

Fall 2017

## SAT® SCHOOL DAY

# Supervisor Manual

### Look inside for:



ADMINISTRATION SETUP  
AND MANAGEMENT



STAFF AND FACILITY  
REQUIREMENTS



SECURITY REQUIREMENTS



RECEIVING AND  
RETURNING MATERIALS

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## 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](https://collegeboard.org).

## Contact Information for Supervisors

### School Day Support (not for parents or students)

**SCHOOL DAY SUPPORT HOTLINE:** 855-373-6387

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

**EMAIL:** [satschoolday@collegeboard.org](mailto:satschoolday@collegeboard.org)

### Test Day Complaints

**EMAIL:** [testcenter@info.collegeboard.org](mailto:testcenter@info.collegeboard.org)

### Test Question Ambiguity/Error

**EMAIL:** [satquestion@collegeboard.org](mailto:satquestion@collegeboard.org)

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# Introduction

As the SAT School Day test supervisor, 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 improve college and career readiness. It also means that more students can participate in College Board programs that support college access.

## Important Changes to Fall 2017 SAT School Day

The College Board is making significant improvements to how you order and manage SAT School Day. The test ordering site that is used to order PSAT-related assessments can now be used to order SAT School Day materials. The online ordering site simplifies and centralizes tracking, ordering, and returning test and makeup materials. Some of the changes that affect you are:

1. You can manage all materials online through the test ordering site at [collegeboard.org/school](http://collegeboard.org/school), eliminating the need for registration paperwork.
  2. Admission tickets are no longer issued, making your test administration easier and more manageable.
  3. Centralized ordering and returning of materials allows you, the test supervisor, to track your test materials—standard and nonstandard—from ordering to return.
    - a. You can use the test ordering site to order nonstandard materials for students whose requests were approved by College Board. Consult with your SSD coordinator on an ongoing basis to determine which students need to test with accommodations.
    - b. The Nonstandard Administration Report (NAR), generated by your SSD coordinator on SSD online, has been enhanced to include all students testing with accommodations. Listed students are grouped together if they are able to test in the same room.
  4. The answer sheets have changed:
    - a. Students will answer questions about themselves, their high school experiences, and their college plans on the answer sheet. This eliminates the need for a separate questionnaire form. They can also use their four free score sends by marking where they want to send their scores directly on the answer sheet.
    - b. The answer sheet also includes a testing room code field. Assign a three-digit code to each test room to allow more timely identification of answer sheets related to any reported irregularities.
    - c. All forms reference the six-digit school (AI) code. Test center codes are no longer used.
  5. To allow you to save time on test day, you will receive answer sheets and related instructions in a separate, earlier shipment from your test books.
    - a. You, your district, or your state may also have submitted a file for pre-ID labels, arriving separately, which you will need to apply before distributing answer sheets to students.
    - b. Once you have received your preadministration materials (including labels, if applicable), schedule a session to allow your students to fill in student background information and request their four free score sends before test day.
  6. Students approved to test with certain accommodations will no longer test using pink test books. See the “Testing Materials Distribution Chart” on page 5 to determine which students will test with what book and which manual applies to their testing.
  7. Students approved by the College Board to test with certain accommodations can be tested during a two-week accommodated testing window. Work with your SSD coordinator to review the NAR to see which students are eligible for testing in the window.
  8. Fee waiver cards will no longer be sent to your school. You will request your anticipated amount of necessary fee waiver numbers in the test ordering site, and after the test, you will identify eligible students.
  9. Your school may be providing printed support aids for English Language Learners (ELL) students such as translated directions or word-for-word glossaries. Work with your school administration to determine which test takers might need these supports, and plan to provide them on test day.
  10. Remittance will be done on the test ordering site in the same place where you do your ordering.
- For a smooth administration, we recommend that you create a roster of your students who are testing without accommodations. Include students’ full name, sex, and date of birth. Optional fields such as student ID may also be helpful if you’re testing a large number of students. Allow space to mark students present or absent.
11. You’ll return all answer sheets for students listed on the NAR in the white Accommodated Testing envelope(s).

## Using This Manual

This manual is for test supervisors' use for SAT School Day testing only (not Saturday or Sunday testing) in October 2017. Please do not share it with students or anyone else besides testing staff.

### Typographical Icons

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

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

### Resources in the Appendix

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

- Acceptable Calculators
- Sample Seating Chart
- Photo ID Requirements (for testing students from outside your school)
- Timing for Testing Students with Accommodations
- Diagrams for Returning Test Materials
- Sample Supervisor's Report Form (SRF)
- School Day Irregularity Chart
- Sample Supervisor's Irregularity Report (SIR)
- Testing Room Materials Report form

## Important Dates

Activity	Timeline
Order tests (includes preadministration materials)	Now – September 22
Upload student data files (if participating in bulk registration)	Now – September 21
Take online training (required for supervisors)	Late-August – September 30
Receive Supervisor Planning Kits	Late-August
Receive pre-ID labels (if any) and instructions	Early-September – October 3
Receive preadministration materials	Mid-September – October 4
Conduct preadministration	Mid-September – October 10
Receive test books	October 4 – October 9
<b>Administer test on primary test date</b>	<b>October 11</b>
<b>Administer test during two-week accommodated testing window</b>	<b>October 11 – October 25</b>
Ship answer sheets and test books for October 11 primary test date	October 11 – October 12
Order makeup testing materials (if needed)	October 11 – October 13 (by midnight)
Ship answer sheets and test books for two-week accommodated testing window	October 11 – October 25
Receive makeup testing materials, if any	October 23
<b>Administer test on makeup test date</b>	<b>October 25</b>
Ship answer sheets for October 25 makeup test date	October 25 – October 26
Access most scores (some scores and Essay scores may be posted on later date)	Beginning November 3

## About the SAT

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

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

Here are a few important points:

1. Students should give their best answer for every question; there is no penalty for guessing.
2. For standard timing, students receive two breaks and, if taking the SAT with Essay, students also receive a third short stretch break.
3. Students testing with extended time will receive additional breaks as noted in the Appendix. Students will receive extended time only for the subject areas for which they are approved (e.g., math only or writing only). Exception: Students approved for extended time for reading will receive extended time for the entire test.

## Test Facts

### Test Sections and Timing

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

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

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

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

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

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

Time allotted:

- 50 minutes

## SAT School Day Tests

Schools will have the option to order and administer:

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

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

## Administrative Time in the Standard Testing Room

Filling out the personal information on the answer sheet can take up to 45 minutes. Be sure to schedule a session **before** test day for these preadministration activities. See “Holding a Preadministration Session” on page 20 for more information.

On test day, you will need approximately 15–30 minutes before the test, an extra 15 minutes during the test in the SAT with Essay room, and 5 minutes after the test for administrative tasks. If students were unable to participate in a preadministration session, plan for an additional 45 minutes after testing for students to complete the student information questions.

## 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.

## Manuals and Scripts

You will receive two different manuals for administering standard and nonstandard testing. Staff administering the test in the standard rooms will use the *SAT School Day Standard Testing Manual* (purple). Staff administering the test to any students with accommodations in the nonstandard rooms will use the *SAT School Day Accommodated Testing Manual* (blue). Students will also receive purple or blue materials depending on which room they will be tested in. See the chart on page 5 for more details.

- This *SAT School Day Supervisor Manual* gives complete instructions for preparing your school for School Day testing.
- The *SAT School Day Standard Testing Manual* gives instructions for testing students who are testing without accommodations, or testing with accommodations that may be administered in the standard test room. It includes one script, which contains:
  - ◆ Four multiple-choice sections; some with student-produced response items
  - ◆ One Essay section for use, if applicable
  - ◆ Standard timing only, with a total testing time of 3 hours, plus an additional 50 minutes for students taking the Essay
  - ◆ One 10-minute and one 5-minute break (plus an additional 2-minute break if taking the Essay)
- The *SAT School Day Accommodated Testing Manual* gives instructions for testing students with accommodations. It includes six scripts, grouped as follows:
  - ◆ Nonstandard testing in one day—Three scripts used for any accommodated testing that must take place on the primary test date, and may be used for some two-week accommodated window testing as well. (see Accommodated Testing on page 8 for details).
  - ◆ Nonstandard testing during the two-week testing window—Three scripts used only for testing students eligible for testing during the two-week accommodated testing window (see Accommodated Testing on page 8 for details).  
Students eligible to test during the two-week window may test in one day or two days, and may require any of the six scripts in the manual. See “Scheduling Accommodated Testing” for more information about using the scripts.

## SAT Test Materials

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

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

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

Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school’s SSD coordinator. It will indicate the room type, scripts to use, testing materials, and test type for all students who are testing with accommodations and for whom you ordered testing materials. 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 following chart, work with your SSD coordinator or contact SSD. Also note that students may be approved for more than one accommodation.**

# Testing Materials Distribution Chart

	Standard Room(s)		Nonstandard Room(s)	
<b>Test Date</b>	October 11, 2017	October 11, 2017	October 11, 2017	October 11–25, 2017
<b>Number of Testing Days</b>	One-day	One-day	One-day	One- or two-day testing during the two-week accommodated testing window
<b>Accommodation Examples</b>	No accommodations	<ul style="list-style-type: none"> <li>▪ 14 pt large print test book</li> <li>▪ Large-block answer sheet</li> <li>▪ Magnifier</li> <li>▪ Written copy of oral instructions</li> <li>▪ Permission for food/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Use of colored overlay</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Sign language interpreter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ Four-function calculator on Math Test – No Calculator section</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small group setting</li> <li>▪ 50% Reading extended time on the SAT no Essay (entire assessment)</li> <li>▪ 50% Math extended time (math only)</li> <li>▪ 50% Writing extended time (Essay only)*</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20 pt (or larger) large print</li> <li>▪ Magnifying machine</li> <li>▪ Braille</li> <li>▪ Braille writer</li> <li>▪ Reader</li> <li>▪ MP3 audio test format</li> <li>▪ Writer/scribe to record responses</li> <li>▪ Assistive-Technology Compatible (ATC) format</li> <li>▪ Computer for Essay</li> <li>▪ Breaks as needed</li> <li>▪ One-to-one testing</li> <li>▪ Late start time</li> <li>▪ Home/hospital testing</li> <li>▪ Limited testing time</li> <li>▪ 100% Reading extended time (entire assessment)</li> <li>▪ 100% Writing extended time (Essay only)*</li> <li>▪ 100% Math extended time (math only)</li> <li>▪ 50% Reading extended time on the SAT with Essay (entire assessment)</li> </ul>
<b>Room Roster</b>	Work with school administration to create your own roster of all students who will test as part of SAT School Day.	NAR Roster in SSD Online	NAR Roster in SSD Online	NAR Roster in SSD Online
<b>Testing Manual</b>	<i>SAT School Day Standard Testing Manual</i>	<i>SAT School Day Standard Testing Manual</i>	<i>SAT School Day Accommodated Testing Manual, Scripts 1–3</i>	<i>SAT School Day Accommodated Testing Manual, Scripts 1–6</i>
<b>Test Book Color</b>	Purple	Purple	Purple	Blue
<b>Makeup Test Dates</b>	October 25, 2017	October 25, 2017	October 25, 2017	October 11–25, 2017

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

Students may be approved for other accommodations (e.g., miscellaneous accommodations that are individually requested and approved). Contact SSD for questions about how to administer any accommodations not listed in the chart.

## Roles and Responsibilities

### SAT School Day Supervisor

As the supervisor of record, you manage the test site and staff, and you ensure that testing materials are handled 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 section and your commitment to administering the SAT on the scheduled date. Mandatory training has been provided for all SAT School Day supervisors. Be sure to complete it well before test day.

### SSD Coordinator

The SSD coordinator helps and supports the supervisor to oversee accommodated testing and ordering materials. They work with students to apply for College Board–approved accommodations through the SSD online portal. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day supervisor in determining testing rooms and staff needed for administering the test with accommodations. All testing materials, including nonstandard materials for use during the two-week accommodated testing window, are shipped to the supervisor; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials that remain in use after standard materials used on the primary test date have been returned for scoring.

### Associate Supervisors

Associate supervisors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place in there. They account for all testing materials, conduct the testing, and monitor students to ensure a fair administration.

### Hall Proctors and Room Proctors

Hall proctors and room proctors assist you and your associate supervisors with test administration duties. Proctors do not administer the test, but they do help set up the testing area, monitor testing, and patrol the hallways during testing.

## Help Your Students Succeed

Your students deserve every opportunity to succeed. Be sure to provide students with the *SAT School Day Student Guide* and let them know that free Official SAT Practice is available online at [satpractice.org](https://satpractice.org), powered by Khan Academy®.

Encourage students to make practice part of their daily routine by downloading the Daily Practice app for the New SAT app from [sat.org](https://sat.org). Students can answer a question a day and get immediate feedback. The free app offers students the opportunity to:

- Answer an exclusive, official reading, writing and language, or math question.
- Receive a hint if they're stuck.
- Read answer explanations and learn from their mistakes.

Remind them to keep at it—daily practice can only sharpen students' skills.

# Before Test Day

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

## Prepare Your School for Testing

Work closely with your school's administration to ensure that testing can take place smoothly.

### Facility Preparations

- Plan ahead for the secure receipt and storage of testing materials. See “Prepare Your Materials” for more information.
- Arrange an area for students to assemble before and after testing.
- Decide whether to designate a late-arrivals room to accommodate groups of students who arrive late. Plan ahead for the different rooms you will need. (See page 25).
- Review facility preparation.
- Arrange for bells and announcements to be silenced on test day.

### 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 must be near restrooms.
- Rooms must have:
  - ◆ A working clock, visible to students
  - ◆ Proper lighting
  - ◆ Proper ventilation
  - ◆ Proper seating, with an adequate writing surface, that enables students to be seated 4 feet apart, facing the same direction (see requirements below)
  - ◆ No materials related to test content on display (these can be removed or covered)

### Recommendations

- Select rooms in one section of the school. With rooms that are close together, each hall proctor can cover up to five rooms.
- Avoid using science rooms, computer labs, or rooms with specialized equipment, unless they are required for accommodated testing.
- We recommend that students not be assigned to their normal homerooms for testing.

### Seating Requirements for All Testing Rooms

Observe the following requirements:

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of 4 feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, seat students at least 4 feet apart and facing the same direction.
- Provide a large, smooth writing surface, preferably desks or tables.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

**The following seating arrangements are not allowed:**

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.
- Seat assignments shouldn't follow any expected patterns.

! Students may not select their own seats.

### SSD Additional Seating Requirements for Accommodated Testing Rooms

- Seat students with the same type of timing together.
- Students who require different timing or breaks need to be tested in separate rooms. (Use the groups given on the NAR.)
- Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.
- Use more than one test room if a student's accommodations would disturb other students (for example, different extended time requirements) or if the student is approved for one-to-one testing.
- 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 stated in “Computer Use” (page 16).

### Developing Room Assignments

You'll need to compile a list of students you plan to test—a combination of the students you ordered standard materials for and students with accommodations listed on the NAR. To help you develop room assignments:

- Divide your students into testing rooms, based on room availability, grouping of students listed on the NAR, and the testing room requirements listed previously. SAT (no Essay) must be administered in a separate room from SAT with Essay.
- Assign a three-digit testing room code to each room to help you create and retain a list of staff room assignments. You'll provide this code to associate supervisors on test day.
- 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 supervisor training module, or you can create it yourself. It includes the following information:
  - ◆ Number of students assigned to a room
  - ◆ Type of test the room is administering (standard or nonstandard, e.g., 50% extended time)
  - ◆ Associate supervisor name administering the test in that room
  - ◆ Proctor name (if applicable)
  - ◆ Testing Room Code
  - ◆ School (AI) Code
  - ◆ Optional Code (if applicable)

Once you've determined the number of rooms you'll need for testing, work with the administration to identify which rooms will be used.

### Checking Room Assignments Against the Class Schedule

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 non-testing students. For test day, the school may need to cancel or relocate classes, and/or schedule study halls.

Create a list of test-day room assignments for all affected classrooms. Share with staff, post in offices, and create individual room signs for display in all affected classrooms on the two school days before test day to alert students and staff.

### Preparing to Collect Student Belongings

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

## Prepare Your Schedule

See “During the Test” for sample standard and nonstandard schedules for test day.

- Select a start time for testing that allows for the full time for testing within the normal school day.
- For administering the SAT without the Essay, you will need about 3 hours and 30 minutes for admission, pretest paperwork, and actual testing of standard testers; for 50% extended-time testers, plan on about 5 hours and 15 minutes.
- For the SAT with Essay, you will need about 4 hours and 40 minutes for standard-time testers. Students with 50% extended time for reading will take the SAT with Essay over two days.
- Arrange for a later lunch if necessary, keeping in mind that you may need to schedule more than one late lunch for students taking the essay or testing with extended time. Students may not break from testing to eat lunch.

## Accommodated Testing

Students who are approved for accommodations will fall into two 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 two-week accommodated testing window. See below for more information about two-day testing requirements.

Your NAR will indicate which group each student falls into. For general guidelines, refer to the Testing Materials Distribution Chart on page 5 for a listing of the accommodations that typically fall into each group. Students may have combinations of accommodations that shift them from the primary test date group into the two-week window group—your NAR will provide you with a list of all student accommodations and will help you understand who needs to be tested when.

### Accommodated Testing on One Day

Your associate supervisors who are testing students with accommodations that require nonstandard testing on the primary test date will use the *SAT School Day Accommodated Testing Manual* Scripts 1–3. Associates who are testing students in the two-week window who are testing in one day will also use scripts 1-3:

- **Script 1: Standard Time with Accommodations.** This script covers students approved for accommodations that don't require extra testing time and may be used for students approved for extended time on just some portions of the assessment. Use this script for students who are approved for standard time with extended breaks or breaks as needed.
- **Script 2: Standard Time with Extra Breaks.** This script covers students approved for extra breaks, and may include students approved for extended time on just some portions of the assessment.
- **Script 3: 50% Extended Time for One-Day Testing.** Use this script for students taking the SAT (no Essay) with extended time for reading. Also use this script in conjunction with script 1 or 2 to test students with extended time that only applies to portions of the assessment.

### Accommodated Testing During the Two-Week Window

The accommodated testing window begins on the published test date and extends through the following two weeks. Your associate supervisors who are testing students during the two-week window will use the *SAT School Day Accommodated Testing Manual*. 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:

- **Script 4: 100% Extended Time.** including 5-minute breaks after every section and halfway through Sections 1, 4, and in the SAT with Essay room, Section 5. This script covers one-day testing for math only for the SAT (no Essay), or writing only on the SAT with Essay. This script also covers two-day testing for all other 100% extended time testing.

**NOTE:** *Students using the ATC format test 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 approved for extended time for reading who are taking the SAT with Essay, and includes students who are approved for a reader or scribe.
- **Script 6: MP3 Audio Format Script.** This script covers two-day testing of students, including 100% extended time, plus an additional 45 minutes for Section 2 of the test.

### Two-Day Testing

All two-day students 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.

Plan your testing as follows:

- Day 1: Complete identifying information on the answer sheet and test Sections 1–3 (or Section 1–2 for MP3 audio users). Lock test materials in a secure area overnight.
- Day 2: Complete the remaining section(s) of the test. Be sure to give each student the same book and answer sheet they used on the first day.

Materials for students testing during the accommodated testing window must be held until all students have been tested before returning answer sheets for scoring. See *After the Test*, pages 31–33 for more information on accommodated materials return processes.

### Makeup Testing

If you have accommodated students testing on the primary test date with standard materials who require a makeup, follow the procedures to order materials for a makeup test as given on page 19. Students approved for accommodations that allow for testing during the two-week window who are absent on the day you designate for testing can still take the test on a later date in the window. You don't need to order makeup materials for these students. Use the materials included in your shipment.

## Prepare Your Staff

The number of each staff position you need depends on the number of students testing and whether they include students with accommodations requiring separate rooms.

Base your staffing on the minimum ratios shown in the charts on the next page.

- Select and train staff for testing and have them complete the Testing Staff Agreement to ensure compliance with SAT staffing policies (see “SAT Testing Staff Agreement” on page 11).
- Ensure that schedule changes and silenced bells and announcements have been clearly communicated to school staff and administrators.

## Room Proctors Needed

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed.

### For Each Standard Testing Room

Number of Students	Number of Room Proctors Needed
1–34	0
35–50	1
51–100	2
101 or more	3+ (1 proctor for each additional 50 students)

### For Each Accommodated Testing Room

Number of Students	Number of Room Proctors Needed
1–10	0
More than 10	1

Additional staff may be needed for students testing with accommodations, or in a 1:1 setting. Work with your SSD coordinator to determine how many additional proctors will be needed for these students.

## Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Testing Rooms	Number of Proctors
1–5	1
6–10	2
11–15	3
16–20	4

## Number of Testing Rooms Number of Proctors

More than 20	5+ (1 proctor for each additional 5 rooms; e.g., for 21–25 rooms, add an additional proctor)
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## Determining Who Will Administer the Test

Work with school administrators to review teacher schedules and determine testing room assignments for those who will administer the test (associate supervisors) or act as proctors. Teachers of classes that are not meeting due to testing are likely candidates to serve in this capacity. If you are testing students with approved accommodations, work with your SSD coordinator to ensure you have the proper staffing to meet the needs of these students.

If you need to supplement your school staff with additional personnel, follow the same guidelines you would for any substitute teaching position in the school.

As part of testing setup, you should designate and train one of your associate supervisors to act as your alternate test supervisor, in case of absence.

## Staff Room Assignments

Share the testing room assignments with associate supervisors and proctors (covered earlier in this section). Staff members should know:

- Whether they are assigned a standard or nonstandard 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
- Where and when to report on test day
- General setup of rooms

**IMPORTANT:** Alert your associate supervisors that any changes from standard to nonstandard testing (or the reverse) must be written and signed by the supervisor for the student to present upon entry to the testing room.

## Supporting Your Staff

Plan a schedule of break times with your staff before test day, and work out how you will rotate your proctors to allow each staff person at least one break. Staff in the extended-time rooms may require two breaks.

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.

## Minimizing Distractions

Only students, center 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.

❗ 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.

## SAT Testing Staff Agreement

All testing staff must review, agree to, and sign the SAT Testing Staff Agreement for School Day testing.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:

- 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.
- ❗ School staff members who are relatives of students taking the SAT must not have access to testing materials at any time.
- Are involved with paid coaching or test preparation for SAT preparation may serve on the staff administering the SAT in any capacity. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled course work, is acceptable.)
- Have taken any College Board test within 180 days of test day.

If you suspect a conflict of interest, do not ask the person in question to conduct the School Day testing.

## Training Your Staff

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

About 3–4 weeks before the test, schedule a training session with your staff to review procedures, forms, and timing; to announce staff assignments; and to answer questions. At this session, you may want to give your staff access to the online training modules provided. Be sure to review the following:

1. Maintaining security in the testing room
2. Seating policies
3. Calculator policies
4. General responsibilities of each position
5. Using the correct testing materials
6. Equipping the testing room
7. Timing of the test and breaks
8. Testing room forms and reports

## 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 that 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, such as talking on phones, using a computer, or grading papers.
- Make sure that at least one staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during breaks. A list of prohibited aids follows.
- ❗ Be advised that 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 that compromise test security, either before or on test day to TAS.

### Prohibited Aids

Anyone using 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 a SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

- 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 ELL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

### 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 makes noise or a student is seen using a prohibited device, the supervisor must dismiss that student and, if warranted, confiscate the device. Contact TAS immediately for further instructions if a device has been confiscated.

You may want to incorporate your own methods for addressing phones, such as directing students to store them in their lockers or (as noted on page 8) collecting, labeling, and storing them during testing. We strongly suggest that you not allow phones or other prohibited

electronic devices to be kept in the testing room. Even when not in the student’s possession, a phone or other prohibited device that makes noise is grounds for score cancellation. Some alarms are set to sound even when the device is turned off.

### Seating Policies

Inside the testing room, the associate supervisor should follow the following procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- Assign seats at random or by prearrangement with the supervisor. 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 only be used on the Math Test – Calculator portion, unless preapproved by the College Board to use a four-function calculator as an accommodation on the non-calculator section. To help you monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See the Appendix for a list of acceptable calculators.

General policies are as follows:

- We recommend that students bring and use a calculator, especially one with which they are familiar, on the Math Test – Calculator portion of the SAT. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. They may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use them.
- Students may not share calculators.

⚠ Unless indicated by school policy, staff shouldn’t offer extra equipment or batteries.

*NOTE: If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the SAT, remind them to bring a separate, four-function calculator for this purpose. (Percentage and square-root functions are permitted).*

### Calculator Malfunction

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

Students without backup equipment may continue testing, since most questions do not 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.

### Forms and Reporting

Your staff needs to be familiar with the reports and forms used in the testing room.

#### Testing Room Materials Report Form (Required)

- The supervisor uses the Testing Room Materials Report form to indicate testing room information, including the associate supervisor assigned to the room, the testing room code, and the test materials issued to the associate supervisor.
- Inside the testing room, the associate supervisor 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 associate supervisor uses the Seating Chart on the back of the Testing Room Materials Report form to record the serial number of each multiple-choice test book distributed to each seat in the room.
- If possible, staff should include the last name of each student. If any security issues arise, the chart will be used in security investigations.
- In the SAT with Essay room, the associate supervisor should check the number of Essay books received from the supervisor and record the number returned to the supervisor.

#### SAT School Day Supervisor's Irregularity Report (SIR)

You will receive at least one blank SIR to use in the event an irregularity occurs during School Day testing, as well as a blank SIR for each associate supervisor to use in the testing room. The testing staff performs a critical role in reporting any and all irregularities. Without information, we can't resolve issues that arise. Please review the SIR form with all associate supervisors. All SIRs submitted are thoroughly reviewed. Refer to the irregularity chart in the Appendix in the manuals for instruction on when to fill out an SIR.

### 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 is given on their answer sheets or pre-ID label, if applicable.

Students must sign and date the form, and 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. Eastern Time on the fourth business day following the date testing ends.
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. Eastern Time on the fourth business day following the date testing ends.

Scores cannot be canceled by email or phone.

In cases of equipment failure or illness, the associate supervisor must sign the form for students who decide to cancel their scores using the Request to Cancel Scores form. **Fill out an SIR in these cases.** An SIR is not necessary for other cancellation situations.

#### Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the NAR, which lists students approved for accommodations, along with their room type and test materials. Several days before test day, print and distribute copies of the NAR to associate supervisors so they can plan to use the appropriate scripts on test day.

The associate supervisor should note their own name on the NAR, make a copy, and give it to the supervisor for return with answer sheets.

## Prepare Your Materials

### Materials Receipt and Security

#### Shipments Leading Up to the Test

Depending on the date you order materials, preadministration and test materials may arrive in one or more separate shipments as noted here. See Important Dates at the beginning of this manual for more information about the timing of shipments.

- Preadministration Materials
  - ◆ Answer sheets
  - ◆ *Student Answer Sheet Instructions*

- ◆ *SAT School Day Student Guides*
- ◆ A preadministration guide for the supervisor
- Pre-ID labels and *Supplemental Instructions* (shipment only applies to schools that are participating in the electronic bulk identification process)
- Test Materials

Your shipment of preadministration materials will include an instruction booklet for checking and handling the materials.

### Staff Authorization

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.

### Receipt of Test Materials

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than three authorized individuals.

You should receive testing materials by approximately 5–7 days before test day. We recommend that you go online to [collegeboard.org/school](http://collegeboard.org/school) to check on the shipment status of your order because materials may ship and arrive at different times within the window. If your school will be on break the week before testing, please notify TAS so that the delivery date can be changed.

If materials are stored over the weekend, take special care that they are locked in a secure area, such as a cabinet, closet, or vault, and check them carefully for tampering. Do not store materials in a classroom, trunk of a vehicle, or residence.

⚠ Do not remove any testing materials from the test site without the consent of Office of Testing Integrity (OTI).

📞 If you do not receive testing materials by the expected date, call TAS.

### Checking the Test Materials Shipment

Use the same security measures described in this section with all testing materials.

Each box will contain a list of materials in that box. One box will contain a summary list of all test materials.

⚠ Check the contents of the test materials shipments within 24 hours of delivery to allow enough time to get missing or extra materials to you, if needed. Use the two packing lists to make sure all items are accounted for.

### Test Materials Shipment

All testing materials, for both standard and accommodated testing will be shipped to the test supervisor, and may arrive in multiple shipments. Your shipments may include:

- Shipping Notice.
- Standard SAT test books and/or standard SAT with Essay test books and 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.**
- SAT School Day Standard Testing Manuals* and *SAT School Day Accommodated Testing Manuals* as ordered.
- Box(es) or envelope(s) with preapplied labels for returning used answer sheets.
- Loose preprinted UPS label(s) for returning all test books and unused answer sheets.
- School Day Supervisor Testing Materials Kit:
  - SAT School Day Supervisor Manual*.
  - Forms and posters.
  - Tape for materials return boxes.
  - Envelopes for returning other critical materials.
- SAT School Day Student Guides*, if you didn't receive them as part of a preadministration shipment.

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

- For SAT:
  - ◆ SAT multiple-choice test books with purple covers in packs of 5 or 10.
  - ◆ Individual SAT alternate test formats, such as braille, MP3 audio, ATC format, reader scripts, etc., and large-block answer sheets (if necessary).
- For SAT with Essay:
  - ◆ SAT with Essay multiple-choice test books with purple covers and Essay books with a purple bar in packs of 5 or 10.
  - ◆ Individual SAT with Essay alternate test formats with blue covers, Essay books with a blue bar. Includes braille, MP3 audio, ATC format, reader scripts, etc., and large-block answer sheets (if necessary).

**NOTE:** All SAT with Essay books show an essay icon on the cover.

For security reasons, do not unseal or open the test book wrapping until test day. Check them as follows:

- Verify the quantities of test materials.
  - Carefully count the test books and Essay books (if applicable) enclosed inside the shrinkwrapped bundles.
  - Compare the serial numbers on multiple-choice test books against those on your shipping notice.
- ❗ Call OTI immediately if materials (including Essay books) 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. Also note any such irregularities on the SIR.

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.

🌀 If you need additional materials, call TAS 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 has limited access until the test date.

❗ Check the sealed cartons daily, and contact OTI immediately if there is any evidence of tampering.

## Using the Correct Testing Materials

Make sure your students are given the correct materials.

- Students taking the SAT with Essay using purple test materials will use the Essay book with the purple bar.
- Students approved for accommodations who are taking the SAT with Essay during the two-week window will use the Essay book with the blue bar.
- Nonstandard formats of tests (braille, MP3 audio files, etc.) will be matched to each student as indicated on the NAR. These materials have a blue cover.
- For SAT, the answer sheets are salmon and show “SAT School Day” in the upper right.
- For SAT with Essay, the answer sheets are gray and show “SAT School Day with Essay” in the upper right.

- Large-block answer sheets “SAT” or “SAT with Essay” in the header, surrounded by a salmon or gray box.

Review the types of testing rooms and materials with staff. **It is essential to match the proper scripts and materials; otherwise, scores will be invalid.**

## Prepare to Test Students with Accommodations

The Testing Materials Distribution Chart in the Introduction to this manual along with the NAR lists which manuals and rooms to assign students with accommodations. Remember that the College Board requires preapproval for all accommodations on the SAT or SAT with Essay. 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.
- You have verified the student’s eligibility with the 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 as having approved accommodations, call the SSD office to confirm their approval.
- 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 with accommodations must be tested with the correct testing materials, using the corresponding scripts.

If an associate supervisor begins testing with the wrong manual (e.g., standard script instead of script with accommodation), contact TAS 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.

Use the following information about the different accommodations to prepare for providing them to students who need them.

## Test Aids

- 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 may use the *Guide to the Nemeth Code* if they are taking the braille format of the SAT.

When students request these accommodations, the SSD office will contact you, so that you are prepared.

Students may be approved to record answers using various different methods, including the following:

- Dictating answers to be put on the regular answer sheet by a scribe/writer. Students who test with a scribe/writer should test with 50% extended time.
- Using a braille device or computer.
- Recording answers in the test book.
- Recording the SAT Essay on a computer.
- Recording the answers on an enlarged (large-block) answer sheet.

## 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 this section. All written responses must be deleted from the equipment following successful printout.

## Braille Writers

Manual braille writers (for example, Perkins Braille) may be used for all test sections, but unless otherwise approved, electronic braille writers/notetakers (for example, Braille Note) may only be used for essay

writing and math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a monitor so that the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.

## Computer Use

When students are approved for the use of a computer for the SAT Essay, they are approved **only** for the use of a word processor to complete the essay question. Other software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board. Students who have this accommodation and are taking the SAT (no Essay) should test with standard time in the standard room.

## Prepare Your Students

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

Several weeks before test day, meet with students, including those with accommodations, to go over important information for test day. Let them know that their schedule will differ and that lunch won't be served until after testing ends.

At [sat.org](http://sat.org), students can find answers to general questions about the SAT and what to expect on test day. 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).

Remind students to access Khan Academy for free, personalized, online SAT practice at [satpractice.org](http://satpractice.org). Developed with actual test items from the College Board, Official SAT Practice is tailored to each student's strengths and areas where they may need help.

## When and Where to Report

All School Day testing must begin at approximately the same time. Please don't deviate from the agreed-upon schedule by more than 30 minutes.

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.)

- 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 (see page 35)
- 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

### What NOT to Bring on Test Day

Students may not have the following in the test 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, 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 do not scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-block answer sheet must mark X's darkly in the squares. If students need to erase a response, they must do so as completely as possible.

- Students may not use a pen to write their essay. Essays written in ink will scan as blank.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless College Board approval has been given for this accommodation).

Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure student has filled out identifying information.

**NOTE:** *The College Board will not adjust scores in cases of failure to follow instructions for marking the answer sheet.*

### Important Reminders for ATC and MP3 Users

Share these important details with your students using these formats ahead of test day.

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Students are responsible for bringing their own earphones. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to <https://www.collegeboard.org/students-with-disabilities/after-approval>.
- The MP3 audio test requires 100% extended time testing (over two days) plus an additional 45 minutes for Section 2 (Writing and Language Test).
- The ATC format will be administered with the same approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

## Supervisor's Checklist

Review the materials in your Supervisor Planning Kit. They include manuals for distribution, an overview of materials, some critical forms, posters, and flyers. Use the checklist below to make sure you've accomplished all the tasks covered in this manual.

### Three to Four Weeks Before the School Day Test Date

- Complete the online supervisor training. (We will email you instructions for how to access it.)
- Check in the online ordering system to make sure that you have ordered materials for all your students, including new students. Also check with your SSD coordinator to make sure you have ordered materials for students who have been approved for accommodations who might have been added to the NAR since your initial order. Contact the SSD office as soon as possible if an approved student is not listed on the NAR or at [collegeboard.org/school](http://collegeboard.org/school).
- Estimate how many standard and nonstandard rooms you will need based on the number of students you ordered materials for. Notify Test Administration Services (TAS) if you foresee any issues. (See suggestions for room planning in the Prepare Your School for Testing section.)
- Distribute *SAT School Day Student Guides* and encourage students to visit [sat.org/practice](http://sat.org/practice) to get ready for test day.
- Meet with your school administration to:
  - Identify which rooms will be used and which staff will be asked to administer the test.
  - Plan ahead 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. Notify your school population of these modifications to the normal school day.
  - Plan activities for students who won't be testing, such as field trips, practice testing, etc.
  - Plan ahead to download and print ELL supports for students who need them. Translated directions in eight languages are available at [sat.org/school-day](http://sat.org/school-day), along with a list of acceptable word-for-word bilingual glossaries.

- Arrange an area for students to gather before the test, where students can find information about their testing room assignment. Plan for students to return to that area after the test so that they can be dismissed in an orderly fashion.
- Reschedule lunch for all participating students. (You won't be able to break for lunch during testing.)
- Identify staff to be associate test supervisors and proctors. Contact these staff members.
- Conduct your preadministration session.

### Two Weeks Before the School Day Test Date

- Review the schedule of morning classes and create test-day room assignments for all affected classes.
- Create room rosters by assigning students to testing rooms.
- Use your NAR and work with the SSD coordinator to determine how many rooms and staff members are needed for students testing with accommodations in nonstandard rooms.
- Arrange for school staff to be notified of classroom assignments and alternative arrangements for non testing students.
- Determine and post staff assignments for testing.
- Schedule and conduct staff training.
- Conduct your preadministration session, if you have not already done so.

### One Week Before the School Day Test Date

- Check [collegeboard.org/school](http://collegeboard.org/school) to track your test materials shipment. Call TAS if you don't see confirmation of shipment by October 6.
- Revisit and print your NAR to make sure you have accounted for all students testing with accommodations. Revise room rosters if needed.
- Determine when students testing during the two-week testing window will test.
- Post signs for students indicating when and where to report on test day.
- Conduct your preadministration session, if you have not already done so.
- Hold a brief assembly with students who are testing to prepare them for test day.
- Check test materials within 24 hours of receipt.
- Review facility preparation with custodial staff.
- If you are not signed up for custom UPS pickup, call ahead to arrange pickup of materials on test day (see After the Test).

### Before the Two-Week Window Begins

- Notify students of when and where to report for testing.
- Review assignments with staff.
- Revisit your NAR to make sure you have accounted for all students testing with accommodations.
- Revise room rosters if needed.

### On or Before Test Day

We recommend that you organize testing materials to distribute to staff as close to test day as possible, but do not break open test book bundles until the morning of the test. Prepare packets for each testing room to include the following:

- Room roster or NAR showing students assigned to the testing room.
- Information for posting in testing rooms, including:
  - Six-digit school (AI) code
  - Three-digit testing room code
  - Optional code (if your school is using optional codes)
- Answer sheets:
  - Sort any pre-labeled answer sheets and/or answer sheets that were used in a preadministration session to the correct rooms
  - Blank answer sheets or large-block answer sheets, if necessary (enough for all students in the testing room, or a few extra if you are using pre-labeled answer sheets)
- Student Answer Sheet Instructions* booklets for students who did not pre-grid their answer sheets during a preadministration session
- Testing Room Materials Report form: fill in blocks 1, 2, and 3.
- Supervisor's Irregularity Report (SIR) form
- SAT School Day Request to Cancel Test Scores forms
- Testing room flyers ("No Electronic Devices" and "Quiet, Please"), if available. (Make photocopies if you don't have enough in your test materials shipment.)

- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*
- If applicable, ELL supports (translated directions and/or word-for-word glossaries) for students who need them

### On Test Day Add To the Packet

- Multiple-choice test books in serial number order (standard or nonstandard), along with Essay books, if testing with Essay (standard or nonstandard)

### On Test Day

- Post signs in the testing area. Provide master lists of all testing room assignments and changed rooms for non testing students in highly visible locations.
- Review assignments with staff and distribute materials.
- Make sure that all announcements/bells are discontinued for the day. Also make sure that students who aren't testing have clear room and activity assignments away from the testing area.

### After Testing is Completed

- Return used answer sheets, critical reports, and all test books (used and unused) once testing is completed. Materials for anyone completing testing on the primary test date must be returned immediately. Return materials for students testing in the two-week window as soon as all two-week window testing is complete. See "After the Test" for full instructions.
- Record the names of students who were either absent or experienced a testing irregularity. Use the Irregularity Chart in the Appendix to determine if they need a makeup. Return to the ordering system no later than October 13, to place your makeup order.
- Keep a record of low-income students who took the test and are eligible for SAT School Day benefits. This will allow you to identify these students in the online remittance so that they will receive their four free additional score sends, four College Application Fee Waivers, and the Student Answer Service.

## Holding a Preadministration Session

The answer sheet for SAT School Day allows students to provide information about themselves, their high school experiences, and plans for college. Filling out these fields may take as much as 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields.

Schools will receive preadministration materials in the month before the test (see Important Dates in the Introduction) including answer sheets, *Student Answer Sheet Instructions*, *SAT School Day Student Guides*, and a set of supervisor instructions and scripts to use in planning and conducting a preadministration session. If your students were pre-identified by your school, district, or state, you will receive a separate, similarly timed shipment of your pre-ID labels.

Track your shipments (there may be more than one) at [collegeboard.org/school](https://collegeboard.org/school), and check each one for completeness as soon as you receive it.

⚠ If you don't have enough answer sheets, contact TAS to arrange for more to be sent to your school. Photocopied answer sheets won't be scored.

Some other points to note:

- Be sure to provide students with the *SAT School Day Student Guide* as soon as you receive them, so that students can familiarize themselves with the test directions, question formats, and content ahead of test day. Tell them to read the "Terms and Conditions" section so that they know their rights and responsibilities as they apply to the SAT.
- If applicable, follow the supervisor instructions for applying pre-ID labels to answer sheets.
- Organize the answer sheets by testing room codes to help you distribute them to the correct students on test day.

- 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 answer sheet after testing is completed. If you have a large enough group of these students, consider assigning them to a separate room so that they can complete the nontest portion of the answer sheet without delaying other students.

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

With your pre-ID labels, you will 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.

Prior to the preadministration, meet as a group with the associate supervisors who will be administering the sessions. At this meeting, supply copies of the Supplemental Instructions to the associate supervisors as well as copies of the *SAT School Day Preadministration Instructions* from your preadministration shipment. Instruct them to update the script under "Script for Pre-ID Labels" in their copies. Guide associate supervisors to amend the script based on the information listed in the Supplemental Instructions by placing a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. See the example below:

- If Address is listed on the Supplemental Instructions, tell students to skip boxes 6–10.

# During the Test

This section covers all your test-day activities, from admitting students and organizing your staff to the procedures for preparing testing materials for return after testing ends.

## Test Day Schedule

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

### Sample Standard Test Day Schedule

(Times are approximate.)

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

### Sample Nonstandard Test Day Schedule

(Times are approximate—extended times shown are for reading, which applies to the entire test.)

Time	Task
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Reports.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	Admit students to assigned testing rooms. collect and label electronic devices and (if desired) backpacks.
8 a.m.	Close testing room doors.
8–8:15 a.m.	If applicable, collect and label electronic devices and/or backpacks for return after testing ends.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
Noon	First day of testing ends after Section 3 for 50% extended time (reading) administration of SAT with Essay.
12:55 p.m.	First day of testing ends after Section 3 for 100% extended time (reading) administration of SAT and SAT with Essay.
1:30 p.m.	Testing ends for 50% extended time (reading) administration of SAT (no Essay).
<b>2nd Day</b>	Start testing at 8 a.m., resuming with Section 4.
10 a.m.	Testing ends for most 100% extended time administrations of SAT (no Essay).
11:05 a.m.	Testing ends for 50% extended time administrations of SAT with Essay.
Noon	Testing ends for most 100% extended time administration of SAT with Essay.
3:45–4:45 p.m.	UPS pickup arranged for last day of two-week testing window. Call TAS to arrange new time if testing ends on an earlier date.

## 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 with each script in the manuals.

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

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

### Scheduled Breaks

College Board policy requires every student to be offered breaks at regular intervals. 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, and (if taking the Essay) a 2-minute break after Section 4. During breaks before Sections 2 and 4, 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). Students approved for writing-only extended time receive an extra 5-minute break halfway through the fifth section. They receive extended time only on Section 5, the Essay, not on Section 2.

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 the test book and answer sheet before the student leaves the room. **Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed.** Also collect any ELL supports (translated directions or glossary) that the student may be using.
- When the student returns, if the student is unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It is not necessary to record this irregularity on an SIR unless you find the activity suspicious.

### Accommodated Breaks

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

### Extra Breaks

Give students who are approved for extra breaks the same breaks that extended time students receive.

### 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”

Some students with medical conditions require breaks as needed. When a student is approved for breaks “as needed,” they may break during a test section or subject. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

## Equipping the Testing Room

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

### Supplies for Associate Supervisors

Here is a checklist of supplies you need to provide to associate supervisors:

- Testing Room Materials Report form
- Standard or nonstandard multiple-choice test books in serial number order, along with Essay books, if testing with Essay

- Answer sheets (sorted by correct testing room):
  - ◆ Pre-labeled answer sheets and/or answer sheets used in a preadministration session
  - ◆ Blank answer sheets or large-block answer sheets, if necessary (plus few extra if using pre-labeled and/or pre-gridded answer sheets)
- *Student Answer Sheet Instructions* booklets for students who did not participate in a preadministration session or for students who want to change their score report selections on test day
- *Supplemental Instructions* memo, if applicable, for students with pre-ID labels who did not participate in a preadministration session
- A copy of the room roster you created or NAR showing students assigned to the testing room
- Supervisor's Irregularity Report (SIR) forms
- SAT School Day Request to Cancel Test Scores forms
- The two testing room flyers ("No Electronic Devices" and "Quiet, Please")
- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*
- If applicable, ELL supports (translated directions and/or word-for-word glossaries) for students who need them

Other items needed in the testing room are:

- A pencil sharpener
- A supply of No. 2 pencils

## Information for Posting in Testing Rooms

Supply your associate supervisors with the following codes for posting:

- Three-digit testing room code, if any
- Six-digit school (AI) code

Staff must post the following information in a location visible to all students in the room, as noted in the scripts:

- Test date
- School name, city, state
- Six-digit school code (AI code assigned to your school)
- Three-digit testing room code (or other room identifier)
- "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 associate supervisor testing students with MP3 audio formats should post the following common keyboard commands for the MP3 users, as relevant to the equipment students are using:

### For PC or Mac:

- Navigating the test:
  - ◆ Test 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" and then the file itself to hear general usage directions.
  - ◆ To select a section, double-click the test section folder (e.g., "SAT Section 1 Reading Test").
  - ◆ To start the files in a section playing, press Ctrl A to highlight all files in the folder, then press ENTER.
- Chromebook navigation uses the mouse on the media player menu to pause or play.

## Information for Using the ATC Format

Students using the ATC format will need to double click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file. The associate supervisor should be ready to help students locate the password and allow the student time to open the file before starting the timed section.

## Maintaining Security During Testing

### Preventing Copying and Communication

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

- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smart phone can be disguised as a calculator through the use of a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

If the Irregularity Chart indicates to call the SSD office or OTI, report the situation immediately.

### Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators (see page 34 for a list of acceptable calculators).

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

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

### 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 identification and a letter of authorization from the College Board or ETS, or the Board of Education.

Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized individuals out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

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 by the media to record or photograph the test administration.

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

## Reporting Test Administration Irregularities

### Using the Irregularity Chart

The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: when the chart indicates to call TAS, do so without delay. The chart also indicates when you should complete and submit an SIR.

ⓘ Contact TAS immediately for timing irregularities or other issues.

Use the SIR to record an irregularity, including:

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

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

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

### Completing the SIR

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

- For all irregularities, fill in the general information in items 1 to 4 (page 1) and item 10 (page 3) of the form.
- In box 4a, put your six-digit school (AI) code. If your school also serves as a weekend test center, be sure to use the School Day school code, not the weekend test center number.
- In box 4b, fill in the appropriate bubbles for your test date.
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the date of birth and answer sheet litho code, found in the bottom right corner of the answer sheet, for each affected student.
- To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. List their names, dates of birth, and answer sheet litho codes (found in the bottom right corner of the answer sheet). In all situations, provide as much detail as possible. Do not attach answer sheets to the SIR, but return them with the other used answer sheets.

## Student Complaints

Many student complaints can be prevented by careful planning, preparation, and implementation of the procedures described in this manual. Common complaints include:

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures
- Delayed check-in and testing
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties
- No visible clocks or announcement of remaining test time
- Apparent mistimings and distracting noises
- Cheating

Report every student complaint, even those resolved on-site, on the SIR. Advise students that all feedback is welcome. Tell them that their scores may be delayed while their complaint is being reviewed, in the event additional investigation is required.

Advise students with concerns to contact the College Board by the fourth business day after the test date. (See contact information on inside front cover.)

# Counting and Distributing Test Materials

## Counting Test Books

On test day, you must count the test books:

- When distributing materials to associate supervisors and SSD coordinators on test day
- When collecting materials from associate supervisors and SSD coordinators and preparing them for return

Ensure that your associate supervisors account for testing materials in the testing room as instructed in their manual. Associate supervisors 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

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 SIR.

In the SAT with Essay testing rooms, associate supervisors and SSD coordinators must count the Essay books:

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

## Room Assignments and Answer Sheets

You should have already provided staff with their room assignments. Note the assigned room for each associate supervisor and the beginning and ending serial numbers of the multiple-choice test books you are distributing on the Testing Room Materials Report. Give each associate supervisor a copy of the room roster and/or NAR showing the students assigned to his or her group and room.

Students who participated in a preadministration session will have pre-gridded answer sheets, and care must be taken to give them their matching answer sheets on test day. Their answer sheets should be organized by testing room (we recommend that you use the testing room code, as explained on page 8). Give each associate supervisor the pre-gridded answer sheets for their students along with several blank answer sheets that match the test being given in their room.

If you have students who were unable to participate in a preadministration session, assign them to a separate room if possible and distribute blank (or prelabeled) answer sheets to the associate supervisor. Make sure the answer sheets match the test being administered in each room (SAT or SAT with Essay).

## Admitting Students to the Testing Area

Prepare the waiting area for students to assemble before and after testing. To minimize confusion on test day, post room assignments prominently several days before the test. Make sure this information is visible to staff and students in the waiting area.

Associate supervisors should prepare their rooms for students as noted in their manual. You and/or your associate supervisors should post signs on the doors of testing rooms and in the adjacent hallways indicating that testing is in progress. Be sure to display the “No Electronic Devices” poster where students will see it.

### Admitting Students

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

The following policies apply to admitting students to the testing area during School Day testing:

- Typically, these will be students attending your high school. Photo identification is not required for students testing from your school. If you're asked by your district or state to test students from other schools, you will need to check their identification. See the Appendix for requirements. Advise these students to keep their IDs handy during test day.
- Do not allow any unauthorized visitors, including parents, guardians, or members of the media, to enter the testing rooms.
- Do not allow anyone with video or audio recording equipment in or near the testing or registration area for any reason.
- Display posters or signs that remind parents or guardians that they are not allowed in the testing area.
- We recommend that you collect any cell phones and electronic devices during student check-in.

## Managing Student Check-In

Follow admission procedures with care. Plan for a central check-in, in which you check each student against your room roster before sending them to an assigned room. Associate supervisors can also check in students in their rooms.

You will return the signed Nonstandard Administration Report (NAR) with the used answer sheets. Your final list of students with any notations, is an important document. Don't share it with anyone outside your school, as it contains confidential information about your students. Keep copies for six months, then destroy them securely. The identity of everyone who attends or participates in a test administration is confidential.

Mark attendance on your roster in pencil.

Check each student in as follows:

- 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.
- Note any students who don't check in, to help you create list for ordering makeup materials.

### Requests to Change to Nonstandard 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 absent by printing an “A” next to the student's name in the original assigned room roster.
- Add the student to the nonstandard room roster by printing the name and eligibility number at the bottom of the roster. Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Fill out an SIR, including the student's name and SSD eligibility number.

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**NOTE:** *If a student requests to change to testing that requires blue materials, note them as absent and immediately request materials for testing later in the two-week window.*

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- If a student requests accommodations that are not noted on your NAR, and a printout of the Eligibility Roster from the online SSD system does not show the student as approved for the accommodations, do not supply the accommodations.

- ⚠ Make sure that students who are given accommodations are approved for them. Providing accommodations for 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.

## Admitting Latecomers

Admit latecomers at your discretion if you will be able to assign them to a room where the associate supervisor has not yet begun the timed testing, or if you have set aside a late-arrivals room for testing groups of students who arrive late. Ensure that the 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 associate supervisor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book. Instruct associate supervisors to add these students to their room list of test takers.

If you have a late-arrivals room, start the late testing no more than 45 minutes after testing has begun in the other testing rooms. The associate supervisor in a late-arrivals room must close the door before the start of the first scheduled break in testing that is already in progress. A few things to note about admitting latecomers:

- Admittance to the late-arrivals room shouldn't be allowed after standard testing rooms have begun their first break.
  - Ensure that testing in any late-arrivals room begins early enough to end before your normal school dismissal time.
  - Allowing late arrivals to test is not 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.

## Consolidating Student Lists

At a prearranged time, such as during the first scheduled break, collect the room test taker lists from your associate supervisors. Carefully check each room roster against your final list of students, 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.

## Handling Escalations

As a test supervisor, you will be called upon to address many kinds of situations, most of which can be resolved on the spot.

Always contact Test Administration Services (TAS) if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Unauthorized visitors that you were not notified of in advance
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location
- Timing irregularities or other administration issues that may require a makeup test
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing

## Handling Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the “Test Security and Fairness” information provided at [sat.org/test-day](http://sat.org/test-day) and in the *SAT School Day Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an SIR. Escort the student to the normally scheduled class or to the principal's office. Students who are dismissed because of misconduct are not eligible for makeup testing.

If you or a member of your staff suspect that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them.

- Contact TAS for further instructions.

## Administering Accommodations

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.

### Alternate Test Formats

Some students may be approved for one or more alternate test formats, such as braille, large print, reader script (for students who are approved for reader), braille graphs and figures, MP3 audio format, or Assistive Technology–Compatible (ATC) format. The information provided here will help you plan for administering the test to students using these formats. It is also provided in *The SAT School Day Accommodated Testing Manual*.

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.

Students who are deaf or hearing-impaired can arrange to have a copy of the spoken directions and/or blank paper available on test day. When students request these accommodations, the SSD office will contact you so that you are prepared.

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

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. Each student should have a copy of the *Guide to the Nemeth Code* and a braille math reference book. If a student records answers using a braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

### 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

Students who test with braille test formats test with standard time and breaks unless approved for other accommodations. Braille is in Unified English Braille (UEB), with Nemeth Code for math. Be sure each student who is approved for braille is also provided the *Guide to Nemeth Code* and the *Braille Reference Information*.

### Braille Graphs and Figures

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

### Readers

Follow these procedures with readers:

- Assign a separate reader for each student who needs one (readers may not be shared).
- Administer the test with 50% extended time 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.
- Distribute any supplemental materials to the reader: 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 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.

### Recording Responses

A completed answer sheet must be submitted for a student to receive a score report. Some students may need accommodations relating to the recording of answers. These accommodations may include the following methods:

- Completing a large-block answer sheet
- Dictating answers to be put on the standard answer sheet by a writer. When answers are dictated, the assistant must make sure the student's identifying information on the answer sheet is complete and fill in the bubbles on the regular answer sheet corresponding to the answer chosen by the student.

- Recording answers in the test book and having answers transferred to the standard answer sheet by the supervisor after the test. The test book with student's name written on it must be returned with the answer sheet. For students who are approved to write the answers in their test books, you will receive a white envelope to be used when returning test materials. Write "Answers in Book" on the front cover of the student's test book and place both the student's answer sheet and marked test book in this envelope.
- Using a braille device (e.g., Perkins Braille) and having answers transcribed to a standard answer sheet by the supervisor after the test. Return braille pages with answer sheets.

## Administering the SAT to ATC Users

Students 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 that they are not accessing any other sites while working on the test.

## MP3 and ATC Computer Use

### Setting Up Computers for ATC Users

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

1. Print the student's last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each USB flash drive from its packaging.
3. Insert the USB flash drive into a USB port on a computer that has Microsoft® Word and the student's usual assistive software installed (JAWS or ZoomText, for example).

4. You will be asked to enter a password. Enter the password that is on the label in the box containing the flash drive. Do not share the password with the student.

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

### Setting Up Computers for MP3 Audio Users

The USB flash drive contains read-only files and a built-in player to deliver the test content.

1. Print the student's last name, first name, and middle initial on the back of the MP3 packaging, and on the back cover of the accompanying regular- or large-type test book.
2. Remove each flash drive from its packaging.
3. Insert the USB flash drive into a USB port.

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

### Setting up PCs or Macs

- Open the USB drive.
  - ♦ On both PCs and Macs, find the icon in the lower left of your screen.
  - ♦ On a Mac, click on the icon to open "Finder." You should see a description of the USB as a drive in the pop-up list.
  - ♦ On a PC, right click on the icon and select "File Manager" or "File/Windows Explorer." The USB drive will appear in the list labeled "This PC" or "Computer."
  - ♦ Double click the name of the USB drive.
- Start the software: Double-click the software application, which is labeled "Start" (".exe" on PC or ".app" on Mac).
  - ♦ A media player named "Flux Player" will launch.
  - ♦ When you launch the application, a table of contents will display the sections of the test.

### Setting up Chromebooks

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

Before testing begins:

- Ensure each student's computer is powered on and the USB flash drive inserted.
- Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

---

**IMPORTANT:** *Monitor students to ensure that they do not run spelling or grammar checks, access the thesaurus or dictionary, or use any unapproved calculators at any time during the test.*

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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.

Before students enter the room, the associate supervisor should set up each computer with the specific USB file for each student.

### Troubleshooting

If you see an error message about failed authorization or unlocking of media files, follow these steps:

1. From within the Flux Player, select the “Help” drop-down menu.
2. Click “Contact support.”
3. In the describe your issue box, type “Failed to apply license file.”
4. Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for “I agree to collect support related information about this computer” (this step identifies which license you need).
6. Click “Send.”

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

If technical difficulties are encountered during the test, the associate supervisor 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.

## After the Test

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

### Checklist

Collect materials from each associate supervisor:

- Testing Room Materials Report form, with completed seating chart on the back
- Test books, both used and unused, and Essay books (if applicable)
- Completed answer sheets, separated into two groups:
  - Used for standard testing with no accommodations
  - Used for accommodated testing with students listed on the NAR (to be placed in the white Accommodated Testing envelope)

**NOTE:** *All students whose answer sheets are returned in the white Accommodated Testing envelope will be considered to have used accommodations.*

- Any other test materials related to accommodated testing (such as scratch paper, test books with answers, printed essays, USB flash drives, etc.)
- Any printed translated testing instructions. These should be securely destroyed.
- Any completed SIRs

Also perform these tasks:

- Verify that the materials returned by each associate supervisor match the materials you initially issued to them.
- Count materials by hand.** Record for use on the Supervisor's Report Form (SRF). As you count, do a spot check to ensure that required information is filled in on the front (boxes 1–5) and back (boxes 44–46) of the answer sheets.
- Ask that each associate supervisor 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 TAS immediately. Report the incident on an SIR. Speak with TAS before returning any test materials.
- Make sure that each staff member has signed the Testing Staff Agreement Form.

- Review and sign SIRs. If needed, complete additional SIR(s). Note any student irregularities that may require a makeup.
- Release staff members.

Fill out a Supervisor Report Form (SRF) for the testing materials you are returning. See the Appendix for step-by-step instructions on how to fill out the SRF.

- Primary test date: Fill out and return with answer sheets for all students who tested on the primary test date.
- Two-week testing window: After testing all students in the window, fill out a separate SRF and return with answer sheets for all students who tested during the window.
- Makeup testing: At the end of makeup testing, fill out a separate SRF and return with answer sheets for all students who took a makeup test.
- Pack and ship test materials for return (complete instructions follow):
  - Used answer sheets and reports for shipment to Iowa
  - Test books (used and unused) and unused answer sheets, including any accommodated test forms and materials, for shipment to New Jersey
- Report students who require a makeup.** As soon as possible after testing, you will be able to order makeup tests for students who were absent or encountered irregularities. You will receive more information on makeup testing before test day.

**Repeat the actions above for students testing in the two-week window except for reporting students that require a makeup.** Wait for all students testing in the two-week window to complete testing before you begin packing and shipping materials for return.

## Returning Standard and Accommodated Test Materials

It is critical that the answer sheets from your school arrive on time for scoring and that your testing materials are appropriately returned as specified below.

- Use your return labels with tracking numbers:
  - One return label for primary test date answer sheets.
  - One return label for two-week testing window answer sheets.
- Keep a copy of the tracking numbers.

- Return primary test day materials by custom courier (advanced pickup arranged by College Board) by the end of the initial test day or, at the latest, by the next school day after the test administration.
- Keep materials secure until pickup. If the courier service is not available in your area, you will receive an email with alternate directions for returning testing materials.
- Follow the instructions included here and in the diagram on page 38. If you need assistance with shipping, contact TAS at [tas@ets.org](mailto:tas@ets.org).

### Returning Primary Test Day and Makeup Materials

Used answer sheets and other materials needed for scoring from the primary School Day test date must be returned on test day, immediately after all students have finished testing. Answer sheets for students who tested without accommodations must be included, and answer sheets for any accommodated students listed on the NAR must be placed in the white Accommodated Testing envelope. An answer sheet is considered used if it has one or more answers gridded in for the test.

**NOTE:** *If a student attends a preadministration session, but misses the primary test date, securely store the answer sheet with their personal information and/or pre-ID label for use during the makeup administration.*

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

### Returning Two-Week Window Materials

If any students eligible for testing during the two-week accommodated testing window complete testing on the primary test date, you may return their answer sheets with primary test date answer sheets in the white envelope. Do not hold return of the primary test day materials for any two-week eligible answer sheets. If testing some students in one day and others in two days during the window, hold all two-week testing window materials until two-day testing is complete. Depending on when you test, this may be as late as when you return the makeup materials. **Return materials for students testing in the two-week window by October 26, 2017.**

Pick up for the two-week window will be arranged to coincide with the makeup date. If you complete all testing earlier, call TAS to arrange an earlier pickup.

### Shipment of Materials to Cedar Rapids, IA

The Iowa shipment includes the documents listed below, including used answer sheets, required envelopes provided to you, and the completed Supervisor's Report

Form (SRF). See the diagram on page 38 for the correct order of materials and envelopes.

Place items in the box **from bottom to top** in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets.

1. Used standard answer sheets on the bottom.
2. Other answer documents, including:
  - a. Used answer sheets associated with an irregularity, clipped to an SIR.
  - b. Used answer sheets with misplaced marks, clipped together by student.
  - c. Test books with answers to be transcribed because of insufficient or defective answer sheets.
3. White Accommodated Testing Envelope, with the following items inside:
  - ◆ 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.
  - ◆ Defective test books for students listed on the NAR, clipped to corresponding answer sheets.
4. Gray envelope with the following items inside:
  - a. Testing Room Materials Report forms with seating charts
  - b. SAT Testing Staff Agreement Form with staff signatures
  - c. SAT School Day Request to Cancel Test Scores forms (if any)
  - d. Test books involved in an irregularity (if any) and attached to the related SIR. These might include:
    - Defective test books or Essay books.
    - Answers written in test books without College Board approval.
    - Specific irregularities that require the test book to be attached to the SIR (e.g., use of prohibited items).
  - e. Any other SIRs from the administration (Exception: SIRs associated with answer sheets must be clipped to the answer sheets and placed on top of the other used answer sheets).
5. Place the SRF on top and close the box.

Return all materials via UPS using the shipping box (or envelope) with the preapplied label that you received in your test materials shipment. Note the tracking number and file this information in your records. If you have

more than one box, label them with your school name, number and sequence (e.g., “1 of 2,” “2 of 2”). For your information, the labels will be addressed as follows:

**PEARSON PROCESSING CENTER**  
9200 Earhart Lane SW  
Cedar Rapids, IA 52404

If you are missing the preaddressed labels, contact TAS at [tas@ets.org](mailto:tas@ets.org). Give your package to the driver or responsible person so that you will have a traceable receipt from origin to destination and chain of custody for the shipment. Do not use a drop box for shipping used answer sheets.

## Shipment of Materials to Ewing, NJ

The New Jersey shipments contain the following items.

- Nonstandard testing materials, such as USB, braille, reader scripts, etc.
- Test books
- Essay books
- Unused answer sheets (if any)

You will receive a loose test book return label in every box containing test materials. Use the original shipping cartons in which you received your test materials to return your materials. Please note that the labels tend to shift to the bottom of the box during shipment.

When returning materials, keep in mind:

- For testing on the primary test date, return materials no later than the day after the primary test administration.
- For testing in the two-week 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.

You will receive an email from TAS with your pickup date, time, and confirmation number. Record the courier and tracking numbers for each carton, and keep them on file for six months. For your information, the return labels will be addressed as follows:

**Inbound Processing Center**  
200 Ludlow Drive  
Ewing, NJ 08638

## Submitting Payment

After you’ve returned your testing materials, complete the paperwork for submitting payment. **Perform the following steps after each test day.** A few important items on making your payments follow:

- Some states provide special instructions to supervisors about submitting fees. Please follow any state-specific instructions provided by your state department of education.

- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student’s answer sheet to be sure that the grade level is appropriately filled in. **Your school is responsible for students who fill in their grade level incorrectly.**
- **If your school did not have any fee waiver eligible students that tested**, you can submit your online remittance immediately after returning materials.
- If your school did have fee waiver eligible students that tested, wait until December to sign in to the online remittance report. Your school now has the ability to identify students who qualify for fee waivers directly in your online remittance by using a roster of tested students.

1. Sign in to [collegeboard.org/school](http://collegeboard.org/school) to create your remittance report. The site will automatically calculate the payment for you.

If your school had students who tested who were eligible for fee waivers, you will see a roster of students tested and be asked to identify the eligible students. The number of students identified should not exceed the number of fee waivers your school was allocated.

- ◆ Preview a copy of the remittance report to make sure the information you entered is correct.
  - ◆ If you are paying online, print a copy of the report for your records.
  - ◆ If you are mailing your payment, print two copies of the report—one to mail with your payment and one for your files.
2. Make your payment online or mail it. If you’re mailing your payment, enclose appropriate payment per your remittance report. Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible. Include all that apply:
    - ◆ Check or money order payable to College Entrance Examination Board. You may also pay by credit card on your online remittance page. (Send a single check or money order; do not send individual checks for each student.)
    - ◆ Purchase order.
    - ◆ Include Six-digit school (AI) Code.
    - ◆ Explanation of payment by an outside source (for example, school district office or state department of education).

Mail the payment to:

**CB Institutions**  
P.O. Box 30171  
New York, NY 10087-0171

# Appendix

## Acceptable Calculators

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

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

**The following graphing calculators are permitted:**

<b>Casio</b>		<b>Hewlett-Packard</b>	<b>Sharp</b>	<b>Texas Instruments</b>
FX-6000 series	CFX-9800 series	HP-9G	EL-5200	TI-73
FX-6200 series	CFX-9850 series	HP-28 series	EL-9200 series	TI-80
FX-6300 series	CFX-9950 series	HP-38G	EL-9300 series	TI-81
FX-6500 series	CFX-9970 series	HP-39 series	EL-9600 series*	TI-82
FX-7000 series	FX 1.0 series	HP-40 series	EL-9900 series	TI-83/TI-83 Plus
FX-7300 series	Algebra FX 2.0 series	HP-48 series		TI-83 Plus Silver
FX-7400 series	FX-CG-10 (PRIZM)	HP-49 series	<b>Other</b>	TI-84 Plus
FX-7500 series	FX-CG-20 series	HP-50 series	Datexx DS-883	TI-84 Plus CE
FX-7700 series	FX-CG-500*	HP Prime	Micronta	TI-84 Plus Silver
FX-7800 series	Graph25 series		Smart <sup>2</sup>	TI-84 Plus C Silver
FX-8000 series	Graph35 series	<b>Radio Shack</b>		TI-84 Plus CE-T
FX-8500 series	Graph75 series	EC-4033		TI-84 Plus T
FX-8700 series	Graph95 series	EC-4034		TI-85
FX-8800 series	Graph100 series	EC-4037		TI-86
FX-9700 series				TI-89
FX-9750 series				TI-89 Titanium
FX-9860 series				TI-Nspire
				TI-Nspire CM-C
				CAS TI-Nspire CAS
				TI-Nspire CX
				TI-Nspire CX CAS
				TI-Nspire CX-C CAS

\*Use of the stylus is not permitted.

## Unacceptable Calculators

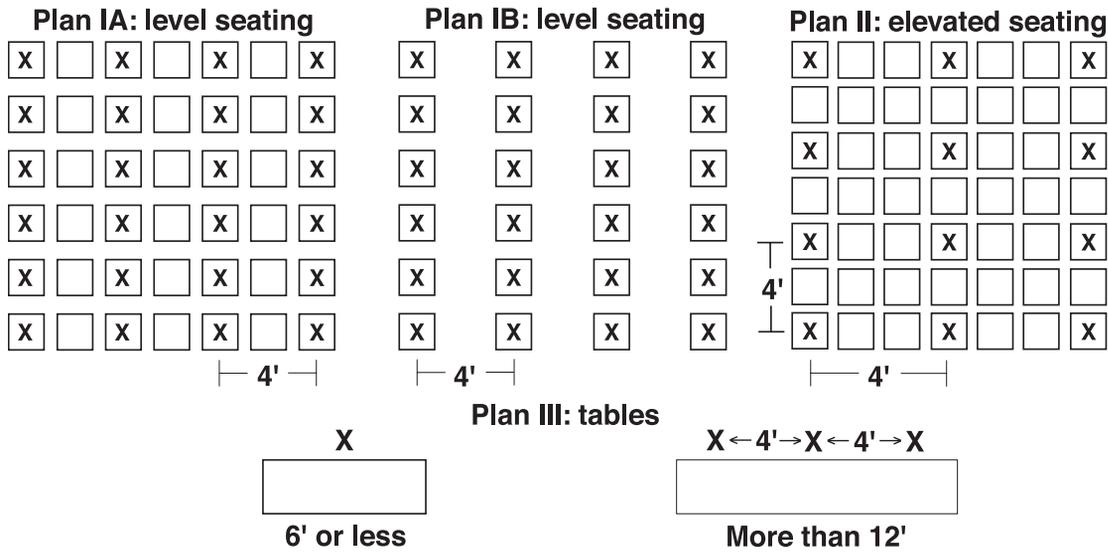
Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone- type features
- Models that have a typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

## Sample Seating Plans

The following sample plans show how to configure seating in various situations.



## Photo ID Requirements

If you are asked to test students who are not attending your school, they must present acceptable photo identification.

- Government-issued military or national ID card
- SAT Student ID form, available at [sat.org/resources](https://sat.org/resources) (must be prepared by the school the student currently attends or by a notary, if homeschooled)

## Acceptable IDs

### ID Requirements

- Be a valid (unexpired) photo identification that is government-issued or issued by the school that the student currently attends. (A school ID from 2016-17 is valid through December 31, 2017.)
- 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 school student currently attends
- Government-issued passport

## Unacceptable IDs

### What to Reject for Identification

- Any document that does not 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

## Timing Charts for Students Testing With Accommodations

	Section	Script 1 Standard Time (Nonstandard Room)	Script 2 Standard Time with Extra Breaks	Script 3 50% Extended Time One- Day Testing	Script 4 100% Extended Time	Script 5 50% Extended Time Two- Day Testing	Script 6 MP3 Audio Users	
1	Reading Test	65 minutes	33 minutes	49 minutes	65 minutes	49 minutes	65 minutes	
			5-minute break					
			32 minutes	49 minutes	65 minutes	49 minutes	65 minutes	
		10-minute break	5-minute break					
2	Writing and Language Test	35 minutes	35 minutes	53 minutes	70 minutes	53 minutes	58 minutes	
							5-minute break	
							57 minutes	
			5-minute break					end Day 1 testing
3	Math Test – No Calculator	25 minutes	25 minutes	38 minutes	50 minutes	38 minutes	50 minutes	
			5-minute break		end Day 1 testing		5-minute break	
4	Math Test – Calculator	55 minutes	28 minutes	42 minutes	55 minutes	42 minutes	55 minutes	
			5-minute break					
			27 minutes	41 minutes	55 minutes	41 minutes	55 minutes	
5	Essay	2-minute break for the SAT with Essay						
		50 minutes	25 minutes	38 minutes	50 minutes	38 minutes	50 minutes	
			5-minute break					
			25 minutes	37 minutes	50 minutes	37 minutes	50 minutes	
Total	SAT	195 minutes	205 minutes	297 minutes	380 minutes	292 minutes	430 minutes	
Total	SAT w/ ESSAY	247 minutes	262 minutes	(N/A)	487 minutes	374 minutes	537 minutes	

## Timing That Requires Combined Scripts

Section		100% Extended Time for Writing & Math on SAT with Essay Script 1 & 4	100% Extended Time for Writing Only on SAT with Essay Script 1 & 4	100% Extended Time for Math Only Script 1 & 4	50% Extended Time for Writing Only on SAT with Essay Script 1 & 3	50% Extended Time for Math Only Script 1 & 3
1	Reading Test	65 minutes	65 minutes	65 minutes	65 minutes	65 minutes
		10-minute break				
2	Writing and Language Test	35 minutes	35 minutes	35 minutes	35 minutes	35 minutes
		5-minute break		5-minute break		5-minute break
3	Math Test – No Calculator	50 minutes	25 minutes	50 minutes	25 minutes	38 minutes
		end Day 1 testing	5-minute break			
4	Math Test – Calculator	55 minutes	55 minutes	55 minutes	55 minutes	42 minutes
		5-minute break		5-minute break		5-minute break
		55 minutes		55 minutes		41 minutes
5	Essay	2-minute break for the SAT with Essay				
		50 minutes	50 minutes	50 minutes	38 minutes	50 minutes
		5-minute break	5-minute break		5-minute break	
		50 minutes	50 minutes		37 minutes	
Total	SAT	(N/A)	(N/A)	285 minutes	(N/A)	246 minutes
Total	SAT w/ ESSAY	387 minutes	302 minutes	337 minutes	277 minutes	298 minutes

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

# Returning Used Answer Sheets and Forms

## 1. Pack

Use the pre-labeled white return box/courier envelope that came with your test materials to pack in the order shown.

### Supervisor's Report Form (SRF)

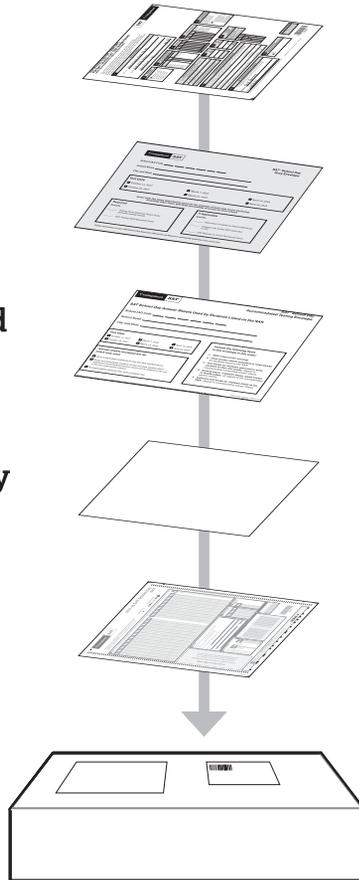
### Gray Envelope

### White Accommodated Testing Envelope

### Ancillary items, if any

### Regular used answer sheets

(SAT on top, followed by SAT with Essay)



## Gray Envelope Contents

- Testing Room Materials Reports
- SAT Testing Staff Agreement form
- Supervisor's Irregularity Reports (SIRs)
- Defective test books, essay books, MP3s, or ATCs
- 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
- Defective test books for students listed on the NAR, clipped to corresponding answer sheets

## Possible Ancillary Items

Place these, if any, on top of the regular used answer sheets.

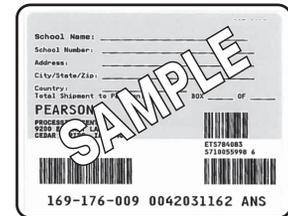
- Used answer sheets associated with an irregularity, clipped to an SIR.
- Used answer sheets with misplaced marks, clipped together by student
- Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

## 2. Ship



- 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). 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 the subsequent boxes.

**NOTE:** Supplied labels may be different from samples shown.

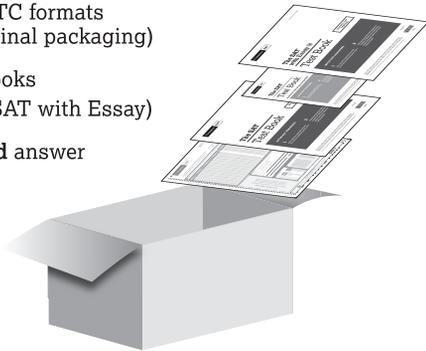


# Returning Test Books, Essay Books, and Unused Answer Sheets

## 1. Pack

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

1. Essay books (if applicable)  
(Place loosely on top in the first return carton.)
2. MP3/ATC formats  
(in original packaging)
3. Test books  
(SAT, SAT with Essay)
4. Unused answer sheets

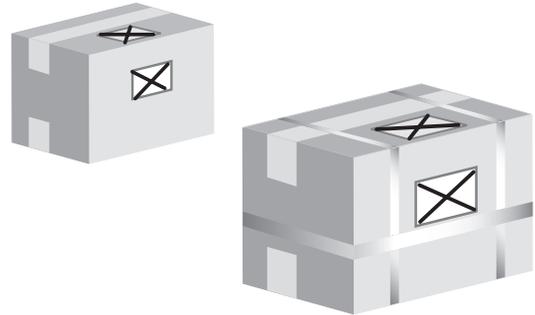


Include **all** packed cartons together in one return shipment and clearly mark them as a set (e.g., "Box 1 of 2").

## 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 supplied loose preprinted UPS labels. (Supplied labels may be different from sample shown.)
- Place new label on box. Do not put two return labels on one box, or cover a return label with another label.
- Note the UPS tracking number (center of the label) for your records.
- On the bottom portion of the label:
  - ◆ Print box number and total number of boxes being sent (e.g., Box 1 of 2).
  - ◆ Print your school name and number.
  - ◆ Note reference numbers for your records.



## 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 TAS through SAT 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 label is missing, contact TAS.

## How to Fill Out the Supervisor's Report Form (SRF)

Use a No. 2 pencil to complete this form.

- 1** Print your school name and address.  
\_\_\_\_\_
- 2** Fill in the oval for the test date.  
\_\_\_\_\_
- 3** Leave blank, unless you're returning answer sheets from makeup testing.  
\_\_\_\_\_
- 4** Print and fill in the ovals for your six-digit school code.  
\_\_\_\_\_
- 5** Leave blank.  
\_\_\_\_\_
- 6** Fill in "No" if you did not test any students with accommodations; otherwise, fill in "Yes."  
\_\_\_\_\_
- 7** If you administered the SAT (no Essay), print the number of SAT:
  - a** Used large-block answer sheets
  - b** Used regular answer sheets
  - c** Total count of used answer sheets  
\_\_\_\_\_
- 8** If you administered the SAT with Essay, print the number of SAT with Essay:
  - a** Used large-block answer sheets
  - b** Used regular answer sheets
  - c** Total count of used answer sheets
- 9** Print and fill in the ovals for the total number of answer sheets you're returning.  
\_\_\_\_\_
- 10** If you are returning transcribed materials, print the number of students with answers transcribed from:
  - a** Braille printouts
  - b** Computer printouts
  - c** Test books (for students approved to write answers in test book)  
\_\_\_\_\_
- 11** Sign and date the form.  
\_\_\_\_\_
- 12** Fill in "No" if you are not submitting an SIR or "Yes" if you are submitting one or more SIRs.  
\_\_\_\_\_

# Sample Supervisor's Report Form (SRF)

## SUPERVISOR'S REPORT FORM (SRF) FOR SAT® SCHOOL DAY TEST SUPERVISORS 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 SRF on top of all other contents in your return shipment.

<b>1</b>	<b>School Information</b>
School Name: <u>Home Town High School</u>	
Address: <u>200 Main Street</u> <small>Number and Street</small>	
<u>Home Town</u> <u>ST</u> <u>12345</u> <small>City State/Country Zip/Postal Code</small>	

<b>2</b>	<b>Scheduled Administration Date</b>
<input checked="" type="radio"/> October 11, 2017 <input type="radio"/> October 25, 2017 <input type="radio"/> March 7, 2018 <input type="radio"/> March 21, 2018 <input type="radio"/> April 10, 2018 <input type="radio"/> April 24, 2018	

<b>3</b>	<b>Actual Test Date (if different from scheduled date)</b>		
	<b>Month</b>	<b>Day</b>	<b>Year</b>
	<input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec <input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> June	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 2017 <input type="radio"/> 2018

<b>4</b>	<b>School Code</b>
9 9 9 9 9 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> H	

<b>5</b>	<b>Test Center Code</b>
Complete ONLY if assigned a test center code for SAT School Day testing in 2017-18. <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	

<b>6</b>	<b>Accommodations Answer Sheets</b>
Are you submitting answer sheets for students receiving accommodations? <input type="radio"/> No <input checked="" type="radio"/> Yes (Enclose all answer sheets for students with accommodations in the white Accommodated Testing Envelope with the NAR.)	

<b>Used Answer Sheet Hand Counts</b>	Count by hand the used answer sheets and record quantities in boxes 7, 8, and 9.	
(a) Used Large-Block Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+	
(b) Used Regular Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+	
(c) Total Count of Used Answer Sheets Returned (a+b)	=	

<b>7</b>	<b>SAT no Essay</b>
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	

<b>8</b>	<b>SAT with Essay</b>
7 175 182	

<b>9</b>	<b>Total Used Answer Sheets Returned</b>
Fill in the box using leading zeros (e.g., 0123) and fill in the corresponding bubbles.	
0 1 8 2 <input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	

<b>10</b>	<b>Transcribed And Other Materials Returned</b>
Ensure that answers for students who used a braille device or computer or wrote answers in their test books are transcribed to a regular answer sheet and included in the Used Answer Sheet Hand Counts above. Count materials that have been transcribed below:	
(a) Braille Printouts	# of students <u>1</u>
(b) Computer Printouts	# of students <u>1</u>
(c) Test Books (for students approved to write answers in test book)	# of students <u>2</u>

<b>11</b>	<b>SAT School Day Supervisor Signature</b>
The total used answer sheets returned have been hand counted. The information above is accurate to the best of my knowledge.	
Signature: <u>David Supervisor</u> Date: <u>10/11/17</u>	

<b>12</b>	<b>Are you submitting a Supervisor's Irregularity Report?</b>
<input type="radio"/> No <input checked="" type="radio"/> Yes	

<b>For Official Use Only</b>
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9



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# Irregularity Chart

Irregularity	What you should do	How to fill out the SIR
<b>Test Site Issues</b>		
<b>Test site closing/ cancellation of testing</b>  Call TAS immediately.	In the event of a storm, power failure, or other emergency: <b>If evacuation is required:</b> <ul style="list-style-type: none"> <li>Ensure student safety and monitor them carefully.</li> <li>Note the time.</li> <li>Ask students to insert answer sheets in test books, close test books, and leave them on their desks, if possible. Lock the testing room.</li> <li>Log onto Test Ordering Site to order makeup test materials.</li> </ul> <b>If you must cancel the test on test day</b> , dismiss students only if instructed to do so, and notify them that they will be testing on the makeup date (or before, if testing in the two-week window). <b>If the cancellation occurs before test day:</b> <ul style="list-style-type: none"> <li>Notify local media.</li> <li>Notify campus/building security.</li> <li>Post a cancellation notice at reporting address, if possible.</li> </ul>	Explain circumstances and impact of issue and section(s) affected. <b>Bubble Page 1, Section 6— “Disturbance/Interruption.”</b>
<b>Changing check-in site</b>  Call TAS immediately.	If you must change your reporting site: On test day, post the address change information at the original reporting address.	
<b>Interruption</b>  Call TAS if problem can't be resolved.	<ul style="list-style-type: none"> <li>Provide clear instructions for student safety.</li> <li>Direct students not to talk or use phones.</li> <li>Collect test books and answer sheets, if necessary.</li> <li>Monitor students if they must leave testing room.</li> <li>If you are able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> </ul>	Note the source, length, and impact of the interruption and the section(s) affected. <b>Bubble Page 1, Section 6— “Disturbance/Interruption.”</b>
<b>Materials That Are Incorrect, Missing, Damaged, or Defective</b>		
<b>Materials missing or damaged before testing</b>  Call OTI immediately.	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.	Note any such irregularity. <b>Bubble Page 1, Section 6— “Missing materials.”</b>
<b>Missing materials during testing</b>  Call TAS immediately.	<ul style="list-style-type: none"> <li>Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>Do not allow any student to leave the testing room until materials are accounted for.</li> <li>If materials are not located, put proctor in charge of the testing room and contact supervisor.</li> <li>If materials were unable to be used or missing as of test day, log onto Test Ordering Site to order makeup test material.</li> </ul>	<b>Bubble Page 1, Section 6— “Missing materials.”</b>
<b>Missing test book after testing</b>  Call TAS immediately.	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.	Explain the circumstances fully. <b>Bubble Page 1, Section 6— “Missing materials.”</b>

**Irregularity**

**What you should do**

**How to fill out the SIR**

**Insufficient number of answer sheets**



Call TAS immediately.

- Instruct students to write their names, school number, and test date on the back covers of their test books. Tell them to circle multiple-choice answers and write student-produced responses in their test books.
- On front cover of test book, write “Answers in test book need to be transcribed.”
- Use a rubber band to group together all books that have answers marked in them.

**Bubble Page 2, Section 7b Student Errors/Issue: “Student recorded answers in book without approved accommodation”**

**Incorrect answer sheet in the SAT or SAT with Essay room**



Call TAS if assistance is needed.

- Provide a correct answer sheet, if possible. Direct student to print their name on the new answer sheet, then continue in the appropriate place. (If no correct answer sheets are available, call TAS for assistance.)
- After the test is over, have student complete their name (1), school information (2–3), date of birth (5), sex (15), and test information (44–47) on the answer sheet. Clip answer sheets together.
- Return with other used answer sheets.

Describe the situation.  
**Bubble Page 2, Section 7b Student Errors/Issue—“Student needed second answer sheet.”**

**Defective answer sheet**

- Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.
- If an extra answer sheet is not available, the student may circle multiple-choice and write student-produced responses in their test book.
- If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration.
- After testing is over, have the student complete their name (1), school information (2-3), date of birth (5), sex (15), and test information (44-47) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.
- Return with other used answer sheets.
- If responses are marked in test book, on the front cover of the test book, write “Answers in test book need to be transcribed.”

Describe the defect and note any loss of testing time, and if time was made up, when. Include the Litho Code number from front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR.  
**Bubble Page 2, Section 7b Defective Material Issue Complete Comment section on page 3.**

**Defective test book**



Call TAS immediately if the defect appears in several test books.

- If possible, replace with a book with the same form code that does not have the same defect, and direct the student to continue with original answer sheet.
- If the test book can't be replaced with one that has the same code, dismiss the student and tell them they will be taking a makeup test. Add this student to your list of makeups needed and log onto the test ordering site to order makeup testing materials.
- If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.
- On front cover of the test book, print “Defective,” and identify error, school number, and location and nature of defect.

Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the SIR.  
**Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose “Other” and describe.**

**Admission/Identification Issues**

**Student changing from standard to nonstandard administration**

- When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office:
- Mark the student as absent on the standard room list.
  - Add the student to the nonstandard room list and note their SSD eligibility number.

Explain the reason for the change.  
**Bubble Page 2, Section 7b Other Issue—“Other.”**

Irregularity	What you should do	How to fill out the SIR
<p><b>Student sent to wrong room</b></p>  <p>Call TAS immediately.</p>	<ul style="list-style-type: none"> <li>▪ If any student is moved to another room after the test books are distributed and the test begins, fill out an SIR.</li> <li>▪ If the student completed the incorrect test, tell them they will be taking a makeup test. Add this student to your list of makeups needed and log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Explain the reason for the change.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue “Student seating in wrong room.”</b></p>
<b>Security Violations/Student Misconduct</b>		
<p><b>Observed misconduct</b></p>  <p>Call TAS immediately.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Note the student’s name. Collect the test book and answer sheet and dismiss the student. Do not readmit the student to the testing room.</li> <li>▪ Notify the test supervisor immediately.</li> <li>▪ 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.</li> <li>▪ If pages are missing or damaged, indicate which pages on the SIR.</li> </ul> <p><b>Do not allow the student to leave the testing room until you have called TAS.</b></p>	<p>Attach test book to SIR. Provide the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student/Errors Issue—“Student removed or attempted to remove test materials,” or “Student impersonated another student,” or “Student left early/left without permission.”</b> Note pages and sections.</p>
<p><b>Test book misuse/working on the wrong section</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ If behavior continues, collect the test book and answer sheet. Dismiss the student. Do not readmit the student to the testing room.</li> <li>▪ 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.</li> <li>▪ Return answer sheets with other used answer sheets.</li> </ul>	<p>Note the section(s) affected, and attach the test book. Provide the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student/Errors Issue—“Student worked after time called,” or “Student worked on wrong section,” or “Student obtained improper access to test/part of test.”</b></p>
<p><b>Noises made by or use of prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul> <p><i>Medical devices, such as insulin pumps (without mobile phones), are allowed with an approved accommodation.</i></p>  <p><b>Supervisor:</b> If you have any suspicion that the device was used to share test information, immediately call TAS while the student is still in your charge.</p>	<p>If a student’s prohibited device makes noise or if the student is observed using any prohibited electronic device in the testing room or during a break:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to turn it off and hand it to you immediately. (Return the device after it has been checked for testing content.)</li> <li>▪ Inform the student that you must write up the incident and that his or her scores will be canceled, and that the device will be returned.</li> <li>▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Prohibited electronic device.”</li> </ul>	<p>Note that the device made noise or was in use. Attach the test book to the SIR. Provide the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student/Errors Issue—“Student used a mobile phone or prohibited device, or it made noise.”</b></p>

Irregularity	What you should do	How to fill out the SIR
<p><b>Calculator misuse/prohibited aids, including:</b></p> <ul style="list-style-type: none"> <li>▪ Pens, highlighters, or mechanical or colored pencils</li> <li>▪ Books, dictionary, or references</li> <li>▪ Compass, ruler, protractor, or cutting device</li> <li>▪ Scratch paper or notes</li> <li>▪ Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features</li> </ul> <p><i>(Unless an approved accommodation)</i></p>	<p>If a student is seen using a calculator on a no-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ Tell the student that a subsequent violation will be grounds for dismissal.</li> <li>▪ If the student continues, collect test book and answer sheet and dismiss student.</li> <li>▪ On front cover of test book, note the student's name and write "Prohibited item."</li> </ul>	<p>Attach the test book to the SIR. Provide the student's name.</p> <p><b>Bubble Page 2, Section 7b Student/Errors Issue—"Student used an unauthorized aid."</b></p>
<p><b>Refusal to follow instructions</b></p>  <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Inform the student that you must write up the incident and that his or her scores will be canceled.</li> <li>▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student's name and write "Refusing to follow instructions."</li> </ul>	<p>For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR.</p> <p><b>Bubble Page 2, Section 7b Student/Errors Issue—"Student failed to follow test administration regulations," or "Student gave or received help."</b></p>
<b>Misadministration</b>		
<p><b>Accommodations given that were not approved</b></p>	<ul style="list-style-type: none"> <li>▪ Stop testing and collect the student's test materials and answer sheet.</li> <li>▪ Advise the student that they have received accommodations that were not approved. The College Board will contact the student about retesting options.</li> <li>▪ Dismiss the student.</li> <li>▪ The student may be eligible for a makeup. Add the student to your list of possible makeups needed and log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Provide the student's name. Note accommodation given and actions taken.</p> <p><b>Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."</b></p>
<p><b>Approved accommodations not given</b></p>	<ul style="list-style-type: none"> <li>▪ Advise the student that accommodations they were approved for were inadvertently not provided, and that the issue will be reported to the College Board to determine available test options.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student.</li> <li>▪ The student may be eligible for a makeup. Add the student to your list of possible makeups needed and log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Provide the student's name. Note accommodation not given and actions taken.</p> <p><b>Bubble Page 2, Section 7b Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."</b></p>

Irregularity	What you should do	How to fill out the SIR
<p><b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b></p>  <p>Call TAS if the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>▪ Note stop time and inform students that the testing time will be adjusted.</li> <li>▪ Once testing resumes, adjust testing time.</li> <li>▪ Monitor students at all times inside and outside the testing room.</li> <li>▪ Tell students that they should contact customer service if they feel they were affected.</li> <li>▪ If you were unable to resume testing, log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Note the length and impact of the disturbance.</p> <p><b>Bubble Page 1, Section 6—“Disturbance/Interruption.”</b></p>
<p><b>Undertiming</b></p>  <p>Call TAS.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Students may be eligible for makeup testing. If so, log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Note the section(s) affected and timing discrepancy.</p> <p><b>Bubble Page 1, Section 6—“Undertiming”(for a group), or Page 2, Section 7b Student Errors/Issue—“Test was Undertimed” (for an individual).</b></p>
<p><b>Overtiming</b></p>  <p>Call TAS.</p>	<ul style="list-style-type: none"> <li>▪ Make no adjustment.</li> <li>▪ Students may be eligible for makeup testing. If so, log onto the test ordering site to order makeup testing materials.</li> </ul>	<p>Note the section(s) affected and timing discrepancy.</p> <p><b>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.</b></p>
<p><b>Testing staff issues</b></p>  <p>If administration is compromised, call TAS immediately.</p>	<p>In the case of distracting behavior, incorrect directions, or material distribution, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test supervisor will determine next steps.</p>	<p>Note the impact of the issue and the section(s) affected.</p> <p><b>Bubble Page 1, Section 6 for group irregularities—choose correct issue from list, or Page 2, Section 7b Test Delivery Issue—for individual irregularities choose correct issue from list. Complete the comments and the student information and sign.</b></p>
<b>Student Issues</b>		
<p><b>Excessive breaks</b></p> <p><b>This irregularity does not apply to students approved for “breaks as needed.”</b></p>  <p>Call TAS if there is a security concern.</p>	<ul style="list-style-type: none"> <li>▪ Ask the student the reason for excessive breaks (Is the student ill?).</li> <li>▪ If the student is ill, follow the instructions under “Illness.”</li> <li>▪ Collect the test book and answer sheet; return them when the student reenters. Do not allow extra time.</li> <li>▪ Have the room or hall proctor check where the student is going during breaks.</li> </ul>	<p>Note the student's name.</p> <p><b>Bubble Page 2, Section 7b Other Issue—“Other.”</b></p>

Irregularity	What you should do	How to fill out the SIR
<b>Illness</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ If the student is unable to continue, advise him or her of the cancellation policy. (The cancellation policies are given about four pages into the SAT script, just before the start of the first test section.) If the student cancels their scores, you may log onto the test ordering site to order makeup testing materials, counting the student as an “absentee.”</li> <li>▪ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.</li> <li>▪ 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.</li> </ul>	<p>Note length of absence, the student(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.”</b> Also bubble Page 2, Section 7a “Did student complete testing?” (Yes or No).</p>
<b>Using pen or wrong type of pencil</b>	<p>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.</p>	<p>Explain the circumstances fully. Note section(s) affected.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student used an unauthorized aid.”</b></p>
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>▪ Check the student’s ID if the student is unfamiliar to you, and provide a new answer sheet associated with that type of testing (e.g., Essay or non-Essay) if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. (If no extra answer sheets are available, follow the procedures under “Defective Answer Sheet,” page 43). Tell the student to print his or her name on the new answer sheet, then continue in the appropriate place.</li> <li>▪ After the test is over, have the student complete their name (1), school information (2–3), date of birth (5), sex (15), and test information (44–47) on the answer sheet. Clip answer sheets together.</li> </ul>	<p>Provide the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</b></p>
<b>Answers written in test book, but not recorded on answer sheet</b>	<p>This irregularity does not apply to students approved for “writing answers in test book.”</p> <ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet.</li> <li>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> <li>▪ On the front of the test book, note the student’s name and write “Answers in test book.”</li> </ul>	<p>Note the reason why the student wrote the answers in the test book. Attach the test book to the SIR.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</b></p>
<b>Answer sheet left blank or completely erased</b>	<ul style="list-style-type: none"> <li>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</li> <li>▪ Tell the student that the answer sheet will be scored unless the student cancels the scores by the fourth business day after the test.</li> <li>▪ 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.</li> <li>▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing.</li> </ul>	<p>Explain the circumstances fully. Note the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student failed to follow test administration regulations.”</b></p>

Irregularity	What you should do	How to fill out the SIR
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Inform the student that canceling scores for the math section of the SAT means that the entire test will be canceled.</li> <li>▪ If the student decides to cancel, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The associate supervisor must also sign.</li> </ul>	<p>Document the malfunction.  <b>Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”</b></p>
<b>Test question ambiguity</b>	Report the type of question ambiguity.	<p>Add any student information if possible, as full a description as possible, and your contact information.  <b>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in the comments section on page 3.</b></p>

# Sample Supervisor's Irregularity Report (SIR)

## SAT SCHOOL DAY SUPERVISOR'S IRREGULARITY REPORT (SIR)

**2. Testing Start Date**

Month	Day	Year
<input type="radio"/> Jan	<input type="radio"/> 1	<input type="radio"/> 2017
<input type="radio"/> Feb	<input type="radio"/> 1	<input type="radio"/> 2017
<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 2017
<input type="radio"/> Apr	<input checked="" type="radio"/> 2	<input type="radio"/> 2017
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2017
<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 2017
<input type="radio"/> Jul	<input type="radio"/> 4	<input type="radio"/> 2017
<input type="radio"/> Aug	<input type="radio"/> 5	<input type="radio"/> 2017
<input type="radio"/> Sep	<input type="radio"/> 6	<input type="radio"/> 2017
<input type="radio"/> Oct	<input type="radio"/> 7	<input type="radio"/> 2017
<input type="radio"/> Nov	<input type="radio"/> 8	<input type="radio"/> 2017
<input type="radio"/> Dec	<input type="radio"/> 9	<input type="radio"/> 2017

**1. GENERAL INSTRUCTIONS TO SUPERVISOR:** Form 1 of 1

Refer to the Irregularities Chart in your manual for when to use this form and when to call Test Administration Services (TAS). **IMPORTANT: Call TAS using the School Day support number in your manual immediately if test materials are missing or damaged.** Report each irregularity on a separate SIR, and return all SIRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2-9 and 11 as appropriate to the irregularity type. The staff member reporting the incident **MUST** sign the form in section 10.
- Attach (but do NOT staple) any defective materials to the SIR.
- As a last step, on each form, fill in "Form \_\_\_ of \_\_\_" (e.g., "1 of 3") at the top of this box.

**3. PROGRAM**  SAT  Standard  Nonstandard Room Number 208

**4. SCHOOL INFORMATION:**

School/Institution Name and Address: \_\_\_\_\_

Name: Home Town High School

Address: 200 Main Street

City: Home Town

State/Province: ST

Postal Code: 12345

Country: U.S.A.

**4a. School Code**

9	9	9	9	9	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**4b. Scheduled Administration Date**

Month	Year
<input type="radio"/> Jan	<input type="radio"/> 2017
<input type="radio"/> Feb	<input type="radio"/> 2017
<input type="radio"/> Mar	<input type="radio"/> 0
<input type="radio"/> Apr	<input type="radio"/> 1
<input type="radio"/> May	<input checked="" type="radio"/> 2
<input type="radio"/> Jun	<input type="radio"/> 3
<input type="radio"/> Jul	<input type="radio"/> 4
<input type="radio"/> Aug	<input type="radio"/> 5
<input type="radio"/> Sep	<input type="radio"/> 6
<input type="radio"/> Oct	<input type="radio"/> 7
<input type="radio"/> Nov	<input type="radio"/> 8
<input type="radio"/> Dec	<input type="radio"/> 9

**4c. Test Center Code**

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**5. TEST BOOK INFORMATION:**

SAT  SAT with Essay  Test ID \_\_\_\_\_ Form Code \_\_\_\_\_ Test Book Serial Number \_\_\_\_\_

**6. GROUP IRREGULARITIES INFORMATION:**

Did group complete testing?  Yes  No

Round up for overtimings and undertimings. For example, for 2.5 minutes you should fill in the circle for 3-4 minutes.

Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.

**6a. Number of Affected Students**

0	0	3	1
0	0	0	0
1	1	2	2
2	2	3	3
3	3	4	4
4	4	5	5
5	5	6	6
6	6	7	7
7	7	8	8
8	8	9	9

**6b. Testing Room Code**

0	9	0
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

- Fill in the circle in front of each case that applies.
- Write the names of involved students on the last page of the SIR.
- To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call TAS immediately in such situations.
- Use the COMMENTS section on page 3 to describe the events and actions taken.

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

- Staff gave incorrect, unapproved, or no accommodations
- Staff gave incorrect instructions
- Staff did not give breaks
- Staff did not announce remaining time
- Testing started late. Time testing started: \_\_\_\_\_
- Test materials were distributed/collected incorrectly
- Other: \_\_\_\_\_

**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
- More than one correct answer

- Wording is ambiguous
- Not enough information to answer question

- Other: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Email Address: \_\_\_\_\_

Student's Mailing Address: \_\_\_\_\_

Test Book Serial #: \_\_\_\_\_ Test Section #: \_\_\_\_\_ Test Question #: \_\_\_\_\_

Page 1

DO NOT WRITE IN THIS AREA

Page 2

Describe all events and actions taken.

State

<input type="radio"/> AL	<input type="radio"/> IL	<input type="radio"/> MT	<input type="radio"/> RI	<input type="radio"/> PR
<input type="radio"/> AK	<input type="radio"/> IN	<input type="radio"/> NE	<input type="radio"/> SC	<input type="radio"/> AA
<input type="radio"/> AZ	<input type="radio"/> IA	<input type="radio"/> NV	<input type="radio"/> SD	<input type="radio"/> AE
<input type="radio"/> AR	<input type="radio"/> KS	<input type="radio"/> NH	<input type="radio"/> TN	<input type="radio"/> AP
<input type="radio"/> CA	<input type="radio"/> KY	<input type="radio"/> NJ	<input type="radio"/> TX	<input type="radio"/> U.S. Terr.
<input type="radio"/> CO	<input type="radio"/> LA	<input type="radio"/> NM	<input type="radio"/> UT	<input type="radio"/> Other
<input type="radio"/> CT	<input type="radio"/> ME	<input type="radio"/> NY	<input type="radio"/> VT	
<input type="radio"/> DE	<input type="radio"/> MD	<input type="radio"/> NC	<input type="radio"/> VA	
<input type="radio"/> DC	<input type="radio"/> MA	<input type="radio"/> ND	<input type="radio"/> WA	
<input type="radio"/> FL	<input type="radio"/> MI	<input type="radio"/> OH	<input type="radio"/> WV	
<input type="radio"/> GA	<input type="radio"/> MN	<input type="radio"/> OK	<input type="radio"/> WI	
<input type="radio"/> HI	<input type="radio"/> MO	<input type="radio"/> OR	<input type="radio"/> WY	
<input type="radio"/> ID	<input type="radio"/> MS	<input type="radio"/> PA		

room

vided answers

rs in book without approved accommodation

answer sheet

essay testing room early.

tribution of essay

ution of essay book

alfunction

ther student

e called Minutes: \_\_\_\_\_

g section Minutes: \_\_\_\_\_

rized aid (e.g., dictionary)

out permission

help

ame in COMMENTS section on page 3)

rohibited device, or it made noise

on non-calculator section

mpted to remove test materials

er access to test/part of test

st administration regulations

causing testing to start/end late

on answer sheet with another student's

- 1-2 minutes
- 3-4 minutes
- 5-7 minutes
- 8 minutes or more





# Testing Room Materials Report for SAT® School Day Testing

**SAT**®

CollegeBoard

## Directions for Test Center Supervisor

- Before issuing materials to the associate supervisor, fill in **blocks 1, 2, and 3**.
- Enclose all copies of this form in the supervisor's **GRAY envelope** and return with used answer sheets.

## Directions for Associate Supervisor

- Complete the seating chart on the back of this form in **Part B** to record how test books were distributed in the room.
- At the end of testing:** Complete all information on the front of this form in **Part A (blocks 4, 5, and 6)** and sign it in **block 1**.
- Return this report, including any additional seating charts (for sections of a large room), to the test center supervisor.

### 1 TESTING ROOM INFORMATION

Test Date: \_\_\_\_\_ School (AI) Code: \_\_\_\_\_

Room Number: \_\_\_\_\_ Room Type:  Standard  Nonstandard

*Print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.*

Associate Supervisor \_\_\_\_\_  
Name (please print) \_\_\_\_\_ Signature \_\_\_\_\_

## Part A: Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
	<i>Total number of books received:</i>		_____ to _____ _____ to _____ _____ to _____
3	ESSAY BOOKLETS RECEIVED (IF ANY)	QUANTITY	
	<i>Total number of Essay booklets received:</i>		
4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
	<i>Used test books returned:</i>		_____ to _____ _____ to _____ _____ to _____
	<i>Unused test books returned:</i>		_____ to _____ _____ to _____ _____ to _____
	<i>Total number of test books returned:</i>		
5	USED ANSWER SHEETS RETURNED	QUANTITY	
	<i>Total number of used answer sheets returned:</i>		
6	ESSAY BOOKLETS RETURNED (IF ANY)	QUANTITY	
	<i>Used Essay booklets returned:</i>		
	<i>Unused Essay booklets returned:</i>		
	<i>Total number of Essay booklets returned:</i>		

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