SAT® SCHOOL DAY
Coordinator Manual

Look inside for:

- Administration Setup and Management
- Staff and Facility Requirements
- Security Requirements
- Receiving and Returning Materials
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 Us

School Day Support
(not for parents or students)

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

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

EMAIL: SATSchoolDaySupport@collegeboard.org

Test Day Complaints

EMAIL: testcenter@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: satquestion@collegeboard.org

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Introduction

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

Using This Manual

This manual is for test coordinators’ use for SAT School Day testing only (not Saturday or Sunday testing) in fall 2018. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with tasks (what you need to do), followed by key information (what you need to know) related to those tasks. For example, tasks related to room set up are followed by key information about seating requirements. You’ll also find a list of key terms later in this introductory section, as well as a full glossary of terms in the Appendix.

Before the Test

Before the test you’ll need to complete the online training, and you’ll need to prepare your space, staff, students, and materials. Completing the tasks in this section prepares you for testing.

During the Test

During the test you’ll have activities to organize, including admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks in this section helps you have a smooth administration.

After the Test

After the test you’ll have a few things to do to wrap up the administration, such as completing test day forms, returning materials correctly, and ordering makeup materials.

Appendix Resources

The following resources are provided in the Appendix of this manual:

- Sample Standard Test Day Schedule
- Sample Accommodated Test Day Schedule
- Sample Master Student List
- Sample Nonstandard Administration Report (NAR)
- Acceptable Calculators
- Unacceptable Calculators
- Sample Seating Plans
- Photo ID Requirements (for testing students from outside your school)
- Overview of Accommodated Timing and Breaks
- How to Fill Out the Coordinator Report Form (CRF)
- Sample Coordinator Report Form (CRF)
- Irregularity Chart
- Sample Irregularity Report (IR)
- Diagrams for Returning Test Materials
- Glossary of Terms

Typographical Icons

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

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

New for Fall 2018

Important Changes

The College Board has made a number of improvements for this school year. Some of the enhancements include making administration easier for students and for schools.

1. We have changed the staff titles for SAT School Day to better align with other College Board programs and general educational practice.
   a. The test supervisor will now be known as the SAT School Day coordinator, or simply the test coordinator. We’ve revised the titles of forms to support this change. The Supervisor’s Irregularity Report has become the Irregularity Report and the Supervisor’s Report Form has become the Coordinator Report Form.
   b. Associate supervisors will now be known as proctors.
   c. Hall and room proctors will now be known as hall and room monitors.

2. The answer sheets have changed:
   a. You will now receive one “SAT Answer Sheet” for administering either the SAT or the SAT with Essay. Before the test begins, students will be instructed to fill in which test they are taking, and only those taking the SAT with Essay will write an essay in the space provided in the answer sheet. The proctor scripts include explanations to students who won’t be using the SAT Essay portion on their answer sheets.
b. Students taking the SAT with Essay will be directed to copy the single-character Essay Code from the back of their Essay books onto their answer sheets before starting the Essay portion of the test.

c. We have also improved the sequence of fields on the answer sheet and shortened the optional questionnaire.

3. For testing in the accommodated window only, the blue multiple-choice test books for SAT and SAT with Essay have been consolidated into single books. You’ll receive the same blue test books for use in the SAT and SAT with Essay accommodated testing rooms. Essay books, if you are administering the optional Essay, will still be separate from the multiple-choice test books. (Note that the MP3 audio and ATC formats include both the multiple-choice and the Essay portions of the test on a single flash drive.)

4. We continue to expand the number of languages offered for translated test directions. See Prepare to Test Students with English Learner Supports on page 25 for more information.

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**Testing Basics**

**About the SAT**

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

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

**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.

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**Test Types**

SAT School Day offers three ordering and administration options:

1. SAT (students won’t take the essay)
2. SAT with Essay (all students take the essay)
3. Both SAT and SAT with Essay (must be administered in separate rooms)

**IMPORTANT:** If your school is testing as part of a contract, your district or state will determine which options are available to your students. These are the only options that will be displayed in the test ordering site.

**Test Sections and Timing**

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

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

**Evidence-Based Reading and Writing:** Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

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

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

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

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

Time allotted:
- 50 minutes

**Accommodated Testing Overview**

The College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on tests, such as braille, large-print tests, and extended time. Using the College Board’s SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, students remain approved for College Board accommodations until one year after high school graduation. See Prepare to Test with Accommodations on page 25 for more information.
**Terminology**

**Key Terms**
The following terms are used frequently in this manual. See the Appendix for a complete glossary of terms.

*Accommodated testing window:* Designated period beginning on the primary test date during which students with certain accommodations are eligible to test.

*Accommodation:* A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

*AI code:* A six-digit code that identifies an attending institution (a school where a student is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

*EL:* English learner.

*ETS:* Educational Testing Service. The College Board partners with ETS to support test administration.

*Irregularity:* A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score or a required makeup. Refer to the irregularity chart in the Appendix for more information.

*Irregularity Report (IR):* Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

*Litho code:* Eight-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

*Master Student List:* The list of test takers developed by the test coordinator for a test administration at a particular test site or school.

*Nonstandard Administration Report (NAR):* A list of students approved for accommodations who are taking a specific test. Generated in SSD Online, it includes detailed information about the accommodations the students are approved for and which materials have been ordered. The SSD coordinator can add students to the NAR if their materials were ordered outside of the test ordering system, and the students have received College Board approval for accommodations.

*Pre-ID label:* Label provided for each student for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

*Room roster:* The list of students assigned to a particular testing room.

*Services for Students with Disabilities (SSD) Office:* College Board department that supports accommodation requests and accommodated testing.

**Staff Roles and Responsibilities**

**SAT School Day Coordinator**
As the test coordinator of record, you manage the test site and staff, and you ensure that all testing materials are ordered, received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including accommodated testing.

Administering SAT School Day requires you and all testing staff to sign the Testing Staff Agreement form to signify your acceptance of the conditions and requirements in this manual and your commitment to administering the SAT on the scheduled date. Mandatory training has been provided for all SAT School Day coordinators. Be sure to complete it well before test day.

**Backup SAT School Day Coordinator**
We recommend that you designate a backup coordinator in case you’re absent on test day. They’ll need to sign the Testing Staff Agreement form to signify their acceptance of the conditions and requirements and their commitment to administering the SAT on the scheduled date. Be sure to have your designated backup coordinator complete the mandatory training well before test day. In the event you are absent for an extended period of time, this person should be prepared to return all test materials and place any necessary makeup orders.

**SSD Coordinator**
The SSD coordinator works with students to apply for accommodations through the SSD online portal. In addition, the SSD coordinator works with the coordinator to order materials and administer accommodated testing.

As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day coordinator in determining testing rooms and staff needed for administering the test with accommodations.

All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator. The SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring.
SAT Test Materials

SAT School Day Materials Table

Your school will receive a number of shipments related to your test administration. Review this table to plan for receiving and checking materials and to learn about the forms and publications you’ll use for administering SAT School Day.

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
</table>
| SAT School Day Coordinator Manual | Detailed instructions and policies for planning setup and management of the SAT School Day administration. | Used by coordinator to plan for and manage the test administration. | Coordinator Planning Kit [2]  
Preadministration Shipment [1]  
Coordinator Testing Materials Kit in the Test Shipment [1] |
| SAT School Day Standard Testing Room Manual | Detailed instructions and scripts for holding a preadministration session and administering the SAT and SAT with Essay in the standard room. | Used by proctor to hold the preadministration session and to administer the test in their testing room. | Coordinator Planning Kit [10]  
Preadministration Shipment [based on order]  
Coordinator Testing Materials Kit in the Test Shipment [1] |
| SAT School Day Accommodated Testing Room Manual | Detailed instructions and scripts for holding a preadministration session and administering the SAT and SAT with Essay to accommodated students. | Used by proctor to hold the preadministration session and to administer the test in their accommodated testing room. | Coordinator Planning Kit [4]  
Preadministration Shipment [based on student count]  
Coordinator Testing Materials Kit for Accommodated Window Testing in the Test Shipment [2] |
| Pre-ID Supplemental Instructions | Memo that details the information included on students’ pre-ID labels. | Used by the coordinator and proctor to determine which portions of the preadministration script need to be modified. | Pre-ID Label Shipment [1] |
| Coordinator Testing Materials Kit | A packet sent with the test shipments containing manuals, flyers, forms, and material return envelopes. | Used by the coordinator to administer the test on the primary test date and to report on the administration. | Test Shipment [1]  
Makeup Test Shipment [1] |
| Coordinator Testing Materials Kit for Accommodated Window Testing | A packet sent with the test shipments containing manuals, flyers, forms, and material return envelopes for testing students during the accommodated window. | Used by the coordinator to administer the test to accommodated students and to report on the administration. | Test Shipment [1]  
Makeup Test Shipment [1] |
### STAFF MATERIALS - REPORTS AND FORMS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet Please and No Electronic Devices Flyers</td>
<td>Flyers to remind students that testing is in progress and no electronic devices are allowed.</td>
<td>Posted by the staff to remind students of testing policies.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [5 each]</td>
</tr>
<tr>
<td>SAT School Day Poster</td>
<td>A poster to announce the test date.</td>
<td>Posted by the staff to give students information.</td>
<td>Coordinator Planning Kit [2]</td>
</tr>
<tr>
<td>SAT School Day Coordinator’s Report Form (CRF)</td>
<td>Form for reconciling the answer sheets being returned for scoring.</td>
<td>Used by the coordinator to report the number of used answer sheets and other materials being returned with each shipment for scoring.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]</td>
</tr>
<tr>
<td>SAT School Day Testing Staff Agreement</td>
<td>Form for each staff member to read and sign.</td>
<td>Used by staff to attest that they have no conflicts of interest that bar them from administering the SAT.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]</td>
</tr>
<tr>
<td>Fall 2018 Testing Materials Diagram</td>
<td>A graphic view of test materials, manuals, and answer sheets for the different College Board assessments that schools may be administering in the fall.</td>
<td>Used by coordinators to quickly identify which materials go with each assessment and where to find more information about them.</td>
<td>Coordinator Planning Kit [1] Coordinator Testing Materials Kit in the Test Shipment [1]</td>
</tr>
<tr>
<td>Testing Room Materials Report</td>
<td>Form for listing test books and related test materials distributed to and returned from each proctor. Includes a materials distribution chart. Also appears on the back cover of both testing manuals.</td>
<td>Used by the coordinator and the proctor to record the serial number ranges of test materials returned to the coordinator and record test book distribution in the testing room.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]</td>
</tr>
</tbody>
</table>

### STAFF MATERIALS - ENVELOPES

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [copiess]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Sheet Return Materials</td>
<td>Preaddressed (labeled) carton(s) or UPS Express Pak(s) to return used answer sheets for scoring.</td>
<td>Used by coordinators to return answer sheets and reports immediately after testing is completed.</td>
<td>Test Shipment [1 or more]</td>
</tr>
</tbody>
</table>
### SAT Test Materials

**Material** | **What It Is** | **How It’s Used** | **Which Shipment(s) [copies]**
--- | --- | --- | ---

White Accommodated Testing Envelope | Return envelope for the NAR, answer sheets, and other score-related materials for accommodated students, as well as any defective accommodated materials. | Used by the coordinator to return reports and forms needed for scoring answer sheets of students listed on the NAR. | Coordinator Testing Materials Kit in the Test Shipment [1]  Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]

Test Book Return Materials | Loose UPS return label(s) and boxes reused from the original test book shipment. | Used by coordinators to label boxes to return test books and unused answer sheets after testing is completed. | Test Shipment [1 or more]

### STUDENT MATERIALS

**Material** | **What It Is** | **How It’s Used** | **Which Shipment(s) [copies]**
--- | --- | --- | ---
Pre-ID Labels (if applicable) | Preidentification labels printed with student information both spelled out and included in barcoded form. | Applied to the answer sheet by the test coordinator before the preadministration session to ensure accurate data for each student. | Pre-ID Label Shipment [1 per student]

SAT School Day Answer Sheets | Scannable form for recording answers to personal and test questions, in bundles of 5 and 25 or loose. | Used by students to record answers to preadministration questions and test questions. | Preadministration Shipment [as ordered]  Test Shipment [extra copies]

SAT School Day Answer Sheets – Large Block | Large-print scannable form for recording answers to personal and test questions. | Used by students approved to use one to record answers to preadministration questions and test questions. | Preadministration Shipment [as ordered]  Accommodated Test Shipment [as ordered]

SAT School Day Student Answer Sheet Instructions | Booklet of instructions for completing information on the answer sheet. May be bundled with answer sheets or loose. | Used by students to interpret preadministration questions and code their choices on the answer sheet. | Preadministration Shipment [1 per answer sheet]  Test Shipment [1 per answer sheet]  Accommodated Test Shipment [1 per answer sheet]

SAT School Day Student Answer Sheet Instructions – Large Print | Booklet of large-print instructions for completing information on the answer sheet. | Used by students who are approved for large print to interpret preadministration questions and code their choices on the answer sheet. | Preadministration Shipment [1 per large-print accommodation]  Accommodated Test Shipment [1 per large-print accommodation]

Mobile Opt-In Policies Document – Large Print | Information about College Board mobile phone and texting policies. Bundled with answer sheets or loose. | Used by students to inform their choice of whether or not to provide their mobile number on the answer sheet. | Preadministration Shipment [1 per answer sheet]  Test Shipment [extra copies]
### SAT Test Materials

#### Introduction

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT School Day Student Guide</td>
<td>A booklet explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.</td>
<td>Distributed to students by staff before the preadministration session. Used by students for preparing for the test, including knowing what’s expected of test takers and how student privacy is protected.</td>
<td>Preadministration Shipment [as ordered]</td>
</tr>
<tr>
<td>SAT School Day Test Books</td>
<td>Serialized test books for the SAT or the SAT with Essay, in bundles of 5 and 25. Includes separate essay books if administering the SAT with Essay.</td>
<td>Distributed to students by the proctor and used to take the test.</td>
<td>Test Shipment [as ordered]</td>
</tr>
<tr>
<td>SAT School Day Alternate Test Formats</td>
<td>Specific formats of the test as needed for approved accommodations (e.g., large-print test book, MP3 audio format, or braille).</td>
<td>Distributed by the proctor to specific students listed on the NAR and used to take the test in the accommodated room.</td>
<td>Accommodated Test Shipment [as ordered]</td>
</tr>
</tbody>
</table>

### Manuals and Scripts

This SAT School Day Coordinator Manual gives complete instructions for preparing your school for School Day testing. You’ll also receive two other testing manuals: one for standard and one for accommodated testing. Both manuals include preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the SAT School Day Accommodated Testing Manual provides several different test administration scripts. See Prepare to Test with Accommodations on page 25 for details.

### Test Books

The test books for students who are required to test on the primary test date have covers with purple accents. They display the test name (SAT or SAT with Essay), along with important notes for the student. For the SAT with Essay, you’ll also have Essay books to distribute. An essay icon appears on covers for both the SAT with Essay test books and the separate Essay books.

Students testing with accommodations may use standard test books with purple accents or accommodated materials that have blue accents, depending on their approved accommodations. Blue-accented multiple-choice test books for the SAT and SAT with Essay have been consolidated into single books. You’ll use the same books in both the SAT and the SAT with Essay rooms. Essay books, if applicable, will still be separate from the multiple-choice test books. See a copy of the NAR or the Testing Materials Distribution Chart on page 12 for more information.

### Alternate Test Formats

Students eligible to test in the accommodated testing window will use test formats that have covers with blue accents.

Test formats may include test books in regular or large print, braille materials and supplements, or formats on USB flash drives. See the Testing Materials Distribution Chart on page 12 for a list of all the alternate formats available.

### Rosters

For your own management of testing at your school, we strongly recommend that you develop a Master Student List, or roster, of test takers for SAT School Day. Recommendations for compiling your Master Student List for standard and accommodated test takers are given in Before Test Day later in this manual. You’ll use the Master Student List to make a roster for each testing room. Each proctor will need a room roster for their room.

If you develop a Master Student List, you will need to return it in your used answer sheet shipment. We recommend that you make a copy and save it in a safe location for six months after test day. In the event of an irregularity or discrepancy, the list may be used as part of an investigation.

### Forms and Reporting

#### Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. You and your backup coordinator also need to sign the Agreement. See Staff Policies on page 19 for more information.
Coordinator Report Form
You will receive a Coordinator Report Form (CRF, formerly the Supervisor Report Form) in each testing materials kit (for testing on the primary test date and during the accommodated testing window, and if you administer makeup testing, for the makeup test date). This form allows you to report the number of students tested and the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Complete the CRF on page 48 for more information.

Nonstandard Administration Report (NAR)
The SSD coordinator has access to the NAR, which lists students approved for accommodations for whom materials were ordered, along with instructions on how to group them into test rooms and distribute the correct test book. The SSD coordinator can also add students to the NAR if materials were ordered for them outside of the test ordering system, and if the College Board has approved their use of accommodations. You should add these students to your Master Student List to help plan for testing rooms needed.

We recommend that you use copies of the NAR as room rosters for your accommodated students, as the NAR gives complete instructions about which scripts to use. Several days before test day, print and distribute copies of the NAR to proctors so they can plan to use the appropriate scripts. Instruct the proctor to note their own name on the NAR, make a copy, and give it to you to return with answer sheets.

Testing Room Materials Report Form (Required)
You are required to return a completed Testing Room Materials Report form for each testing room with your used answer sheet shipment.

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

- If you need additional Testing Room Materials Report forms, you may make photocopies.

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

Without information, the College Board can’t resolve issues that arise. Please review the IR form with all proctors. All IRs submitted are thoroughly reviewed. Refer to the irregularity chart in the Appendix for instruction on when to fill out an IR.

Request to Cancel Test Scores Form
Students use this form to request score cancellation. Provide your staff with copies of this form for each testing room. Direct students to fill out the form with exactly the same information that’s given on their answer sheets or pre-ID label, if applicable.

Students must sign and date the form, then submit it in one of the following ways:
- Hand the form to the testing staff before leaving on the day of the test.
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

In cases of equipment failure or illness, the proctor must sign the form for students who decide to cancel their scores using the SAT School Day Request to Cancel Scores form. Fill out an IR in these cases. Students will be eligible for a makeup administration. An IR is not necessary for other cancellation situations.

Testing Materials Distribution Chart
Your Nonstandard Administration Report (NAR) should be printed from SSD online by your school’s SSD coordinator. It will indicate the testing group, scripts to use, testing materials, and test type for all students testing with accommodations who you ordered testing materials for. The chart that follows provides an overview.

Check your NAR to make sure that all students with approved accommodations are identified correctly.

For accommodations not listed in the chart, work with your SSD coordinator or contact SSD. Also note that students may be approved for more than one accommodation.
### GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Number of Testing Days</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day</td>
<td>One day</td>
<td>One day</td>
</tr>
</tbody>
</table>

#### Accommodation Examples

- No accommodations
- 14-pt large-print test book
- Large-block answer sheet
- Magnifier
- Written copy of oral instructions
- Permission for food/medication
- Wheelchair accessibility
- Preferential seating
- Record answers in test book
- Use of colored overlay
- Auditory amplification/FM system
- Sign language interpreter for test directions
- Extended breaks
- Extra breaks
- Four-function calculator on Math Test – No Calculator section
- Permission to test blood sugar
- Small group setting
- 50% Reading extended time on the SAT with no Essay (entire assessment)
- 50% Math extended time (math only)
- 50% Writing extended time (essay only)*
- 20-pt (or larger) large print
- Magnifying machine
- Braille
- Braille writer
- Reader
- MP3 audio test format
- Writer/scribe to record responses
- Assistive Technology–Compatible (ATC) format
- Computer for essay
- Breaks as needed
- One-to-one testing
- Late start time
- Home/hospital testing
- Limited testing time
- 100% Reading extended time (entire assessment)
- 100% Writing extended time (essay only)*
- 100% Math extended time (math only)
- 50% Reading extended time on the SAT with Essay (entire assessment)

#### Room Roster

- Work with school administration to create a list of students you plan to test as part of SAT School Day.
- NAR Roster in SSD Online
- NAR Roster in SSD Online
- NAR Roster in SSD Online

#### Testing Manual

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

#### Test Book Color

- Purple
- Purple
- Purple
- Blue

*Students approved for writing-only extended time receive extended time only on the SAT Essay. If taking the SAT with no Essay, these students test in the standard room with standard time (unless they have other accommodations that can’t be provided in the standard room).
Coordinator’s Checklist

Use this checklist to make sure you’ve accomplished all the tasks covered in this manual. It shows you where to find more information in this manual or online.

These are suggested timelines. You can complete many of these tasks sooner than the recommended date.

---

### SIX TO EIGHT WEEKS BEFORE THE SCHOOL DAY TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Check in the online ordering system to make sure you’ve ordered materials for all your students, including new students.</td>
<td>Test ordering site: ordering.collegeboard.org</td>
</tr>
</tbody>
</table>
| □ Check with your SSD coordinator to make sure you’ve ordered materials for students who have been approved for accommodations and that these students are listed on the NAR. | SSD Online: collegeboard.org/ssd-online  
Test ordering site: ordering.collegeboard.org |

---

### THREE TO FOUR WEEKS BEFORE THE SCHOOL DAY TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complete the online coordinator training. (We’ll email you instructions for accessing it.)</td>
<td>collegeboard.org/ptat</td>
</tr>
<tr>
<td>□ Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 17</td>
</tr>
</tbody>
</table>
| □ Compile a list of students who are approved to test with accommodations. Use the NAR, and work with the SSD coordinator to determine if additional students need accommodated materials ordered. | Accessing the NAR to Determine Room Needs for Accommodated Students on page 17  
SSD Online: collegeboard.org/ssd-online  
Test ordering site: ordering.collegeboard.org |
| □ Designate a secure area for receiving, checking, and securely storing your test materials. | Plan Your Space on page 17                              |
| □ Estimate how many standard and accommodated rooms you’ll need based on the number of students testing. Identify which rooms in your facility can be used for testing. | Plan Your Space on page 17                              |
| □ Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any support staff needed for accommodated testing. | Plan Your Staff on page 19                             |
| □ Create room rosters by assigning students to testing rooms. Also assign testing room codes and note these on the room rosters. | Build Your Room Rosters on page 20                       |
| □ Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress. | Manage Test Day Impacts on page 22                      |
| □ Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing.) | Manage Test Day Impacts on page 22                      |
| □ Plan activities for students who won’t be testing, such as field trips, practice testing, alternative school schedule, etc. | Manage Test Day Impacts on page 22                      |
| □ Notify your school population of modifications to the normal school day. | Manage Test Day Impacts on page 22                      |
| □ Plan your preadministration session. | Prepare Your Preadministration Session on page 35        |
# Coordinator's Checklist

## Introduction

**TWO WEEKS BEFORE THE SCHOOL DAY TEST DATE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule and conduct staff training.</td>
<td>Train Your Staff on page 23</td>
</tr>
<tr>
<td>Distribute <em>SAT School Day Student Guide</em> and encourage students to visit sat.org/practice to get ready for test day.</td>
<td>Prepare Your Students on page 32</td>
</tr>
<tr>
<td>Conduct your preadministration session.</td>
<td>Conduct the Preadministration Session on page 37</td>
</tr>
<tr>
<td>Update room rosters as necessary to include newly enrolled students and any additional approved accommodations. (Make sure appropriate materials are ordered.)</td>
<td>Build Your Room Rosters on page 20 Test ordering site: ordering.collegeboard.org</td>
</tr>
<tr>
<td>Plan test day schedule and accommodated testing window schedule.</td>
<td>Build Your Plan for Testing on page 21</td>
</tr>
<tr>
<td>Notify school staff of testing room assignments and alternative arrangements for nontesting students.</td>
<td>Manage Test Day Impacts on page 22</td>
</tr>
</tbody>
</table>

**ONE WEEK BEFORE THE SCHOOL DAY TEST DATE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check the test ordering site to track your test materials shipment. Call School Day Support if you don’t see confirmation of shipment by a week before your primary test date.</td>
<td>Test ordering site: ordering.collegeboard.org</td>
</tr>
<tr>
<td>Review and print your NAR to make sure you have planned for all students approved to test with accommodations.</td>
<td>SSD Online: collegeboard.org/ssd-online</td>
</tr>
<tr>
<td>Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters on page 20</td>
</tr>
<tr>
<td>Identify students who will need EL supports and print necessary translated test directions.</td>
<td>Prepare to Test Students with English Learner Supports on page 25 sat.org/school-day/downloads</td>
</tr>
<tr>
<td>Notify students of when and where to report on test day. Post testing room assignments.</td>
<td>Prepare Your Students on page 32 Post Testing Room Assignments on page 21</td>
</tr>
<tr>
<td>Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and Students on page 22</td>
</tr>
<tr>
<td>Conduct your preadministration session, if you haven’t already.</td>
<td>Conduct the Preadministration Session on page 37</td>
</tr>
<tr>
<td>Review assignments with staff.</td>
<td>Share Staff Room Assignments on page 23</td>
</tr>
<tr>
<td>Hold a brief assembly with students who are testing to prepare them for test day.</td>
<td>Prepare Your Students on page 32</td>
</tr>
<tr>
<td>Check test materials within 24 hours of receipt.</td>
<td>Prepare Your Materials on page 33</td>
</tr>
<tr>
<td>Review facility preparation with custodial staff.</td>
<td>Manage Test Day Impacts on page 22</td>
</tr>
</tbody>
</table>
### Introduction  Coordinator’s Checklist

#### ON OR BEFORE TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ The day before the test, if you need to change your custom UPS pickup, call ahead to arrange pickup of materials.</td>
<td>Return Materials on page 51</td>
</tr>
<tr>
<td>□ Prepare testing room packets for proctors.</td>
<td>Prepare Your Materials on page 33</td>
</tr>
<tr>
<td>□ Have staff sign the SAT School Day Testing Staff Agreement.</td>
<td>Plan Your Staff on page 19</td>
</tr>
<tr>
<td>□ Make sure computers are provided in testing rooms for those students approved to use them. Have staff test the equipment and any MP3 audio or ATC flash drives before test day.</td>
<td>Prepare to Test with Accommodations on page 25</td>
</tr>
<tr>
<td>□ Ensure that testing room arrangements align with seating policies.</td>
<td>Plan Your Space on page 17</td>
</tr>
</tbody>
</table>

#### ON TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complete your testing room packets for proctors. Add multiple-choice test books in serial number order and Essay books (if administering the Essay) to the packets for proctors.</td>
<td>Prepare Your Materials on page 33</td>
</tr>
<tr>
<td>□ Post any revised testing room assignments and room assignments for nontesting students.</td>
<td>Admit Students to the Testing Area on page 40</td>
</tr>
<tr>
<td>□ Distribute testing room packets to proctors. Remind proctors to post “Quiet Please” and “No Electronic Devices” flyers, if available.</td>
<td>Equip Testing Rooms on page 39</td>
</tr>
<tr>
<td>□ Make sure that all announcements/bells are discontinued for the duration of testing.</td>
<td>Manage Test Day Impacts on page 22</td>
</tr>
<tr>
<td>□ Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in. Staff must instruct students to power off electronic devices then collect them according to school policy.</td>
<td>Admit Students to the Testing Area on page 40</td>
</tr>
<tr>
<td>□ Maintain security in your school and support testing staff while testing is in progress.</td>
<td>Your Role During Testing on page 41</td>
</tr>
<tr>
<td>□ Report test administration irregularities (if any).</td>
<td>Your Role During Testing on page 41</td>
</tr>
</tbody>
</table>

#### AFTER TESTING IS COMPLETED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Collect materials from proctors.</td>
<td>Collect Testing Materials on page 47</td>
</tr>
<tr>
<td>□ Report students for makeup testing no more than two days after the test.</td>
<td>Collect Testing Materials on page 47 Test ordering system: ordering.collegeboard.org</td>
</tr>
<tr>
<td>□ Prepare materials for return.</td>
<td>Collect Testing Materials on page 47</td>
</tr>
<tr>
<td>□ Return test materials.</td>
<td>Return Materials on page 51</td>
</tr>
<tr>
<td>□ Submit payment.</td>
<td>Submiting Payment on page 52</td>
</tr>
</tbody>
</table>
Before Test Day

Start planning for the administration **no less than 3–4 weeks before test day.**

### Prepare Yourself

**TASKS**
- Complete online coordinator training if you haven’t already.
- Read this entire manual.
- Sign the SAT School Day Testing Staff Agreement.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Visit [collegeboard.org/school](http://collegeboard.org/school) for more information about key dates, test materials for your school, and other planning assistance.
- Review the contents of the Coordinator Planning Kit and distribute testing room manuals to proctors for their review.
- Begin the Coordinator’s Checklist.

### Build Your Master Student List for Testing

Identifying your students who are testing is an important first step in preparing for test day. We strongly recommend creating this list of test takers to determine how many testing rooms and staff you will need for administering the test. Once created, you’ll use your Master Student List to create room rosters to distribute to each proctor showing the students who will test in their room. You’ll also use the room rosters to inform students of when and where they will test.

**TASKS**

**Compile Lists of Students**
Create a Master Student List, which will include all students eligible for testing. A sample Master Student List with suggested headings is included in the Appendix.

1. Pull the list of eligible students from your school’s student information system or work with your district assessment coordinator to get the list of students. Closer to test day, you may need to add any new students, including students who have recently transferred to your school.
2. You may be asked to test students who don’t attend your school, such as homeschooled students or students from other schools. Make sure these students are accounted for as part of the Master Student List.

3. Ask your SSD coordinator to print a copy of the NAR and make sure you’ve accounted for accommodated students in your Master Student List. Use the NAR to determine the names of students who are approved to test with accommodations.
4. For students approved for accommodations, use the NAR to complete the Testing Group and Test Book Type columns on your Master Student List.
5. If administering both the SAT and SAT with Essay, identify the students who will take the SAT and SAT with Essay by marking the Test Type column on your Master Student List.

You will now have one Master Student List to use to add room and staffing information. Check your list against the sample Master Student List in the Appendix to confirm that your list has all the information you’ll need for planning rooms and staff.

**KEY INFORMATION**

**Accessing the NAR to Determine Room Needs for Accommodated Students**

The SSD coordinator can access the NAR in SSD Online to help you organize testing for accommodated students, including completing your Master Student List. The NAR includes the names, testing groups, and College Board SSD numbers of all students testing with accommodations who you’ve ordered materials for. It lists their approved accommodation(s), test type, test book type, whether they’re approved to test in the accommodated testing window, and the script(s) the proctor will use. It will also tell you which accommodated students can test in the same test room.

### Plan Your Space

**TASKS**

**Designate a Secure Area for Materials**
Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 33 for more information.

**Evaluate Rooms for Testing**
- To identify which of the available rooms will be used for testing, work with your administration.
- Make a list of available rooms and how many students each room can hold, based on the seating requirements. The seating requirements are given in Key Information.
Identify the Number of Rooms You Need for Testing
Use the Master Student List to determine the number of standard and accommodated testing rooms you’ll need. Refer to the testing group field on the NAR as you make assignments for accommodated testing rooms.

KEY INFORMATION

Facility Requirements
To prepare for test day, you will need:
- Bells and announcements to be silenced on test day.
- A place to securely receive and store testing materials.
- An area where students can assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late but in time to still be tested.

Testing Room Requirements
To promote an effective and secure administration, testing rooms must fulfill the following requirements:
- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - A working clock, visible to students
  - Proper lighting
  - Proper ventilation
  - Proper seating that follows the Seating Requirements given in this section
  - No materials related to test content on display (these can be removed or covered)

Room Selection Tips and Recommendations
- Rooms should be located in one section of the school. With rooms that are close together, each hall monitor can cover up to 5 rooms.
- We recommend that you avoid using science rooms, computer labs, or rooms with specialized equipment, unless they’re required for accommodated testing. They may be uncomfortable for students or not have enough writing space.

Seating Requirements
The following are seating requirements for all testing rooms:
- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart (measured from the center of the table) and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:
- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns (such as alphabetical order). If using a homeroom as a testing room, make sure students are seated at random.

IMPORTANT: Students may not select their own seats.

Additional Seating Requirements for Accommodated Testing Rooms
The testing group on the NAR indicates students who may test together. See Sample Nonstandard Administration Report (NAR) on page 55.
- Students with the same type of timing may be seated together, if so noted on your NAR.
- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Use of more than one test room is required if a student’s accommodations would disturb other students or if the student is approved for one-to-one testing. Students who are approved for a reader or scribe must test in a one-to-one setting. These scenarios are noted on your NAR.
- The MP3 audio and ATC formats are provided on USB flash drives. For students approved for use of these formats, a computer with a USB port must be provided to accept the flash drive. Students using text-to-speech software or MP3 audio formats who do not have earphones must test in separate rooms.
- For students using a computer, see the requirements in Plan for Computer Usage on page 28.

Please note that some accommodations may be provided in a standard testing room. These include:
- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food or medication
- use of a 14-point large-print test book, a magnifier, or a sign language interpreter for oral instructions
- auditory amplification or FM system
Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms.

**TASKS**

**Identify Staff for Testing**
- Work with school administrators to review teacher schedules. Teachers of classes that aren’t meeting due to testing are likely candidates to serve as proctors and monitors.
- If you’re testing students approved for accommodations, work with your SSD coordinator to ensure you have the proper staffing to meet students’ needs.
- Make a list of available staff and what role they should fill. Be sure to include any additional support staff needed for accommodated testing.

**Assign Staff to Testing Rooms**
Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors.

**Designate a Backup Coordinator**
As part of testing setup, we recommend that you designate and train one of your proctors to act as an alternate test coordinator in case you’re absent on test day.

**KEY INFORMATION**

**Staff Policies**
To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of unquestionable integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:
- Are involved with paid coaching or paid SAT preparation. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.

Any staff member, including the coordinator, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site. In such instances, the related student’s scores are subject to cancellation.

Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their own child or other relative, the scores will be canceled, and the student will require a makeup test.

Before the test begins, all testing staff, including the test coordinator and any backup coordinator, must review, agree to, and sign the SAT School Day Testing Staff Agreement.

**Supplementing Testing Staff**
If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff. Additionally, retired teachers and current district personnel can help support test administration.

**Proctors Needed**
Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one proctor.

**Room Monitors Needed**
Depending on the number of students in the testing room, you may also need room monitors.

<table>
<thead>
<tr>
<th>FOR EACH STANDARD TESTING ROOM</th>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–34</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>35–50</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>51–100</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>101 or more</td>
<td></td>
<td>3+ (1 monitor for each additional 50 students)</td>
</tr>
</tbody>
</table>

- a colored overlay
- approval to record answers in the test book

If a student is approved for one of these accommodations, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

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

Seat students using a large-print test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.
Before Test Day

Build Your Room Rosters

FOR EACH ACCOMMODATED TESTING ROOM

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–10</td>
<td>0</td>
</tr>
<tr>
<td>More than 10</td>
<td>1+ (1 monitor for each additional 10 students)</td>
</tr>
</tbody>
</table>

Additional staff may be needed for students testing with accommodations or in a one-to-one setting. Work with your SSD coordinator to determine how many additional room monitors will be needed for these students.

Hall Monitors Needed

<table>
<thead>
<tr>
<th>NUMBER OF HALL MONITORS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rooms</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>1–5</td>
</tr>
<tr>
<td>6–10</td>
</tr>
<tr>
<td>11–15</td>
</tr>
<tr>
<td>16–20</td>
</tr>
<tr>
<td>More than 20</td>
</tr>
</tbody>
</table>

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your NAR to determine if you have students approved for accommodations who need any of the following support staff. These support staff resources must meet the same requirements as all other staff.

- Readers
- Personal assistants
- Scribes
- Sign language interpreters for test directions

Build Your Room Rosters

Once you have your room assignments for staff, you need to create a roster for each testing room that each proctor can use to record attendance on test day. Those who are testing accommodated students will also use copies of the NAR as room rosters to plan for using the appropriate script(s) on test day and make other preparations for administering accommodations in their room.

TASKS

Assign a Testing Room Code to Each Testing Room

Testing room codes allow you to better manage your SAT School Day administration. Assigning a unique code to each testing room allows you to organize answer sheets for preadministration sessions and for distribution on test day.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space.

NOTE: When using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020).

- Record the testing room code on the room list you created. Remember that the SAT must be administered in a separate room from the SAT with Essay. The staff will give the testing room code to students to enter on their answer sheets on test day.

IMPORTANT: If a group disturbance occurs, the testing room code will help identify students who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any questions related to group irregularities and help ensure that scores for your school are released as quickly as possible.

Assign Students to Testing Rooms

- Divide your students into testing rooms based on room capacity and test type.
- Separate your list of accommodated students into the testing groups indicated on your NAR.
- Add each student’s testing room assignment to your Master Student List by recording the testing room code.
- Also record accommodated students’ testing room assignments on the NAR (for return in the Accommodated Testing Envelope after testing concludes). The NAR separates students by testing group to aid the process.

Create Individual Room Rosters

Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors.

- Divide your Master Student List into individual room rosters for students testing in standard test rooms.
- We recommend that you use copies of the NAR in place of, or in addition to, room rosters for accommodated testing rooms.

Update and Finalize Your Room Rosters

As test day approaches, continue to account for additional students who may be eligible for testing (e.g., students who recently transferred to your school). In addition, work with your SSD coordinator to identify students who may have been recently approved for accommodations. Continue to update your Master Student List and room rosters.
Build Your Plan for Testing

There are a number of activities that you must complete leading up to test day.

**TASKS**

**Plan for Preadministration**
The answer sheet for SAT School Day allows students to provide information about themselves, their high school experiences, and plans for college.

- Filling out the personal information fields may take as much as 45 minutes, so schedule a session ahead of test day to walk students through filling them out.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don’t let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- If you know ahead of time that some students will have pre-ID labels and others won’t, plan to conduct separate preadministration sessions for these two groups of students to assure a better experience for both staff and students. Any students who have incorrect pre-ID labels can be reassigned to a session for students without labels.

See Prepare Your Preadministration Session on page 35 for detailed instructions.

**Plan Training Sessions**
Training is required once for all SAT School Day coordinators. You’ll receive a link to access training approximately six weeks before test day. Other test day staff must either take the online training provided or be trained by the SAT coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Schools can determine the best way to train other test day staff.

**Plan Test Day Schedule**
- Select a start time for testing that allows for the full time for testing within the normal school day.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

See the Appendix for sample schedules for standard and accommodated testing.

**Plan Accommodated Testing Window Schedule**
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.

- Schedule the second day of testing on the next consecutive school day.
- Be sure to allow for rooms that are needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the window.
- Plan for secure storage of materials used for 2-day testing.
- Materials for students testing after the primary test date during the accommodated testing window must be held until all students have been tested before you can return answer sheets for scoring.

**Plan Student Check-In**
Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 40 for more information. If you’re using a central check-in, you’ll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

Provide advance guidance to students. Post notices in prominent places stating when students should arrive, where they should meet for room assignments, and what they’ll need to bring on test day. Plan for staff to meet them at a predetermined location on test day and direct them to their assigned rooms.

**Post Testing Room Assignments**
Several days before the test, prominently post room assignments to minimize confusion on test day.

- Be sure to post room assignments in a way that does not call attention to students who may be testing in accommodated rooms.

**Plan for Breaks**
Students may have snacks and drinks in designated areas during scheduled breaks in testing. Before test day, designate one or more areas near the testing rooms for them to use for this purpose. In general, you should avoid allowing snacks in the testing room. In particular, food and drinks should never be allowed near testing materials.

Your staff will need breaks. While testing is in progress, testing rooms cannot be left unattended. Plan a schedule of break times with your staff before test day, and work out how you will rotate your monitors to allow each staff person at least one break. Staff in the extended-time rooms may require additional breaks.

**Plan for Makeup Testing**
Be aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies.
All of the following tasks apply to planning for the makeup testing:

- Compile the list of students who are taking the makeup test.
- Order materials.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 47.

**KEY INFORMATION**

- Schools will receive preadministration materials about two weeks before the test, including answer sheets, **Student Answer Sheet Instructions**, Mobile Opt-In Policies documents, and **SAT School Day Student Guides**. If your students were preidentified by your district or state, you’ll receive a separate, similarly timed shipment of your pre-ID labels.
- Plan for standard time testing:
  - To administer the SAT you’ll need about 3 hours and 30 minutes for admission, pretest paperwork, and actual testing of standard-time testers.
  - For the SAT with Essay you’ll need about 4 hours and 40 minutes for standard-time testers.
- Plan for extended time testing: Use the Overview of Accommodated Timing and Breaks on page 59 to plan for testing students with 50% or 100% extended time on the test or portions of the test.

**Manage Test Day Impacts**

**Prepare to Collect Student Belongings**
The College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices before administering the SAT. Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Instruct students to power off electronic devices and be ready to label items collected so they can be returned after testing. Students may be still dismissed from testing and have their scores canceled if devices make noise while in the possession of the proctor. More information is given under Preventing Issues Involving Phones and Electronic Devices on page 24.

**Plan for Test Day Impacts to Rooms and Students**

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- Determine which classes contain primarily students who will be testing and which classes have a mixture of testing and nontesting students. For test day, the school may need to cancel or relocate classes and/or schedule study halls, field trips, practice testing, or other activities for students not testing.
- Create a list of test day activities or assignments for nontesting students. A few days before test day, share with staff, post in offices, and create individual room signs for display in all affected classrooms.

**Establish a Signaling System**
Setting up a signaling system can help ensure a smooth test day. This might mean having a central extension for staff to call or a visual signal to indicate that assistance is needed in a particular room. Staff will have a greater level of comfort if they know how to reach you quickly when the need arises.

**Minimize Distractions**
Only students, testing staff, authorized observers, and SSD assistants (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy.

Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to talk in the hallways and not to go to their lockers. The week before the test, instruct school staff to remind students of the importance of not disrupting testing.

**IMPORTANT:** The school population should know that during the test administration, the use of school facilities will be restricted and unauthorized people must stay away from the testing area and keep noise to a minimum.
Train Your Staff

TASKS

Hold Training Sessions
An email will be sent to you with information on how to access the online training in advance of test day.

About two weeks before the test, schedule a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At the session, distribute the appropriate manual to each proctor and encourage them to read through the script for the testing room they are assigned to before test day. This is particularly important for proctors testing students with extended time. In addition, you may want to give your staff access to the online training modules provided. Be sure to review the following:

- Maintaining security in the testing room
- Procedure for collecting personal belongings
- Seating policies
- Calculator policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day

Share Staff Room Assignments
Share the testing room assignments with proctors and monitors. Staff members should know:

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room.
- What script(s) they will be using and approximate timing of the test. For accommodated testing, the NAR includes information about which scripts to use for students. Your staff needs to familiarize themselves with any shifting of scripts that needs to take place on test day.
- Where and when to report on test day.
- General setup of rooms.
- What to expect in the testing room packet.
   (See Prepare Your Materials on page 33 for more information.)

KEY INFORMATION

Maintaining Security
Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructive material, such as maps and charts.
- 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 they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing or that are disruptive to students, such as talking on phones, using a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during testing or breaks. A list of prohibited aids follows.

IMPORTANT: Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers can be used to conceal aids and notes.

- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation.

Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to School Day Support. See the Irregularity Chart in the Appendix for more information.

Prohibited Aids
Once the opening scripts have been read to students, staff must dismiss any student seen with a cell phone or wearable technology during testing, including breaks. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations for particular testing aids.) Note any such activities on an IR.
Prohibited aids include, but are not limited to:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord

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

In rare cases, a student may have College Board approval to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless also approved for a cell phone). In these circumstances, ask the proctor to hold the student's phone at their desk. Please confirm with the student before testing what actions are needed in the event that there is a notification. In no cases may a student keep their phone at their desk.

Preventing Issues Involving Phones and Electronic Devices
At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to store them out of sight. Once the script has been read, if a prohibited device that is in either the student's possession or collected by the proctor makes noise or a student is seen using a prohibited device, the coordinator must dismiss that student and, if warranted, confiscate the device. Follow instructions in the irregularity chart for collection and checking of electronic devices. Contact School Day Support immediately for further instructions if test content is detected on a device.

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

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

If a cell phone or electronic device makes noise after it has been collected, the coordinator must dismiss the student from testing.

Seating Policies
Inside the testing room, the proctor should follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See sample seating plans in the Appendix.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

Calculator Policies and Guidelines
Calculators may be used only on the Math Test – Calculator portion, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may have calculators on their desks only when working on these questions. (Math Test – No Calculator pages will show a crossed out calculator symbol.) See the Appendix for a list of acceptable calculators.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend that students bring and use a scientific or graphing calculator, preferably one they are familiar with, on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators.
Prepare to Test Students with English Learner Supports

Before Test Day

Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor’s permission to use them.

Monitoring Equipment Use

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

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

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

Calculator Malfunction

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

Students without backup equipment may continue testing, since most questions don’t require a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room.

Prepare to Test

Students with English Learner Supports

The College Board provides translated test directions and a list of approved word-for-word bilingual glossaries for use by English learners.

Tasks

- Identify the students who require EL supports and the languages they require.
- Print the translations and review the list of approved glossaries available at sat.org/schoolday-downloads so that you can obtain copies for test day. No EL supports will be shipped with the test materials.
- Schools must provide glossaries for students who need them; students may not bring their own glossaries to the test.
- Store glossaries securely until you’re ready to assemble testing room packets for proctors.

KEY INFORMATION

For a list of approved glossaries along with the full list of translated directions, visit sat.org/schoolday-downloads.

Scores are college- and scholarship-reportable for these supports, and no approval or request in SSD Online is required. These supports are not available for tests taken on a national, weekend administration of the SAT.

Prepare to Test with Accommodations

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

- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student’s eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials. (If not, you may need to add them to your list of students for makeup testing.)
- The student is included in the school’s online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).

Students who are approved for accommodations will fall into these groups:

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

Your NAR will indicate which group each student falls into. For general guidelines, refer to the Testing Materials Distribution Chart on page 12 for a list of the accommodations that typically fall into each group along with which manuals and rooms to assign to students with accommodations.

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts.

If a proctor begins testing with the wrong manual (e.g., standard script instead of script with accommodations), contact School Day Support immediately for instructions. Do not switch to a different manual after the start of the test.
Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation. If you have accommodated students who require a makeup, follow the procedures to order materials for a makeup test.

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

## Materials Provided for Accommodated Testing

### ACCOMMODATED MATERIALS

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% extended time</td>
<td>Bundles of 5:&lt;br&gt;- Purple regular-type multiple-choice books&lt;br&gt;- Essay books (if applicable) with purple accents&lt;br&gt;- Standard answer sheets&lt;br&gt;- Standard answer sheet instructions</td>
</tr>
<tr>
<td>            Reading on the SAT with no Essay</td>
<td>&lt;br&gt;Math only&lt;br&gt;- Essay books (if applicable) with purple accents&lt;br&gt;- Standard answer sheets&lt;br&gt;- Standard answer sheet instructions</td>
</tr>
<tr>
<td>            Writing only on the SAT with Essay</td>
<td>&lt;br&gt;Auditory amplification/FM system&lt;br&gt;- Standard answer sheet instructions&lt;br&gt;- Extra or extended breaks&lt;br&gt;- Use of basic four-function calculator on Math Test – No Calculator section&lt;br&gt;- Permission for food/medication&lt;br&gt;- Permission to test blood sugar&lt;br&gt;- Preferential seating&lt;br&gt;- Record answers in test book&lt;br&gt;- Sign language interpreter&lt;br&gt;- Small-group setting&lt;br&gt;- Use of colored overlay&lt;br&gt;- Wheelchair accessibility&lt;br&gt;- Written copy of oral instructions</td>
</tr>
<tr>
<td>50% extended time for reading on the SAT with Essay</td>
<td>Blue regular-type multiple-choice test book&lt;br&gt;- Regular-type Essay book (if applicable) with blue accents&lt;br&gt;- Standard answer sheet&lt;br&gt;- Standard answer sheet instructions</td>
</tr>
<tr>
<td>100% extended time</td>
<td>&lt;br&gt;Bundles of 5:&lt;br&gt;- Standard answer sheets&lt;br&gt;- Standard answer sheet instructions&lt;br&gt;- Breaks as needed&lt;br&gt;- Computer for essay&lt;br&gt;- Home/hospital testing&lt;br&gt;- Late start time&lt;br&gt;- Limited testing time&lt;br&gt;- One-to-one testing&lt;br&gt;- Writer/scribe</td>
</tr>
</tbody>
</table>
| Assistive technology–compatible (ATC)                                        | Flash drive with multiple-choice and Essay ATC files<br>- Blue regular-type multiple-choice test book<br>- Regular-type Essay book (if applicable) with blue accents<br>- Standard answer sheet<br>- Standard answer sheet instructions<br>- Large-block answer sheet<br>- Large-print answer sheet instructions
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided</th>
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<tbody>
<tr>
<td>Braille</td>
<td>Braille kit:</td>
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<tr>
<td></td>
<td>▪ Braille Book 1—Reading, Writing and Language</td>
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<tr>
<td></td>
<td>▪ Braille Book 2—Math Test – No Calculator, Math Test – Calculator</td>
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<tr>
<td></td>
<td>▪ Guide to the Nemeth Code</td>
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<tr>
<td></td>
<td>▪ Braille Reference Information for use with the Math Test</td>
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<td></td>
<td>Also:</td>
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<td></td>
<td>▪ Braille Essay book (if applicable)</td>
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<td></td>
<td>▪ Standard answer sheet instructions</td>
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<tr>
<td></td>
<td>▪ Standard answer sheet</td>
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<tr>
<td></td>
<td>▪ Reader script</td>
</tr>
<tr>
<td></td>
<td>▪ Blue regular-type multiple-choice test book</td>
</tr>
<tr>
<td></td>
<td>▪ Regular-type Essay book (if applicable) with blue accents</td>
</tr>
<tr>
<td>Braille graphs and figures</td>
<td>Braille Figure Supplement book</td>
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<tr>
<td>Large-block answer sheet</td>
<td>Purple regular-type multiple-choice test book unless approved for another format</td>
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<tr>
<td></td>
<td>▪ Regular-type Essay book (if applicable) with purple accents</td>
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<tr>
<td>Large type—14 point (primary test day, not window testing)</td>
<td>Purple large-type—14-point multiple-choice test book</td>
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<td></td>
<td>▪ Large-type—14 point Essay book (if applicable) with purple accents</td>
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<td></td>
<td>▪ Standard answer sheet</td>
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<td>▪ Large-block answer sheet</td>
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<td>▪ Standard answer sheet instructions</td>
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<td>▪ Large-print answer sheet instructions</td>
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<td></td>
<td>▪ Large type—14 point (for testing window)</td>
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<td></td>
<td>▪ Large type—20 point</td>
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<td></td>
<td>▪ Large type—24 point</td>
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<tr>
<td></td>
<td>▪ Blue large-type—14-point/20-point/24-point multiple-choice book</td>
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<tr>
<td></td>
<td>▪ Large-type—14-point/20-point/24-point Essay book (if applicable) with blue accents</td>
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<td></td>
<td>▪ Other large-print formats multiple-choice book and Essay book (if applicable)</td>
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<tr>
<td></td>
<td>▪ Standard answer sheet</td>
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<td>▪ Large-block answer sheet</td>
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<td>▪ Standard answer sheet instructions</td>
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<td></td>
<td>▪ Large-print answer sheet instructions</td>
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<tr>
<td>MP3 audio</td>
<td>▪ Flash drive with multiple-choice and essay MP3 files</td>
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<td></td>
<td>▪ Blue regular-type multiple-choice test book</td>
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<tr>
<td></td>
<td>▪ Regular-type Essay book (if applicable)</td>
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<td>▪ Standard answer sheet</td>
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<td>▪ Standard answer sheet instructions</td>
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<td></td>
<td>▪ Large-print answer sheet instructions</td>
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<tr>
<td>Reader</td>
<td>▪ Reader script</td>
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<td>▪ Blue regular-type multiple-choice test book</td>
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<td></td>
<td>▪ Regular-type Essay book (if applicable) with blue accents</td>
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<td></td>
<td>▪ Standard answer sheet</td>
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<td></td>
<td>▪ Standard answer sheet instructions</td>
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Refer to the NAR for test book information about students approved for multiple accommodations.
Tasks for Coordinators

Check Room Assignments for Accommodated Students
As the coordinator, you’re responsible for creating room assignments for all students, including those who are testing with accommodations. See Build Your Room Rosters on page 20 for more information.

Plan for Computer Usage
Students approved to use computers for testing must be tested separately from other test takers.

- For students using MP3 audio or ATC format, make sure the computers have USB ports.
- For students approved to use a computer for the Essay, make sure the computer has word processing software. The computer must be attached to a working printer.
- Instruct the staff who are testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Administer Accommodations on page 44 for related tasks and information.

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

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

- For students who are approved to write the answers in their test books, tell the proctor to:
  - Make sure the student’s identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Write “Answers in Book” on the front cover of the student’s test book.
  - Clip the answer sheet to the test book and return to you for inclusion in the white Accommodated Testing Envelope.

Assign Any Personal Assistants
- Assign personal assistants, such as readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 19).
- Do not assign a personal assistant who is a relative of the student testing.
- Do not assign a single reader or scribe to more than one student.
- Notify readers that their students will take the test with 50% extended time for reading unless a student is already approved for 100% (or more) extended time. If taking the SAT with Essay, students assisted by a reader will test over two days.

Continue to Check for Approvals and Plan for Testing Needs
Keep checking for late approvals and for newly enrolled students who need accommodations. Before the ordering deadline, log on to the test ordering site. Any newly approved students will be displayed for you to select in the “Nonstandard Tests (SSD)” section of the order form. The SSD office will notify the SSD coordinator if late approvals are made that will require testing in the accommodated window.

- Ask the SSD coordinator to alert you if they’re notified that a student received approval for accommodations so you can order the student’s testing materials.
- As adjustments are made to your test orders, you’ll need the SSD coordinator to generate a new NAR. You may need to repeat this process every few days as you get closer to test day. Once the ordering deadline is past, the SSD coordinator will need to arrange for materials for newly approved students by calling the SSD office.
- If necessary, adjust staffing and rooms to allow for additional accommodated students. Be sure to allow for rooms needed for 2-day testing.
- Contact the SSD office if any information is incorrect or if a student’s name is missing.

Return Accommodated Materials Correctly
Follow the procedures under After the Test on page 47 to return your accommodated materials (always placed in the white Accommodated Testing Envelope) as follows:

- Return used answer sheets and associated reports for accommodated students who finish testing on the primary test date with all standard testing materials.
- Return used answer sheets and associated reports for students testing in the accommodated window as soon as all accommodated window testing is complete. Custom courier pickup is arranged for the end of the window, but if you finish all testing earlier, you should return answer sheets immediately by calling to arrange a pickup.
TASKS FOR SSD COORDINATORS

Request Accommodations
All accommodations must be approved by the College Board. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take up to seven weeks to process from the date we receive all documentation.

- Accommodation requests are submitted by your school’s SSD coordinator in the College Board’s online request system, SSD Online.
- Each school must have one SSD coordinator, but may have more.
- For detailed instructions on how to get access, see collegeboard.org/ssdonline.

Work with Test Coordinator
The SSD coordinator will need to supply the test coordinator with:

- A list of students approved for accommodations, and notification of any updates.
- A list of needed personal assistants for staffing purposes.
- Help with setting up any computers for typed essays or flash drive formats.
- Assistance with planning for rooms and materials.

Download and Verify the NAR
The SSD coordinator will need to supply you with the NAR regularly in the weeks leading up to the test administration. The NAR can be accessed through SSD Online and will be available about 4 weeks before the primary test day. As additional accommodations are approved, be sure to place test material orders for your additional students. After the test material orders are placed, you should obtain an updated copy of the NAR from the SSD coordinator.

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

KEY INFORMATION

Administering Accommodations in the Standard Testing Room
The accommodations listed under Additional Seating Requirements for Accommodated Testing Rooms on page 18, if not combined with others, can be offered in the standard room. The NAR will indicate that they should be tested in the standard room with the standard manual and test books. If you have any students with these accommodations, notify the proctor(s) so they can be prepared to test these students.

Types of Accommodations and Materials
We offer extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to approved students with documented needs. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing earlier in this section for a list of the materials provided for specific accommodations.

The information here, along with the information on the NAR, will help you plan for administering the test to students using these formats. It’s also included in the SAT School Day Accommodated Testing Manual.

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

- There are different types of breaks a student can be approved for. See Follow Your Test Day Schedule on page 38 for more information.
- Students will get extended time only for the subject area(s) they’re approved for (e.g., math only or writing only). Exception: Students approved for extended time for reading will receive extended time for the entire test.
- Your proctors may need to use combinations of scripts for some students. See the Overview of Accommodated Timing and Breaks chart in the Appendix for detailed information about which scripts to use for various accommodations. The NAR also has instructions for which script(s) to use for each student.

When Accommodated Students Test
As shown in the NAR, many accommodated students will use standard test books to test in one day. These students must test on the primary test date along with other students using standard materials.

Students approved for accommodations that require specific materials or conditions, such as MP3 audio format, use of a personal assistant, or 100% extended time, are eligible to test during the accommodated testing window. Some of these students will still be able to test in one day, while others must test over two (or sometimes more) days.

The SAT School Day Accommodated Testing Manual includes scripts for both one- and two-day accommodated testing.
Accommodated Testing on One Day
The first three scripts in the SAT School Day Accommodated Testing Manual can be used for all types of one-day testing.

- Script 1: Standard Time with Accommodations.
- Script 3: 50% Extended Time for One-Day Testing.

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

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

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

- Script 5: 50% Extended Time for Two-Day Testing. This script covers two-day testing for students taking the SAT with Essay with 50% extended time for reading.
- Script 6: MP3 Audio Format Script. This script covers two-day testing of students using the MP3 audio format, including 100% extended time, plus an additional 45 minutes for Section 2 of the test.

Accommodated Testing Over Two Days
All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. The proctor will return the materials to you for secure overnight storage. Students will complete the test on the second day.

Test Aids and Personal Assistants
Students may be approved for aids such as a reader to dictate test questions, or a computer, braille device, or scribe to record responses.

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 assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time. If taking the SAT with Essay, these students will test over 2 days.
- The reader will need a script if the student requires dictation of test questions, a regular-type test book for student and reader use, a separate Essay book, and possible additional test materials for student use as approved by the College Board (for example, braille materials).
- Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than given in other formats.

When students are approved for the use of a computer for the SAT with 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.

General Notes for Electronic Devices
Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, 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 Administering Computer Use for the Essay. All written responses must be deleted from the equipment following successful printout.
Administering Computer Use for the Essay
Students approved to use a computer for the SAT Essay must use a school-provided computer with word processing software that is connected to a working printer. Use the page settings below to help you set up the essays to print properly for accurate scoring.

- Letter-size paper, printing portrait style with double spacing between lines.
- Margins: top margin should be 2 inches; bottom and side margins should be 1 inch.
- Use Times New Roman or Arial font.
- Font sizes and page limits need to match the student's approved accommodations:
  - Standard size (most students): 10-point font and 4-page limit
  - Large Type—14-point: 14-point font and 6-page limit
  - Large Type—20-point: 20-point font and 10-page limit

After testing, the proctor should print and save an extra copy of the typed essay with the student's name written on it, and give it to you for your records.

Large Print
Students who test with large print (14-point, 20-point, or larger font) test with standard time and breaks unless approved for other accommodations.

Braille Test Formats
- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
- To supplement each braille test and accompanying braille Essay book (when applicable), a regular-type test book and Essay book are included for your use as a reference. A reader's script will also be sent in case the student asks to have a question read.
- Provide each student with a copy of the Guide to the Nemeth Code and a braille math reference book.

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

- The Guide to the Nemeth Code lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test, or using the supplemental book of braille graphs and figures, may refer to it during the test. The Braille Reference Information contains math reference material required for the braille test.

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 the proctor can see what the student is typing. In addition, a student may not use their own computer or a computer belonging to their family as a braille writer.

MP3 and ATC
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.

The ATC format is composed of five Microsoft® Word files that have been created to work with students’ assistive technology, such as screen magnification or screen readers. The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a Mac laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil doesn’t offer enough functionality to be used for the SAT.

The MP3 audio format is an audio recording of the test. It consists of read-only files and a built-in player to deliver the test content. Setup for MP3 testing should be done in advance of test day to ensure a smooth administration.

The MP3 audio format provides the actual test as an audio recording for the student to listen to. All sections of the test, including the essay, are included on one MP3 audio flash drive.
Prepare Your Students

TASKS

Inform Students About SAT School Day
Several weeks before test day, meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedule and that lunch won’t be served until after testing ends.

Distribute the *SAT School Day Student Guide*, delivered in your preadministration shipments, to your students as soon as possible.

Remind students to access Official SAT Practice on Khan Academy® for free, personalized, online SAT practice at satpractice.org. Developed with actual test items from the College Board, Official SAT Practice is tailored to each student’s strengths and areas they need to work on.

Students can find answers to general questions about the SAT and what to expect on test day at sat.org. Be sure to let them know that School Day testing has been arranged and may differ from weekend testing in a few important respects (for example, the dates of testing and of score release are not the same as those for the weekend administrations). Let students know how the SAT helps their college and career planning.

Inform Families About SAT School Day
We also suggest that you engage students’ families to inform them of what students can expect on School Day and what the SAT means to their college and career planning. Let them know about free practice from Khan Academy.

KEY INFORMATION

When and Where to Report
Students should arrive by the regular start of the school day and go straight to the waiting area where you have instructed them to congregate. Share the following with students:

- Admission to the testing area starts at about 7:30 a.m. All students should be in their assigned rooms by 8 a.m. (Times can be adjusted based on your school’s usual start time.)
- Students may not go to their lockers or leave the building during testing. When dismissed, students should return to the waiting area and await dismissal for lunch.
- Lunch will be served after, not during, testing.

What to Bring on Test Day
On test day, students must bring the following:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Acceptable photo ID if testing at a school they don’t usually attend.
- Earphones, if using an ATC or MP3 audio format.

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities.
- Snacks and drinks (which must be packed away during testing).
- Extra batteries and a backup calculator.

Remind students who are approved to use a basic, four-function calculator on the Math Test – No Calculator portion of the test to bring one on test day in addition to their acceptable calculator for the Math Test – Calculator.

What Not to Bring on Test Day
Students may not have the following in the test area or break area, except in the case of approved accommodations:

- Electronic equipment including phones of any kind, personal computing devices (laptops, notebooks, Bluetooth devices, or tablets), cameras, timers, audio players/recorders, wearable technology, digital watches including smartwatches that can be used to record, transmit, or receive information, or any other prohibited devices.
- Highlighters, rulers, earplugs, dictionaries or other books, pens or colored pencils, or pamphlets and papers of any kind (including scratch paper).

Marking the Answer Sheet
Correctly marking the answers is very important. Marks that are too light or that do not completely fill the bubbles won’t scan properly and could lead to lower scores.

- No. 2 pencils and soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead don’t scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-block answer sheet must mark Xs darkly in the squares. If students need to erase a response, they must do so as completely as possible.
Prepare Your Materials

Tasks

Identify Authorized Staff
Provide a list of authorized staff to all personnel who will be handling test materials. Remind your staff to carry identification at all times during test day and never to allow unauthorized individuals near test materials.

Important: Any staff member, including the coordinator, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site. In such instances, the related student’s scores are subject to cancellation.

Check the Preadministration Materials Shipment
Preadministration materials typically arrive in one or more separate shipments. Contents include:

- Answer sheets.
- Large-block answers sheets, if applicable.
- Student Answer Sheet Instructions.
- SAT School Day Student Guides.
- Testing manuals.

Check Pre-ID Labels Shipment
If your school is using pre-ID labels, you will receive a separate shipment containing:

- Pre-ID labels.
- Supplemental Instructions memo.

See Preparing for the Preadministration Session for Schools with Pre-ID Labels on page 36.

Check the Test Materials Shipment
All testing materials, for both standard and accommodated testing, will be shipped to the test coordinator and may arrive in multiple shipments. You should receive testing materials by approximately 5–7 days before test day. Standard and accommodated materials will be shipped separately. We recommend that you go online to ordering.collegeboard.org to check on the status of your order because materials may ship and arrive at different times. If your school will be on break the week before testing, please notify School Day Support at least a few weeks before the ordering deadline so the delivery date can be changed.
Before Test Day

Prepare Your Materials

Each shipment may include more than one box. One box will contain a summary list of all test materials in the shipment.

- Check the contents of the test materials shipments within 24 hours of delivery so we can get missing or extra materials to you in time, if needed. Use the packing list(s) to make sure all items are accounted for. Do not remove any testing materials from the test site without the consent of the Office of Testing Integrity (OTI).

- If you do not receive testing materials by the expected date, call School Day Support.

See SAT School Day Materials Table on page 8 for further information about each shipment.

Your shipments will include:

- Shipping notice.
- Standard SAT test books and/or standard SAT with Essay test books and, if applicable, SAT Essay books.
- Extra answer sheets.
- Nonstandard materials, as ordered for individual accommodated students.

Be sure to test each student with the correct materials as specified on the NAR.

- Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing).
- Loose preprinted UPS label(s) for returning all test books and unused answer sheets.
- School Day Coordinator Testing Materials Kit:
  - Forms and posters.
  - Envelopes for returning other critical materials.
  - Tape to seal the boxes when you return materials.
- School Day Testing Materials Coordinator Kit for Accommodated Testing:
  - Forms and envelopes for returning with critical materials.
  - Tape to seal the boxes when you return materials.
- SAT School Day Student Guides, if you didn’t receive them as part of a preadministration shipment.

Your testing materials shipments of standard and accommodated test books will be packaged in serial-number order as follows:

- For SAT: SAT multiple-choice test books with purple-accented covers in packs of 25 or 5.
- For SAT with Essay: SAT with Essay multiple-choice test books with purple-accented covers and Essay books with a purple bar in packs of 25 or 5.
- For accommodated testing during the testing window: Individual alternate test formats, such as braille, MP3 audio, ATC format, reader scripts, etc., and large-block answer sheets (if necessary).

- For the MP3 audio and ATC formats, you will receive just one flash drive for each student that contains questions for all five sections of the test, including the Essay prompt.

- Blue-accented multiple-choice test materials are used for both SAT and SAT with Essay.

IMPORTANT: All SAT with Essay formats show an essay icon on the cover.

Check your shipment as follows. (For security reasons, do not unseal or open the test book wrapping until test day.)

- Verify that you have received all boxes in the shipment.
- Validate each item in the shipment against the shipping notice.
- Carefully count the test books and Essay books (if applicable) enclosed inside the shrinkwrapped bundles but do not open the shrinkwrap.
- Compare the serial numbers on multiple-choice test books against those on your shipping notice.

IMPORTANT: Call OTI immediately if 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. Note these or any other irregularities on the IR.

Extra standard test materials are usually included in the shipment. They may be used for students added on test day (on a case-by-case basis) or to replace defective materials.

IMPORTANT: If you need additional materials, call School Day Support immediately.

After you check the test materials, reseal the cartons with the tape provided. Sign your name across the tape and extending onto the carton and store the sealed cartons in a locked, secure area that’s not widely accessible until the test date. Do not store materials in a classroom, trunk of a vehicle, or residence. Never allow students to transport test materials.

- Check the sealed cartons daily, and contact OTI immediately if there is any evidence of tampering.
Create a Testing Room Cover Sheet
In preparation for distributing materials to your proctors, we recommend that you print and complete a “Testing Room Cover Sheet” for each testing room. The cover sheet is available online or from your coordinator training module, or you can create it yourself. Include the following information:

- Number of students assigned to a room
- Type of test the room is administering—standard or accommodated (e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
- Testing room code
- School (AI) code

Assemble Testing Room Packets
As close to test day as possible, you’ll need to create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room.

Use the following items to create your testing room packets:

- Testing room cover sheet.
- Testing Room Materials Report form (you’ll finish filling this out on test day).
- A copy of the room roster you created or NAR showing students assigned to the testing room.
- Answer sheets (for the students assigned to each testing room):
  - Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- Student Answer Sheet Instructions booklets and Mobile Opt-In Policies documents for students who didn’t participate in a preadministration session or for students who want to change their score report selections on test day. (A large-print version of the instructions booklet is available for approved users. All copies of the policies document are in large print.)
- Supplemental Instructions memo, if applicable, for proctors who may have students with pre-ID labels who didn’t participate in a preadministration session.
- Irregularity Report (IR) forms.
- SAT School Day Request to Cancel Test Scores forms (at least 1 per testing room, make copies if you need more).
- The 2 testing room flyers (“No Electronic Devices” and “Quiet, Please”). Make copies if you need more.

Prepare Your Preadministration Session
Plan the Session
Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce test administration time and extra test day activities. There are several tasks you should plan for to ensure a successful preadministration session.

TASKS

- Use your Master Student List of who will be testing (both standard and accommodated students).
- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones. If you’re waiting for approval to use large-block answer sheets for any students, don’t have those students participate in the session. Have them fill in their information on test day instead, or in a later preadministration session if you have enough students to warrant one.
- If your school is using pre-ID labels, follow instructions under Preparing for the Preadministration Session for Schools with Pre-ID Labels.
- Inform students of the planned sessions. Tell students they’ll need No. 2 pencils with erasers for the preadministration session, where they’ll answer various questions about themselves and their interests. Alert them in advance to come prepared with:
  - A list of four colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day.
  - Their top three college majors.
  - Student ID number (depending on school, district, or state requirements).
  - Email address (optional).
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with administration if additional space is needed to conduct the session.
Before Test Day  Prepare Your Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the way you plan to conduct the preadministration session and the number of students you’re testing, the preadministration session may be conducted by you, or you may need one or more staff to conduct multiple sessions.

Before the preadministration, meet as a group with the staff who will administer the sessions.

- Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
- Review roles and responsibilities of staff conducting the sessions.
- Review the materials students will use during the session: answer sheets, pre-ID labels and Supplemental Instructions memo (if applicable), Mobile Opt-In Policies documents, and Student Answer Sheet Instructions.
- Instruct staff to display the 6-digit school (AI) code in a prominent place in the preadministration room for students to see.
- Tell staff to sort the answer sheets alphabetically before returning them to you. You’ll need to organize the answer sheets for test day by placing them in the correct testing room packets.

Preparing for the Preadministration Session for Schools with Pre-ID Labels

TASKS

Check the Pre-ID Labels

The labels are sorted, either alphabetically by grade or by an optional sort code (labeled “Sort”). The label looks like this:

```
SAT AI: 123456  Gr: 12  Sort: 123AB
WASHINGTON GEORGE
180 BROADWAY NEW YORK NY 10038
ID: X1234  Sex: M  DOB: 03/01/01  R/E: Y  Tel: N  Em: N
```

The data provided on the labels may include:

- Assessment
- School AI code
- Sort group (optional)
- First name, last name, and middle initial
- Mailing address (street, city, state, zip)
- Student ID
- Sex
- Date of birth
- Grade
- Race/ethnicity indicator
- Phone indicator
- Email indicator

All of the data fields provided for a student appear on the label. Some data fields are shortened on the label, although the complete data are captured in the barcode. For example, only the last four digits of the student ID are printed on the label, very long student names may be cut off due to space constraints, and yes/no indicators are used to convey whether telephone number, email, and race/ethnicity data have been provided.

Verify and Apply Labels

As soon as possible after you get the labels, check them to see if they’re correct.

- Check the labels:
  - Is the school (AI) code correct?
  - Do the students named attend your school?
  - Is the grade level correct?

- If your labels show incorrect data for the fields listed above:
  - Contact School Day Support immediately.
  - Shred or securely destroy incorrect labels.

IMPORTANT: Do not use incorrect labels—they cause discrepancies in score reports and billing.

- If your labels show correct data for the school, attending students, and grade level, check them for the following:
  - Students who have the wrong address but correct data for all other fields—use these labels (students will fill in their correct addresses on the answer sheet).
  - Students who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.
  - Students who are no longer enrolled at your school—shred or securely destroy these labels.

- Prepare your answer sheets for the preadministration session:
  - All students use the same “SAT Answer Sheet” whether they are taking the SAT or the SAT with Essay.
  - Set aside enough blank answer sheets for students who don’t have correct labels. If possible, plan to hold a separate preadministration session for these students.
  - If you have requested, but not yet received, College Board approval for any students to use a large-block answer sheet, set aside their labels and blank large-block answer sheets.
Apply your verified labels in the shaded box on page 1 of the answer sheets. Place each label as accurately as possible within the box.

Organize your labeled answer sheets by alphabetizing them within preadministration groups before securely storing them. Remind proctors to return answer sheets to you in alphabetical order after conducting the preadministration session.

With your pre-ID labels you’ll receive a Supplemental Instructions memo that lists the fields on the pre-ID labels that students won’t need to fill out on the answer sheets. Make photocopies of the Supplemental Instructions to share with each staff member assisting students in the preadministration session.

Prepare your proctors before the preadministration session:
- Supply copies of the Supplemental Instructions to the proctors as well as copies of the SAT School Day Standard Testing Manual or SAT School Day Accommodated Testing Manual (both contain the preadministration scripts).
- Instruct proctors to update the script under “Script for Answer Sheets with Pre-ID Labels” based on the information listed in the Supplemental Instructions.

If your school has pre-ID labels, make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

Those conducting the session will need to use the scripts in the appropriate testing manual under the heading Conduct the Preadministration Session. Be sure to distribute the necessary copies of the manual to staff who need them.

Direct your staff to choose the script that matches whether you have unlabeled answer sheets or answer sheets with pre-ID labels. Staff will read aloud the scripts in shaded areas and pause when [pause] appears to give students time to follow instructions. Instructions for the proctors that shouldn’t be read aloud appear outside the shaded areas.

Not every school uses the same approach to various fields on the answer sheet. Tell staff to watch for scripts with letter designations and read the script that applies to your school.

The scripts guide students to fill in any required information (if not provided on a pre-ID label) by filling in the appropriate bubbles (or squares on a large-block answer sheet).

Students will need to reference the Student Answer Sheet Instructions for some questions on their answer sheet. They will also need to refer to the Mobile Opt-In Policies document when considering whether or not to provide their mobile number.

Students have the opportunity to add or change their 4 free score sends on test day.

Students will skip fields A–E on the back of the answer sheet because these sections are completed on test day.

If you are using pre-ID labels, be prepared to hold an additional preadministration session for any students who don’t have pre-ID labels or who have incorrect labels. Staff will need to use the “Script for Unlabeled Answer Sheets” for these students.

After the session is complete, collect all answer sheets and Student Answer Sheet Instructions from staff. We recommend you sort answer sheets by testing room, as described in Assemble Testing Room Packets on page 35. Answer sheets must be securely stored until test day. Keep the Student Answer Sheet Instructions to add to the testing room packets for test day distribution in the event that students need to add or change their 4 free score sends.

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**Conduct the Preadministration Session**

Some students who take the test may be absent for the preadministration session. The two testing manuals (for standard testing and accommodated testing) include instructions for assisting students to complete the student information questions after testing is completed. If you have a large enough group of these students, consider assigning them to a separate testing room so they can complete the nontest portion of the answer sheet without delaying other students.

**TASKS**

- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- Staff will give each student an answer sheet, a copy of the Student Answer Sheet Instructions and a Mobile Opt-In Policies document.
- Some students on the NAR may be using large-block answer sheets.
During the Test

Follow Your Test Day Schedule

TASKS
To ensure standardization across all School Day testing, make sure to adhere to the prearranged schedule as closely as possible. The sample schedules provided in the Appendix are based on average opening times for high schools.

KEY INFORMATION

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 may not move on to the next SAT section until time is called. Timing charts are supplied in the Appendix for each script in the manuals.

Remind staff to follow these policies to ensure uniform timing of tests:

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

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

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

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

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

Students approved for math-only extended time receive standard time on the first two sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator) and halfway through Section 4 (Math Test – Calculator). Students approved for writing-only extended time receive an extra 5-minute break halfway through the SAT Essay portion of the test. They receive extended time only on the SAT Essay, not on Section 2.

The Overview of Accommodated Timing and Breaks chart in the Appendix provides a visual guide to these requirements. The scripts also include break timing.

Some students may be approved for extra and/or extended breaks. Specific timing instructions may be noted on the NAR.

 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 won’t get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect their 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 EL supports (translated directions or glossary) the student may be using.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It isn’t necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious.

Accommodated Breaks
During their breaks, students who are approved for the accommodated breaks explained in this section are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

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

Extended Breaks
Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.
Breaks “As Needed”
When a student is approved for breaks “as needed,” they may take a break during a test section 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 (“clock stops”).

Equip Testing Rooms

TASKS

Provide Materials to Proctors
The morning of test day:

- Count test books before placing them in the packets for proctors. You will need to count them again when collecting materials from proctors and preparing them for return.
- Complete your testing room packets:
  - Break the shrinkwrap and add the multiple-choice test books in serial number order (standard or accommodated), along with Essay books, if needed (standard or accommodated), to each testing room packet.
  - Fill out the Testing Room Materials Report forms.
- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.
- In addition to the testing room packets you provide to proctors, other items needed in the testing room are:
  - A pencil sharpener
  - A supply of No. 2 pencils

If a test book is missing, contact OTI immediately.

Post Signs
You and/or your proctors should post signs on the doors of testing rooms and in the adjacent hallways indicating that testing is in progress.

Information for Posting in Testing Rooms
Be sure to supply the six-digit school (AI) code and the three-digit testing room code (or other room identifier), along with “SAT with Essay” or “SAT” as appropriate. “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”

For Students Using MP3 Audio Format
The proctor testing students with MP3 audio formats should post the following common keyboard commands for the MP3 users, as relevant to the equipment they’re using.

For PC or Mac
- Navigating the test:
  - Test Directions/Essay Directions: Double-click to listen to directions
  - Start Section: Double-click Section icon
  - Next Section: Click Stop at bottom of screen to return to Section table of contents
  - Change Volume: Click and drag slider bar at the bottom of the screen
- Keyboard navigation:
  - Pause or Play: Ctrl / Command + P
  - Back: Ctrl / Command + B
  - Forward: Ctrl / Command + F

For Chromebook
- Starting and navigating the test:
  - In the file list, double-click the folder Test Directions/Essay 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 play the files in a section, 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.

For Students Using ATC Format
Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file.

The proctor should allow these students to keep the ATC packaging at their desks, and should be ready to help students locate the password and give students time to open the file before starting the timed section. Once a student has successfully entered the password for a test section, the student should be instructed to place the ATC packaging under their desk.
Admit Students to the Testing Area

TASKS

Manage Central Check-In
If you designated a central location where students can gather before testing begins, follow these procedures.
- Check ID for students you don’t recognize.
- Annotate your Master Student List as students check in.
  - Write a “P” (present) next to the name of each student who checks in.
  - If a student is ineligible to test, mark them with an “X” and dismiss them to the principal’s office for assignment to non-test activities.
  - After check-in is complete, put an “A” (absent) next to the name of any student who is absent. You’ll use this information to help you create a list for ordering makeup materials.
- Add student information for any student not on your original Master Student List. Use “M” to indicate students who are moved (see how to manage these requests later in this section).
- Send students to the correct testing rooms. Monitors at each entrance can help you to direct students.

Manage Classroom Check-In
Plan to have proctors use the room rosters in standard testing rooms and the NAR in accommodated testing rooms to check in students as they arrive. You’ll use this information after testing ends to help you create a list for ordering makeup materials. Staff should:
- Write a “P” (present) next to the name of each student who checks in.
- After check-in is complete, put an “A” (absent) next to the name of any student who is absent.
- Add student information for any student not on the original room roster or NAR when a note is provided by the coordinator.
- Check ID for students they don’t recognize. If a student from another school can’t present acceptable ID, send them to the coordinator.

Important: Alert your proctors that any changes from standard to nonstandard testing (or the reverse) must be written and signed by the coordinator for the student to present when entering the testing room.

Manage Late Arrivals
See Admitting Latecomers for more information.
- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student’s name to the late-arrivals room roster.
- Students who arrive after the timed test has begun in the late-arrivals room cannot test. Add them to the list of students requiring a makeup.

Manage Requests to Change to Accommodated Testing on Test Day
If a student presents a College Board eligibility approval letter and requests to change from a standard administration to a nonstandard administration, follow these steps as long as you have appropriate materials and enough staff and space available:
- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the nonstandard room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

If a student requests to change to testing that requires specific accommodated materials that aren’t available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately request materials for testing. If it’s too late to order materials for testing in the accommodated window, call the SSD office.

If a student requests accommodations that aren't noted on your NAR, and a printout of the Eligibility Roster from the online SSD system doesn't show the student as approved for the accommodations, do not supply the accommodations. Call SSD if there are questions about the student’s eligibility.

Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being canceled. Call the SSD office if you have any questions about providing accommodations to a student.
Manage Requests to Waive Accommodations on Test Day
If a student requests to change from accommodated testing to standard testing, follow these steps as long as you have appropriate materials and enough staff and space available:

- Ensure that the student has a signed letter indicating this request to waive approved accommodations (must be signed by the student or by a parent/guardian if the student is younger than 18).
- Note the change on your Master Student List: Mark the student as moved by printing an “M” next to the student’s name and note the new testing room assignment on your Master Student List.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

KEY INFORMATION
Admitting Extra Students
Some students who recently enrolled in your school may be eligible to test there. You can accommodate these students as long as you have enough materials, staff, and seats. If unable to test them, include these students in your list of makeups needed, as detailed later in this section.

Photo ID is not required for students from your school. If you’re asked to test students who don’t attend your school, you’ll need to check their identification. See Photo ID Requirements. Advise these students to keep their IDs handy during test day.

Admitting Latecomers
You can admit latecomers at your discretion if you can assign them to a room where the proctor has not yet begun the timed testing, or if you’ve set aside a late-arrivals room for testing groups of students who arrive late. Make sure that latecomers are escorted to the appropriate testing room.

If you are admitting them one at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor hasn’t begun the timed portion of the test and is still reading the preliminary instructions, and the student has time to read the instructions on the back cover of the test book.

A few things to note about admitting latecomers:

- The preliminary instructions include directions to complete required fields for students who have unlabeled, blank answer sheets. If students are admitted during these preliminary instructions, ensure that they complete these fields before you begin the test.
- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn’t be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the first break occurs in other rooms.
- Ensure that testing in any late-arrivals room begins early enough to end before your normal school dismissal time.
- Allowing late arrivals to test isn’t recommended if your school contract allows both SAT and SAT with Essay.

Do not, under any circumstance, admit students to a testing room once the timed portion of the test has begun.

Your Role During Testing
Maintain School Security

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

Staff, including assistants for students with approved accommodations, and authorized visitors are the only non-testers 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 and away from secure testing materials. Limit access to the testing rooms and adjoining hallways.

If the media are present during a test, they must remain outside the building. Make sure their presence does not distract or disturb students. Stop any attempts to record or photograph the test administration.

Call SAT School Day Support about any media requests for test information or test coverage.

Handle Escalations
As a test coordinator, you’ll be called on to address many kinds of situations, most of which can be resolved on the spot.
Report Test Administration Irregularities

TASKS

Complete the IR
The IR 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 print all information neatly and fill in bubbles completely.

IMPORTANT: Always include the names of students and the answer sheet litho code (eight-digit serial number from bottom right corner of answer sheet) involved in an irregularity. (See the Appendix for a sample of a completed IR.)

- For all irregularities, fill in fields 1–4 (page 1) and field 10 (page 3) of the form.
  - In field 4a, write your 6-digit school (AI) code.
  - In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you’re reporting about.
  - In field 4c, fill in the bubble if the irregularity has occurred during a makeup administration.
  - Leave field 4d blank.
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the date of birth and answer sheet litho code for each affected student.
- To report an individual irregularity (an issue that affects one student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.
- In all situations, provide as much detail as possible. Do not attach answer sheets to the IR, but return them with the other used answer sheets.

KEY INFORMATION

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 use in response to them. When the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

IMPORTANT: Contact School Day Support immediately for timing irregularities or other issues.
Use the IR to record an irregularity, including:

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

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

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

Proctor Role During Testing

Administer the Test

TASKS

Prepare the Testing Room

Make sure proctors:

- Double-check that their testing room meets seating requirements, including guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it’s working properly.
- Post information for students on the board.
- Read scripts exactly as written.
- Maintain security in the testing rooms.
- Have a plan to collect cell phones from students, or have a designated area in the room for students to place their phones as they enter the room. Be sure to instruct students to power off their phones before collecting them.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

Count and Distribute Materials

Ensure that your proctors account for testing materials in the testing room as instructed in their manual. Proctors must count the test books:

- After receiving the materials from you
- After distributing materials to students
- After collecting multiple-choice books

Before they dismiss students from the testing room

In the SAT with Essay testing rooms, proctors must count the Essay books:

- After receiving them from you
- Before dismissing students from the testing room

If a test book is discovered missing after the students have been dismissed, contact OTI immediately. Do not return any test materials to the College Board until you have spoken with a representative. Report the incident on the IR.

Admit Students to the Testing Room

The proctor will admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room, following the instructions in their manuals (see Manage Classroom Check-In on page 40).

Time the Test

The proctor times the test as follows:

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before calling stop, use a watch to check the time they have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

Maintain Security in the Testing Room

KEY INFORMATION

Preventing Copying and Communication

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

- Watch for use of hidden cell phones or other prohibited items, or for “cheat sheets” written on paper, calculators, or clothing.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.
During the Test  Proctor Role During Testing

Staff must always note any such activities on the IR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. If the irregularity chart indicates to call School Day Support, report the situation immediately.

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

Report Irregularities
If they encounter security breaches or other situations that affect the test, proctors need to follow the reporting procedures provided in their manuals. These procedures are much the same as those followed by the coordinator, as explained under Report Test Administration Irregularities on page 42 under Your Role During Testing.

Administer Accommodations
Staff testing students with accommodations may need to perform the following tasks, depending on the needs of the students. This information is also given in the SAT School Day Accommodated Testing Manual.

TASKS
Prepare Computers for Use on Test Day
Before testing begins:

- Ensure that each student’s computer is powered on.
- Disconnect the computer from any networks and from the internet.
- Disable camera and recording functionality.
- Verify that all spelling and grammar check tools are disabled so that errors that are to be identified by the student as part of the assessment aren’t flagged by software running on the computer.
- Monitor students to ensure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.

For students using formats delivered on flash drives, the proctor should set up each computer with the specific flash drive for each student before students enter the room.

IMPORTANT: Students should use earphones when testing with the MP3 audio or ATC formats (if used with text-to-speech software). Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.

Set Up Computers for ATC Users
The ATC format is composed of Microsoft Word files that have been created to work with assistive technology such as screen magnification or screen readers. The Microsoft Word software must be installed on any MacBooks used for the ATC format.

The proctor should:

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

Set Up Computers for MP3 Audio Users
The flash drive contains read-only files and a built-in player to deliver the test content.

Set up for MP3 testing should be done in advance of test day in order to ensure a smooth administration. From time to time, you may encounter technical issues, such as with the license, on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for USB Formats.

- Print the student’s last name, first name, and middle initial on the back of the MP3 packaging.
- Remove each flash drive from its packaging.
- Insert the flash drive into a USB port.
- 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 drive in the pop-up list.
  - On a PC, right click on the icon and select File Manager or File/Windows Explorer. The flash drive will appear in the list labeled This PC or Computer.
  - Double-click the name of the flash drive (which appears as a 6-digit number).
  - Start the software: Double-click the software application, labeled Start.exe on PC or Start.app on Mac.
  - Flux Player will launch.
  - A table of contents will display the sections of the test.
Set 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 flash drive in the task list (which shows as a 6-digit number) and click it to display a list of file folders on the drive.
  - Open the folder called Chrome_Version to access the test sections.

KEY INFORMATION

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

Proctors should plan ahead for which scripts apply to the students in their room. Students approved for math-only or writing-only extended time will be tested with a combination of scripts.

Once the proctor has started each section, they should record the start and stop times in the scripts, then post the times on the board for students to see. They can use the Section Timing Charts in the Appendix of the SAT School Day Accommodated Testing Manual to ensure that they have correctly calculated the stop time based on the minutes after the hour when they started the section.

Administering Accommodated Breaks
Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. The proctor needs to post break times for the students as noted in the scripts.

- Students who are approved for extra breaks receive a break between each test section, a break in the middle of sections 1 and 4, and, if applicable, for the SAT Essay (the same breaks that extended time students receive). These breaks are noted in the scripts. The proctor should use Script 2 for students who are approved for extra breaks, and who are not approved for extended time.

- The proctor should give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

- For students who are approved for both extra and extended breaks, the proctor should provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but they should not be prompted to end their breaks early.

- When a student is approved for breaks as needed, they may break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, the proctor should grant the request, within reason. This time does not count toward testing time. The proctor should use Script 1 unless the student is approved for other accommodations.

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

Students approved for use of a large-print test book are tested with standard time, unless also approved for extended time.

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

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

The essay file can be found on the same USB flash drive as the multiple-choice sections.
Troubleshooting for Flash Drive Formats
If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:

- From within the Flux Player, select the Help dropdown menu.
- Click Contact support.
- In the Describe your issue box, type “Failed to apply license file” or any other message that describes the problem.
- Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
- Check the box for “I agree to collect support related information about this computer” (this step identifies which license you need).
- Click Send.

Technical support will review the request and respond with specific instructions.

If technical difficulties are encountered during the test, the proctor should pause the test timing and instruct the student to step away from the computer. Once they have resolved the issue, they can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD Office.

Administering Braille
The braille test is divided into several books, which you will use one at a time. The braille type used is Unified English Braille (UEB), and the Math sections are in the 1972 revised Nemeth Code. Students may use the Guide to the Nemeth Code if they’re taking the braille format of the SAT. The braille math reference book contains math formulas and directions for use with all mathematics sections.

Scratch paper can also be used by students recording answers on a braille device.

Administering Braille Graphs and Figures
Users of braille will receive a supplemental reference to braille graphs and figures. (As with the test itself, the braille type used is UEB, and the math material uses the 1972 revised Nemeth Code.)

Some students using other formats may be approved to use the braille reference as well. During the test, when questions refer to figures, students may refer to either the regular-type or large-type test or to the book of braille graphs and figures.

The braille reference information contains reference material required for the braille test. All labels and numbers in that book are in braille. If a student doesn’t read braille but is approved to use the book of braille graphs and figures, you may help them find their place. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

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

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

Students should dictate punctuation, but they do not need to dictate spelling unless they use a word that the scribe doesn’t know how to spell.
After the Test

As test coordinator, you need to complete the test administration with the following activities. These activities may take place more than once: first on the primary test date, again for students testing in the accommodated testing window, and finally after any makeup testing. Always keep materials in secure storage.

Collect Testing Materials

You’ll need to collect all of the materials you provided to proctors in the testing room materials packets. If you created Testing Room Cover Sheets, check to make sure you got back everything you distributed in the packets. Use your Testing Room Materials Report forms to ensure that all serialized multiple-choice test books and Essay books (if applicable) have been returned.

TASKS

Collect Materials from Proctors
- Testing Room Materials Report form, with completed seating chart on the back.
- Annotated room roster and/or Nonstandard Administration Report (NAR).
- Multiple-choice test books, both used and unused, and Essay books (if applicable).
- Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, printed essays, USB flash drives, etc.).
- Answer sheets, both used and unused (see What Is a Used Answer Sheet? on page 50).
- Any completed IRs.
- Student Answer Sheet Instructions.
- Supplemental Instructions memo, if applicable.
- Any printed translated testing instructions.
- Any word-for-word glossaries.
- Any completed Request to Cancel Test Score forms.

Also perform these tasks:
- Ask that each proctor double-check their room to see if anything has been left behind, either by staff or by students.
- If a test book or Essay book is discovered missing after students have been dismissed, contact School Day Support immediately. Report the incident on an IR. Speak with School Day Support before returning any test materials.
- Make sure that each staff member has signed the Testing Staff Agreement.
- Review and sign IRs. Confirm that your school’s AI Code is gridded correctly. If needed, complete additional IR(s). Note any student irregularities that may require a makeup.
- Release staff members.

Prepare Materials for Return

TASKS

Reconcile Room Rosters to Master Student List

Once you’ve collected all materials from proctors, carefully check each room roster and NAR against your final Master Student List, noting the room assignment and testing room code of each student. Test taker lists provide important information to the College Board, particularly when discrepancies arise.

Sort Materials

Reconcile the count of test materials against Testing Room Materials Report forms to ensure that you received all of the materials you gave to proctors. Once you have collected all of the materials from the proctors and reconciled them, you’ll need to sort them for filling out the CRF and packing materials for return or secure storage.

Test Books
- Separate standard test books from alternate test formats.
- Keep any accommodated materials for use in the window separate, and securely store them for later testing.
- Separate multiple-choice test books from Essay books.
- Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets.
- Set aside all other unused test books for return (new materials will need to be ordered for makeup testing).
Answer Sheets
Separate the answer sheets into four groups (see What Is a Used Answer Sheet? if you need clarification):

1. Used answer sheets for standard testing with no accommodations (for return in the answer sheet return shipment).

   Students who are listed on the NAR are considered as testing with accommodations, even if they tested in the standard room. (For example, if using a large-block answer sheet.)

2. Used answer sheets for accommodated testing with students listed on the NAR (to be placed in the white Accommodated Testing Envelope for return in the answer sheet return shipment).

3. Answer sheets that have student information (i.e., a pre-ID label and/or student’s gridded information) but no answers marked for the test questions (to be securely stored for use during the makeup administration).

4. Blank, unused answer sheets (to include in the test book return shipment).

Other Materials
Refer to the What to Do with Materials table for what you should keep or destroy.

Complete the CRF
Fill out a Coordinator Report Form (CRF) for the shipment of testing materials you’re returning. See How to Fill Out the Coordinator’s Report Form (CRF) on page 61 for step-by-step instructions.

- **Primary test date**: Fill out and return with answer sheets for all students, including those with accommodations, who completed testing on the primary test date.
- **Accommodated testing window**: After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for all students who tested during the window. Use your primary test date when completing the form.
- **Makeup testing**: At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on the makeup date.

### KEY INFORMATION

**What to Do with Materials**

- In this table, “securely destroy” means to shred or otherwise render unreadable.

### HOW TO HANDLE TEST MATERIALS AFTER TESTING IS COMPLETE

<table>
<thead>
<tr>
<th>Test Materials</th>
<th>Return</th>
<th>Keep Copies for Your Records</th>
<th>Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRF</td>
<td>Yes—in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Used answer sheets containing student responses to test questions</td>
<td>Yes—in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Used answer sheets containing student responses to test questions (regular and large block) for students listed on the NAR</td>
<td>Yes—in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Blank unused answer sheets</td>
<td>Yes—in test book return shipment after makeup testing is complete</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Answer sheets with demographic information or label but no test question responses (absentees)</td>
<td>No—securely store until makeup testing</td>
<td>No</td>
<td>After makeup testing: return used answer sheets for scoring and securely destroy any answer sheets that still have no question responses</td>
</tr>
<tr>
<td>Answer sheets with incorrect pre-ID labels (if applicable)</td>
<td>No</td>
<td>No</td>
<td>Yes—securely destroy</td>
</tr>
<tr>
<td>Unused pre-ID labels (if applicable)</td>
<td>No—store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—securely destroy after makeup testing is complete</td>
</tr>
<tr>
<td>Test Materials</td>
<td>Return</td>
<td>Keep Copies for Your Records</td>
<td>Destroy</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Answer Sheet Instructions</strong></td>
<td>No</td>
<td>No</td>
<td>Yes—after makeup testing is complete</td>
</tr>
<tr>
<td>Mobile Opt-In Policies documents</td>
<td>No—test takers can keep; store extras securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—securely destroy after makeup testing is complete</td>
</tr>
<tr>
<td>Standard and accommodated test books (used and unused) from primary test date</td>
<td>Yes—in test book return shipment(s)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Accommodated test books and alternate test formats (used and unused) from window testing</td>
<td>Yes—in test book return shipment(s) once window testing is complete</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Test books for students approved to write answers in their books</td>
<td>Yes—clipped to corresponding transcribed answer sheets, in white Accommodated Testing Envelope</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Defective test books for standard testing and for students listed on the NAR</td>
<td>Yes—clipped to IR in gray-bordered envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Typed essays</td>
<td>Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Student scratch paper, computer pages, or braille pages used in accommodated testing</td>
<td>Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Annotated Master Student List (if used)</td>
<td>Yes—loose in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Room rosters</td>
<td>Yes—if all information was not transferred to your Master Student List</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Annotated NAR</td>
<td>Yes—in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>IR(s)</td>
<td>Yes—in gray-bordered envelope in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Testing Room Materials Report forms</td>
<td>Yes—in gray-bordered envelope in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>SAT School Day Testing Staff Agreement form</td>
<td>Yes—in gray-bordered envelope in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Completed Request to Cancel Scores Forms</td>
<td>Yes—in gray-bordered envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Invoice</td>
<td>Return invoice with payment, as instructed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>List of testing rooms, with testing room codes (if used), and the staff assigned to them</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Tracking number(s) of return shipment(s)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
### After the Test  Pack Materials for Return

<table>
<thead>
<tr>
<th>Test Materials</th>
<th>Return</th>
<th>Keep Copies for Your Records</th>
<th>Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translated directions for EL students</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Word-for-word glossaries for EL students</td>
<td>No</td>
<td>No</td>
<td>Keep for future use</td>
</tr>
<tr>
<td>Pre-ID Supplemental Instructions</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Manuals</td>
<td>No—store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—after makeup testing is complete</td>
</tr>
<tr>
<td>Leftover unused reports, forms, envelopes, flyers, or posters</td>
<td>No—store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—after makeup testing is complete</td>
</tr>
<tr>
<td>Leftover return materials (envelopes, cartons, labels)</td>
<td>No—store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—after makeup testing is complete</td>
</tr>
<tr>
<td>Leftover copies of SAT School Day Student Guide</td>
<td>No</td>
<td>No</td>
<td>Keep for future use</td>
</tr>
</tbody>
</table>

### What Is a Used Answer Sheet?

An answer sheet is considered used if it has one or more answers to test questions gridded in for the test, a gridded form code, or anything written on the lined pages of the SAT Essay.

### Pack Materials for Return

**TASKS**

**Pack Used Answer Sheets, Forms, and Envelopes for Return**

In your test materials shipment, you received one or more boxes or UPS Express Paks that you must use to return your answer sheets and associated forms and envelopes. Each carton or UPS Express Pak will have a UPS return label and dark pink or green label affixed to the outside. The package with the dark pink label should be used to return answer sheets from the primary test day. The package with the green label should be used to return answer sheets from the accommodated testing window. The used answer sheet shipment includes items listed here. Place items in the box or UPS Express Pak from bottom to top in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets.

**IMPORTANT:** See Returning Used Answer Sheets and Forms on page 75 to confirm the correct order of materials and envelopes.

- Place used answer sheets for standard test takers on the bottom.
- Next, add other answer documents for standard testing, including:
  - Used answer sheets for standard test takers associated with an irregularity that should be sent back with the other answer sheets. The associated IR should be returned in the gray-bordered envelope.
- Used answer sheets for standard test takers with misplaced marks, clipped together by student.
- Test books with answers to be transcribed because of insufficient or defective answer sheets.
- Next, place the white Accommodated Testing Envelope (required for any students listed on the NAR), with the following items inside:
  - Annotated NAR (required for scoring).
  - Used answer sheets (standard or large block) for students listed on the NAR.
  - Any test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets.
  - Any scratch paper, computer pages, typed essays, or braille pages, all clipped to the corresponding answer sheets.
  - Any answer sheets for students listed on the NAR that are associated with an irregularity (such as misplaced marks or defective answer sheets). The associated IR should be returned in the gray-bordered envelope.
- Add the gray-bordered envelope next, with the following items inside:
  - Testing Room Materials Report forms with seating charts.
  - SAT Testing Staff Agreement form with staff signatures.
  - SAT School Day Request to Cancel Test Scores forms (if any).
  - Defective test books or defective Essay books.
  - Specific irregularities that require the test book to be attached to the IR (e.g., use of prohibited items).
  - Any other IRs from the administration.
Return Materials

After the Test

- A copy of your final Master Student List (if applicable) or room rosters with any notations.
- Place the completed, signed CRF on top and close the box.

Pack Test Books and Unused Answer Sheets for Return

You’ll receive loose test book UPS return labels with your test materials shipment. Reuse the boxes that your original test materials arrived in and apply the test book UPS return labels to them.

If you are missing the preaddressed labels, contact School Day Support.

Place items in the box from bottom to top in this order. Confirm the correct order of materials using Returning Test Books, Essay Books, and Unused Answer Sheets Returning Used Answer Sheets and Forms on page 75.

- Unused answer sheets (if any). Return these in your last test book shipment, after any makeup testing is complete.
- Used and unused standard test books.
- Used and unused alternate test formats, such as flash drives, braille, reader scripts, etc. Place flash drives in their original packaging before packing them in the return box.
- Essay books, if applicable. Place Essay books on top in the first box, e.g., “box 1 of 2.”

Return Materials

When returning materials:

- Give your package to the driver or responsible person to ensure chain of custody for the shipment.
- Record tracking numbers for your records.
- Do not use a drop box for shipping test materials.
- If you need assistance with shipping, contact School Day Support.

TASKS

Return Used Answer Sheet Shipment

It’s critical that the answer sheets from your school arrive on time for scoring. On the primary School Day test date immediately after all students have finished testing, or, at the latest, by the next school day after the test administration, return used answer sheets with student-recorded responses to test questions and other materials needed for scoring. Don’t include any blank answer sheets or answer sheets that weren’t used on test day in this shipment. (See What to Do with Materials on page 48 for more information.)

- Do not delay the return of the primary test day materials for students who have not completed testing. You will return their answer sheets after they complete testing. See Repeat for Accommodated Window Testers for more information.
- Use the packages with dark pink preapplied return labels provided for primary test date answer sheets. (Save the materials with green preapplied accommodated window labels for any shipments of answer sheets completed after the primary test date.)

Return Test Book Shipment

Use the original shipping cartons your test materials were delivered in to return your test books. After preparing the used answer sheet shipment, if you have time before your scheduled custom courier pickup, you can prepare the test book shipment for return that day. Otherwise, return the shipment the next day.

- Cover or remove any existing labels.
- Apply a UPS test book return label to each box.

Record Tracking Numbers for All of Your Shipments

Make sure to record the tracking numbers for all of your shipments and keep them on file for six months.

Repeat for Makeup Testing

If you administer makeup testing, follow the same steps to return your makeup materials.

Repeat for Accommodated Window Testers

- You may have students testing throughout the accommodated testing window.
- Once you have sent in any testing materials from the primary test date, hold all other accommodated testing window materials until all accommodated testing is complete.
- Pickup for the accommodated testing window will be arranged to coincide with the end of the window. If you complete all testing earlier, you can use the regularly scheduled UPS pickup for your school or call School Day Support to arrange an earlier pickup.
- Use the return materials provided.

KEY INFORMATION

Return Timetable

- For testing on the primary test date, return materials no later than the day after the primary test administration.
- For testing in the accommodated testing window, return materials the day after all testing is complete.
- For makeup testing, return materials no later than the day after the makeup test administration.
Custom Courier Pickups
Pickups will be scheduled for the primary test date, and the makeup date. You’ll receive an email with your pickup date and time and your confirmation number, with instructions about how to change your pickup if you need to. If you don’t receive the email confirmation, contact School Day Support.

Makeup Ordering
You will receive an email on test day with instructions on how to order materials for students who were absent on test day or experienced an irregularity. Place the makeup order as soon as possible and no later than two days after testing.

Submitting Payment

TASKS
After you’ve received confirmation that your answer sheets have been processed, you’ll prepare for submitting payment.

Guidelines for Fee Payment
If test fees for different grade levels are being paid by different sources (e.g., state, district), each student’s answer sheet must have the grade level appropriately filled in. Your school is responsible for students who are not covered by a district or state contract.

Reviewing Your Processed Answer Sheet Roster
- Your school will be alerted when you can go online to review the number of answer sheets processed for your administration.
- Sign in to ordering.collegeboard.org to review the processed answer sheet counts.
- If fee waiver–eligible students tested at your school, you’ll see a roster of students who tested and be asked to identify the eligible students. The number of students identified should not exceed the number of fee waiver benefits your school was allocated.
- Once you confirm your counts, the system will calculate your payment, and you’ll be notified of how to access your invoice and make your payment.

Store Materials for Your Records
Securely store copies of the following for your records for six months:
- Annotated Master Student List (if applicable)
- Room rosters
- NAR
- Tracking numbers
- IRs
- CRF(s)
- Testing Room Materials Report forms
- Signed SAT School Day Testing Staff Agreement form
- List of testing rooms, assigned testing room codes, and assigned staff
- If applicable, printed copies of essays written by students approved to use a computer for the Essay.
Appendix

Sample Standard Test Day Schedule
(Times are approximate.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for standard timing of SAT.</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>Testing ends for standard timing of SAT with Essay.</td>
</tr>
<tr>
<td>3:45–4:45 p.m.</td>
<td>UPS pickup of all testing materials and forms for primary test day.</td>
</tr>
</tbody>
</table>

Sample Accommodated Test Day Schedule
(Times are approximate—extended times shown are for reading, which applies to the entire test.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for students taking SAT with standard time.</td>
</tr>
<tr>
<td>Noon</td>
<td>First day of testing ends after Section 3 for 50% extended time (reading) administration of SAT with Essay.</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>Testing ends for students taking SAT with Essay with standard time.</td>
</tr>
<tr>
<td>Noon</td>
<td>First day of testing ends after Section 3 for 100% extended time (reading) administration of SAT and SAT with Essay.</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Testing ends for 50% extended time (reading) administration of SAT with no Essay.</td>
</tr>
<tr>
<td>2nd Day</td>
<td>Start testing at 8 a.m., resuming with Section 4.</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Testing ends for most 100% extended time administrations of SAT (no Essay).</td>
</tr>
<tr>
<td>11:05 a.m.</td>
<td>Testing ends for 50% extended time administrations of SAT with Essay.</td>
</tr>
<tr>
<td>Noon</td>
<td>Testing ends for most 100% extended time administrations of SAT with Essay.</td>
</tr>
</tbody>
</table>
Sample Master Student List

These are suggested fields. You should create a list based on your own school’s needs.

All students testing with accommodations are listed on the Nonstandard Administration Report (NAR). Reach out to your school’s SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.

<table>
<thead>
<tr>
<th>P=present</th>
<th>A=absent</th>
<th>M=moved</th>
<th>X=no entry</th>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Date of Birth</th>
<th>SSD/Student ID Number</th>
<th>Test Type</th>
<th>Test Type (3-digit code/room name)</th>
<th>Accommodated?</th>
<th>Testing Group</th>
<th>Testing Room</th>
<th>Text Book Type</th>
<th>Staff Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P</td>
<td>Jones</td>
<td>Anita</td>
<td>3/6/2001</td>
<td>09090909</td>
<td>SAT</td>
<td>Y</td>
<td>SAT</td>
<td>123</td>
<td>N</td>
<td>SAT Purple</td>
<td>A Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>Smith</td>
<td>Terry</td>
<td>10/15/2000</td>
<td>10101010</td>
<td>SAT w/Essay</td>
<td>Y</td>
<td>Essay</td>
<td>Purple</td>
<td>456</td>
<td>N</td>
<td>Essay Purple</td>
<td>B Proctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>P</td>
<td>Ramirez</td>
<td>Juan</td>
<td>2/15/2001</td>
<td>54545454</td>
<td>SAT</td>
<td>Y</td>
<td>SAT</td>
<td>123</td>
<td>N</td>
<td>SAT Purple</td>
<td>A Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>Brown</td>
<td>Robert</td>
<td>9/1/2001</td>
<td>0000024579</td>
<td>SAT w/Essay</td>
<td>Y</td>
<td>Essay</td>
<td>Purple</td>
<td>789</td>
<td>Y</td>
<td>SAT Blue</td>
<td>S Scholar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>P</td>
<td>Szymanski</td>
<td>Ella</td>
<td>8/12/2001</td>
<td>0000025799</td>
<td>SAT</td>
<td>Y</td>
<td>Essay</td>
<td>012</td>
<td>T2</td>
<td>Purple</td>
<td>M Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a listing of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a listing of students with accommodations who will complete testing during the accommodated testing window. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing several groups of accommodated students.

SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMMODATED TESTING WINDOW

Information about window testing:

- All students in this section are eligible to complete testing during the accommodated testing window. Testing can begin as early as the primary test date and can extend through the timeline indicated in your Supervisor Manual.
- All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they can resume testing on the day they return to school.

Instructions:

- Work with the SAT supervisor to identify which testing rooms students will be assigned to before the test day.
- Students with the same testing group can be tested together. Be sure to place students with different testing groups into separate rooms.
  - Note: Students in the following TESTING GROUPS cannot test together and must test in their own, individual room (1:1 setting): SB1, SB2, SB3, SB4, SB15 and SB28. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).
- If your school is using the testing room code, your Supervisor will provide you with the three digit code for each of your testing rooms. Write in the testing room code and associate supervisor assigned to each student/group.
- On test day, mark an 'X' next to any student who is absent.
- Test scripts are located in your . All staff will reading from the section labeled "SAT Scripts for Testing Accommodated Students" and then PROGRESS to the script name listed for each student on your roster.
- Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

<table>
<thead>
<tr>
<th>Testing Group</th>
<th>Last Name, First Name (Mark X if absent on test day)</th>
<th>Approved Accommodations</th>
<th>Test Type</th>
<th>Test Book Color</th>
<th>One or two day testing</th>
<th>Script Name</th>
<th>Test Room Code and Associate Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB10</td>
<td>Hoatar, Jackman SSD #0007026185</td>
<td>Large Print Test Book - 20 point, Reading Greater than +100%</td>
<td>SAT</td>
<td>Blue</td>
<td>Two days</td>
<td>Contact SSD for testing details</td>
<td></td>
</tr>
<tr>
<td>Additional Instructions</td>
<td></td>
<td>Reading Greater than +100% : 142</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer to Appendix for instructions for the following accommodations: Reading Greater than +100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB19</td>
<td>Spenna, Dovraa SSD #0007025915</td>
<td>Small group setting, Large Print Test Book - 14 point, Enlarged (Large Block) answer sheet (No bubbles/not scanned)</td>
<td>SAT</td>
<td>Blue</td>
<td>One day</td>
<td>Script 1</td>
<td></td>
</tr>
<tr>
<td>SB2</td>
<td>Wowgra, Archimond</td>
<td>Mathematical Calculations +100% (double time)</td>
<td>SAT</td>
<td>Blue</td>
<td>1 Day. If</td>
<td>Script 3. If approved for</td>
<td></td>
</tr>
</tbody>
</table>
Acceptable Calculators

For the Math Test – Calculator section, 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.

IMPORTANT: Contact School Day Support if you are unsure if a calculator is acceptable.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

<table>
<thead>
<tr>
<th>CASIO</th>
<th>RADIO SHACK</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>EC-9800 series</td>
<td></td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>CFX-9820 series</td>
<td></td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>CFX-9850 series</td>
<td></td>
</tr>
<tr>
<td>FX-6500 series</td>
<td>CFX-9970 series</td>
<td></td>
</tr>
<tr>
<td>FX-7000 series</td>
<td>FX 1.0 series</td>
<td></td>
</tr>
<tr>
<td>FX-7300 series</td>
<td>Algebra FX 2.0 series</td>
<td></td>
</tr>
<tr>
<td>FX-7400 series</td>
<td>FX-CG-10</td>
<td></td>
</tr>
<tr>
<td>FX-7500 series</td>
<td>FX-CG-20 series</td>
<td></td>
</tr>
<tr>
<td>FX-7700 series</td>
<td>FX-CG-50</td>
<td></td>
</tr>
<tr>
<td>FX-7800 series</td>
<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
<td></td>
</tr>
<tr>
<td>FX-8000 series</td>
<td>Graph25 series</td>
<td></td>
</tr>
<tr>
<td>FX-8500 series</td>
<td>Graph35 series</td>
<td></td>
</tr>
<tr>
<td>FX-8700 series</td>
<td>Graph75 series</td>
<td></td>
</tr>
<tr>
<td>FX-8800 series</td>
<td>Graph95 series</td>
<td></td>
</tr>
<tr>
<td>FX-9700 series</td>
<td>Graph100 series</td>
<td></td>
</tr>
<tr>
<td>FX-9750 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-9860 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEWLETT-PACKARD</td>
<td>HP-48 series</td>
<td></td>
</tr>
<tr>
<td>HP-9G</td>
<td>HP-49 series</td>
<td></td>
</tr>
<tr>
<td>HP-28 series</td>
<td>HP-50 series</td>
<td></td>
</tr>
<tr>
<td>HP-38G</td>
<td>HP Prime</td>
<td></td>
</tr>
<tr>
<td>HP-39 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP-40 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP-40 series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unacceptable Calculators

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

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- NumWorks Models that have a QWERTY (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 above 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’
## Photo ID Requirements

### Acceptable IDs

**ID Requirements**
- Be a valid (unexpired) photo identification that is government issued or issued by the student’s school. (A school ID from 2017-18 is valid through December 31, 2018, and can be accepted for fall 2018 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student’s full, legal name.
- Bear a recent recognizable photo that clearly matches the student’s appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.
- Black and white photos are acceptable.

**Examples of Acceptable ID**
- Government-issued driver’s license or nondriver ID card
- Official school-produced student ID card from the student’s school
- Government-issued passport or U.S. Global Entry identification card
- Government-issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at sat.org/school-day (must be prepared by the student’s school).

### Unacceptable IDs

**Types of Identification to Reject**
- Any document that doesn’t conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

**Examples of Unacceptable ID**
- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card
## Overview of Accommodated Timing and Breaks

### OVERVIEW OF ACCOMMODATED TIMING AND BREAKS

<table>
<thead>
<tr>
<th>Script 1</th>
<th>Standard Time (Nonstandard Room)</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>3 hours, 15 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script 2</th>
<th>Standard Time with Extra Breaks</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>33 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>28 minutes</td>
<td>2-min. break</td>
<td>3 hours, 25 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>27 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script 3</th>
<th>50% Extended Time One-Day Testing</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>49 minutes</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>4 hours, 57 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>49 minutes</td>
<td>5-min. break</td>
<td>41 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script 4</th>
<th>100% Extended Time</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>6 hours, 20 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>65 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script 5</th>
<th>50% Extended Time Two-day Testing</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>49 minutes</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>(N/A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>49 minutes</td>
<td>5-min. break</td>
<td>41 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script 6</th>
<th>MP3 Audio Users</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math Test – No Calculator</th>
<th>Math Test – Calculator</th>
<th>Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td>58 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>7 hours, 10 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>5-min. break</td>
<td>50 minutes</td>
<td></td>
</tr>
</tbody>
</table>

---

*Coordinator Manual*  SAT School Day  59
# Timing That Requires Combined Scripts

**TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS**

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT with Essay testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing and Language</strong></td>
<td><strong>Math Test — No Calculator</strong></td>
<td><strong>Math Test — Calculator</strong></td>
<td><strong>Essay</strong></td>
<td><strong>Total SAT</strong></td>
</tr>
<tr>
<td><strong>Script 1 &amp; 4</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Extended Time for Math and Writing on SAT with Essay</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>50 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>50 minutes</td>
<td>5-min. break</td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>End Day 1</td>
<td>55 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td><strong>Script 1 &amp; 4</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Extended Time for Writing Only on SAT with Essay</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>50 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>50 minutes</td>
<td>5-min. break</td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 1 &amp; 4</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Extended Time for Math Only</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>50 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>50 minutes</td>
<td>5-min. break</td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 1 &amp; 3</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% Extended Time for Math and Writing Only on SAT with Essay</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 1 &amp; 3</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% Extended Time for Writing Only on SAT with Essay</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>37 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 1 &amp; 3</strong></td>
<td><strong>SCRIPT 1</strong></td>
<td><strong>SCRIPT 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% Extended Time for Math Only</td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
</tr>
<tr>
<td></td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>50 minutes</td>
<td>5-min. break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT:** For students approved for extra breaks, use Script 2. The timing for some of the sections will be slightly different from what is shown in this table for Script 1.
How to Fill Out the Coordinator’s Report Form (CRF)

If you’re testing any students with accommodations that are administered on the primary test date, account for these materials on the CRF with your standard test taker materials and ensure that they are returned together. You’ll need to complete an additional CRF to return with the accommodated testing window materials.

Use a No. 2 pencil to complete this form. Please confirm that your school code (AI code) is correctly prefilled in item 4—it’s required for reporting of scores to your school, district, and/or state. Contact SAT School Day Support if your code is not correct.

**IMPORTANT:** Remember that an answer sheet is considered used if it has one or more answers to test questions gridded in for the test and includes a label or gridded student information.

1. Print your school name and address and coordinator contact information.
2. Fill in the oval for the test date.
3. Leave blank, unless you’re returning answer sheets from makeup testing.
4. Confirm your 6-digit school code.
5. Leave blank.
6. Fill in “No” if you didn’t test any students with accommodations; if you did, fill in “Yes.”
7. Print the number of SAT:
   a. Used transcribed answer sheets and test books for students approved to record their answers in the test book.
   b. Used answer sheets for other accommodated testing.
   c. Used answer sheets for standard testing.
   d. Total count of used answer sheets.
8. Print and fill in the ovals for the total number of answer sheets you’re returning.
9. If you are returning transcribed materials, ensure that answers have been transcribed to a standard answer sheet and included in the counts in fields 7 and 8, then print the number of students with answers transcribed from:
   a. Braille printouts
   b. Computer printouts
10. Sign and date the form.
11. Fill in “No” if you’re not submitting an IR or “Yes” if you’re submitting one or more IRs.
### Sample Coordinator Report Form (CRF)

**IMPORTANT:** This sample may not match your school’s test date.

### COORDINATOR REPORT FORM (CRF) FOR SAT® SCHOOL DAY

MUST BE RETURNED WITH USED ANSWER SHEETS

Print and fill in the appropriate bubbles on this form. Use a No. 2 pencil only. After counting, place all answer sheets used by students with accommodations in the white Accommodated Testing Envelope with the Nonstandard Administration Report (NAR) and place the envelope on top of the used standard answer sheets. Place this CRF on top of all other contents in your return shipment.

#### 1 School and Coordinator Information

<table>
<thead>
<tr>
<th><strong>Home Town H.S.</strong></th>
<th><strong>David Coordinator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
<td><strong>Coordinator Name</strong></td>
</tr>
<tr>
<td>200 Main Street</td>
<td></td>
</tr>
<tr>
<td><strong>Street Address</strong></td>
<td><strong><a href="mailto:dcordinator@hometownuse.edu">dcordinator@hometownuse.edu</a></strong></td>
</tr>
<tr>
<td><strong>Home Town</strong></td>
<td><strong>01001</strong></td>
</tr>
<tr>
<td><strong>State/Country</strong></td>
<td><strong>311-555-1212</strong></td>
</tr>
</tbody>
</table>

#### 2 Administration Date

- Bubble in the test date you are returning materials for (primary or makeup).
- **October 15, 2018**
- **October 24, 2018**
- **March 6, 2019**
- **March 27, 2019**
- **April 13, 2019**
- **April 23, 2019**

#### 3 Date in Accommodated Window (if applicable)

<table>
<thead>
<tr>
<th><strong>Months</strong></th>
<th><strong>Day</strong></th>
<th><strong>Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Nov</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Dec</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Jan</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Feb</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Mar</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>Apr</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>May</td>
<td>01</td>
<td>2018</td>
</tr>
<tr>
<td>June</td>
<td>01</td>
<td>2018</td>
</tr>
</tbody>
</table>

#### 4 School Code

- Complete only if assigned a test center code for SAT School Day testing in 2015-16.

#### 5 Test Center Code

- Include all answer sheets for students with accommodations in the white Accommodated Testing Envelope with the NAR.

#### 6 Accommodations Answer Sheets

- Are you submitting answer sheets for students with accommodations?
  - Yes
  - No

#### 7 Transcribed And Other Materials Returned

- Transcribe answer sheets along with test books for students approved to write answers in this book (INCLUDE sheets that are incorrectly graded or defective).
- Used answer sheets for other accommodated testing (INCLUDE sheets that are incorrectly graded or defective).
- Used answer sheets for standard testing (INCLUDE sheets that are incorrectly graded or defective).
- Total count of used answer sheets returned (include).

#### 8 Total Used Answer Sheets Returned

- Fill in the boxes using leading zeros to p, 0123) and fill in the corresponding bubbles.

#### 9 SAT School Day Coordinator Signature

- The total used answer sheets returned have been hand counted. The information above is accurate to the best of my knowledge.
- Signature: David Coordinator
- Date: 10/10/18

**For Official Use Only**

- XX80001
# Irregularity Chart

## How to Handle Irregularities

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Site Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test site closing/cancellation of</td>
<td>In the event of a storm, power failure, or other emergency that requires cancellation before test day:</td>
<td></td>
</tr>
<tr>
<td>testing</td>
<td>▪ Notify your principal or district.</td>
<td>Explain circumstances and impact of issue.</td>
</tr>
<tr>
<td></td>
<td>▪ Notify campus/building security.</td>
<td>Bubble Page 1, Section 6—“Disturbance/interruption.”</td>
</tr>
<tr>
<td></td>
<td>▪ Notify students of the cancellation.</td>
<td>Include a list of students affected.</td>
</tr>
<tr>
<td></td>
<td>▪ Don’t attempt to use the test materials you have on-site.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Order makeup materials as soon as possible.</td>
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<tr>
<td><strong>Interruption</strong></td>
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<tr>
<td></td>
<td>▪ Provide clear instructions for student and staff safety.</td>
<td>Note the source, length, and impact of the interruption and the section(s) affected.</td>
</tr>
<tr>
<td></td>
<td>▪ Direct students not to talk or use electronic devices.</td>
<td>Bubble Page 1, Section 6—“Disturbance/interruption.”</td>
</tr>
<tr>
<td></td>
<td>▪ Collect test books and answer sheets, if necessary, while maintaining safety.</td>
<td>Include a list of students affected.</td>
</tr>
<tr>
<td></td>
<td>▪ Ensure that the room is locked if everyone must leave.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Monitor students if they must leave the testing room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Keep them together in a group and do not allow them to go to their lockers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ If you’re 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></td>
</tr>
<tr>
<td></td>
<td>▪ If testing must be canceled:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Don’t use the test materials you have on-site.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Secure them for earliest possible return.</td>
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</tr>
<tr>
<td></td>
<td>▪ Order makeup materials as soon as possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Notify students that they will take a makeup test.</td>
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</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Incorrect, Missing, Damaged, or Defective Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials missing or damaged before testing</td>
<td>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>Note any such irregularity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Missing materials during testing</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</td>
<td>Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
<tr>
<td></td>
<td>▪ Do not allow any student to leave the testing room until materials are accounted for.</td>
<td>In the Comments section, note the serial number of any missing test books.</td>
</tr>
<tr>
<td></td>
<td>▪ If materials aren’t located, put monitor in charge of the testing room and contact coordinator.</td>
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<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Missing test book after testing</td>
<td>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.</td>
<td>Explain the circumstances fully. Bubble Page 1, Section 6—“Missing materials.”</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support immediately.</td>
<td></td>
</tr>
<tr>
<td>Insufficient number of answer sheets</td>
<td>• Instruct students to write their name, 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.</td>
<td>Bubble Page 2, Section 7b, Other Issue—“Other” and write “Insufficient answer sheets.”</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support immediately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On front cover of test book, write “Answers in test book need to be transcribed.”</td>
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<tr>
<td></td>
<td>• Use a rubber band to group together all books that have answers marked in them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If an extra answer sheet is not available, follow the procedures under “Insufficient number of answer sheets.”</td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>• Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.</td>
<td>Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR.</td>
</tr>
<tr>
<td></td>
<td>• If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration.</td>
<td>Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose Other and describe in the Comments section on page 3.</td>
</tr>
<tr>
<td></td>
<td>• After testing is over, have the student complete their school information (2–4), student ID number (5), grade level (6), date of birth (7), sex (8), and test information (A–E) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</td>
<td>If there are two answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue— “Student needed second answer sheet.”</td>
</tr>
<tr>
<td></td>
<td>• Return with other used answer sheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If an extra answer sheet is not available, follow the procedures under “Insufficient number of answer sheets.”</td>
<td></td>
</tr>
<tr>
<td>Defective test book</td>
<td>• Replace the defective book if you have an extra book with the same cover that doesn’t have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet.</td>
<td>Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support immediately if the defect appears in several test books.</td>
<td>Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe.</td>
</tr>
<tr>
<td></td>
<td>• If the test book can’t be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
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</tr>
<tr>
<td></td>
<td>• On front cover of the test book, print “Defective” and identify error, school number, and location and nature of defect.</td>
<td></td>
</tr>
<tr>
<td>Irregularity</td>
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<td>How to fill out the IR</td>
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<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Admission/Identification Issues</td>
<td></td>
<td>No IR is needed.</td>
</tr>
<tr>
<td>Student changing from standard to</td>
<td>When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office:</td>
<td></td>
</tr>
<tr>
<td>accommodated</td>
<td>- Mark the student as moved on the standard room list.</td>
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<tr>
<td></td>
<td>- Add the student to the NAR and note their SSD eligibility number.</td>
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<td></td>
<td>- Write a note to the proctor of the room you’re moving the student to. They should add the student to the room roster.</td>
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<tr>
<td></td>
<td>- Return the student’s answer sheet in the white Accommodated Testing Envelope.</td>
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</tr>
<tr>
<td>Student sent to wrong room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call School Day Support immediately.</td>
<td>Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity.</td>
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</tr>
<tr>
<td></td>
<td>- If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given later in this chart.</td>
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<tr>
<td></td>
<td>- If the student completed the incorrect test type, document the irregularity. Student may be eligible for makeup testing.</td>
<td></td>
</tr>
<tr>
<td>Security Violations/Student Misconduct</td>
<td></td>
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</tr>
<tr>
<td>Observed misconduct</td>
<td>If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing:</td>
<td></td>
</tr>
<tr>
<td>Call School Day Support immediately.</td>
<td>- Note the student's name. Collect the test book and answer sheet, notify the coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- On the front of the test book, note the student's name and write “Attempted to impersonate,” “Attempted theft of test book,” or “Left building,” as appropriate.</td>
<td></td>
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<tr>
<td></td>
<td>- If pages are missing or damaged, indicate which pages on the IR.</td>
<td></td>
</tr>
<tr>
<td>Coordinator:</td>
<td>Do not dismiss the student until you have called School Day Support.</td>
<td></td>
</tr>
<tr>
<td>Test book misuse/working on the wrong</td>
<td>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</td>
<td></td>
</tr>
<tr>
<td>section</td>
<td>- Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal.</td>
<td></td>
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<tr>
<td>Call School Day Support immediately.</td>
<td>- If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.</td>
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<tr>
<td></td>
<td>- On the front of the test book, note the student’s name and write “Looking through test book,” “Wrong section,” or “Working past time,” as appropriate.</td>
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<tr>
<td></td>
<td>- Return answer sheets with other used answer sheets.</td>
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</table>

*Coordinator Manual*  
*SAT School Day*  
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<thead>
<tr>
<th>Irregularity</th>
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</table>
| Use or possession of test content through answer keys or images of test pages | If a student is observed using or distributing test content, including answer keys or images of test pages at any time in the test center, including during breaks, collect as much evidence as possible:  
  - Collect the device, answer key, or other prohibited aid.  
  - Follow procedures to dismiss the student from the testing room:  
    - If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled.  
    - Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.  
    - On front cover of test book, note the student's name and write the infraction on the book (e.g., “Prohibited electronic device” or “Student gave or received help”).  
  - Before returning any devices to the student, the coordinator should:  
    - Determine if images of test content were captured and/or distributed.  
    - Take a photo of any applicable smartphone screen or recorded answer key to return with the SIR.  
    - After collecting evidence, ensure that any test content is deleted before the device is returned to the student.  
  - Do not return any written answer keys to student. | Bubble page 2, Section 7b Student Errors/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.” |

Noises made by or use of prohibited electronic devices, including:  
- Mobile phones, smartphones  
- Cameras, scanners  
- Laptops, tablets, iPods, MP3 players, wearable technology  
- Separate timers  
- Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.  
- Epinephrine auto-injectors (e.g., EpiPens) are allowed for any student who needs them. They must be placed in a clear bag and stored under the desk.  
- If a student’s prohibited device makes noise (including devices that have been collected by the proctor before testing begins) or if the student is observed using any prohibited electronic device in the testing room or during a break:  
  - Tell the student to turn it off and hand it to you immediately.  
  - Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.  
  - If test content is detected on the device, follow instructions under Use or possession of test content through answer keys or images of test pages (above) to collect and inspect any prohibited aids or electronic devices.  
  - Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.  
  - On the front of the test book, note the student’s name and write “Prohibited electronic device.”  
  
**Coordinator:** If you have any suspicion that the device was used to share test information, immediately call School Day Support while the student is still in your charge. | Note that the device made noise or was in use. Attach the test book to the IR. Provide the student's name.  
**Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”**
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<tr>
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<tbody>
<tr>
<td>Calculator misuse/prohibited aids, including:</td>
<td>If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</td>
<td><strong>Attach the test book to the IR. Provide the student's name.</strong>  &lt;br&gt; <strong>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”</strong>  &lt;br&gt; <strong>For students using a calculator on a non-calculator section, bubble Page 2, Section 7b, Student Errors/Issue—“Student used calculator on a non-calculator section.”</strong></td>
</tr>
<tr>
<td>• Pens, highlighters, or mechanical or colored pencils</td>
<td>• If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures listed under “Noises made by or use of prohibited electronic devices.”  &lt;br&gt; • Warn the student individually to stop use of the prohibited aid.  &lt;br&gt; • Tell the student that a subsequent violation will be grounds for dismissal.  &lt;br&gt; • If the student continues, collect the test book and answer sheet and dismiss the student.  &lt;br&gt; • On the front cover of the test book, note the student's name and write “Prohibited item.”</td>
<td></td>
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<tr>
<td>• Books, dictionary, or references</td>
<td><strong>Refusal to follow instructions</strong>  &lt;br&gt; If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.  &lt;br&gt; If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a phone without permission:</td>
<td><strong>For copying and communications infractions, describe the incident. Note the type of infractions and explain the circumstances completely. Attach the test book to the IR.</strong>  &lt;br&gt; <strong>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.”</strong>  &lt;br&gt; <strong>If a student shared an answer key or had an answer key in their possession and you were able to obtain the document, make a copy of it, along with the IR for your records. Attach the original document to the IR for return with test materials.</strong></td>
</tr>
<tr>
<td>• Compass, ruler, protractor, or cutting device</td>
<td>• If the student is using an electronic device to share information or test content, tell them to hand it to you immediately.  &lt;br&gt; • Inform the student that you must write up the incident and that their scores will be canceled.  &lt;br&gt; • Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.  &lt;br&gt; • On the front of the test book, note the student's name and write “Refusing to follow instructions.”  &lt;br&gt; • If test content is detected on a device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content.</td>
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</tr>
<tr>
<td>• Scratch paper or notes</td>
<td><strong>Coordinator:</strong> Keep the student in your custody until you have spoken to a representative.  &lt;br&gt; <strong>Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features (Unless approved as an accommodation)</strong></td>
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### Irregularity Chart

<table>
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<th>Irregularity</th>
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<tr>
<td><strong>Misadministration</strong></td>
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</table>
| Accommodations given that were not approved | - Stop testing and collect the student’s test materials and answer sheet.  
- Advise the student that they received accommodations that were not approved and the school will contact them about a makeup.  
- The coordinator must order makeup materials.  
- Dismiss the student.  
- The student is eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. | Provide the student’s name. Note accommodation given and actions taken.  
Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”                                                                                                                                 |
| Approved accommodations not given      | - Advise the student that their approved accommodations were inadvertently not provided.  
- Offer the student the option to continue testing without the approved accommodations, or to stop testing.  
- If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.  
- The student may be eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. | Provide the student’s name. Note accommodation not given and actions taken.  
On Page 2, Section 7a, Student Information, indicate whether student completed testing or not.  
Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”                                                                                                                                 |
| Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions | If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:  
- Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.  
- Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.  
- If evacuation is required, refer to Interruption earlier in this chart.  
- Note stop time and inform students that the testing time will be adjusted.  
- Once testing resumes, adjust testing time.  
- Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected.  
- If you were unable to resume testing, follow the instructions under Interruption earlier in this chart. | Note the length and impact of the disturbance.  
Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in 6a and the testing room code in box 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section. |
| 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, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. | Note the section(s) affected and length of timing discrepancy.  
Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was undertimed” (for an individual).                                                                                                                                 |
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<tr>
<th>Irregularity</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Overtiming</strong></td>
<td>• Make no adjustment.</td>
<td>Note the section(s) affected and length of timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td>• Students may require makeup testing. If so, order makeup testing materials.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Call School Day Support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the case of distracting behavior, incorrect directions, or incorrect materials,</td>
<td>Note the impact of the issue and the section(s) affected.</td>
</tr>
<tr>
<td></td>
<td>quietly point out the behavior and ask staff member to correct it. If behavior persists, the test coordinator will determine next steps.</td>
<td>Bubble Page 1, Section 6 (for a group), or Page 2, Section 7b—“Test Delivery Issue” (for individual irregularities)—choose correct issue from list. Complete the Comments section and the student information and sign.</td>
</tr>
</tbody>
</table>

### Testing staff issues

If staff actions potentially have caused a misadministration (such as use of incorrect materials), call School Day Support.

In the case of distracting behavior, incorrect directions, or incorrect materials, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test coordinator will determine next steps.

### Student Issues

#### Excessive breaks

This irregularity does not apply to students approved for “breaks as needed.”

If staff actions potentially have caused a misadministration (such as use of incorrect materials), call School Day Support if there is a security concern.

- Ask the student the reason for excessive breaks (Is the student ill?).
- If the student is ill, follow the instructions under “Illness.”
- Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.
- Have the room or hall monitor check where the student is going during breaks.

#### Illness

- Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time.
- If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before the start of the first test section.) If the student cancels their scores, you may order makeup testing materials, counting the student as an “absentee.”
- If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.
- If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.

#### Using pen or wrong type of pencil

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 dismissed from testing if they use a mechanical pencil.

- 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 dismissed from testing if they use a mechanical pencil.
- Explain the circumstances fully on the IR. Note section(s) affected.

Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”
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<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers placed incorrectly on answer sheets</td>
<td>• Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.                                                                                         • If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</td>
<td>Provide the student’s name on the IR.</td>
</tr>
<tr>
<td></td>
<td>• If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.                                                                              • Tell the student to print their name on the new answer sheet, then continue in the appropriate place.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</td>
</tr>
<tr>
<td></td>
<td>• After the test is over, have the student complete their name (1), school information (2–4), student ID number (5), grade level (6), date of birth (7), sex (8), and test information (A–E) on the answer sheet. Clip answer sheets together.</td>
<td></td>
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<tr>
<td>Answers written in test book, but not recorded on answer sheet</td>
<td>• Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.</td>
<td></td>
</tr>
<tr>
<td>This irregularity does not apply to students approved for “writing answers in test book.”</td>
<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>Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR.</td>
</tr>
<tr>
<td>Answer sheet left blank or completely erased</td>
<td>• Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</td>
<td>Explain the circumstances fully. Note the student’s name.</td>
</tr>
<tr>
<td></td>
<td>• If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations.”</td>
</tr>
<tr>
<td></td>
<td>• If the student 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></td>
</tr>
<tr>
<td></td>
<td>• If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.</td>
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</tr>
<tr>
<td>Calculator malfunction</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. If they continue, do not allow extra time.</td>
<td>Document the malfunction on the Irregularity Report.</td>
</tr>
<tr>
<td></td>
<td>• If the student decides to cancel, inform them that canceling scores for the Math section of the SAT means the entire test will be canceled.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student had calculator malfunction.”</td>
</tr>
<tr>
<td></td>
<td>• Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</td>
<td></td>
</tr>
<tr>
<td>Test question ambiguity</td>
<td>Report the type of question ambiguity.</td>
<td>Add any student information if possible on the IR, as full a description as possible, and your contact information. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.</td>
</tr>
</tbody>
</table>
Sample Irregularity Report (IR)

1. GENERAL INSTRUCTIONS TO COORDINATOR:
   Form __ of ___

   Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred.
   - January 01 18
   - February 02 18
   - March 03 18
   - April 04 18
   - May 05 18
   - June 06 18
   - July 07 18
   - August 08 18
   - September 09 18
   - October 10 18
   - November 11 18
   - December 12 18

   Missing materials
   - Test site environment issue
   - Staff behavior was distracting
   - Staff distributed incorrect material
   - Staff seated students in wrong room
   - Staff did not post signs or directions

   Defective/incorrect materials
   - Staff gave incorrect instructions
   - Staff did not give breaks
   - Staff did not announce remaining time
   - Staff did not follow seating requirement
   - Testing started late. Time testing started: __:__

   Disturbance/interruption
   - Use the COMMENTS section on page 3 to describe the events and actions taken.

   Overtiming: 1–2 minutes
   - 3–4 minutes
   - 5–7 minutes
   - 8 minutes or more

   Undertiming: 5–7 minutes
   - 8 minutes or more

   Fill in the circle for the scheduled administration date.
   - October 10, 2018
   - October 24, 2018
   - March 6, 2019
   - March 27, 2019
   - April 9, 2019
   - April 23, 2019

   Complete ONLY if assigned a test center code for SAT School Day testing in 2018–19.

   Defective/incorrect materials
   - Test materials were distributed/correctly
   - Test materials were distributed/correctly

   Disturbance/interruption
   - Use the COMMENTS section on page 3 to describe the events and actions taken.

   Overtiming: 1–2 minutes
   - 3–4 minutes
   - 5–7 minutes
   - 8 minutes or more

   Undertiming: 5–7 minutes
   - 8 minutes or more
Appendix  Sample Irregularity Report (IR)

7. INDIVIDUAL IRREGULARITIES INFORMATION:
Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe all events and actions taken.

7a. Student Information: (MUST be completed)

Name: [Student's Name] (Print exactly as entered on answer sheet.)
Name of attending high school: [School Name] (Print exactly as entered on answer sheet.)
Date of birth: [05-10-01] (Print exactly as entered on answer sheet.)

Sex: [ ] Male  [ ] Female
Grade Level: [ ] 10th  [ ] 11th  [ ] 12th  [ ] Other grade
Action Taken: [ ] Warned  [ ] Dismissed  [ ] None
Did student complete testing? [ ] Yes  [ ] No

7b. Issue Information:

Check-in Issue:
[ ] Student arrived late
[ ] Student refused to turn in/turn off electronic device(s)
[ ] Student waived nonstandard accommodations
[ ] Student had questionable/unacceptable ID

Defective Materials Issue
Complete COMMENTS section on page 3:
[ ] Smudges/ink blots
[ ] Holes in pages
[ ] Tom pages
[ ] Missing pages
[ ] Pages repeated
[ ] Pages stuck together
[ ] Blank MP3 audio or ATC test format
[ ] Intermittent problems with MP3 audio or ATC test format
[ ] Incorrect directions
[ ] Duplicate/missing serial numbers
[ ] Serial number in wrong spot
[ ] Other

Test Delivery Issue:
[ ] Staff behavior was distracting
[ ] Staff distributed incorrect material
[ ] Test materials were distributed/collected incorrectly
[ ] Staff gave incorrect instructions
[ ] Staff did not give breaks
[ ] Staff gave incorrect, unapproved, or no accommodations (not including students who opted out of their accommodations)
[ ] Staff did not announce remaining time

Environment Issue:
[ ] Problem with lighting, temperature, noise, etc.

Other Issue:
[ ] Other:

---

Student Errors/Issue:

[ ] Student seated in wrong room
[ ] Student misplaced/misgridded answers
[ ] Student recorded answers in book without approved accommodation
[ ] Student needed second answer sheet
[ ] Student became ill
[ ] Student left the SAT with essay testing room early
[ ] before the distribution of essay
[ ] after the distribution of essay book
[ ] Student had calculator malfunction
[ ] Student impersonated another student (Provide other student's name in COMMENTS section on page 3)
[ ] Student worked after time called Minutes: [ ]
[ ] Student worked on wrong section Minutes: [ ]
[ ] Student used an unauthorized aid (e.g., dictionary)
[ ] Student left early/left without permission
[ ] Student gave or received help (Provide other student’s name in COMMENTS section on page 3)
[ ] Student used a phone or prohibited device, or it made noise
[ ] Student used calculator on non-calculator section
[ ] Student removed or attempted to remove test materials
[ ] Student obtained improper access to test/part of test
[ ] Student failed to follow test administration regulations
[ ] Student disrupted test, causing testing to start/end late
[ ] Student filled in answers on answer sheet with another student’s pre-ID information
[ ] Test was overtimed
[ ] Test was undertimed
[ ] 1–2 minutes
[ ] 3–4 minutes
[ ] 5 minutes or more

---

8. TEST QUESTION AMBIGUITY INFORMATION:

Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe the student's concerns.

[ ] No correct answer
[ ] Wording is ambiguous
[ ] Other:

Student's Name: [Student's Name]
Student's Mailing Address: [Student's Address]
Test Book Serial #: [Test Book Serial #]
Test Section #: [Test Section #]
Test Question #: [Test Question #]

Page 2
9. COMMENTS:

Fully describe the irregularity or student's concern and any action(s) taken.

- Student gridded Section 3 SPRs in Section 4.

- Issued blank answer sheet at beginning of Section 4.

- Student lost approx. 3 minutes of time on Section 4.

10. SCHOOL STAFF CONTACT INFORMATION:

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. Do not provide student information in this section.

Staff Member Name: Mary B. Proctor

Email Address: mbproctor@hometownhs.edu

Phone #: 311-555-1212

Staff Member Signature: Mary Proctor

SAT Coordinator Signature: David Coordinator
### 11. GROUP IRREGULARITY AFFECTED STUDENT INFORMATION

List the name of all students affected by a group irregularity. Return this IR and any attachments with your shipment of used answer sheets and critical reports immediately after the test. Print the student information exactly as recorded on their answer sheet.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT DATE OF BIRTH</th>
<th>ANSWER SHEET LITHO CODE</th>
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Returning Used Answer Sheets and Forms

1. Pack

Use the prelabeled white return box/UPS Express Pak that came with your test materials to pack in the order shown.

- Coordinator’s Report Form (CRF)
- Annotated Master Student List (if used)
- Gray-Bordered Envelope
- White Accommodated Testing Envelope
- Ancillary items, if any
- Standard used answer sheets

Gray-Bordered Envelope Contents
- Testing Room Materials Reports
- SAT School Day Testing Staff Agreement form
- Irregularity Reports (IRs)
- Defective test books, defective Essay books, defective MP3 or ATC flash drives
- Request to Cancel Test Scores forms

White Accommodated Testing Envelope Contents
- NAR (required for scoring)
- Used answer sheets (standard or large-block) for students listed on the NAR
- Test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets
- Scratch paper, computer pages, typed essays, or braille pages, all clipped to the corresponding answer sheets

Possible Ancillary Items
Place any of these items that apply on top of the regular used answer sheets:

- Used answer sheets associated with an irregularity.
- Used answer sheets with misplaced marks, clipped together by student
- Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

2. Ship

If you’re returning more than one box of materials, box 1 should include all of the forms and envelopes, along with any answer sheets that fit. Place any remaining answer sheets in subsequent boxes.

- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples.
- Do not wrap answer sheets in anything.
- Do not cover preapplied labels with another label or place another label on the same box.
- Note the UPS tracking number (center of the label sample at left) for your records.
- Fill in the colored portion of the label (sample at right) with your school name, number, and address.
- Print box number and total number of boxes being sent (e.g., Box 1 of 2) on the label (sample at right).

NOTE: Supplied labels may be different from samples shown.
Returning Test Books, Essay Books, and Unused Answer Sheets

1. Pack
Use carton(s) from original test materials shipment and include only the items shown.

1. Used and unused Essay books (if applicable) (Place loosely on top in the first return carton.)
2. Used and unused MP3/ATC flash drives, if any (Insert in original packaging.)
3. Used and unused test books (SAT, SAT with Essay)
4. Unused answer sheets

Include all packed cartons together in one return shipment and clearly mark them as a set (e.g., “Box 1 of 2”).

2. Seal
Use supplied tape and remove, cover, or cross out the original shipping labels.

- For small boxes, the tape should extend 3 inches.
- For large boxes, place tape around the perimeter of the box.

3. Label
- Use the supplied UPS return labels from your test book return materials shipment.
- Remove any old labels from the box, then place one label on each box. Do not put two UPS return labels on one box. Make sure the label can be clearly read.
- Note the UPS tracking number (starting with ‘1Z’ in the center of the label) for your records.

NOTE: Supplied labels may be different from samples shown.

4. Ship
The day before the test, you’ll receive an email with a pickup date, time, and confirmation number. If you don’t receive the email confirmation or need to make a change to your courier pickup, contact School Day Support.

Important Notes
- Do not put answer sheets inside test books.
- Make sure the unused answer sheets you are returning have no marks, no bubbles filled in, and no erasures on the test section pages. Answer sheets with marks of any kind in the test sections must be returned as used. Securely store answer sheets that contain preadministration and/or label information belonging to students who missed the test. On the makeup date for the primary test date, these must be carefully distributed to the matching students.
- If your return labels are missing, contact School Day Support.
Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the essay only).

100% extended time: A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the essay only).

Accommodated testing window: Designated period beginning on the primary test date during which students with certain accommodations are eligible to test.

Accommodation: A change in the format or administration of a test to provide access for a person with a disability, and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

Additional score report: Students may request that score reports be sent to colleges, universities, and scholarship programs. Students are charged an additional fee for score reports beyond the four free ones that can be ordered on the answer sheet.

Advanced Placement Program (AP): A College Board program that enables high school students to take college-level courses and exams.

AI code: A six-digit code that identifies an attending institution (a school in which a student is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Alternate forms: Different editions (forms) of the same test, written to meet the same specifications and comparable in most respects, except that some or all of the questions are different. Students at the same test administration may be working on different forms.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio format.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Assistive technology–compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for answer sheets.

Canceled score: A score that has been removed from, or never posted to, a student’s record or designated as nonreportable (in cases where all scores are reported to the student’s state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See “Irregularity.”

College score report: A student score report released to a college. The report contains the entire student record and also includes the essay image locator, if any.

Coordinator’s Report Form (CRF): The scannable form used to document how many answer sheets are being returned for scoring. The coordinator returns this completed form with the used answer sheets after testing.

CSR: Customer service representative.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

District coordinator: Responsible for overseeing all testing at the district level and acting as backup support at the school or building level.

Eligibility roster: List of all students in a school who are approved for accommodations. May be printed from SSD Online, and used for submitting changes to student information in SSD Online.

EL: English learner.

Essay prompt: The official term used for an essay question.

ETS: Educational Testing Service. The College Board partners with ETS to support test administration in various capacities, including publishing tests and producing accommodated formats, oversight of test administration, and statistical support of scoring.

Extended breaks: A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks.

Extra breaks: A preapproved accommodation where students are given a break halfway through longer sections and a break after every section.

Fee Waiver Service: A service that offers benefits such as additional free score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.

Form code: Identifies which SAT test form the student is taking during that administration. The correct form code is required for scoring.
Grid (verb): To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also refers to filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Hall monitor: Person responsible for monitoring the hallways during testing to respond to proctor needs (e.g., breaks, request for coordinator action, etc.) and to prevent any unauthorized activities in the testing area.

Home/hospital testing: A student with a disability that prevents them from attending school will be administered the test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score or a required makeup. Refer to the Irregularity Chart for more information.

Irregularity Report (IR): Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet.

Litho code: Eight-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

Master Student List: The list of test takers developed by the test coordinator for a test administration at a particular test site or school.

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

MP3 audio: An accommodated test format that delivers an audio version of the test on a USB flash drive.

Nonstandard Administration Report (NAR): A list of students approved for accommodations who are taking a specific test. Generated in SSD Online and includes detailed information about the accommodations the students are approved for.

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each student for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

Preadministration session: A session held before test day where students fill out information about themselves on the answer sheet.

Proctor: Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

PSAT/NMSQT®: An assessment cosponsored by the College Board and National Merit Scholarship Corporation that enters students in the National Merit Scholarship Program. It’s part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT™ 10, and PSAT™ 8/9.

Question-and-Answer Service (QAS): An optional service available to students who have registered for, or have recently taken, selected (disclosed) administrations of the SAT. The student receives a guide to scoring the test, a copy of the questions that were counted in scoring the test, and a report that lists the correct answer; whether their answer was correct, incorrect, or omitted; and the question type and level of difficulty for each question.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students automatically get 50% extended time and extra breaks on all sections.

Request to Cancel Test Scores form: Students must complete this form to request score cancellation. Included in the test shipment to coordinators.

Room monitor: Person responsible for assisting the proctor with monitoring students in the testing room.

Room roster: The list of students assigned to a particular testing room.

SAT questionnaire: Also referred to as student information questions, a term applied to the questions that students answer on their answer sheets as part of participating in SAT School Day. Included is information such as the courses the student has taken in high school, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.
**SAT School Day coordinator:** The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming the coordinator role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

**Services for Students with Disabilities (SSD) office:** College Board department that supports accommodation requests and accommodated testing.

**Small-group testing:** A preapproved accommodation where the student tests in a setting with a small number of students.

**SSD coordinator:** School staff member who works with students to apply for accommodations through the SSD Online portal, accesses and prints the NAR and provides it to the coordinator, and assists the coordinator in determining testing rooms and staff needed for administering the test with accommodations.

**SSD number:** A unique code assigned to a student who has requested SSD accommodations.

**SSD Eligibility Form:** A paper form that a student can use to request College Board approval for specific accommodations on College Board assessments. The College Board typically responds to the form with an eligibility letter, which, if the student is approved, contains an eligibility code for the student.

**SSD Online:** The College Board’s online system for educators that allows them to submit and manage accommodation requests for students with disabilities.

**Student Answer Service (SAS):** A service for students who have taken the SAT. This service provides a report that lists the question types and level of difficulty as well as the student’s response to each question (correct, incorrect, or no response).

**Student-produced response:** A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

**Student score report:** Students may request that their scores be sent to colleges or scholarship organizations of their choosing. Students receive up to four free score sends with the test. Additional score sends may be requested for a fee (which is waived if the student qualifies for an SAT fee waiver).

**Test book serial number:** A unique six-digit code that identifies the test book and is used for tracking secure return of tests.

**Test ID code:** A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

**Testing room code:** A three-digit code assigned by the coordinator to each test room. It allows timely identification of answer sheets related to any reported irregularities. Coordinators provide the code to proctors, and students will fill in this code on their answer sheet.

**Testing Room Materials Report form:** The form used by the coordinator to document the test books, Essay books, if applicable, and answer sheets delivered to the proctor. The form is completed by the proctor to report the testing materials being returned. It also includes a seating chart to record the serial number of each multiple-choice test book distributed to each seat in the room in the order it was distributed.

**Test coordinator:** See SAT School Day coordinator.

**Writer/scribe:** A staff member who records answers onto the answer sheet for a student who is approved for this accommodation. Students automatically receive 50% extended time and extra breaks on all sections.