|
| **Overtiming**    | Make no adjustment.                                                                 | Note the section(s) affected and length of timing discrepancy.  
Bubble Page 1, Section 6, “Overtiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was overtimed” (for an individual).  
Complete the Comments section and student information, and sign. |
|                   | Call School Day Support.                                                             |---------------------------------------------------------------------------------------|
| **Testing staff issues** | In the case of distracting behavior or incorrect directions, you should quietly point out the behavior and ask the staff member to correct it. If the behavior persists, notify the test coordinator for next steps. In the case of incorrect materials, notify the test coordinator immediately. | Note the impact of the issue and the section(s) affected.  
Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—“Test Delivery Issue” (for individual irregularities)—choose correct issue from list.  
Complete the Comments section and the student information and sign. |
|                   | If staff actions potentially have caused a misadministration, call School Day Support. |---------------------------------------------------------------------------------------|
| **Student Issues**|                                                                                     |---------------------------------------------------------------------------------------|
| **Excessive breaks** | Ask the student the reason for excessive breaks (Is the student ill?).  
If the student is ill, follow the instructions in this chart under “Illness.”  
Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.  
Have the room or hall monitor check where the student is going during breaks. | Note the student's name.  
Bubble Page 2, Section 7b, Other Issue—“Other.” |
|                   | Call School Day Support if there is a security concern.                             |---------------------------------------------------------------------------------------|
| **Illness**       | Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time.  
If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may order makeup testing materials, counting the student as an absentee.  
If an answer sheet becomes spoiled due to illness or bleeding, inform the student that it can’t be scored.  
If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the spoiled answer sheets—do not return them. Return spoiled test books in plastic, if possible. | Note length of absence, the student name(s), and question(s) affected.  
Note whether answer sheets were discarded, the reason, and the serial number, if possible.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a, “Did student complete testing?” (Yes or No). You may also add a comment if the student plans to test on the makeup date. |
<table>
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</thead>
<tbody>
<tr>
<td>Using pen or wrong type of pencil</td>
<td>If you see any student using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn’t be dismissed from testing if they use a mechanical pencil.</td>
<td>Explain the circumstances fully on the IR. Note section(s) affected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”</td>
</tr>
<tr>
<td>Answers placed incorrectly on answer sheets</td>
<td>▪ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</td>
<td>Provide the student's name on the IR.</td>
</tr>
<tr>
<td></td>
<td>▪ Tell the student to print their name on the new answer sheet, then continue in the appropriate place.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</td>
</tr>
<tr>
<td></td>
<td>▪ Important: After the test is over, have the student grid their name (1), and date of birth (7), and form code A on the back of answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</td>
<td></td>
</tr>
<tr>
<td>Answers written in test book, but not recorded on answer sheet</td>
<td>▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to the answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.</td>
<td>Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless College Board has approved this accommodation). Bubble Page 2, Section 7b, Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</td>
</tr>
<tr>
<td>This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.</td>
<td>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td></td>
</tr>
<tr>
<td>Answer sheet left blank or completely erased</td>
<td>▪ Notify the student that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.</td>
<td>Explain the circumstances fully. Note the student's name.</td>
</tr>
<tr>
<td></td>
<td>▪ If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations.”</td>
</tr>
<tr>
<td></td>
<td>▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.</td>
<td></td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Calculator malfunction</strong></td>
<td>• Allow the student to replace batteries or try a backup calculator, if available.</td>
<td>Document the malfunction on the Irregularity Report.</td>
</tr>
<tr>
<td></td>
<td>If the problem persists, the student can choose to continue or to cancel scores.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student had calculator malfunction.”</td>
</tr>
<tr>
<td></td>
<td>If the student decides to cancel, inform them that canceling scores for the Math section of the SAT means the entire test will be canceled.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</td>
<td></td>
</tr>
<tr>
<td><strong>Test question ambiguity</strong></td>
<td>Report the type of question ambiguity.</td>
<td>Add any student information if possible on the IR, as full a description as possible, and your contact information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.</td>
</tr>
</tbody>
</table>
Appendix  Sample Irregularity Report (IR)

Sample Irregularity Report (IR)

1. GENERAL INSTRUCTIONS TO TESTING STAFF: Form ______ of ______

Refer to the Irregularities Chart in your manual for when to use this form and when to call the support line listed in your manual. IMPORTANT: Call the support line listed in your manual immediately if test materials are missing or damaged. Report each irregularity on a separate IR and return all IRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2-9 and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign section 10 of this form. The test coordinator must also sign all IRs.
- Clip (but do NOT staple) any defective materials to the IR.

* As a last step, on each form, fill in “Form ______ of ______” at the top of this box. This information will aid further communication about potential makeup testing.

2. Testing Start Date IRREGULARITY REPORT (IR)

Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred.

3. PROGRAM

- SAT® Standard
- Sat® Accommodated

1. Circle the type of testing room and room number: ________

4. SCHOOL INFORMATION:

School/Institution Name and Address:

Name: Home Town H.S.
Address: 200 Main St.
City: Home Town
State/Province: MA
Postal Code: 01001
Country: U.S.A.

5. TEST BOOK INFORMATION:

- SAT
- SAT with Essay

Test Section: Section 1

Test ID: 1234567
Form Code: ABCD123
Test Book Serial Number: 909090
Essay Code: (Alphanumeric)

6. GROUP IRREGULARITIES INFORMATION:

- Fill in the circle in front of each case that applies.
- Write the names of involved students on the last page of the IR.
- To report incorrect/missing materials, indicate details on the shipping notice and clip it (no staples) to the IR.
- Always call the School Day support line immediately in such situations.
- Use the COMMENTS section on page 3 to describe the events and actions taken.

- Defective/incorrect materials
- Disturbance/interruption
- Missing materials
- Test site environment issue
- Staff behavior was distracting
- Staff distributed incorrect material
- Staff seated students in wrong room
- Staff did not post signs or directions

7. PROVIDED INFORMATION:

- Did group complete testing? Yes No

Did group complete testing?

Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.

Form Code: ABCD123

8. OTHER INFORMATION:

- Other:

9. Did testing end late? Yes No

Testing ended late. Time testing started: ______:_____

10. Did testing start late? Yes No

Testing started late. Time testing started: ______:_____

11. Did testing stop early? Yes No

Testing ended early. Time testing started: ______:_____

12. Did students leave early? Yes No

Time testing ended: ______:_____

13. Did students leave early? Yes No

Time testing ended: ______:_____
7a. **Student Information: REQUIRED**

Name: _______________________________________________________________________________

Name of attending high school: Home Town H.S.

Date of birth: ___________ Answer Sheet Litho Code: ___________

Grade Level: 12th 11th 10th Other

Action Taken: Warned Dismissed None

Did student complete testing? Yes No

7b. **Issue Information:**

- **Check-in Issue:**
  - Student arrived late
  - Student refused to turn in/out electronic device(s)
  - Student waived nonstandard accommodations
  - Student had questionable/unsatisfactory ID

- **Defective Materials Issue:**
  - Smudges/ink blots
  - Holes in pages
  - Torn pages
  - Missing pages
  - Pages repeated
  - Pages stuck together
  - Blank or defective MP3 audio or ATC test format
  - Intermittent problems with MP3 audio or ATC test format
  - Incorrect directions
  - Duplicate/missing serial numbers
  - Serial number in wrong spot
  - Other

- **Test Delivery Issue:**
  - Staff behavior was distracting
  - Test delivered incorrect material
  - Test materials were distributed/collected incorrectly
  - Staff gave incorrect instructions
  - Staff did not give breaks
  - (not including students who opted out of their accommodations)
  - Staff did not announce remaining time

- **Environment Issue:**
  - Problem with lighting, temperature, noise, etc.

- **Other Issue:**
  - Other: ____________________________________________________________________________

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8. **TEST QUESTION AMBIGUITY INFORMATION:**

- No correct answer
- More than one correct answer
- Wording is ambiguous
- Not enough information to answer question
- Other: ____________________________________________________________________________

Student’s Name: _____________________________________________________________________

Student’s Mailing Address: _____________________________________________________________________

Test Book Serial #: ___________ Test Section #: ___________ Test Question #: ___________
9. COMMENTS:

Fully describe the irregularity or student's concern and any action(s) taken.

Student gridded Section 3 SPRs in Section 4.

Issued blank answer sheet at beginning of Section 4.

Student lost approx. 3 minutes of time on Section 4.

10. SCHOOL STAFF CONTACT INFORMATION:

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. Do not provide student information in this section.

Staff Member Name: Mary B. Proctor

Email Address: mbproctor@hometownhs.edu

Phone #: 311-555-1212

Staff Member Signature: Mary Proctor

SAT Coordinator Signature: David Proctor
### 11. GROUP IRREGULARITY AFFECTED STUDENT INFORMATION

List the name of all students affected by a group irregularity. Return this IR and any attachments with your shipment of used answer sheets and critical reports immediately after the test. Print the student information exactly as recorded on their answer sheet.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT DATE OF BIRTH</th>
<th>ANSWER SHEET LITHO CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(From bottom right corner of answer sheet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix

Glossary of Terms

50% extended time: For students with disabilities, a preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the Essay only). For EL students, a support that gives a student time-and-a-half for the entire assessment.

100% extended time: A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the Essay only).

Accommodated testing window: Designated period beginning on the primary test date during which students with certain accommodations are eligible to test.

Accommodation: A change in the format or administration of a test to provide access for a person with a disability, and produce college-reportable scores. Must be approved by College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.

Additional score report: Students may request that score reports be sent to colleges, universities, and scholarship programs. Students are charged an additional fee for score reports beyond the four free ones that can be ordered on the answer sheet. Additional score reports may be ordered online through the student’s account.

Advanced Placement (AP®): A College Board program that enables high school students to take college-level courses and exams.

AI code: A 6-digit code that identifies an attending institution (a school a student is enrolled in). Each attending institution has a unique AI code. This code is sometimes referred to as a school code.

Alternate forms: Different editions (forms) of the same test, written to meet the same specifications and comparable in most respects, except that some or all of the questions are different. Students at the same test administration may be working on different forms.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Assistive technology–compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for answer sheets.

Canceled score: A score that has been removed from, or never posted to, a student’s record or designated as nonreportable (in cases where all scores are reported to the student’s state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See “Irregularity.”

College score report: A student score report released to a college. The report contains the entire student record and also includes the student’s essay, if any.

Coordinator Report Form (CRF): The scannable form used to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

District coordinator: Responsible for overseeing all testing at the district level and acting as backup support at the school or building level.

Eligibility roster: List of all students in a school who are approved for accommodations. May be printed from SSD Online and used for submitting changes to student information in SSD Online.

EL: English learner.

Essay prompt: The official term used for an Essay question.

ETS: Educational Testing Service. College Board partners with ETS to support test administration in various capacities, including publishing tests and producing accommodated formats, oversight of test administration, and statistical support of scoring.

Extended breaks: A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks.

Extra breaks: A preapproved accommodation where students are given a break halfway through longer sections and a break after every section.
Fee waiver service: A service that offers benefits such as unlimited score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.

Form code: Identifies which SAT test form the student is taking during an administration. The correct form code is required for scoring.

Grid (verb): To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also refers to filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Hall monitor: Person responsible for monitoring the hallways during testing to respond to proctor needs (e.g., breaks, requests for test coordinator action) and to prevent any unauthorized activities in the testing area.

Home/hospital testing: A preapproved accommodation that allows a student who has a disability that prevents them from attending school to test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score or a required makeup. Refer to the Irregularity Chart for more information.

Irregularity Report (IR): Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet. Must be approved.

Litho code: Eight-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

Makeup test: An administration offered to students who miss a primary administration of the test or encounter an irregularity that invalidates their original administration.

Master Student List: The list of test takers developed by the test coordinator for a test administration at a particular test site or school.

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

MP3 audio: An accommodated test format that delivers an audio version of the test through an online streaming application.

Nonstandard Administration Report (NAR): A list of students approved for accommodations who are testing during a specific test administration. Generated in SSD Online and includes detailed information about the accommodations the students are approved for.

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each student for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

Preadministration session: A session held before test day where students fill out information about themselves on the answer sheet.

Proctor: Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test): An assessment cosponsored by College Board and National Merit Scholarship Corporation that enters students in the National Merit® Scholarship Program. The PSAT/NMSQT is part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT 10, and PSAT 8/9.

Question-and-Answer Service (QAS): An optional service available to students who have registered for, or have recently taken, selected (disclosed) administrations of the SAT. The student receives a guide to scoring the test, a copy of the questions that were counted in scoring the test, and a report that lists the correct answer; whether their answer was correct, incorrect, or omitted; and the question type and level of difficulty for each question.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a 1-to-1 environment. Students automatically get 50% extended time and extra breaks on all sections.

Request to Cancel Test Scores form: Students must complete this form to request score cancellation. Included in the test shipment to test coordinators.
Room monitor: Person responsible for assisting the proctor with monitoring students in the testing room.

Room roster: The list of students assigned to a particular testing room.

SAT questionnaire: Also referred to as student information questions, a term applied to the questions that students answer on their answer sheets as part of participating in SAT School Day. Included is information such as the courses the student has taken in high school, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

SAT School Day coordinator: The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming the test coordinator role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Services for Students with Disabilities (SSD) office: College Board department that supports accommodation requests and accommodated testing.

Small-group testing: A preapproved accommodation where the student tests in a setting with a small number of students.

SSD coordinator: School staff member who works with students with disabilities who require accommodations on tests. Assists students in applying for accommodations through the SSD Online portal, accesses and prints the NAR and provides it to the test coordinator, and assists the test coordinator in determining testing rooms and staff needed for administering the test with accommodations.

SSD number: A unique code assigned by College Board to a student who has requested SSD accommodations.

SSD Eligibility Form: A paper form that a student can use to request College Board approval for accommodations on College Board assessments without the assistance of their school.

SSD Online: College Board’s online system for educators that allows them to submit and manage accommodation requests for students with disabilities.

Student Answer Service (SAS): A service for students who have taken the SAT; it provides a report that lists the question types and levels of difficulty and the student’s response to each question (correct, incorrect, or no response).

Student-produced response: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: Students may request their scores be sent to colleges or scholarship organizations of their choosing. Students receive up to four free score sends with the test. Additional score sends may be requested for a fee (which is waived if the student qualifies for an SAT fee waiver).

Test book serial number: A unique 6-digit code that identifies the test book and is used for tracking secure return of tests.

Test coordinator: See SAT School Day coordinator.

Test ID code: A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

Testing room code: A three-digit code assigned by the test coordinator to each test room. It allows timely identification of answer sheets related to any reported irregularities. Test coordinators provide the code to proctors, and students fill in the code on their answer sheet.

Testing Room Materials Report form: The form used by the test coordinator to document the test books, Essay books, if applicable, and answer sheets delivered to the proctor. The form is completed by the proctor to report the testing materials being returned. It also includes a seating chart to record the serial number of each multiple-choice test book distributed to each seat in the room in the order it was distributed.

Testing Staff Agreement: A form that must be signed by all testing staff prior to the start of testing. Each member of the testing staff affirms their acceptance of specific provisions regarding the administration of College Board tests.

Writer/scribe: A staff member who records answers on the answer sheet for a student who is approved for this accommodation. Students automatically receive 50% extended time and extra breaks on all sections.
Testing Room Materials Report for SAT® School Day Testing

Directions for Test Coordinator:
- Before issuing materials to the proctor, fill in section 1 and sections 2 and 3 in Part A.
- If necessary, remove the completed form from the back of the manual when the proctor returns it to you.
- Enclose all copies of this form in the Gray-Bordered Envelope and return with used answer sheets.

Directions for Proctor:
- Complete the seating chart on the back of this form in Part B to record how test books were distributed in the room.
- At the end of testing, complete all information on the front of this form in Part A (sections 4, 5, and 6) and sign it in section 1.
- Return this report, including any additional seating charts (for sections of a large room), to the test coordinator.

1 TESTING ROOM INFORMATION

Test Date: ___________________________ 6-Digit School (AI) Code: ___________________________
Room Number: ___________________________ Room Type: □ Standard □ Accommodated

Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.
Proctor: __________________________________________ Name (please print) ___________________________ Signature ___________________________

Part A: Accounting for Test Materials

<table>
<thead>
<tr>
<th>2</th>
<th>TEST BOOKS RECEIVED</th>
<th>QUANTITY</th>
<th>SERIAL NUMBER RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of books received:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>ESSAY BOOKS RECEIVED (IF ANY)</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of Essay books received:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>TEST BOOKS RETURNED</th>
<th>QUANTITY</th>
<th>SERIAL NUMBER RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used test books returned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
<tr>
<td></td>
<td>Unused test books returned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
</tbody>
</table>

|   | Total number of test books returned: |          |                     |
|   | to | to | to |

<table>
<thead>
<tr>
<th>5</th>
<th>USED ANSWER SHEETS RETURNED</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of used answer sheets returned:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>ESSAY BOOKS RETURNED (IF ANY)</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used Essay books returned:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unused Essay books returned:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of Essay books returned:</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Distribution of Test Materials

You (or a monitor) should use the chart below to indicate how test books were distributed to students seated in your testing room.

Do not record distribution (if any) of Essay books.

Print the name of the person completing the seating chart below, along with the 6-digit school code and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name: ____________________________
School Code: _______________________
Date: ______________________________
Seating Chart for Room #: _______________________
Page: __________________ of __________

1. For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the student’s name or initials.

2. For each row, draw directional arrows to indicate the direction in which the books were distributed.

3. Cross out any unused seats.

4. Indicate the location of the entrance doors.

5. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which they were moved. Complete an Irregularity Report explaining the reason for the change.