Look inside for:

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

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the 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, the 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 Information for Supervisors

School Day Support (not for parents or students)

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387, Option 1

- General SAT® School Day support
- Test Administration Services (TAS) for receipt of materials, questions about procedures, reporting of testing irregularities
- Services for Students with Disabilities (SSD) office
- Office of Testing Integrity (OTI) for security breaches
- College Board Office of Communications for media inquiries

EMAIL: sat schoolday@collegeboard.org

Test Day Complaints

EMAIL: testcenter@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: satquestion@collegeboard.org
# Contents

1. **Introduction**  
   1. Important Changes to Fall 2017 SAT School Day
   2. Using This Manual
   3. About the SAT
   4. Standardized Testing
   5. Testing Materials Distribution Chart – Accommodated Rooms

2. **Before Test Day**
   5. Prepare Yourself for Test Day
   6. Preparing for Testing with Accommodations
   8. Prepare Your Students

3. **During the Test**
   9. Test Day Schedule
   10. Equipping the Testing Room
   11. Maintaining Security During Testing
   12. Reporting Test Administration Irregularities
   13. Using the Scripts
   14. Timing Charts for Accommodated Testing
   15. Testing in the Accommodated Room
   18. SAT Scripts for Testing Accommodated Students
   19. Distributing Answer Sheets
   22. Begin the Test Here
   23. Script 1: Standard Time for Accommodated Students (No Extra Breaks)

4. **After the Test**
   27. Script 2: Standard Time with Extra Breaks
   32. Script 3: 50% Extended Time for One-Day Testing
   38. Script 4: 100% Extended Time
   44. Script 5: 50% Extended Time for Two-Day Testing
   49. Script 6: MP3 Audio Format

5. **Appendix**
   64. Standard SAT Section Timing Chart—Nonstandard Administration
   65. Standard SAT Section Timing Chart—with Extra Breaks
   66. 50% Extended Time SAT Section Timing Chart – One- or Two-Day Testing
   67. 100% Extended Time SAT Section Timing Chart
   68. MP3 Audio Format SAT Section Timing Chart
   69. Acceptable Calculators
   70. Sample Seating Plans
   71. Irregularity Chart
   78. Sample Supervisor’s Irregularity Report (SIR)
Introduction
As part of the SAT School Day staff, you play an important role in ensuring the successful administration of the SAT, an important milestone on the path to college for many students. Testing during the school day in a familiar, easily accessible environment allows the SAT School Day to serve as part of an integrated approach to improving college and career readiness within your community. It also means that more students can participate in College Board programs that support college access.

Important Changes to Fall 2017 SAT School Day
The College Board is making significant improvements to how your school manages SAT School Day. Some of the changes that affect you are:

1. Your SAT School Day supervisor will manage all materials online through the test ordering site at collegeboard.org/school, eliminating the need for registration paperwork. Centralized ordering allows your school to manage the roster of who is testing at your school. It is also possible that your school will receive pre-identification (pre-ID) labels for your students to ensure accurate answer sheets for scoring.

2. Admission tickets are no longer issued, making your test administration easier and more manageable.

3. The Nonstandard Administration Report (NAR) will display all students approved by the College Board for accommodated testing during October 2017 School Day, which test materials they should use, and when they should test. Some accommodations may apply to students testing in the standard testing room, but most students with accommodations will test in the accommodated rooms.

4. Students approved to test with certain accommodations will no longer test using pink test books. See the “Testing Materials Distribution Chart” on page 4 to determine which students will test with what book.

5. Students approved to test with certain accommodations can be tested during a two-week accommodated testing window. Refer to your NAR to see which students are eligible for testing in the window.

6. The answer sheets have changed:
   a. Students will answer questions about themselves, their high school experiences, and their college plans on the answer sheet. This eliminates the need for a separate student questionnaire form. They can also order four free score sends.
   b. The answer sheet also includes a testing room code field. Your School Day supervisor may choose to assign a three-digit code to each test room to allow more timely identification of answer sheets related to any reported irregularities.

7. Your test supervisor should arrange a preadministration session to allow your students to complete questionnaire information and request their four free score sends before test day. On test day, you will need to make sure to hand each student their matching, prefilled answer sheet.

Using This Manual
This manual is for testing students on the NAR who require accommodated testing for SAT School Day testing only (not Saturday or Sunday testing) in October 2017. Please do not share it with students or anyone else besides testing staff.

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

- 🚨 Urgent
- ✉️ Contact by Phone
- 📚 Procedures or information for providing accommodations to students with disabilities
- 🗝️ Security Requirement

Manual Organization
“Before the Test” and “During Test Day” give important details you should know for setting up your test room and for administering the test to students with various accommodations. Be sure to read these sections before test day.

The scripts for test day are found in the section “SAT Scripts for Accommodation Testing.” Be sure to plan for the needs of the students assigned to your room and read the appropriate script(s) ahead of test day.
The following resources are provided in the Appendix of this manual:

- SAT Section Timing Charts for Nonstandard Timing
- Acceptable Calculators
- Sample Seating Chart
- School Day Irregularity Chart

Scripts
This SAT School Day Manual for Accommodated Testing includes six scripts for testing students with accommodations. They are grouped as follows:

- Accommodated testing in one day—Three scripts used for any accommodated testing that must take place on the primary test date, and may be used for some two-week window testing as well.
  - Script 1: Standard Time with Accommodations
  - Script 2: Standard Time with Extra Breaks
  - Script 3: 50% Extended Time for One-Day Testing

- Accommodated testing during the two-week accommodated testing window—Three additional scripts are provided for testing students who are approved for accommodations and eligible to test anytime during the testing window:
  - Script 4: 100% Extended Time
  - Script 5: 50% Extended Time for Two-Day Testing
  - Script 6: MP3 Audio Format Script

Students eligible to test during the two-week testing window may test in one day or two days, depending on the approved accommodation(s), and may require any of the six scripts in the manual.

About the SAT
The SAT is part of a closely aligned suite of assessments that reflects what students are already learning in their classrooms and helps educators monitor student progress. Visit sat.org to learn more about the SAT Suite of Assessments.

The SAT focuses on the skills and knowledge that current research indicates are essential for career and college success.

Here are a few important points:

- Students should be encouraged to give their best answer for every question; there is no penalty for guessing.

For standard timing, students receive two breaks and, if taking the SAT with Essay, a third short stretch break.

Students testing with extended time will receive additional breaks as noted later in this section.

Students will receive extended time only for the subject area(s) for which they are approved (e.g., math only or writing only). Exception: Students approved for extended time for reading will receive extended time for the entire test.

Test Facts

Test Sections and Timing
The SAT is composed of several tests that follow the same order in every test book.

Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each test is composed of multi-paragraph passages and multiple-choice questions. Time allotted:

- 65 minutes for Reading
- 35 minutes for Writing and Language

Math: Includes multiple-choice and student-produced response questions. Divided into two portions: one that permits calculator use, and one that does not. Time allotted:

- 25 minutes for Math Test – No Calculator
- 55 minutes for Math Test – Calculator

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

- 50 minutes

Administrative Time in the Standard Testing Room
Filling out the personal information on the answer sheet can take up to 45 minutes. Your supervisor should schedule a session before test day for these preadministration activities.

On test day, you will need approximately 15 to 30 minutes before the test, an extra 15 minutes during the test in the SAT with Essay room, and 5 minutes after the test for administrative details. If students were unable to participate in a preadministration session, plan for an additional 45 minutes after testing for students to complete the student information questions.
SAT School Day Tests
Schools will have the option to order and administer:

1. SAT (students won't take the Essay).
2. SAT with Essay (all students take the Essay).

**NOTE:** If testing as part of a contract, your district or state may offer the choice to provide a mixture of the SAT and SAT with Essay. If your school is not testing as part of a contract, you may choose to offer both the SAT and SAT with Essay. The SAT (no Essay) and SAT with Essay must be administered in separate rooms.

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 and all testing staff 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.

Accommodated Testing
The College Board provides testing accommodations to students who, due to a disability, demonstrate a need for accommodations on College Board tests. Your Nonstandard Administration Report (NAR), which can be printed from SSD Online, will indicate the room type, test materials, and test dates for all students who are testing with accommodations. Give only accommodations that are listed on the NAR. The Testing Materials Distribution Chart – Accommodated Rooms on the next page also provides an overview.

SAT Test Materials
Standard multiple-choice test books used on the primary School Day test date have covers with a large purple box that contains important reminders. All SAT with Essay multiple-choice books also include an essay icon. The Essay books themselves, which are separate from the multiple-choice test books, have a purple bar and essay icon on the cover.

Students testing with accommodations that do not require nonstandard materials or specific testing conditions will test on the primary test date with the same purple books that are used in standard testing rooms. See the Test Materials Distribution Chart – Nonstandard Rooms for these accommodations.

Students taking the test with accommodations that fall under the two-week accommodated testing window, such as 100% extended time or special formats such as braille, will use test materials that have a blue cover. The Essay book, if applicable, will have a blue bar and an essay icon on the cover.
# Testing Materials Distribution Chart – Accommodated Rooms

<table>
<thead>
<tr>
<th>Test Date</th>
<th>October 11, 2017</th>
<th>October 11–25, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Testing Days</td>
<td>One-day</td>
<td>One or more testing days during the two-week accommodated testing window</td>
</tr>
<tr>
<td><strong>Accommodation Examples</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended breaks</td>
<td>20 pt (or larger) large print</td>
</tr>
<tr>
<td></td>
<td>Extra breaks (without extended time)</td>
<td>Magnifying machine</td>
</tr>
<tr>
<td></td>
<td>Four-function calculator on Math Test – No Calculator section</td>
<td>Braille</td>
</tr>
<tr>
<td></td>
<td>Permission to test blood sugar</td>
<td>Braille writer</td>
</tr>
<tr>
<td></td>
<td>Small group setting</td>
<td>Reader</td>
</tr>
<tr>
<td></td>
<td>50% Reading extended time on the SAT no Essay (entire assessment)</td>
<td>MP3 Audio test form</td>
</tr>
<tr>
<td></td>
<td>50% Mathematics extended time (math only)</td>
<td>Writer/scribe to record responses</td>
</tr>
<tr>
<td></td>
<td>50% Writing extended time (Essay only)*</td>
<td>Computer for Essay only</td>
</tr>
<tr>
<td></td>
<td>20 pt (or larger) large print</td>
<td>Breaks as needed</td>
</tr>
<tr>
<td></td>
<td>Magnifying machine</td>
<td>One-to-one testing</td>
</tr>
<tr>
<td></td>
<td>Braille</td>
<td>Late start time (See NAR)</td>
</tr>
<tr>
<td></td>
<td>Braille writer</td>
<td>Home/hospital testing</td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td>Limited testing time (See NAR)</td>
</tr>
<tr>
<td></td>
<td>MP3 Audio test form</td>
<td>100% Reading extended time (entire assessment)</td>
</tr>
<tr>
<td></td>
<td>Writer/scribe to record responses</td>
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</tr>
<tr>
<td></td>
<td>Computer for Essay only</td>
<td>100% Mathematics extended time (math only)</td>
</tr>
<tr>
<td></td>
<td>Breaks as needed</td>
<td>50% Reading extended time on the SAT with Essay (entire assessment)</td>
</tr>
<tr>
<td></td>
<td>One-to-one testing</td>
<td>100% Writing extended time (Essay only)*</td>
</tr>
<tr>
<td></td>
<td>Late start time (See NAR)</td>
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<td>Home/hospital testing</td>
<td>50% Reading extended time on the SAT with Essay (entire assessment)</td>
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<td>50% Reading extended time on the SAT with Essay (entire assessment)</td>
<td>100% Mathematics extended time (math only)</td>
</tr>
</tbody>
</table>

- **Testing Manual**: 
  SAT School Day Accommodated Testing Manual, Scripts 1–3
  SAT School Day Accommodated Testing Manual, Scripts 1–6

- **Test Book Color**: 
  Purple
  Blue

- **Makeup Test Dates**: 
  October 25, 2017
  October 11–25, 2017

*Any student taking the SAT without Essay who is approved for extended time for writing only will test in the standard room with standard time.
Before Test Day

Prepare Yourself for Test Day

- Review the script (or scripts) that applies to the students you’ll be testing.
- Review the information in “During the Test” about conducting the test and reporting any irregularities.
- Familiarize yourself with the Irregularity Chart in the Appendix to prepare yourself for common testing irregularities (i.e., illness, students working in the wrong section of the answer sheet, etc.).

Your test supervisor should schedule a prep session for all associate supervisors. In addition, you will need to complete training.

Preparing to Collect Student Belongings

Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so that they can be returned after testing.

Preparing Your Testing Room

Your supervisor will assign you a testing room before test day. Work with your supervisor to make sure you are prepared to provide the proper testing environment, approved aids, and working equipment. Be ready to support students who have different methods of recording answers.

Seating Requirements for All Testing Rooms

See the sample seating plans in the Appendix to help you arrange the seating in your room. Observe the following requirements:

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of 4 feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, seat students at least 4 feet apart and facing the same direction.
- Provide a large, smooth writing surface, preferably desks or tables.
- 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 are not acceptable.
- Seat assignments shouldn’t follow any expected patterns, to minimize the chance of friends and family members being seated next to one another.

Students may not select their own seats.

Additional Seating Requirements for Accommodated Testing Rooms

- Seat students who are deaf or hearing-impaired, including those who have been approved to have a sign language interpreter, so they can see you easily. Make sure they are aware that starting, stopping, and break times will be posted on the board. You should flick the lights or gently tap students’ shoulders at the end of each section or break as well as posting these times.

Sign language interpreters are not permitted to have access to testing materials at any time, but are only allowed to sign spoken directions.

- Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.
- For students approved for computer use for the Essay, or to use MP3 audio or ATC formats, make sure the necessary computers are in your testing room and tested before test day:
  - The MP3 audio and ATC formats are provided on USB flash drives. For students approved for these formats, a computer with a USB port must be provided to accept the flash drive.
  - For students using a computer for the Essay, provide a computer with word processing software.
  - See the requirements stated in “Computer Use” (page 7).

Notify the supervisor if your room does not meet these specifications.
Preparing for Testing with Accommodations

Preparing to Use the Scripts
Your supervisor will provide a copy of the NAR 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. Review the chart of timing supplied in the “During the Test” section (page 14), and map out any shifts from one script to another that might be needed in your room.

Test Assistants and Aids
- Students may be approved for accommodations such as a reader to dictate test questions, or a computer, braille device, or scribe to record responses.
  - Students assisted by a reader or a scribe will test with at least 50% extended time (or more, depending on their accommodations).
  - If taking the SAT with Essay, students using a reader or scribe will test over two days.
- Students who are deaf or hearing-impaired may
  - have a sign language interpreter translate test directions from spoken English.
  - be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.
- Students may use the Guide to the Nemeth Code if they are taking the braille format of the SAT.

When students are approved for these accommodations, the SSD office will contact your supervisor, so that you are prepared.

Nonstandard Methods of Recording Answers
Students may be approved to record answers using various methods, including the following:
- Dictating answers to be put on the regular answer sheet by a writer
- Using a braille writer or computer
- Recording answers in the test book
- Recording the SAT Essay on a computer
- Recording the answers on an enlarged (large block) answer sheet.

A completed answer sheet must be submitted for a student to receive a score report.

Transcribing or Recording Answers
- For students using braille writers or other devices, or who are approved to write their answers in test books, the associate supervisor or SSD coordinator must transfer the answers (except for the essay) to the answer sheet after the student completes the test.
- When answers are dictated, the assistant must make sure the student’s identifying information on the answer sheet is complete and fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
- For students who are approved to write the answers in their test books, write “Answers in Book” on the front cover of the student’s test book and return both the student’s answer sheet and marked test book to the test supervisor for them to return in the white Accommodated Testing Envelope.
- Students who test with a writer/scribe will test with 50% extended time (unless approved for 100% extended time or more).

General Notes for Electronic Devices
Ensure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC file, 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.

All essays must be printed out according to the guidelines outlined in this section. All written responses must be deleted from the equipment following successful printout.

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

Computer Use
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 question. Other software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board.

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 as well as all assistive features noted on the previous page.

If you cannot disable these features, you must monitor students to ensure that they do not use them.

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

- 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 pt (most students)
  - 14 pt (approved large print)
  - 20 pt (approved large print)
- Page limits:
  - 4 pages (for 10 pt font size)
  - 6 pages (for 14 pt font size)
  - 10 pages (for 20 pt font size)

USB Flash Drives
The MP3 audio and ATC test formats are delivered on USB flash drives. To use either format, 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.

- Prior to test day, check each USB drive to ensure its functionality.
- Read the setup instructions for these devices thoroughly so that they are ready for use on test day.
- Step through the set up instructions, then remove and securely store each USB file for use on test day.

Setting up for MP3 testing 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, Unlocking or Authorizing Media Files” later in this section.

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

Setting Up Computers for ATC Users
The ATC format has been tested with ZoomText® (with and without reader), JAWS®, NVDA®, on both a PC and a MacBook 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 on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the SAT.

1. Print the student’s last name, first name, and middle initial on the back of the ATC package.
2. Remove each USB flash drive from its packaging.
3. 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).
4. You will be asked to enter a password. Enter the password that is on the label in the box containing the flash drive. Do not share the password with the student.

The ATC format is composed of five Microsoft Word files that have been created to work with students’ assistive technology for screen magnification or screen readers.

Setting Up Computers for MP3 Audio Users
The USB flash drive contains read-only files and a built-in player to deliver the test content.
1. Print the student’s last name, first name, and middle initial on the back of the MP3 box, and on the back cover of the accompanying regular- or large-type test book.
2. Remove each flash drive from its packaging.
3. Insert the USB flash drive into a USB port.

**Setting up PCs or Macs**
- Open the USB drive:
  - On both PCs and Macs, find the icon in the lower left of your screen.
  - On a Mac, click on the icon to open “Finder.”
- Start the software: Double click the software application icon, which is labeled “Start” (“.exe” on PC or “.app” on Mac).
  - On a PC, right click on the icon and select “File Manager” or “File/Windows Explorer.” The USB drive will appear in the list labeled “This PC” or “Computer.”
  - Double click the name of the USB drive.
- Start the software: Double click the software application icon, 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.

**Setting up Chromebooks**
Start the software: Click the Launcher, the icon on the far left of the taskbar.
- Select “Files,” which will bring up another taskbar.
- Find the USB drive in the task list and click it to display a list of file folders on the drive.
- Open the folder called “Chrome_Version” to access the test sections.

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

- Tell students testing with MP3 audio format:
  - To bring earphones for taking the test.
  - That they will test over two days.
  - To practice using the software with the practice tests provided in your test shipment or by going online to sat.org/practice.
- Tell students using the ATC format to bring earphones if they are using text-to-speech software.
- Tell students who are testing in the two-week testing window when and where to report for testing.

4. Type in the 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. Click “Send.”
You will then receive an email with a replacement license file and easy, step-by-step instructions which will include how to delete the old license file from the USB and copy the new license file to the USB.

**Troubleshooting, Unlocking or Authorizing Media Files**
If you see an error message about failed authorization or unlocking of media files, follow these steps:
1. From within the Flux Player, select the “Help” drop-down menu.
2. Click “Contact support.”
3. In the describe your issue box, type “Failed to apply license file.”
During the Test

Test Day Schedule

To ensure standardized testing across all School Day testing, please adhere to the prearranged schedule as closely as possible. The sample schedule given here is based on average opening times for high schools.

Sample Nonstandard 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>The supervisor reviews staff and room assignments and distributes materials, including Testing Room Materials Reports.</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</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:15 a.m.</td>
<td>If applicable, collect and label electronic devices and/or backpacks for return after testing ends.</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>11:05 a.m.</td>
<td>Testing ends for 50% extended time administration 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>
<tr>
<td>3:45–4:45 p.m.</td>
<td>UPS pickup arranged for last day of two-week testing window. Ask your supervisor to contact TAS to arrange new time if testing ends on an earlier date.</td>
</tr>
</tbody>
</table>

Timing of the Test and Breaks

The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the entire amount of time; they cannot move on to the next SAT section until time is called. Timing charts for each script are supplied in the Appendix.

Follow these policies to ensure accurate and uniform timing of tests:

- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as on the board for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor’s Irregularity Report (SIR).

Scheduled Breaks

College Board policy requires every student to be offered breaks at regular intervals. Students testing with extended time will receive additional breaks. During breaks before Sections 2 and 4, students may go to the restroom or to the area designated for eating snacks. Ideally, snacks and beverages should be consumed outside of the testing room. Please make sure that eating or drinking is never allowed near testing materials unless approved as an accommodation.

Unscheduled Breaks

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

- Inform students that they will not get extra testing time.
During the Test

• Allow only one student at a time to take an unscheduled break.
• Collect the test book and answer sheet before the student leaves 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 English Language Learners (ELL) supports (translated directions or glossary) that the student may be using.
• When the student returns, if the student is unfamiliar to you, check his or her ID before you hand back the testing materials.

Never leave the testing room unattended. If possible, have a proctor accompany the student. It is not necessary to record this irregularity on an SIR unless you find the activity suspicious.

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.

Extra Breaks

Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in Script 4 (see “Using the Scripts”).

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 should not prompt students to end their breaks early.

Breaks “As Needed”

Some students with medical conditions require breaks as needed. When a student is approved for breaks “as needed,” they may break during a test section or subject. 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 approved for other accommodations.)

Two-Day Accommodated Testing

The accommodated testing window begins on the published test date and extends through the following two weeks. Begin testing in the two-week testing window as early in the window as possible, to allow for maximum flexibility for absentees to test before the end of the window. 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. Here are some reminders about two-day testing:

• Test students who are approved for a reader or scribe with 50% extended time (or more, if approved). If taking the SAT with Essay, these students must test over two days.
• Students taking the SAT with Essay with 50% extended time on the entire test will test over two days.
• Students who are taking the SAT or SAT with Essay with 100% extended time for reading or with the MP3 audio format will be tested over two days.
• Students approved for 100% extended time on both math and writing who are taking the SAT with Essay will also be tested over two days.

• Plan your testing as follows:
  • Day 1: Complete ID information on the answer sheet and test sections 1–3 (see note on below). Lock test materials in a secure area overnight.
  • Day 2: Complete test sections 4 and 5 (if administering the SAT with Essay). Be sure to give each student the same book and answer sheet he or she used on the first day.

  **NOTE:** Students testing with the MP3 audio format will break on Day 1 after Section 2, and complete Sections 3, 4, and, if applicable, 5, on Day 2.

Equipping the Testing Room

On test day, the associate supervisor must ensure that the testing room meets the College Board requirements.

Supplies for Associate Supervisors

The supervisor will supply you with the following testing materials on test day:

- The Testing Room Materials Report form, listing the serial numbers of the test books assigned to the testing room
Maintaining Security During Testing

Accounting for Test Materials

Complete the seating chart on the back of the Testing Room Materials Report form by listing the serial number of the multiple-choice test book distributed to each seat and student name if time allows. This will allow you to account accurately for test materials. Later, when you prepare to return materials to the supervisor, you will record the serial numbers of the test books that you are returning on the front of the form. Essay books, while not serialized, should still be accounted for using similar procedures.

NOTE: Count all of your testing materials when you receive them from your supervisor, when you distribute them to students, and when testing is complete.

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 who was assigned that serial number as well as 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, wait to search the room until a scheduled break or the end of the testing session, but notify the test supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is 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 supervisor to call TAS immediately. Report the incident on an SIR.

Test Observers and Visitors

Staff from the College Board, Educational Testing Service (ETS), or from your district may visit your school the day of the test or the week preceding it. Verify that visitors have identification and a letter of authorization from the College Board or ETS, or the Board of Education. Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized individuals out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

Conducting the Test

Make sure you understand and follow these policies:

- Prepare your testing room by covering up or removing any instructive material, such as maps and charts.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
During the Test  Reporting Test Administration Irregularities

- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking on phones (prohibited for staff as well as students), using a computer, or grading papers.
- Ensure that at least one 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, either before or on test day.

Distributing Answer Sheets

If the answer sheets you receive from your supervisor are either pre-gridded, pre-labeled, or both, you must match the correct answer sheet to the correct student. You should receive some blank answer sheets from your supervisor in case you have students who need them.

Preventing Copying and Communication

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

- 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 through the use of 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.

Always note any such activities on the SIR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

If the Irregularity Chart indicates to call TAS or OTI, report the situation to your supervisor immediately.

Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of approved calculators (see the Appendix for a list of approved 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.

NOTE: Students approved to use a calculator on the Math Test – No Calculator section must use a four-function calculator for this purpose. (Percent and square root functions are allowed.) Be sure to confirm that the calculator in use is not a more advanced model.

Monitoring Students Approved to Type Their Essays

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

When time is called for the SAT Essay, tell students to stop typing and send the essay to the printer. Whether printing from a computer or other electronic aid, print the pages according to the page settings given in this section.

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.

Check to make certain the essay file is deleted and the computer’s deleted items folder is emptied before turning off the computer.

Reporting Test Administration Irregularities

Using the Irregularity Chart

The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: when the chart indicates to call TAS, tell your supervisor so that they may do so without delay. The chart also indicates when you should complete and submit an SIR.
Tell the supervisor immediately about timing irregularities or other issues.

Use the SIR to record an irregularity, including:

- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

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 associate supervisors must be countersigned by the test supervisor, 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.

Completing the SIR
This form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in circles completely. Always include the names of students involved in an irregularity. (See the Appendix for a sample of a completed SIR.)

For all irregularities, fill in the general information in items 1 to 4 (page 1) and item 10 (page 3) of the form. In box 4a, put your six-digit school (AI) code. If your school also serves as a weekend test center, be sure to use the school day test center number, not the weekend test center number.

In box 4b, fill in the appropriate bubbles for your test date.

To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 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.

To report an individual irregularity (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. List their names, dates of birth, and answer sheet litho codes. In all situations, provide as much detail as possible. Do not attach answer sheets to the SIR, but return them with the other used answer sheets.

Using the Scripts
There are six test scripts for the SAT based on the type of accommodation a student is registered for. An overview of timing is given in the chart on page 14.

NOTE: Students approved for writing only extended time receive extended time only on the SAT with Essay. Those who are taking the SAT (no Essay) do not test in nonstandard testing rooms unless they have other accommodations that require it.

Scripts for One-Day Testing
The following scripts may be used with either the standard (purple) materials on the primary test day or with specific nonstandard (blue) materials during the testing window:

Script 1: Standard Time for Accommodated Students
Use Script 1 (starting on page 23) for students who are approved for accommodations that do not require extended time; for example, breaks as needed, extended breaks, computer for essays, or permission to test blood sugar.

Script 2: Standard Time with Extra Breaks
Use Script 2 (starting on page 27) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

Script 3: 50% Extended Time for One-Day Testing
Use Script 3 (starting on page 32) for students who are approved for 50% extended time for:

- Reading or use of a scribe or writer on the SAT (no Essay).
- Writing only on the SAT with Essay.
- Math only (start with Script 1 or 2).
- Combined math and writing (start with Script 1 or 2).

Scripts for Testing During the Two-Week Accommodated Window
Scripts 4 through 6 are for use during the two-week accommodated window. The testing of students with nonstandard (blue) materials is not confined to these scripts. Some students may require standard timing for one or more sections of the test, for example. As noted earlier in the manual, you should decide ahead of test day which script or combination of scripts to use for the students in your room.
**Script 4: 100% Extended Time**
Use Script 4 (starting on page 38) for students who are approved for 100% extended time for:

- Math only or writing only on the SAT with Essay (start with Script 1 or 2). These students test in one day.
- Combined math and writing on the SAT with Essay (start with Script 1 or 2). These students test over two days.
- Reading on the SAT or the SAT with Essay. These students test over two days.

**Script 5: 50% Extended Time for Two-Day Testing**
Use Script 5 (starting on page 44) for students who are approved for 50% extended time for reading or the use of a reader or scribe on the SAT with Essay. These students will test over two days.

**Script 6: MP3 Audio Format**
Use Script 6 (starting on page 49) for students who are using the MP3 audio format. These students will test over 2 days.

---

**NOTE:** Day 1 testing stops for MP3 audio format after Section 2.

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### Timing Charts for Accommodated Testing

<table>
<thead>
<tr>
<th>Section</th>
<th>Standard Time (Nonstandard Room)</th>
<th>Standard Time with Extra Breaks</th>
<th>50% Extended Time One-Day Testing</th>
<th>100% Extended Time One-Day Testing</th>
<th>50% Extended Time Two-Day Testing</th>
<th>MP3 Audio Users</th>
<th>Total SAT</th>
<th>SAT w/Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading Test</td>
<td>65 minutes</td>
<td>33 minutes</td>
<td>49 minutes</td>
<td>65 minutes</td>
<td>49 minutes</td>
<td>65 minutes</td>
<td>195 minutes</td>
<td>247 minutes</td>
</tr>
<tr>
<td>2 Writing and Language Test</td>
<td>35 minutes</td>
<td>35 minutes</td>
<td>53 minutes</td>
<td>70 minutes</td>
<td>53 minutes</td>
<td>58 minutes</td>
<td>247 minutes</td>
<td>390 minutes</td>
</tr>
<tr>
<td>3 Math Test – No Calculator</td>
<td>25 minutes</td>
<td>25 minutes</td>
<td>38 minutes</td>
<td>50 minutes</td>
<td>38 minutes</td>
<td>50 minutes</td>
<td>247 minutes</td>
<td>390 minutes</td>
</tr>
<tr>
<td>4 Math Test – Calculator</td>
<td>55 minutes</td>
<td>28 minutes</td>
<td>42 minutes</td>
<td>55 minutes</td>
<td>42 minutes</td>
<td>55 minutes</td>
<td>247 minutes</td>
<td>390 minutes</td>
</tr>
<tr>
<td>5 Essay</td>
<td>50 minutes</td>
<td>25 minutes</td>
<td>38 minutes</td>
<td>50 minutes</td>
<td>38 minutes</td>
<td>50 minutes</td>
<td>247 minutes</td>
<td>390 minutes</td>
</tr>
</tbody>
</table>

---

**NOTE:**
Day 1 testing stops for MP3 audio format after Section 2.
## Testing in the Accommodated Room

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.

Students cannot elect to test without their approved accommodations unless they present a written statement signed by a parent/guardian or by the student, if over 18 years of age.

### Checklist

- **If available, post the following flyers on the door of the testing room:**
  - “No Electronic Devices!”
  - “Quiet, Please.”

- **Post this information for students**
  - Today’s date
  - “SAT” or “SAT with Essay”—as appropriate
  - Six-digit school (AI) code assigned to your school
  - School name, city, and state
  - Three-digit Testing Room code (or other room identifier)
  - “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”

  - **If applicable, post this information for students using MP3 audio format as relevant to the equipment students are using:**
    - For PC or Mac, starting and navigating the test:
    - Test Directions: Double-click to listen to directions
    - Start Section: Double-click Section icon
    - Next Section: Click the black “Stop” square at the bottom of the screen to return to Section Library
    - 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

### Timing That Requires Combined Scripts

<table>
<thead>
<tr>
<th>Section</th>
<th>100% Extended Time for Writing &amp; Math on SAT with Essay Script 1 &amp; 4</th>
<th>100% Extended Time for Writing Only on SAT with Essay Script 1 &amp; 4</th>
<th>100% Extended Time for Math Only Script 1 &amp; 4</th>
<th>50% Extended Time for Writing Only on SAT with Essay Script 1 &amp; 3</th>
<th>50% Extended Time for Math Only Script 1 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading Test</td>
<td>65 minutes</td>
<td>65 minutes</td>
<td>65 minutes</td>
<td>65 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>2 Writing and Language Test</td>
<td>35 minutes</td>
<td>35 minutes</td>
<td>35 minutes</td>
<td>35 minutes</td>
<td>35 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
</tr>
<tr>
<td>3 Math Test – No Calculator</td>
<td>50 minutes</td>
<td>25 minutes</td>
<td>50 minutes</td>
<td>25 minutes</td>
<td>38 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>end Day 1 testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Math Test – Calculator</td>
<td>55 minutes</td>
<td>55 minutes</td>
<td>55 minutes</td>
<td>42 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>5-minute break</td>
</tr>
<tr>
<td>5 Essay</td>
<td>2-minute break for the SAT with Essay</td>
<td>50 minutes</td>
<td>50 minutes</td>
<td>38 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td></td>
<td>50 minutes</td>
<td>50 minutes</td>
<td>50 minutes</td>
<td>50 minutes</td>
<td></td>
</tr>
<tr>
<td>Total SAT</td>
<td>(N/A)</td>
<td>(N/A)</td>
<td>285 minutes</td>
<td>(N/A)</td>
<td>246 minutes</td>
</tr>
<tr>
<td>Total SAT w/ ESSAY</td>
<td>387 minutes</td>
<td>302 minutes</td>
<td>337 minutes</td>
<td>277 minutes</td>
<td>298 minutes</td>
</tr>
</tbody>
</table>

**NOTE:** These times are for combining with Script 1 for the standard time sections. Script 2, standard time with extra breaks, may also be appropriate for some students.

*SAT School Day Accommodated Testing Manual*
During the Test  Testing in the Accommodated Room

- Forward: Ctrl/Command F
- For Chromebook, starting and navigating the test:
  - In the file list, double-click the folder “Test Directions” and then the file itself to hear general usage directions.
  - To select a section, double-click the test section folder (e.g., “SAT Section 1 Reading Test”).
  - To start the files in a section playing, press Ctrl 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.

Ensure that all materials are for accommodated testing.

- 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 one-day testing on the primary test date.
  - Students approved to test during the two-week accommodated window will have specific materials with blue covers.
- In addition, the test materials should match the administration in your room:
  - Standard SAT answer sheets are salmon. LB SAT have a salmon box on the cover.
  - Standard SAT with Essay answer sheets are gray. LB SAT with Essay have a gray box on the cover.

**NOTE:** Essay books, if any, 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 four sections of the SAT test.

If you’re collecting personal belongings from students:

Before you collect any phones, backpacks, or other personal belongings from students (if your school chooses to do so), students should take out any snacks or drinks to store under their desks during testing.

Check that students are in the correct testing room. Students testing in your room must appear on the NAR.

Read scripts in tinted boxes 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 tinted areas is intended for associate supervisors 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.

Some of the instructions that follow have alternative scripts to read depending on various criteria, such as 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.

Throughout the Test, Follow These Procedures

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

**Time the section**

- Enter the start and stop times as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals. This is particularly important if your room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting you.
- Refer to the appropriate section timing chart in the Appendix to ensure that you have correctly calculated the stop time.

**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 misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart in the Appendix.
**After testing begins**

- On the Testing Room Materials Report form provided to you by the supervisor:
  - Account for all test materials (used and unused) in Part B of the form. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 11 of this manual.
  - Make a note of the count of Essay books (if applicable).
  - Complete the seating chart on the back of the Testing Room Materials Report form provided to you.

- Use the chart on the back of the Testing Room Materials Report form to record serial numbers of the test books distributed to students and the order in which you handed out the test books.

**During breaks**

- Post the break time and include what time students should return to their seats.

- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.

- Students are not allowed to use phones during breaks for any reason. If they haven’t been collected, phones must remain powered off and put away until the test is completely over.

- Students may eat and drink during breaks, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Do not 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.

**Information for Using the ATC Format**

Students using the ATC format will 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 will need to close the file. The associate supervisor should be ready to help students locate the password and allow the student time to open the file before starting the timed section.
SAT Scripts for Testing Accommodated Students

Begin here on test day for all nonstandard testing.

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. In this room, you will be taking the test that I have posted on the board.

Continue by saying:

The College Board has rules that are designed to give each of you an equal opportunity to show your abilities. 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
- 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

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 will have until 11:59 p.m. on the fourth business day from today to file a test day complaint. If you see any behavior that causes you concern, please notify the test supervisor, who will explain how to contact the College Board. Are there any questions? [pause]

*Collection of Personal Belongings: Read script (A) if your school has chosen to collect students’ phones, electronic devices, and/or backpacks. Read script (B) if your school did NOT choose to collect students’ belongings. (Read only one option.)

A If your school has chosen to collect personal belongings, say:

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 power it off and turn it in to me now, and it will be returned to you at the end of the test.

OR

B If your school has NOT chosen to collect personal belongings, say:

At this time, if you have a phone, or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

Now say:

Now we’re going to prepare to start the test.

- Remove everything from your desk except your pencils, erasers, and acceptable calculator. [pause]
- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk. [pause]
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over. [pause]

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. (The NAR will indicate if an aid has been approved for use on a test.)

- Mobile phones or smartphones
- 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 typewriter-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:

You may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it until a later section.

Make sure that students have put their calculators under their desks and that any phones have either been collected or are placed under the desk, not in a pocket.

If you are administering the SAT with Essay, set the Essay books aside where you can reference them but students can’t access them. Keep one Essay book to refer to as you guide students through recording test information on their answer sheets. (You will place the book back with the others once you begin the test.)

Distributing Answer Sheets

Distribute the answer sheets. If your school held a preadministration session, make sure that each student receives their own pre-gridded answer sheet. If some or all of the students in the room did not participate in a preadministration session, give them a blank answer sheet, or a pre-labeled answer sheet if applicable. They will need to fill in boxes 2–43 after testing has finished. You may need to read both scripts (A) and (B) if you have a mixture of students in your room. In addition, if your school requires all fields on pre-ID labels to be confirmed by having students fill them in, read script (B) to students with pre-ID labels who haven’t yet completed these fields.

Next, say:

These are the answer sheets that you will use to mark your answers on the test.

*Preadministration session: If your school has held a preadministration session, read script (A) and complete the actions following the script if necessary. If your school did not hold a preadministration session, read the scripts under (B). [Read only one option.]

A  If your school held a preadministration session, say:

Please check to make sure your correct legal name and date of birth appear on the answer sheet. Raise your hand if you have the wrong answer sheet.

If your answer sheet has a label, please check that it is correct. You’ll be given time to complete the remaining boxes after the test. [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 you have students who have incorrect information on their answer sheets, give them blank answer sheets and read script (B) to them. For all other students, proceed to “Distributing Test Books.”

B  To students who have not participated in a preadministration, say:

Please fill in your full legal name in item 1 now. If your answer sheet has a label, please check that it is correct and raise your hand if you find any errors. I will give you a replacement answer sheet. [pause]

For boxes 2 and 3, say:

Find box 2. Raise your hand if you do not attend this school, and I will come over and help you answer this question. Everyone else, fill in the bubble for “Yes,” then print our school’s name, city, and state. You may leave the country line blank. Look up when you are done. [pause]
In box 3, print our six-digit school code ________ and fill in the corresponding bubbles. Look up when you are done. [pause]

If you have homeschooled students, tell them to fill in the bubble for “No, I am homeschooled” and to enter “970000” in box 3.

*Optional Code: If your school does not use optional codes, read script (A). If your school does use optional codes, read script (B). (Read only one option.)

A If your school does not use optional codes, for box 4, say:
Make no marks in box 4, “Optional Code.”

OR

B If your school uses optional codes, say:
If you do not attend this school, leave box 4 blank. Students from this school, please enter the number I have posted. [pause]

For box 5, say:
Move on to box 5 and enter your date of birth. Look up when you're done. [pause]

For box 12, say:
Turn to page 2 (or page 5 of the large block answer sheet). Fill in the bubble for your current grade in box 12.

For box 15, say:
Find box 15 on page 3 (or page 6 of the large block answer sheet). Fill in the appropriate bubble for female or male in box 15.

Distributing test books

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, including translated directions and/or word-for-word glossaries for students who need them.

Continue by saying:
Check to see that both the answer sheet and test book are for the version of the SAT that I have listed on the board—SAT or SAT with Essay. When you get the test book, turn it over and read the back cover. It has important information about timing, marking answers, and scoring.

Then say:
When you have finished reading, please look up. [pause]
Are there any questions about the information you just read? [pause]

After you have answered all questions, say:
Please listen carefully to these instructions, because they are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score.

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.

Read the following script if anyone is using a large-block answer sheet.

To students using a large-block answer sheet, say:
If you are using a large-block answer sheet, also read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking “X” in relevant squares rather than filling in bubbles, and the page numbers will be different from those that I announce.

When all students are ready, say:
On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this school's six-digit school code __________, school name __________, and this room number (or name). [pause]

Check that students have filled in these fields, including room number/name, on their test books.

For the next set of instructions, students must correctly copy codes from their test books onto their answer sheets to ensure proper scoring of their tests.
Students using a special format should copy the code from the item they are using for the actual test (e.g., MP3/ATC package).

**Next, choose the correct script and actions that follow (read only one option):**

- If you are giving the SAT with Essay to students using blue testing materials during the two-week window, complete the actions that follow and read script (A).

**OR**

- For all other students (those taking the SAT no Essay or taking the SAT with Essay on the primary test date), read script (B).

Before reading script (A) to students taking the SAT with Essay with blue test materials during the 2-week window, locate the box labeled “Form Code” on the front of the Essay book you have on hand for reference. Note the first letter of the form code in the space provided in script (A). Then read the script.

To students taking the SAT with Essay using blue test materials, say:

Find the “box labeled “Form Code” on the back of your answer sheet (or page 19 of the large-block answer sheet). Print this letter _____ into the first box of the form code field on your answer sheet, then turn to the back cover of your test or test packaging. Find the box labeled “Form Code.” Copy the letters and numbers onto your answer sheet in the remaining six columns in the Form Code field and fill in the bubbles. **[pause]**

**OR**

To all other students, for the Form Code Field say:

Copy the letters and numbers onto your answer sheet in box 44 from the box labeled “Form Code” exactly as shown on the back of your test or test packaging, and fill in the bubbles. **[pause]**

To all students, for the Test ID field, say:

Look at the back cover of your test book or MP3/ATC package. Find the box labeled “Test ID.” Copy the number onto your answer sheet in box 45, the “Test ID” field. **[pause]**

For the Test Book Serial Number field, say:

- Look at the front cover of your test. Find the area in the upper right-hand corner of the test book or MP3/ATC package labeled “Test Book Serial Number” and enter the number printed in box 46, “Test Book Serial Number” on your answer sheet. Fill in the corresponding bubbles.
  
  - Take a moment to ensure that the three fields for Form Code, Test ID, and Test Book Serial Number are completed correctly. Otherwise, you may not receive scores.

Check that students are filling in the correct codes.

**Testing Room Code:** If your school has assigned testing room code, read script (A). If your school has not assigned testing room codes, read script (B). **(Read only one option.)**

If your school has assigned a testing room code, say:

Fill in the three-digit testing room code I have posted for you in item 47 on your answer sheet. **[pause]**

**OR**

If your school has not assigned a testing room code, say:

Leave item 47 blank on your answer sheet.

Continue by saying:

While taking the test, remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

If testing students using blue materials in the two-week accommodated window, continue below; otherwise turn to “Begin the Test Here” on page 22.

If any students are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions that follow.

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.
- 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.
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 is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. If a student using the braille math 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 on which you are working. 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 all students using an 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 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, you’ll need to open the correct section file and type in your password, which is printed on the inside of your test packaging. When I call time, you’ll need to stop testing and close the file. Are there any questions? [pause]

Begin the Test Here

Answer all questions about procedure, and then continue with the script.

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 the College Board in writing no later than 11:59 p.m. on the fourth business day from today.

Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call.

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 or by some other method. After time is 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 a defect with either your test book or answer sheet, or if you realize that you’ve been writing answers in the wrong section of your answer sheet, raise your hand at that time.

I will walk around the room to check your progress. I will also keep the official time for the test. You will have breaks during the test, when you can leave this room to have a snack or use the restroom.
Answer sheets and test books must never be removed from the testing room. Remember, after the test has ended, no one may leave the room until I dismiss you. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. [pause]

Script 1: Standard Time for Accommodated Students (No Extra Breaks)

Use this script to administer the following accommodations:

- Students with standard timing accommodations (example—small group setting or permission to test blood sugar).
- Students testing with extended breaks or breaks as needed.
- Students testing with accommodations for extended time in math only and/or writing only. (You will see instructions for where to switch to Script 3 or 4 for these students.)

Section 1—Reading Test

**Begin the test by saying:**

Once we begin, you will have 65 minutes to work on Section 1, Reading. We will have a 10-minute break after the section is over.

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.

Find Section 1 of your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. [pause]

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

---

**After 30 minutes, say:**

You have 35 minutes remaining in this section.

**After 60 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 65 minutes, say:**

Stop work and put your pencil down. Put your answer sheet 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 10-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. You may not be seen with any electronic device, including a phone. Please 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. I cannot give extra time if you are late returning to the testing room.

**Certification Statement**

Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**At the end of the break, say:**

Please take your seat.

**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 of your answer sheet, and find the Certification Statement Box. 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, print your name and enter today’s date. Look up when you are done.

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

**Section 2–Writing and Language Test**

**ATC Format Timing for Section 2**

To allow enough time to navigate Section 2, students using ATC format must be given 100% extended time on Section 2. For these students, use Script 4 for Section 2 (page 39), then return to this page to continue with Section 3.

**Section 3–Math Test – No Calculator**

For students approved for 50% extended time on math only, turn to Script 3, “Break Before Section 3” on page 34.

For students approved for 100% extended time on math only, turn to Script 4, “Break Before Section 3” on page 39.

**NOTE:** 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 they use 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, Math Test without Calculator. We will have a 5-minute break after the section is over.

Find Section 3 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

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 accommodation that approves you to use a four-function calculator.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be
shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 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]

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. You may not be seen with any electronic devices, including a phone. Please 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 5 minutes. I cannot give extra time if you are late returning to the testing room.

For the break

Post the break time of 5 minutes, and include what time students should return.

At the end of the break, say:

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

Section 4—Math Test—Calculator

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 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 cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it 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.

Be sure to mark your answers in the correctly numbered spaces in Section 4. The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Now open your test book and take out your answer sheet. 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 this section.

After 50 minutes, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes, say:

Stop work and put your pencil down. [pause]

If you are administering the SAT without the Essay, testing has concluded and you need to proceed to “After the Test” on page 59 and read the remaining instructions to collect answer sheets and test books.
If you are administering the SAT with Essay, continue reading the instructions below.

To students in the SAT with Essay room, announce the break by saying:

Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk. Place your calculator under your desk.

You will now have 2 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 2 minutes.

For the break
Post the break time of 2 minutes, and include what time students should return.

At the end of the break, say:

Please take your seat. Please sit quietly while I collect your test books. [pause]

Collect a test book individually from each student in the same order in which they were distributed. Count the books to ensure you have the correct number before beginning the next section.

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5—SAT Essay
To administer Section 5 to students approved for extended time on writing only:

For 50% extended time, turn to Script 3 on page 36.

For 100% extended time, turn to Script 4 on page 42.

To all students, say:

Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle or box. Look up when you are finished. [pause]

I will now give an Essay book to each of you. Do not open your Essay book until I tell you to.

Distribute the appropriate Essay book to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Essay books are not serialized.

NOTE: 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:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this school’s name __________________, and this room number (or name) _____________. [pause]

Once we begin, you will have 50 minutes to work on Section 5, the Essay. You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8 to 10, as needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you don’t use a 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 larger type size test book, you may use that type size for your essay. Four pages are allowed for regular type size, 6 pages will be allowed for 14-point type size, and 10 pages for 20-point type size. 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 page 7 for setting up computers for the essay.

Then, say:

Now read the directions, open your Essay book, and begin work. Time starts now.

After 25 minutes, say:

You have 25 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work and put your pencil down. Close your Essay book and answer sheet. [pause] In addition, you are not permitted to discuss or share today’s essay questions until after the essay is available online.

Testing has concluded. Proceed to “After the Test” on page 59 and follow the instructions to collect answer sheets and test materials before dismissing students.

Script 2: Standard Time with Extra Breaks

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 on page 23.

Section 1—Reading Test

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

Find Section 1 of your answer sheet. Do not begin work until I tell you to. Please keep your calculator under your desk; you won’t need it for this section. Be sure to mark your answers correctly in the corresponding spaces in Section 1. [pause]

Now, open your test book to Section 1, read the directions, and begin work. Time starts now.

Good luck.

After 15 minutes, say:

You have 50 minutes remaining in this section and 18 minutes until the break.

After 28 minutes, say:

You have 37 minutes remaining in this section 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. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes and include what time students should return.

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.

After 17 minutes (from the break), say:

You have 15 minutes remaining in this section.
SAT Scripts for Testing Accommodated Students  
Script 2: Standard Time with Extra Breaks

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**After 27 minutes (from the break), say:**
You have 5 minutes remaining in this section.

---

**After exactly 32 minutes (from the break), say:**
Stop work and put your pencil down. Put your answer sheet 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. 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. You may not be seen with any electronic devices, including phones. Please don’t talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. I cannot give extra time if you are late returning to the testing room.

---

**If you did NOT collect electronic devices, say:**
You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes.

---

**For the break**
Post the break time of 5 minutes, and include what time students should return.

---

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

---

**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 Box. 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, print your name and 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.

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**Section 2—Writing and Language Test**

**ATC File Timing for Section 2**

1. To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn to Script 4 on page 39. Return to the next page (29) after completing Section 2.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>35 MINUTES</strong></td>
<td><strong>STANDARD TIME</strong></td>
</tr>
<tr>
<td>Start Time</td>
<td>Stop Time</td>
</tr>
</tbody>
</table>

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**To all students, say:**
Once we begin, you will have 35 minutes to work on Section 2, Writing and Language. 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 correctly numbered spaces in Section 2. Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

---

**After 15 minutes, say:**
You have 20 minutes remaining in this section.

---

**After 30 minutes, say:**
You have 5 minutes remaining in this section.
After exactly 35 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 working on. Close your test book and leave it on your desk. [pause]

Break Before Section 3

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.

For the break

Post the break time of 5 minutes, and include 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 answer sheet and test book flat in the center of your desk. [pause]

Section 3–Math Test – No Calculator

⚠️ For students approved for 50% extended time on math only, turn to Script 3, Section 3 on page 34.

⚠️ For students approved for 100% extended time on math only, turn to Script 4, Section 3 on page 40.

NOTE: 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 they use 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, Math Test without Calculator. We will have a 5-minute break after the section is over. Find Section 3 of your answer sheet.

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 accommodation that approves you to use a four-function calculator on this section.

The questions labeled “Student-Produced Responses” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

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.

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. You may not be seen with any electronic devices, including a phone. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.

For the break

Post the break time of 5 minutes and include what time students should return.
Section 4—Math Test – Calculator

**At the end of the break, say:**

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

**When everyone is ready, say:**

Once we begin, you will have 55 minutes to work on Section 4, 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 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 cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it 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.

Find Section 4 of your answer sheet. Be sure to mark your answers in the correctly numbered spaces for Section 4. The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

**After 10 minutes, say:**

You have 45 minutes remaining in this section and 18 minutes until the break.

**After 23 minutes, say:**

You have 32 minutes remaining in this section and 5 minutes until the break.

**After exactly 28 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.

**For the break**

Post the break time of 5 minutes and include what time students should return to their seats.

**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.

**After 12 minutes (from the break), say:**

You have 15 minutes remaining in this section.

**After 22 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 27 minutes (from the break), say:**

Stop work and put your pencil down. [pause]

If you are administering the SAT without the Essay, testing has concluded and you need to proceed to “After the Test” on page 59 and read the remaining instructions to collect answer sheets and test books.
If you are administering the SAT with Essay, continue reading the instructions below.

To students in the SAT with Essay room, announce the break by saying:

Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk. Place your calculator under your desk.

You will now have 2 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 2 minutes.

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

At the end of the break, say:

Please take your seat and sit quietly while I collect your test books. [pause]

Collect a test book individually from each student in the same order in which they were distributed. Count the books to ensure you have the correct number before beginning the next section.

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5—SAT Essay
To administer Section 5 to students approved for extended time on writing only:

For 50% extended time, turn to Script 3 on page 36.

For 100% extended time, turn to Script 4 on page 42.

To all students, say:

Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the bubble or square. Look up when you are finished. [pause]

I will now give an Essay book to each of you. Do not open your Essay book until I tell you to.


NOTE: 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:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this school’s name ______________, and this room number (or name) ______________. [pause]

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

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8 to 10, as needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.
You must write your essay using a Number 2 pencil. If you do not use a 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 larger type size test book, you may use that type size for your essay. Four pages are allowed for regular type size, 6 pages will be allowed for 14-point type size, and 10 pages for 20-point type size. 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 page 7 for setting up computers for the essay.

**To all students, say:**

Now read the directions, open your Essay book, and begin work. Time starts now.

**After 10 minutes, say:**

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

**After 20 minutes, say:**

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

**After 25 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.

**For the break**

Post the break time of 5 minutes, and include what time students should return.

**At the end of the break, say:**

Please take your seat. You have an additional 25 minutes remaining in Section 5. 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 10 minutes (from the break), say:**

You have 15 minutes remaining in this section.

**After 20 minutes (from the break), say:**

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your Essay book and answer sheet. [pause]

1. Testing has concluded. Proceed to “After the Test” on page 59 and follow the instructions to collect answer sheets and test materials before dismissing students.

**Script 3: 50% Extended Time for One-Day Testing**

1. If you are administering the SAT with Essay to students approved for 50% extended time for reading, use Script 5 on page 44.

**Section 1—Reading Test**

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>49 MINUTES</strong> 50% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time ___________  Stop Time ___________</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
</tr>
<tr>
<td><strong>49 MINUTES</strong> 50% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time ___________  Stop Time ___________</td>
</tr>
</tbody>
</table>
**Script 3: 50% Extended Time for One-Day Testing**

**To students, say:**

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

Find Section 1 on the first page of multiple-choice questions on your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now, open your test book to Section 1, read the directions, and begin work. Time starts now. **Good luck.**

**After 30 minutes, say:**

You have 68 minutes remaining in this section and 19 minutes until the break.

**After 44 minutes, say:**

You have 54 minutes remaining in this section and 5 minutes until the break.

**After 49 minutes, say:**

Stop work and put your pencil down. 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. You may not be seen with any electronic devices including phones. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning.

**For the break**

Post the break time of 5 minutes, and include what time students should return.

**At the end of the break, say:**

Please take your seat.

**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 Box. 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, print your name and enter today’s date.

Put your pencil down 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

ATC Format Timing for Section 2
To allow enough time to navigate Section 2, students using ATC format must be given 100% extended time on Section 2. For these students, turn to Script 4, Section 2 on page 39, then return to this page for Break Before Section 3.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

53 MINUTES 50% EXTENDED TIME

Start Time ___________ Stop Time ___________

To students, say:

Once we begin, you will have 53 minutes to work on Section 2, Writing and Language. We will have 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 be using 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.

After 30 minutes, say:

You have 23 minutes remaining in this section.

After 48 minutes, say:

You have 5 minutes remaining in this section.

After exactly 53 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 Before Section 3

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. [pause]

For the break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat.

Section 3—Math Test – No Calculator

NOTE: 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 they use is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES 50% EXTENDED TIME

Start Time ___________ Stop Time ___________

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, Math Test without Calculator. We will have a 5-minute break after the section is over. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

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 accommodation that approves you to use a basic, four-function calculator on this section.

The questions labeled “Student-Produced Responses” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 3.
Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 20 minutes, say:
You have 18 minutes remaining in this section.

After 33 minutes, say:
You have 5 minutes remaining in this section.

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 Before Section 4
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. You may not be seen with any electronic devices, including a phone. Please don’t talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. I cannot give extra time if you are late returning to the testing room. We will start testing again in exactly 5 minutes.

For the break
Post the break time of 5 minutes, and include what time students should return.

At the end of the break, say:
Please take your seat. Keep your answer sheet and test book flat in the center of your desk. [pause]

Section 4—Math Test—Calculator

To all students, say:

Once we begin, you will have one hour and 23 minutes to work on Section 4, Math Test with Calculator. We will stop after 42 minutes to take a 5-minute break.

You may use a calculator for this section. Please take your calculator out 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 cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it 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.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces 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. Now, open your test book and take out your answer sheet. Turn to Section 4 in your test book, read the directions, and begin work. Time starts now.
### SAT Scripts for Testing Accommodated Students  
#### Script 3: 50% Extended Time for One-Day Testing

<table>
<thead>
<tr>
<th>Time After the Break</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After 15 minutes, say:</strong></td>
<td>You have 68 minutes remaining in this section and 27 minutes until the break.</td>
</tr>
<tr>
<td><strong>After 37 minutes, say:</strong></td>
<td>You have 46 minutes remaining in this section and 5 minutes until the break.</td>
</tr>
<tr>
<td><strong>After 42 minutes, say:</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**For the break**  
Post the break time of 5 minutes, and include what time students should return.

<table>
<thead>
<tr>
<th>Time After the Break</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the break, say:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>After 21 minutes (from the break), say:</strong></td>
<td>You have 20 minutes remaining in this section.</td>
</tr>
<tr>
<td><strong>After 36 minutes (from the break), say:</strong></td>
<td>You have 5 minutes remaining in this section.</td>
</tr>
<tr>
<td><strong>After exactly 41 minutes (from the break), say:</strong></td>
<td>Stop work and put your pencil down.</td>
</tr>
</tbody>
</table>

1. If you are administering the SAT without the Essay, testing has concluded and you need to proceed to “After the Test” on page 59 and read the remaining instructions to collect answer sheets and test books.

1. If you are administering the SAT with Essay continue reading the instructions that follow.

**To students in the SAT with Essay room, announce the break by saying:**

Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk. Place your calculator under your desk. You will now have 2 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 2 minutes.

**For the break**  
Post the break time of 2 minutes, and include what time students should return.

<table>
<thead>
<tr>
<th>Time After the Break</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the break, say:</strong></td>
<td>Please take your seat and sit quietly while I collect your test books.</td>
</tr>
</tbody>
</table>

Collect a test book individually from each student in the same order in which they were distributed. Count the books to ensure you have the correct number before beginning the next section.

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

**Section 5–SAT Essay**

Use this script to administer Section 5 to students approved for extended time for writing. To administer Section 5 to students approved for extended time on math only:

1. Return to Script 1 on page 26 for students testing with no extra breaks.

1. Return to Script 2 on page 31 for students testing with extra breaks.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 MINUTES</td>
<td>50% EXTENDED TIME</td>
<td>Start Time</td>
<td>Stop Time</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37 MINUTES</td>
<td>50% EXTENDED TIME</td>
<td>Start Time</td>
<td>Stop Time</td>
</tr>
</tbody>
</table>
To all students, say:

Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the bubble (or square). Look up when you are done. [pause]

I will now give an Essay book to each of you.

Distribute an Essay book in the appropriate format to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Essay books are not serialized.

NOTE: 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 one hour and 15 minutes to work on Section 5, the Essay. We will take a 5-minute break after 38 minutes. Turn to the back of your Essay book and print your last name, first name, and middle initial, if you have one. Then print this school’s name __________________ and this room number (or name) ______________. Please look up when you are done. [pause]

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8 to 10, as needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a 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 large type size test book, you may use that type size for your essay.

Four pages are allowed for regular type size, 6 pages are allowed for 14-point type size, and 10 pages are allowed for 20-point type size. 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 your computer is set up properly for typing your essay. Do you have any questions? [pause]

See page 7 for information about setting up computers for the essay.

To all students, say:

Now read the directions, then open your Essay book and begin work. Time starts now.

After 20 minutes, say:

You have 55 minutes remaining in this section and 18 minutes until the break.

After 33 minutes, say:

You have 42 minutes remaining in this 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.

For the break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. You have an additional 37 minutes remaining in Section 5. 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 this section.
After 32 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 37 minutes (from the break), say:

Stop work and put your pencil down. [pause] Close your Essay book and your answer sheet. [pause]

Testing has concluded. Proceed to “After the Test” on page 59 and follow the instructions to collect answer sheets and test materials before dismissing students.

Script 4: 100% Extended Time

The following script is for 100% extended time students. If you are testing students with math- or writing-only extended time, turn to the appropriate Standard Time script.

Section 1—Reading Test

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 MINUTES 100% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time __________  Stop Time __________</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
</tr>
<tr>
<td>65 MINUTES 100% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time __________  Stop Time __________</td>
</tr>
</tbody>
</table>

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.

Find Section 1 on your answer sheet. Please keep your calculator under your desk; you will not need it for this section.

Now, open your test book to Section 1, read the directions, and begin work. Time starts now.

Good luck.

After 30 minutes, say:

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

After 60 minutes, say:

You have 1 hour and 10 minutes remaining in this section 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. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes, and include what time students should return.

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.

After 30 minutes (from the break), say:

You have 35 minutes remaining in this section.

After 60 minutes (from the break), say:

You have 5 minutes remaining in this section.

After 65 minutes (from the break), say:

Stop work and put your pencil down. [pause] 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. You may not be seen with any electronic devices including phones. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning.
For the break
Post the break time of 5 minutes, and include what time students should return.

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

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 Box. 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, print your name and enter today’s date.

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

Section 2–Writing and Language Test

Break Before Section 3

For the break
Post the break time of 5 minutes, and include what time students should return.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to.
Section 3–Math Test – No Calculator

NOTE: 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 they use is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>50 MINUTES</th>
<th>100% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Time</td>
<td>Stop Time</td>
</tr>
</tbody>
</table>

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

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 approval for an accommodation that permits you to use a four-function calculator.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 25 minutes, say:

You have 25 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work, and put your pencil down.

Proceed to “Break Before Section 4 for 1-Day Students” for:

- Students taking the SAT (no Essay).
- Students approved for 100% extended time on math only or on writing only.

End of Day 1

In the SAT with Essay room only, day 1 testing ends here for students who are approved for 100% extended time for reading or for combined math and writing.

To students who are ending Day 1, say:

Close your test book, and place your answer sheet 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. Dismiss students once you are sure you have all testing materials.

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 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 does not have your name on it.

On Day 2, continue below.

On Day 2

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

To students returning for Day 2 of testing, say:

Please take your seat and 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 does not have your name on it.

Distribute each student’s test materials and answer sheet from Day 1.

Proceed to Section 4–Math Test – Calculator.
Break Before Section 4 for 1-Day Students

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. You may not be seen with any electronic devices, including a phone. Please don’t talk in the hallway or discuss the test questions with anyone.

We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.

For the break
Post the break time of 5 minutes, and include what time students should return.

At the end of the break, say:

Please take your seat.

Section 4–Math Test – Calculator

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 cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it 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.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces 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. Now, open your test book and take out your answer sheet. Find Section 4 in your answer sheet. Turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

After 30 minutes, say:

You have 1 hour and 20 minutes remaining in this section and 25 minutes until the break.

After 50 minutes, say:

You have 1 hour remaining in this section 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.

For the break
Post the break time of 5 minutes, and include what time students should return.
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.

After 30 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 50 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 55 minutes (from the break), say:

Stop work and put your pencil down. Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk.

If you are administering the SAT without the Essay, testing has concluded and you need to proceed to “After the Test” on page 59 and read the remaining instructions to collect answer sheets and test books.

If you are administering the SAT with Essay continue reading the instructions below.

To students in the SAT with Essay room, announce the break by saying:

Place your calculator under your desk.

You will now have 2 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 2 minutes.

For the break

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat and sit quietly while I collect your test materials.

Collect a test book individually from each student in the same order in which they were distributed. Count the books to ensure you have the correct number before beginning the next section.

Do not distribute Essay books until all test books are collected and accounted for. Place the test books where students cannot access them.

Section 5–SAT Essay

To administer Section 5 to students approved for extended time on math only:

1. Return to Script 1, page 26 for students testing with no extra breaks.

2. Return to Script 2, page 31 for students testing with extra breaks.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
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<tbody>
<tr>
<td>50 MINUTES 100% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time ___________ Stop Time ___________</td>
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</tbody>
</table>

5-MINUTE BREAK

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>50 MINUTES 100% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time ___________ Stop Time ___________</td>
</tr>
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</table>

To all students taking the Essay with 100% extended time, say:

Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement about the use of your essay, then decide whether or not to fill the bubble (or square). When you have finished reading, please look up. [pause]

I will now give an Essay book to each of you. Do not open your Essay book until I tell you to.

Distribute an Essay book to each student. Ensure that students approved to use a large type test book also receive a large type Essay book. Enter the number of Essay books distributed on the Testing Room Materials Report form. Essay books are not serialized.

NOTE: Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.
### When all students have an Essay book, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this school’s number, school name, and this room number (or name). [pause]

### 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 larger type size test book, you may use that type size for your essay. Four pages are allowed for regular type size, 6 pages will be allowed for 14-point type size, and 10 pages for 20-point type size. 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 page 7 for information about setting up computers for the essay.

### For the break

Post the break time of 5 minutes, and include what time students should return. Students may stand and stretch but should not leave the room without your permission.

### To all students writing the Essay on an 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 are ready, you’ll need to start writing your essay on page 7 of the answer sheet and can continue on pages 8 through 10, if needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42 of your answer sheet.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

### To students, say:

Once we begin, you will have 1 hour and 40 minutes to work on Section 5, the Essay. We will stop for a short break after 50 minutes. Now read the directions, then open your Essay book, and begin work. Time starts now.
Script 5: 50% Extended Time for Two-Day Testing

The following script is for 50% extended time reading for students who are taking the SAT with Essay. If you are testing students with other accommodations, turn to the appropriate script:

Script 1: Standard Timing with Accommodations (page 23)
Script 2: Standard Timing with Extra Breaks (page 27)
Script 3: 50% Extended time for One-Day Testing (page 32)

Section 1—Reading Test

To students, say:

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

Find Section 1 on the first page of multiple-choice questions on your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now, open your test book to Section 1, read the directions, and begin work. Time starts now.

Good luck.

After 30 minutes, say:

You have 19 minutes left before the break, and 68 minutes remaining in this section.

After 44 minutes, say:

You have 5 minutes until the break and 54 minutes remaining in this section.

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. We will start testing again in exactly 5 minutes.

For the break

Post the break time of 5 minutes, and include what time students should return.

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.

After 24 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 44 minutes (from the break), say:

You have 5 minutes remaining in this section.

After 49 minutes (from the break), say:

Stop work and put your pencil down. [pause] 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. You may not be seen with any electronic devices including phones. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.
For the break
Post the break time of 5 minutes, and include what time students should return.

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

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 Box. 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, print your name and enter today’s date. [pause]

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
ATC Format Timing for Section 2
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 back to Script 4, page 39, for Section 2, then return to this page at “Break Before Section 3.”

To students, say:
Once we begin, you will have 53 minutes to work on Section 2, Writing and Language. We will have 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 be using 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.

After 30 minutes, say:
You have 23 minutes remaining in this section.

After 48 minutes, say:
You have 5 minutes remaining in this section.

After exactly 53 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 working on. Close your test book and leave it on your desk. [pause]

Break Before Section 3
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. [pause]

For the break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat.
Section 3–Math Test – No Calculator

NOTE: 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 they use 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, Math Test without Calculator. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

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 accommodation that approves you to use a basic, four-function calculator on this section.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 3.

Now, open your test book and take out your answer sheet. Turn to Section 3 in your test book, read the directions, and begin work.

After 20 minutes, say:

You have 18 minutes remaining in this section.

After 33 minutes, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes, say:

Stop work and put your pencil down. [pause]

End of Day 1

To students, say:

Close your test book and place your answer sheet 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. Dismiss students once you are sure you have all testing materials.

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.

To students returning for Day 2 of testing, say:

Welcome back! Please take your seat and 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 does not have your name on it.

Distribute each student’s test materials and answer sheet from Day 1.
Section 4—Math Test—Calculator

To all students, say:

Once we begin, you will have one hour and 23 minutes to work on Section 4, Math Test with Calculator. We will stop after 42 minutes to take a 5-minute break.

You may use a calculator for this section. Please take your calculator out 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 cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it 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.

Find Section 4 of your answer sheet. The questions labeled "Student-Produced Responses," will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces 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. Now, open your test book to Section 4, read the directions, and begin work.

After 15 minutes, say:

You have 68 minutes remaining in this section and 27 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in this section 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.

For the break

Post the break time of 5 minutes, and include what time students should return.

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.

After 21 minutes (from the break), say:

You have 20 minutes remaining in this section.

After 36 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 41 minutes (from the break), say:

Stop work and put your pencil down. Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk. Place your calculator under your desk.

You will now have 2 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 2 minutes.
If you are administering the SAT without the Essay, testing has concluded and you need to proceed to “After the Test” on page 59 and read the remaining instructions to collect answer sheets and test books.

If you are administering the SAT with Essay continue reading the instructions below.

For the break
Post the break time of 2 minutes, and include what time students should return.

At the end of the break, say:
Please take your seat and sit quietly while I collect your test books.

Collect a test book individually from each student in the same order in which they were distributed. Count the books to ensure you have the correct number before beginning the next section.

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5–SAT Essay

Distribute an Essay book in the appropriate format to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Essay books are not serialized.

NOTE: 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 one hour and 15 minutes to work on Section 5, the Essay. We will take a 5-minute break after 38 minutes. Turn to the back of your Essay book and print your last name, first name, and middle initial, if you have one. Then print this school’s name ______________ and this room number (or name) ______________. Please look up when you are done. [pause]

To students writing their essay on an answer sheet, say:
You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8 to 10, as needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a 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 large type size test book, you may use that type size for your essay.

Four pages are allowed for regular type size, 6 pages are allowed for 14-point type size, and 10 pages are allowed for 20-point type size. 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]

To all students, say:
Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the bubble (or square). Look up when you are done. [pause] I will now give an Essay Book to each of you.
See page 7 for more information about setting up computers for the essay.

To all students, say:

Now read the directions, then open your Essay book, and begin work. Time starts now.

After 20 minutes, say:

You have 55 minutes remaining in this section and 18 minutes until the break.

After 33 minutes, say:

You have 42 minutes remaining in this 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.

For the break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. You have an additional 37 minutes remaining in Section 5. 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 this section.

After 32 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 37 minutes (from the break), say:

Stop work and put your pencil down. [pause] Close your Essay book and your answer sheet. [pause]

Testing has concluded. Proceed to “After the Test” on page 59 and follow the instructions to collect answer sheets and test materials before dismissing students.

Script 6: MP3 Audio Format

To all MP3 Audio format users, say:

The test is recorded on a flash drive, which I have inserted into your computer. I will review the navigation with you. Do not begin the test until I tell you to.

To students who are using a PC or a Mac, say:

If you are using a PC, your keyboard navigation will use the Control key. If you are using a Mac, your keyboard navigation will use the Command key.

To students who are using Chromebooks, say:

Your navigation will be with the mouse using the media play menu.

When students are ready, say:

Plug in your earphones or headphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command or Control P to pause, take off your earphones, and look up to signal that you are ready to continue with the test. Now double-click “Directions” to hear the introduction. [pause]

To all students, say:

Each test question will be on a separate track. The media player screen displays 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. Gray shading indicates which track is currently playing. If you cannot easily see the track names, widen the title column.

The audio recording will play continuously through the entire test section unless you manually pause the playback. To play or pause the audio on a PC or Mac,
click the play icon or the pause icon at the bottom of the media player window, or use the keyboard command by pressing Control or Command and the letter “P.” On the Chromebook, click the Pause or Play icon on the media player menu.

You can move forward and backward within a track by clicking on a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Double-click on a track in the list to skip directly to the beginning of that track. If you are using a PC or Mac, you can also use keyboard commands for skipping tracks.

Press Control or Command and the letter “B” to skip back to a previous track, and Control or Command “F” to skip forward to the next track. I have written the keyboard and other navigation commands on the board.

There are no fast forward or rewind controls.

Click and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback 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.

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.

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### Section 1–Reading Test

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<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
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<tbody>
<tr>
<td>![65 MINUTES 100% EXTENDED TIME]</td>
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<tr>
<td>Start Time _________  Stop Time _________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5-MINUTE BREAK</th>
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</thead>
<tbody>
<tr>
<td>![65 MINUTES 100% EXTENDED TIME]</td>
</tr>
<tr>
<td>Start Time _________  Stop Time _________</td>
</tr>
</tbody>
</table>

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**When students are ready, say:**

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, Reading. We will take a brief break after 65 minutes.

We will now begin the test. Please keep your calculator under your desk; you won’t need it on this section. Find Section 1 of your answer sheet. Be sure to mark your answers in the correctly numbered spaces 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.

---

**To students who are using a PC or a Mac, say:**

When I tell you to start, you will double click on the icon for Section 1.

---

**To students who are using Chromebooks, say:**

Double-click on the Section 1 folder, press Control A to highlight all the tracks. When I tell you to start, you will press Enter.

---

**To all students, say:**

Put on your earphones, start Section 1, listen to the directions, and begin work. Time starts now.

Good luck!

---

**After 30 minutes, say:**

You have 1 hour and 40 minutes remaining in this section and 35 minutes until the break.
<table>
<thead>
<tr>
<th>After 60 minutes, say:</th>
<th>To all students, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 1 hour and 10 minutes remaining in this section, and 5 minutes until the break.</td>
<td>Close your answer sheet and place it in the front of your test book and close your test book. 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 the designated areas, the hallway, or the restroom. You may not be seen with any electronic devices, including a phone. Please don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.</td>
</tr>
<tr>
<td>After 65 minutes, signal students to take off their earphones and say:</td>
<td>For the break</td>
</tr>
<tr>
<td>Stop work, put your pencil down, and place your earphones on the desk. [pause]</td>
<td>Post the break time of 5 minutes, and include what time students should return.</td>
</tr>
<tr>
<td>Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet. 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.</td>
<td>At the end of the break, say:</td>
</tr>
<tr>
<td>For the break</td>
<td>Please take your seat.</td>
</tr>
<tr>
<td>Post the break time of 5 minutes, and include what time students should return to their seats.</td>
<td>Certification Statement</td>
</tr>
<tr>
<td>At the end of the break, say:</td>
<td>Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.</td>
</tr>
<tr>
<td>Please take your seat. 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. Put on your earphones and resume the question you were working on by using the keyboard command or selecting the play icon on the media play menu.</td>
<td>When everyone is ready, say:</td>
</tr>
<tr>
<td>After 30 minutes (from the break), say:</td>
<td>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.</td>
</tr>
<tr>
<td>You have 35 minutes remaining in this section.</td>
<td>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 Box. 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, print your name and enter today's date. Look up when you are done. [pause]</td>
</tr>
<tr>
<td>After 60 minutes (from the break), say:</td>
<td>Walk around the room and ensure that all students are writing the Certification Statement.</td>
</tr>
<tr>
<td>You have 5 minutes remaining in this section.</td>
<td></td>
</tr>
</tbody>
</table>
Section 2—Writing and Language Test

When students are ready, say:

Once we begin, you will 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 do not need it for this section.

Find Section 2 of your answer sheet. 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. Open your test book to Section 2 in case you need to refer to it. Your computer screen should show the section table of contents.

To students who are using a PC or a Mac, say:

When I tell you to start, you will double-click on the icon for Section 2.

To students who are using a Chromebook, say:

Find and double-click on Section 2, then press Control A to highlight the list of tracks in Section 2. When I tell you to start, you will press Enter.

To all students, say:

Now put on your earphones, start Section 2, listen to the directions, and begin work. Time starts now.

After 30 minutes, say:

You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

After 53 minutes, say:

You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the break.

After 58 minutes, say:

Stop work, put your pencil down, and place your earphones on the desk. [pause] Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet.

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.

For the break

Post the break time of 5 minutes, and include what time students should return.

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, put on your earphones, and select play or press Control or Command P to resume the question you were working on.

After 32 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 52 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 57 minutes (from the break), signal students to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. [pause] Click the square “Stop” button at the bottom of the media player window to stop work on the test. Or click the “x” to close the media player on a Chromebook. [pause]
This concludes day one of testing. Close your test book and place your answer sheet on top of it. I will now collect your answer sheet, test book, and flash drive. Please sit quietly until you are dismissed. Remember, after testing has ended, no one may leave the room until I announce dismissal.

Collect Test Materials
Collect the answer sheets, test books, and test materials, including any scratch paper, from each student in the same order in which they were distributed.

Keep students seated until you are sure you have an answer sheet and all test materials from each student. Walk around the room to close each media player and collect materials as follows.

1. Close the media play as follows:
   a. For PCs, click the “Account” pull down menu and click “Exit.”
   b. For Macs, click the “Flux Player” pull down menu and click “Quit Flux Player.”
   c. For Chromebooks, click the “x” in the top right corner of the media player window.

2. Eject the USB 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 USB 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 USB drive in the devices list.

3. Place each drive in the original package for each student.

4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

After all materials are accounted for, say:

Please gather your belongings and exit the room quietly.

Day 2 of Testing
Before admitting students for day 2 of testing, do the following:

1. Power on all computers.
2. Use the seating chart on the back of the Testing Room Materials Report to place each MP3 player in the same computer that a student used on the first day of testing.
3. Repeat the steps on page 8 for inserting the USB drive and starting the software. Instructions were sent with the USB drive(s).
4. Ensure that navigation notes are posted for students to see (as given on page 15).

Admitting Students
Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Preparing to Test
Students may have additional aids on their desks, such as a talking calculator, if this accommodation was approved through the eligibility process.

If you are administering the SAT with Essay, set aside the Essay packages and 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.

Start by saying:

Good morning. Now we’re going to prepare to start the test.

- Remove everything from your desk except your earphones, pencils with erasers, and calculator. [pause]
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. [pause]
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

As you did on Day 1 of testing, walk around to make sure no one has any prohibited aids or devices on their desks.

Start by saying:

Good morning. Now we’re going to prepare to start the test.

- Remove everything from your desk except your earphones, pencils with erasers, and calculator. [pause]
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. [pause]
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

As you did on Day 1 of testing, walk around to make sure no one has any prohibited aids or devices on their desks.
After desks are cleared of prohibited items, 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, test book, or USB drive package does not display your name.

Distribute the designated test book 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.

Remind students of how to use the MP3 Audio file by saying:

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones or headphones. Raise your hand if you need me to review how to navigate the test on your computer.

Section 3—Math Test – No Calculator

**NOTE:** 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 they use is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

To all students, say:

Find Section 3 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk. Be sure to mark your answers in the correctly numbered spaces in Section 3. Open your test book to Section 3 in case you need to refer to it. Your computer should show the section table of contents.

To students who are using a PC or a Mac, say:

When I tell you to start, you will double-click the icon for Section 3.

To students who are using Chromebooks, say:

Find and double-click Section 3, then press Control A to highlight the list of tracks in Section 3. When I tell you to start, you will press Enter.

To all students, say:

Now put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

**During Testing**

Check that no calculator applications are running on student computers unless the student has been pre-approved.

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk.

Click the square “Stop” button at the bottom of the media player window to stop work on the test. Or click the “x” to close the media player on a Chromebook.

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 5-minute break after the section is over. Although Section 3 is a math section, you are NOT allowed to use a calculator on this portion of the test unless you have approval to use a four-function calculator as an accommodation. Please place your calculator under your desk.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers may be shorter, but not longer, than four characters.
For the break, say:

Close your answer sheet and place it in the front of your test book. Close your test book and leave it on your desk. You will now have 5 minutes to stretch. If you have brought a snack, you may eat it in designated areas only. 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. You may not be seen with any electronic device, including a phone. We will start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.

For the break:

Post the break time of 5 minutes, and include what time students should return.

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. Keep your answer sheet and test book flat in the center of your desk.

Section 4 – Math Test – Calculator

Do not share or exchange your calculator.

If you brought a backup calculator, keep it 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.

The questions labeled “Student-Produced Responses,” will be answered differently. Instructions are in your test book. These student-produced answers can be shorter, but not longer, than four characters. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Continue by saying:

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section. Take out your answer sheet, but keep your test book closed. Turn your answer sheet to Section 4. Open your test book to Section 4 in case you need to refer to it. Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, you will double-click the icon for Section 4.

To students using a Chromebook, say:

Find and double-click Section 4, then press Control A to highlight the list of tracks in Section 4. When I tell you to start, you will press Enter.

To all students, say:

Now put on your earphones, start Section 4, listen to the directions, and begin work. Time starts now.

During testing:

Periodically post the time remaining and signal that you have done so to students who are wearing earphones.

After 30 minutes have elapsed, say:

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the break.

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]

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 cannot view your work.
**After 50 minutes, say:**

You have 1 hour remaining in this section, and 5 minutes before the break.

---

**After 55 minutes, signal test-takers to take off their earphones and say:**

Stop work, put your pencil down, and place your earphones on the desk. [pause]

Select Pause or press Control or Command P to pause your test file. Close your test book and place it on top of your answer sheet where you are working, then close your answer sheet. 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.

---

**For the break:**
Post the break time of 5 minutes, and include what time test-takers should return to their seats.

---

**At the end of the break, say:**

Please take your seat. 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. Put on your earphones and select play or press Control or Command P to resume the question you were working on.

---

**After 30 minutes (from the break), say:**

You have 25 minutes remaining in this section.

---

**After 50 minutes (from the break), say:**

You have 5 minutes remaining in this section.

---

**After exactly 55 minutes (from the break), signal test-takers to take off their earphones and say:**

Stop work, put your pencil down, and place your earphones on the desk. [pause]

Click the square “Stop” button at the bottom of the media player window to stop the test. Or click the “x” to close the media player on a Chromebook. Close your answer sheet and your test book, and place the answer sheet on top of the test book.

---

### After Section 4

Collect a test book individually from each student in the same order in which they were distributed. Keep students seated until you are sure you have a test book and USB test file from each student. Students need to keep their answer sheets.

Walk around the room to close each media player and collect materials as follows:

1. Close the media player as follows:
   a. For PCs, click the “Account” pull down menu and click “Exit.”
   b. For Macs, click the “Flux Player” pull down menu and click “Quit Flux Player.”
   c. For Chromebooks, click the “x” in the top right corner of the media player window.

2. Eject the USB 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 click on “Eject USB Disk.”
   - For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under Devices.
   - For Chromebooks, click on the eject icon next to the USB drive in the devices list.

3. Place each drive in the original box for each student.

Count the books and USB boxes to ensure you have the correct number before beginning the next section.

1. For students in the SAT room (with no Essay), proceed to “After the Test” on page 59.

1. In the SAT with Essay room, continue with this script.

---

**For the break:**
We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions.

---

**For the break:**
Post the break time of 2 minutes and include what time testing will resume.

During the break prepare the Essay drives for distribution:
- Remove any excess packaging from each flash drive package.
Print the student’s last name, first name, and middle initial on the back of the audio package.

At the end of the break, say:

Please take your seat.

Do not distribute the Essay books or USB drives until all test books and other formats have been accounted for and you have read the first script under Section 5. Place these materials where students cannot access them.

Section 5 – Essay

Record start and stop times here — post for students

50 MINUTES 100% EXTENDED TIME
Start Time ____________ Stop Time ____________

5-MINUTE BREAK

50 MINUTES 100% EXTENDED TIME
Start Time ____________ Stop Time ____________

To all students, say:

Now, open your answer sheet to page 6 (or page 34 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the oval (or box). When you have finished reading, please look up. [pause]

I will now insert the Essay test in each of your computers. I will also give you an Essay book. Do not open your Essay book until I tell you to.

Distribute an Essay test in the USB format to each student and start it up as noted below.

1. Insert the USB flash drive into a USB port.
2. Open the USB drive:
   - On both PCs and Macs, find the icon in the lower left of your screen.
   - On a Mac, click on the icon to open “Finder.” You should see a description of the USB as a drive in the pop-up list.
   - On a PC, right click on the icon and select “File Manager” or “Windows Explorer.” The USB drive will appear in the list labeled “This PC” or “Computer.”
   - Double-click the name of the USB drive.

Start the Software

Start the software on a PC or MAC:
   - Double click the software application icon, which is labeled “Start” (“.exe” on PC, “.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.

Start the software on a Chromebook:
   - Click the Launcher, the icon on the far left of the taskbar.
   - Select “Files,” which will bring up a file location menu.
   - Find the USB drive in the task list and click it to display a list of file folders on the drive.
   - Open the folder called “Chrome_Version” to access the test sections.

Prepare to Administer the Essay

Distribute the Essay books and record the number of Essay books distributed for later reporting on the Testing Room Materials Report form. Essay books are not serialized.

Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.

To all students, say:

On the back of your Essay book, 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 number (or name) ____________. Please look up when your are finished. [pause]

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. You must begin your essay on page 7 of the answer sheet, and use pages 8 to 10 if needed. If you are using a large-block answer sheet, use pages 36 to 42.

You must fit your essay into the lined pages and within the margins marked. 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.
To all students, say:

You will have 1 hour and 40 minutes to work on Section 5, the Essay. 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.

To students using a PC or a Mac, say:

When I tell you to start, you will double-click the icon for Essay Directions. After you listen to the Essay Directions, press the square Stop button to go back to the section table of contents, then double click Essay to continue.

To students using a Chromebook, say:

Find and double-click the Essay Directions, then press Control A to highlight the list of tracks. When I tell you to start, you will press Enter. After you hear the directions, press the “x” in the upper right corner of the media player to go back to the section table of contents. Double-click the Essay folder, highlight the tracks by pressing Control A, then click “Enter” to continue.

To all students, say:

Now put on your earphones, start the Essay Directions, listen to the directions, and begin work. Time starts now.

During testing:

- Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.
- Walk around the room to check that everyone is working on the essay.
- Check to see that students are using a No. 2 pencil to write the essay.

After 25 minutes, say:

You have 1 hour and 15 minutes remaining in this section, and 25 minutes until the break.

After 45 minutes, say:

You have 5 minutes until the break and 55 minutes remaining in this section.

After 50 minutes, say:

Stop work and put your pencil down and take off your earphones. [pause]

Select Pause or press Control or Command P to pause the test. Put your Essay book on top of the answer sheet page that you are currently working on. Close your answer sheet 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.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. 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. Do not open your Essay file until I tell you to do so. You have an additional 50 minutes remaining in Section 5. Open your answer sheet and place it flat on your desk. Open your Essay book in case you need to refer to it. Put on your earphones and select play or press Control or Command P to resume the question you were working on.

After 25 minutes (from the break), say:

You have 25 minutes remaining in this section.

After 45 minutes (from the break), say:

You have 5 minutes remaining in this section.

After exactly 50 minutes (from the break), say:

Stop work. Put your pencil down. [pause]

Click the square “Stop” button at the bottom of the media player window. Or click the “x” to close the media player on a Chromebook. Close your answer sheet and your Essay Book, and place the answer sheet on top of the booklet.
Collecting Test Materials

Collecting Test Materials

Collect a multiple-choice test book or Essay book from each student in the order in which they were distributed. Collect other test materials, including scratch paper and translated instructions, at this time as well. Place them where students cannot access them.

Collecting USB Flash Drives

1. If testing students using MP3 audio or ATC format, collect the flash drives first. 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 pull 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 USB 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 USB drive in the devices list.
2. Place each drive in the original package for each student.
3. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

Students who have filled in their personal information can still change their score sending choices in box 22. For these students, you can use the instructions and script for box 22 under “Answering Questions Using the Student Answer Sheet Instructions” on page 61, then continue on to “Collecting Answer Sheets” on page 62.

If all students in the room have completed the personal information on the answer sheets, proceed to “Collecting Answer Sheets” on page 62.

Completing the Answer Sheets

Using the following scripts, instruct each student to fill in personal information in boxes 6 through 43 on their answer sheet.

When students are ready, say:

As part of SAT School Day, you will now have a chance to answer some questions about yourself and your college plans, and to select up to four places or programs to send your scores to.

If you are reading these scripts to students who have pre-ID labels on their answer sheets, turn to the “Script for Pre-ID Labels” on page 60.

Script for Unlabeled Answer Sheets

For boxes 6–10, say:

Turn to page 2, and fill in your address in boxes 6 through 9. Leave box 10 blank. Raise your hand if you have any questions. Look up when you are done. [pause]

For box 11, say:

Box 11 asks for your U.S. mobile phone number. Only U.S. mobile numbers are accepted. By providing your number, you agree to receive text messages from the College Board about the SAT, to participate in research surveys, and to receive free information on college aid, print the pages according to the page settings given on page 7. 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.
After the Test  Completing the Answer Sheets

planning services. Standard text messaging rates apply. You may opt out at any time. The College Board will not share your phone number with other organizations.

If you agree to these terms, enter your phone number. Please look up when you are done. [pause]

Skip box 12 – your students filled it in at the beginning of testing.

For box 13, say:

Find box 13. If you would like to receive information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding bubbles in box 13. Be sure to indicate at the top of the box whether this is your own email address or a parent or guardian’s address. If you give your own email address (not a parent’s or guardian’s) and opt in to Student Search Service at the end of this session, you may get information from colleges sent to your email address. I’ll tell you more about Student Search Service later in this session. Please look up when you are finished. [pause]

For box 14, say:

In box 14, fill in the bubble for the month you expect to graduate from high school. Then print the two digits for the year in the boxes and fill in the corresponding bubbles.

Before continuing to answer the questionnaire (which is listed in the Student Answer Sheet Instructions), guide students to fill in the remaining personal questions that are needed for scoring their answer sheets.

* Student ID/Social Security Number: Read script (A) if your school uses student ID numbers, or read script (B) if your school uses Social Security numbers. (Read only one option.)

A If your school uses Student ID numbers, for box 23, say:

Skip to box 23. In box 23, fill in the bubble labeled “Student ID Number,” then print and bubble in your student ID number, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. If you don’t know your student ID number, or don’t want to give it, leave box 23 blank. Look up when you are done. [pause]

OR

B If your school uses Social Security numbers, for box 23, say:

Skip to box 23. In box 23, fill in the bubble labeled “Social Security Number,” then print and bubble in your nine-digit Social Security number starting in the first column on the left. If you do not have a Social Security number, don’t know it, or don’t wish to give it, leave box 23 blank. Look up when you are done. [pause]

I Proceed to "Answering Questions Using the Student Answer Sheet Instructions" on page 61.

Script for Pre-ID Labels

Your school may be required to have students confirm the information on the labels by filling all the fields on the answer sheet. Throughout this section, you can choose either the script that tells students to skip field(s) provided on the label or the script that guides them to fill in the field(s).

Before choosing the correct script that follows, check your Supplemental Instructions to see if the student address is included on your labels.

* Address: Read script (A) to students who can skip these boxes. Read script (B) to students who need to give their address. (Read only one option.)

A To students who don’t need to fill in their address in boxes 6-10, say:

Make no markings in boxes 6 to 10. Your address is given on the label.

OR

B To students who need to fill in boxes 6–10, say:

Turn to page two, and fill in your address in boxes 6 through 9. Leave box 10 blank. Raise your hand if you have any questions. Look up when you are done. [pause]
Completing the Answer Sheets

After the Test

To all students for box 11, say:

Box 11 asks for your U.S. mobile phone number. Only U.S. mobile numbers are accepted. By providing your number, you agree to receive text messages from the College Board about the SAT, to participate in research surveys, and to receive free information on college planning services. Standard text-messaging rates apply. You may opt out at any time. The College Board will not share your phone number with other organizations.

If you agree to these terms, print your number in the boxes, beginning with the area code, and fill in the corresponding bubbles. Please look up when you are done. [pause]

Skip box 12 - your students filled it in at the beginning of testing.

Before choosing the correct script that follows, check your Supplemental Instructions to see if the student email address is included on your labels.

*Email Address: Read script (A) to students who can skip box 13. Read script (B) to students who need to give their email address. (Read only one option.)

A  To students who don't need to fill in their email address in box 13, say:

Make no markings in box 13. Your label indicates that your email address has been provided.

OR

B  To students who need to fill in box 13, say:

Turn to page 3. If you'd like to get information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding bubbles in box 13. Indicate at the top of the box whether this is your own email address or a parent or guardian's address. If you give your own email address (not a parent's or guardian's) and opt in to Student Search Service at the end of this session, you may get information from colleges sent to your email address. I'll tell you more about Student Search Service later in this session. Please look up when you are finished. [pause]

For box 14, say:

Fill in the bubble for the month you expect to graduate from high school. Then print the two digits for the year in the boxes and fill in the corresponding bubbles.

Before choosing the correct script that follows, check your Supplemental Instructions to see if the Student ID or Social Security number is included on your labels.

*Box 23–Student ID/Social Security Number: Read script (A) to students who can skip box 23. To students who need to fill in box 23, read script (B) if your school uses student ID numbers, or read script (C) if your school uses Social Security numbers. (Read only one option.)

A  To students who can skip box 23, say:

Make no markings in box 23. Your number is given on the label.

OR

B  To students who need to fill in box 23, if your school uses student ID numbers, say:

Skip to box 23. In box 23, fill in the bubble labeled “Student ID Number,” then 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. Look up when you're done. [pause]

OR

C  To students who need to fill in box 23, if your school uses Social Security numbers, say:

In box 23, fill in the bubble labeled “Social Security Number,” then print and bubble in your nine-digit Social Security number starting in the first column on the left. Do not include dashes or blanks. If you do not have a Social Security number, don't know it, or don't want to give it, leave box 23 blank. Look up when you're done. [pause]

Answering Questions Using the Student Answer Sheet Instructions

Plan for approximately 45 minutes for students to complete the remaining questions on the answer sheet. Distribute a Student Answer Sheet Instructions booklet to each student.

Please strongly encourage students to bubble in the four-digit codes for the institutions that they want to send scores to. Colleges and universities are always eager to receive scores from students, even if the student isn't yet ready to apply. Admission officers see voluntary score sends as a sign of student interest in their institutions.
After the Test  Collecting Answer Sheets

For box 22, say:

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 or 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. If you voluntarily send your scores to an institution, they’ll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the “Score Reporting Code List,” which begins on page 6. Follow the instructions to find the appropriate four-digit code for the school or program you wish to send your scores to.

In box 22, for each place you want to send scores, copy the four 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).

Look up when you are done. [pause]

When everyone is ready, say:

Now we’ll complete the rest of the boxes on this page and on the back pages of your answer sheet, starting with box 16, which asks for additional information about you, your educational background, experiences, and outside school activities and interests.

There are certain advantages for you to complete this information. With your permission, 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 the College Board will also be able to use this information and provide it to others for additional uses, such as research.

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 question that asks for information your parent or guardian has told you not to provide.

Start at box 16 on your answer sheet. Instructions for how to complete these questions are provided in your answer sheet instructions, starting on page 1.

Once you have completed question 21, turn to the inside back page of your answer sheet to answer the remaining questions starting with Field 24. When you’re finished, close your instructions booklet and place it next to your answer sheet on your desk. Please wait quietly while others finish.

Collecting Answer Sheets

Collect an answer sheet (and instructions booklet, if applicable) from each student. As you collect from each student, before moving on to the next person, do the following:

- Check to see that all the identifying information on the answer sheet is complete. Ensure that the letters in Field 1, “Name” correspond to the filled bubbles in each column. Flip the answer sheet over to make sure students have completed the “Complete on Test Day” section (Fields 44–47).
- If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.
- If you suspect impersonation, note the student’s name on the SIR. Notify the supervisor immediately.

Before Dismissing Students

Make sure answer sheets are not inserted in or between test books or Essay books (if any).

- Verify by count that you have an Essay book (if applicable), multiple-choice test book, MP3/ATC package (if applicable), and answer sheet for each student.
- Verify by serial number that you have collected the test materials assigned to your room.
- Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for these fields before dismissing students.

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.
Collecting Answer Sheets

After the Test

To students in the SAT with Essay room, 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 who need to collect their belongings, say:

This test administration is now over. As you prepare to leave, please come up and collect 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:

This 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. Again, congratulations for your hard work.

Ensuring Scorable Answer Sheets

A completed answer sheet must be submitted for a student to receive a score report. You or an assistant or other designee must:

- Transfer responses from braille or computer pages or from the test book to the regular answer sheet pages.
- On the materials from which you transferred answers, write the student’s name, six-digit AI code, and answer sheet litho code.
- 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, six-digit AI code, and litho code from the shaded box on the bottom right corner of the answer sheet.
  - Include the test books with the used answer sheets, and deliver them to the test supervisor, who will place them in the white Accommodated Testing Envelope to return with the used answer sheets.

Preparing the Essay for Scoring

Ensure that each essay page includes identifying information so that the essay can be matched with the student's answer sheet. On the back of each page—leaving a minimum of a 2-inch margin at the top and a 1-inch margin at the bottom, left, and right of the page—write the following information:

- Name (if not already printed by the student)
- Six-digit school (AI) code
- Original answer sheet litho-code number (shaded box in the bottom right corner of page 1)

Attach the typed essay page(s) by paper clip to the student's answer sheet.

If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an SIR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

Check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer.

Finishing Up

- Check the testing room to make sure nothing has been left behind.
- Check that all USB flash drive formats have been returned to their packaging.
- Ensure that all temporary files are deleted from computers.
- Describe any discrepancy on an SIR.
- Include all materials from which you transferred answers with the used answer sheets when you return materials to the test supervisor.
- Complete and sign the Testing Room Materials Report form.
- Return the completed Testing Room Materials Report form, the NAR, and all test materials and forms to the test supervisor.
## Appendix

### Standard SAT Section Timing Chart—Nonstandard Administration

**NOTE:** All times are “minutes after the hour.”

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## Standard SAT Section Timing Chart—with Extra Breaks

**NOTE:** All times are “minutes after the hour.”

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## 50% Extended Time SAT Section Timing Chart – One- or Two-Day Testing

**NOTE:** All times are “minutes after the hour.”

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<th>For an 83-minute section (Section 4) 42 mins.–break–41 mins.</th>
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# 100% Extended Time SAT Section Timing Chart

**NOTE:** All times are “minutes after the hour.”

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NOTE: All times are "minutes after the hour."

### MP3 Audio Format SAT Section Timing Chart

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Acceptable Calculators

For the Math Test – Calculator section of the SAT, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted.

Contact TAS if you are unsure if a calculator is acceptable.

The following graphing calculators are permitted:

<table>
<thead>
<tr>
<th>Casio</th>
<th>Hewlett Packard</th>
<th>Sharp</th>
<th>Texas Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFX-9800 series</td>
<td>HP-9G</td>
<td>EL-5200</td>
<td>TI-73</td>
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<tr>
<td>CFX-9850 series</td>
<td>HP-28 series</td>
<td>EL-9200 series</td>
<td>TI-80</td>
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<td>CFX-9950 series</td>
<td>HP-38G</td>
<td>EL-9300 series</td>
<td>TI-81</td>
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<td>CFX-9970 series</td>
<td>HP-39 series</td>
<td>EL-9600 series*</td>
<td>TI-82</td>
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<tr>
<td>FX 1.0 series</td>
<td>HP-40 series</td>
<td>EL-9900 series*</td>
<td>TI-83/TI-83 Plus</td>
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<tr>
<td>Algebra FX 2.0 series</td>
<td>HP-48 series</td>
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<td>TI-83 Plus Silver</td>
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<tr>
<td>FX-CG-10 (PRIZM)</td>
<td>HP-49 series</td>
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<td>TI-84 Plus</td>
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<tr>
<td>FX-CG-20 series</td>
<td>HP-50 series</td>
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<td>TI-84 Plus Silver</td>
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<tr>
<td>FX-CG-500*</td>
<td>HP Prime</td>
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<td>TI-84 Plus C Silver</td>
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<td>Graph25 series</td>
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<td>TI-84 Plus T</td>
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<td>Graph35 series</td>
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<td>Graph100 series</td>
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<td>Radio Shack</td>
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<td>TI-Nspire CX</td>
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*Use of the stylus is not permitted.

Unacceptable Calculators

Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a typewriter-like keypad, 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 below for models that are permitted.
Sample Seating Plans
The following sample plans show how to configure seating in various situations.

Plan IA: level seating

Plan IB: level seating

Plan II: elevated seating

Plan III: tables

6' or less

More than 12'
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
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</thead>
<tbody>
<tr>
<td><strong>Test Site Issues</strong></td>
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<tr>
<td>Test site closing/cancellation of testing</td>
<td>In the event of a storm, power failure, or other emergency: If evacuation is required:  - Ensure student safety and monitor them carefully.  - Note the time.  - Ask students to insert answer sheets in test books, close test books, and leave them on their desks, if possible. Lock the testing room.  - Log onto Test Ordering Site to order makeup test materials.  - <strong>If you must cancel the test on test day,</strong> dismiss students only if instructed to do so, and notify them that they will be testing on the makeup date (or before, if testing in the two-week window).  - <strong>If the cancellation occurs before test day:</strong>  - Notify local media.  - Notify campus/building security.  - Post a cancellation notice at reporting address, if possible.</td>
<td>Explain circumstances and impact of issue and section(s) affected.  <em>Bubble Page 1, Section 6—“Disturbance/Interruption.”</em></td>
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<tr>
<td>Call TAS immediately</td>
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<tr>
<td>Changing check-in site</td>
<td>If you must change your reporting site: On test day, post the address change information at the original reporting address.</td>
<td>Call TAS immediately.</td>
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<td><strong>Interruption</strong></td>
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<td>Call SSD if problem can’t be resolved.</td>
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<tr>
<td>Call SSD if problem can’t be resolved</td>
<td><strong>Provide clear instructions for student safety.</strong>  - Direct students not to talk or use phones.  - Collect test books and answer sheets, if necessary.  - Monitor students if they must leave testing room.  - If you are able to resume testing, ensure that 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><strong>Note the source, length, and impact of the interruption and the section(s) affected.</strong>  <em>Bubble Page 1, Section 6—“Disturbance/Interruption.”</em></td>
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<td><strong>Materials That Are Incorrect, Missing, Damaged, or Defective</strong></td>
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<tr>
<td>Materials missing or damaged before testing</td>
<td>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the Shipping Notice.</td>
<td>Call OTI immediately.</td>
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<td>Call OTI immediately</td>
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<tr>
<td>Missing materials during testing</td>
<td><strong>Wait until a scheduled break or the end of the testing session to account for the missing materials.</strong>  - Do not allow any student to leave the testing room until materials are accounted for.  - If materials are not located, put proctor in charge of the testing room and contact supervisor.  - If materials were unable to be used or missing as of test day, log onto Test Ordering Site to order makeup test material.</td>
<td><strong>Bubble Page 1, Section 6—“Missing materials.”</strong></td>
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<tr>
<td>Call TAS immediately</td>
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<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>Call TAS immediately.</td>
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<tr>
<td><strong>Materials That Are Incorrect, Missing, Damaged, or Defective</strong></td>
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<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the SIR</td>
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| Insufficient number of answer sheets             | • Instruct students to write their names, school number, and test date on the back covers of their test books. Tell them to circle multiple-choice answers and write student-produced responses in their test books.  
  • On front cover of test book, write “Answers in test book need to be transcribed.”  
  • Use a rubber band to group together all books that have answers marked in them. | Bubble Page 2, Section 7b  
  Student Errors/Issue:  
  “Student recorded answers in book without approved accommodation” |
| Call the SSD office immediately.                 |                                                                                     |                                                                                        |
| Incorrect answer sheet in the SAT or SAT with Essay room | • Provide a correct answer sheet, if possible. Direct student to print their name on the new answer sheet, then continue in the appropriate place. (If no correct answer sheets are available, call TAS for assistance.)  
  • After the test is over, have student complete their name (1), school information (2-3), date of birth (5), sex (15), and test information (44-47) on the answer sheet. Clip answer sheets together.  
  • Return with other used answer sheets. | Describe the situation.  
  Bubble Page 2, Section 7b  
  Student Errors/Issue—“Student needed second answer sheet.” |
| Call the SSD office if assistance is needed.     |                                                                                     |                                                                                        |
| 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 an extra answer sheet is not available, the student may circle multiple-choice and write student-produced responses in their test book.  
  • If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration.  
  • After testing is over, have the student complete their name (1), school information (2-3), date of birth (5), sex (15), and test information (44-47) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.  
  • Return with other used answer sheets.  
  • If responses are marked in test book, on the front cover of the test book, write “Answers in test book need to be transcribed.” | Describe the defect and note any loss of testing time, and if time was made up, when. Include the Litho Code number from front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR.  
  Defective Material Issue  
  Complete Comment section on page 3. |
| Defective test book                              | • If possible, replace with a book with the same form code that does not have the same defect, and direct the student to continue with original answer sheet.  
  • If the test book can’t be replaced with one that has the same code, dismiss the student and tell them they will be taking a makeup test. Add this student to your list of makeups needed and log onto the test ordering site to 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 SIR.  
  Bubble Page 2, Section 7b  
  Defective Materials Issue—choose listed specific issue or choose “Other” and describe. |
| Call the SSD office if the defect appears in several test books. |                                                                                     |                                                                                        |
| Admission/Identification Issues                  |                                                                                     |                                                                                        |
| Student changing from standard to nonstandard administration | • When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office:  
  • Mark the student as absent on the standard room list.  
  • Add the student to the nonstandard room list and note their SSD eligibility number. | Explain the reason for the change.  
  Bubble Page 2, Section 7b  
  Other Issue—“Other.” |
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<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
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</thead>
<tbody>
<tr>
<td>Student sent to wrong room</td>
<td>- If any student is moved to another room after the test books are distributed and the test begins, fill out an SIR.</td>
<td>Explain the reason for the change. Bubble Page 2, Section 7b Student Errors/Issue—“Student seating in wrong room.”</td>
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<td></td>
<td>- If the student completed the incorrect test, tell them they will be taking a makeup test. Add this student to your list of makeups needed and log onto the test ordering site to order makeup testing materials.</td>
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<td>Call TAS immediately.</td>
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**Security Violations/Test Taker Misconduct**

| Observed misconduct                      | 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:                                                                 | Attach test book to SIR. Provide the student’s name. 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 pages and sections. |
|                                          | - Note the student's name. Collect the test book and answer sheet and dismiss the student. Do not readmit the student to the testing room.                                                                                                                                   |                                                                                                                                                                          |
|                                          | - Notify the test supervisor immediately.                                                                                                                                                                                                                                    |                                                                                                                                                                          |
|                                          | - 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.                                                                                                                   |                                                                                                                                                                          |
|                                          | - If pages are missing or damaged, indicate which pages on the SIR.                                                                                                                                                                                                          |                                                                                                                                                                          |
|                                          | **Do not allow the student to leave the testing room until you have called TAS.**                                                                                                                                                                                          |                                                                                                                                                                          |

| Test book misuse/working on the wrong section | If a test taker 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:                                                                 | Note the section(s) affected, and attach the test book. Provide the student’s name. 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.” |
|                                              | - 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.                                                                                                        |                                                                                                                                                                          |
|                                              | - If behavior continues, collect the test book and answer sheet. Dismiss the student. Do not readmit the student to the testing room.                                                                                                                                                  |                                                                                                                                                                          |
|                                              | - 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.                                                                                                                           |                                                                                                                                                                          |
|                                              | - Return answer sheets with other used answer sheets.                                                                                                                                                                                                                         |                                                                                                                                                                          |
## Appendix  Irregularity Chart

### Irregularity

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noises made by or use of prohibited electronic devices, including:</strong></td>
<td>If a student’s prohibited device makes noise or if the student is observed using any prohibited electronic device in the testing room or during a break:</td>
<td></td>
</tr>
<tr>
<td>▪ Mobile phones, smartphones</td>
<td>▪ Tell the student to turn it off and hand it to you immediately.</td>
<td>Note that the device made noise or was in use. Attach the test book to the SIR. Provide the student’s name.</td>
</tr>
</tbody>
</table>
| ▪ Cameras, scanners                                                         | ▪ Inform the student that you must write up the incident and that his or her scores will be canceled, and that the device will be returned.                                                                       | **Bubble Page 2, Section 7b**  
| ▪ Laptops, tablets, iPods, MP3 players, wearable technology                 | ▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.                                                                               | **Student/Errors Issue—“Student used a mobile phone/or prohibited device, or it made noise.”**                                                                             |
| ▪ Separate timers                                                           | ▪ On the front of the test book, note the student’s name and write “Prohibited electronic device.”                                                                                                           |                                                                                                                                                                |
| Medical devices, such as insulin pumps (without mobile phones), are         |                                                                                                                                                                                                                  |                                                                                                                                                                |
| **Supervisor:** If you have any suspicion that the device was used to share test information, immediately call TAS while the student is still in your charge. |                                                                                                                                                                                                                  |                                                                                                                                                                |
| **Calculator misuse/prohibited aids, including:**                           | If a student is seen using a calculator on a no-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:                                                | **Note that the student used an unauthorized aid.”**                                                                                                                       |
| ▪ Pens, highlighters, or mechanical or colored pencils                      | ▪ Warn the student individually to stop use of the prohibited aid.                                                                                                                                             | **Bubble Page 2, Section 7b**  
<p>| ▪ Books, dictionary, or references                                          | ▪ Tell the student that a subsequent violation will be grounds for dismissal.                                                                                                                                     | **Student/Errors Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.”                                                                 |
| ▪ Compass, ruler, protractor, or cutting device                             | ▪ If the student continues, collect test book and answer sheet and dismiss student.                                                                                                                                 |                                                                                                                                                                |
| ▪ Scratch paper or notes                                                    | ▪ On front cover of test book, note the student’s name and write “Prohibited item.”                                                                                                                                |                                                                                                                                                                |
| ▪ Unacceptable calculator or any other prohibited electronic device, such as |                                                                                                                                                                                                                  |                                                                                                                                                                |
| <strong>Refusal to follow instructions</strong>                                          | ▪ For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR.                                        |                                                                                                                                                                |
| ▪ Digital watches with prohibited features (Unless an approved accommodation) |                                                                                                                                                                                                                  |                                                                                                                                                                |
| If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance. | ▪ Inform the student that you must write up the incident and that his or her scores will be canceled.                                                                                                           |                                                                                                                                                                |
| If a student is observed disturbing others, refusing to follow instructions, | ▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.                                                                               |                                                                                                                                                                |
| giving/receiving help/information, giving/discussing test or essay questions, | ▪ On the front of the test book, note the student’s name and write “Refusing to follow instructions.”                                                                                                           |                                                                                                                                                                |
| using a phone without permission:                                           |                                                                                                                                                                                                                  |                                                                                                                                                                |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misadministration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Accommodations given that were not approved. | - Stop testing and collect the student's test materials and answer sheet.  
- Advise the student that they have received accommodations that were not approved. The College Board will contact the student about retesting options.  
- Dismiss the student.  
- The student may be eligible for a makeup. Add the student to your list of possible makeups needed and log onto the test ordering site to order makeup testing materials. | Provide the student's name. Note accommodation's name 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 accommodations they were approved for were inadvertently not provided, and that the issue will be reported to the College Board to determine available test options.  
- 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.  
- The student may be eligible for a makeup. Add the student to your list of possible makeups needed and log onto the test ordering site to order makeup testing materials. | Provide the student's name. Note accommodation not given and actions taken.  
**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.  
- Note stop time and inform students that the testing time will be adjusted.  
- Once testing resumes, adjust testing time.  
- Monitor students at all times inside and outside the testing room.  
- Tell students that they should contact customer service if they feel they were affected.  
- If you were unable to resume testing, log onto the test ordering site to order makeup testing materials. | Note the length and impact of the disturbance.  
**Bubble Page 1, Section 6—“Disturbance/Interruption.”** |
| Undertiming                          | - 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.  
- Students may be eligible for makeup testing. If so, log onto the test ordering site to order makeup testing materials. | Note the section(s) affected and 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).** |
| Overtiming                           | - Make no adjustment.  
- Students may be eligible for makeup testing. If so, log onto the test ordering site to order makeup testing materials. | Note the section(s) affected and 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. |
### Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing staff issues</strong></td>
<td>In the case of distracting behavior, incorrect directions, or material distribution, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test supervisor will determine next steps.</td>
<td>Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 for group irregularities—choose correct issue from list, or Page 2, Section 7b Test Delivery Issue—for individual irregularities choose correct issue from list. Complete the comments and the student information and sign.</td>
</tr>
<tr>
<td></td>
<td>If administration is compromised, call TAS immediately.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excessive breaks</strong></td>
<td>This irregularity does not apply to students approved for “breaks as needed.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the student is ill, follow the instructions under “Illness.”</td>
<td>Note the student's name.</td>
</tr>
<tr>
<td></td>
<td>Collect the test book and answer sheet; return them when the student reenters. Do not allow extra time.</td>
<td>Bubble Page 2, Section 7b Other Issue—“Other.”</td>
</tr>
<tr>
<td></td>
<td>Have the room or hall proctor check where the student is going during breaks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note the student's name.</td>
<td>Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a “Did student complete testing?” (Yes or No).</td>
</tr>
<tr>
<td><strong>Illness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Note length of absence, the student(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible.</td>
</tr>
<tr>
<td></td>
<td>If the student is unable to continue, advise him or her of the cancellation policy. (The cancellation policies are given about four pages into the SAT script, just before the start of the first test section.) If the student cancels their scores, you may log onto the test ordering site to order makeup testing materials, counting the student as an “absentee.”</td>
<td>Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a “Did student complete testing?” (Yes or No).</td>
</tr>
<tr>
<td></td>
<td>If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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 soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.</td>
<td></td>
</tr>
<tr>
<td><strong>Using pen or wrong type of pencil</strong></td>
<td>If you see anyone 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</td>
<td>Explain the circumstances fully. Note section(s) affected.</td>
</tr>
<tr>
<td></td>
<td>dismissed from testing if they use a mechanical pencil.</td>
<td>Bubble Page 2, Section 7b Student Errors/Issue—“Student used an unauthorized aid.”</td>
</tr>
<tr>
<td><strong>Answers placed incorrectly on answer sheets</strong></td>
<td>Check the student's ID if the student is unfamiliar to you, and provide a new answer sheet associated with that type of testing (e.g., Essay or non-Essay) if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. (If no extra answer sheets are available, follow the procedures under “Defective Answer Sheet,” page 72). Tell the student to print his or her name on the new answer sheet, then continue in the appropriate place. After the test is over, have the student complete their name (1), school information (2-3), date of birth (5), sex (15), and test information (44-47) on of the answer sheet. Clip answer sheets together.</td>
<td>Provide the student's name.</td>
</tr>
<tr>
<td></td>
<td></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>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the SIR</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Answers written in test book, but not recorded on answer sheet</strong></td>
<td>This irregularity does not apply to students approved for “writing answers in test book.”</td>
<td>Note the reason why the student wrote the answers in the test book. Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td>▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</td>
<td>▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td>▪ On the front of the test book, note the student's name and write “Answers in test book.”</td>
<td>▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td><strong>Answer sheet left blank or completely erased</strong></td>
<td>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td>▪ Tell the student that the answer sheet will be scored unless the student cancels the scores by the fourth business day after the test.</td>
<td>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<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>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td>▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing.</td>
<td>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td><strong>Note the reason why the student wrote the answers in the test book.</strong> Attach the test book to the SIR. <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</strong></td>
</tr>
<tr>
<td><strong>Calculator malfunction</strong></td>
<td>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores.</td>
<td><strong>Document the malfunction.</strong> <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”</strong></td>
</tr>
<tr>
<td>▪ Inform the student that canceling scores for the math section of the SAT means that the entire test will be canceled.</td>
<td>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores.</td>
<td><strong>Document the malfunction.</strong> <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”</strong></td>
</tr>
<tr>
<td>▪ If the student decides to cancel, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The associate supervisor must also sign.</td>
<td>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores.</td>
<td><strong>Document the malfunction.</strong> <strong>Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”</strong></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, as full a description as possible, and your contact information. <strong>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in the comments section on page 3.</strong></td>
</tr>
</tbody>
</table>

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*Irregularity Chart  Appendix*

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*SAT School Day Accommodated Testing Manual* SAT 77
### Sample Supervisor's Irregularity Report (SIR)

#### 1. GENERAL INSTRUCTIONS TO SUPERVISOR:
- **Form** 1 of 1
- Refer to the Irregularities Chart in your manual when to use this form, when to call Test Administration Services (TAS). IMPORTANT: Call TAS using the School Day support number in your manual immediability if test materials are missing or damaged. Report each irregularity on a separate SIR, and return all SIRs 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 the form in sections 10.
- Attach (but do not staple) any defective materials to the SIR.
- As a last step, on each form, fill in “Form of ___” (e.g., “1 of 5”) at the top of this box.

#### 2. PROGRAM:
- **SAT**
- Standard
- Nonstandard
- Nonstandard
- Room Number: 208

#### 3. TESTING START DATE:
- **Month:** Jan
- **Day:** 1
- **Year:** 2017

#### 4. SCHOOL INFORMATION:
- **School Name:** Home Town High School
- **Address:** 200 Main Street
- **City:** Home Town
- **State/Province:** NY
- **Postal Code:** 12345
- **Country:** U.S.A.

#### 5. TEST BOOK INFORMATION:
- **Test Section:**
- **Test ID:**
- **Form Code:**
- **Test Book Serial Number:**

#### 6. GROUP IRREGULARITIES INFORMATION:
- Fill in the circle for each case that applies.
- Write the names of involved students on the last page of the SIR.
- To report incorrect/misused materials, indicate the number on the shipping notice and attach it to this report for TAS. Always call TAS immediately in such situations.
- Use the COMMENTS section on page 3 to describe the events and actions taken.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defective/or incorrect materials</td>
<td>01/01/2017 10:00 AM</td>
</tr>
<tr>
<td>Disturbance/interference</td>
<td>01/01/2017 11:00 AM</td>
</tr>
<tr>
<td>Misuse of materials</td>
<td>01/01/2017 12:00 PM</td>
</tr>
<tr>
<td>Test center environment issue</td>
<td>01/01/2017 01:00 PM</td>
</tr>
<tr>
<td>Staff behavior was distracting</td>
<td>01/01/2017 02:00 PM</td>
</tr>
<tr>
<td>Staff distributed incorrect material</td>
<td>01/01/2017 03:00 PM</td>
</tr>
<tr>
<td>Staff assisted students in writing</td>
<td>01/01/2017 04:00 PM</td>
</tr>
<tr>
<td>Staff did not post signs or directions</td>
<td>01/01/2017 05:00 PM</td>
</tr>
</tbody>
</table>

#### 8. TEST QUESTION AMBIGUITY INFORMATION:
- Fill in the circle for each case that applies. Use the COMMENTS section on page 3 to describe the student’s concerns.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>No correct answer</td>
<td>01/01/2017 06:00 PM</td>
</tr>
<tr>
<td>More than one correct answer</td>
<td>01/01/2017 07:00 PM</td>
</tr>
<tr>
<td>Wording is ambiguous</td>
<td>01/01/2017 08:00 PM</td>
</tr>
<tr>
<td>Not enough information to answer question</td>
<td>01/01/2017 09:00 PM</td>
</tr>
<tr>
<td>Other:</td>
<td>01/01/2017 10:00 PM</td>
</tr>
</tbody>
</table>

---

Page 1

Page 2
9. COMMENTS:

Fully describe the irregularity or student's concern and any action(s) taken. List the test type (SAT or SAT with Essay).

Student had a nosebleed. Proctor escorted her to supervisor. She returned in 10 minutes.

NAR attached.

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.

Staff Member Name: Mary Proctor
Email Address: mproctor@hometownhs.edu
Phone #: 311-555-1212
Mobile Phone #: 
Staff Member Signature: Mary Proctor
Supervisor Signature: David Supervisor