

Fall 2017

## SAT® SCHOOL DAY

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# Standard Testing Manual

### Look inside for:



SECURITY REQUIREMENTS



STANDARD TEST  
DAY SCRIPTS



TESTING ROOM  
PROCEDURES

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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](http://collegeboard.org)

## Contact Information for Supervisors

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

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

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

**EMAIL:** [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 associate supervisor, you play an important role in ensuring the successful administration of the SAT, an important milestone on the path to college for many students. Testing during the school day in a familiar, easily accessible environment allows the SAT School Day to serve as part of an integrated approach to improving college and career readiness within your community. It also means that more students can participate in College Board programs that support college access.

Your test supervisor will provide you with the training and materials you need to administer the test.

## Important Changes to Fall 2017 SAT School Day

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

1. Your test supervisor will manage all materials online through the test ordering site at [collegeboard.org/school](http://collegeboard.org/school), eliminating the need for registration paperwork. Centralized ordering allows your school to manage the roster of who is testing at your school. It is also possible that your school will receive pre-identification (pre-ID) labels for your students to ensure accurate answer sheets for scoring.
2. Admission tickets are no longer issued, making your test administration easier and more manageable.
3. The Nonstandard Administration Report (NAR) will display all October test takers approved by the College Board for accommodations, which test materials they should use, and when they should test. Some accommodations may apply to students testing in your standard testing 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 student questionnaire form. They can also order four free score sends.
  - b. The answer sheet also includes a testing room code field. Your test supervisor may choose to assign a three-digit code to each testing room to allow more timely identification of answer sheets related to any reported irregularities.
5. Your test supervisor should arrange a preadministration session to allow your students to complete questionnaire information and request their four free score sends before test day. On test day, you will need to make sure to hand each student their matching, prefilled answer sheet.

## Using This Manual

This manual is for use in the standard room 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
-  Security Requirement

### Manual Organization

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

You’ll find the script and additional information in “Standard SAT Script.” Again, read through the script before test day to be prepared.

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

- SAT Section Timing Chart for Standard Timing
- Acceptable Calculators
- Sample Seating Chart
- School Day Irregularity Chart
- Sample Supervisor’s Irregularity Report (SIR)

## 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](http://sat.org) to learn more about the SAT Suite of Assessments.

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

Here are a few important points:

- Students should be encouraged to give their best answer for every question; there is no penalty for guessing.
- For standard timing, students receive two breaks and, if taking the SAT with Essay, a third short stretch break.

## Test Facts

### Test Sections and Timing

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

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

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

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

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

**Essay (in separate book):** Students are asked to read a source text and analyze how the author builds an argument to persuade an audience. Time allotted: 50 minutes

### Administrative Time in the Standard Testing Room

Filling out the personal information on the answer sheet can take students up to 45 minutes. **Your supervisor should schedule a session before test day for these preadministration activities.**

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

### SAT School Day Tests

Schools will have the option to order and administer:

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

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

## Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual. Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test-day experience.

### SAT Test Materials

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

The following accommodations, if not combined with others, can be offered in the standard room. The Nonstandard Administration Report (NAR), which will be printed from SSD Online by your school's SSD coordinator, will indicate the room type, scripts to use, testing materials, and test dates for all students who are testing with accommodations.

If you have any students in your room with these accommodations, the supervisor will notify you so that you can be prepared to test these students:

- 14 pt large print test book
- Large-block answer sheet
- Magnifier
- Written copy of oral instructions
- Permission for food/medication
- Wheelchair accessibility
- Preferential seating
- Record answers in test book
- Use of colored overlay
- Auditory Amplification/FM System

# Before Test Day

## Prepare Yourself for Test Day

- Read through the scripts in this manual.
- Review the information in “During the Test” about conducting the test and reporting any irregularities.
- Familiarize yourself with the Irregularity Chart in the Appendix to prepare yourself for common testing irregularities (i.e., illness, students working in the wrong section of the answer sheet, etc.).

Your test supervisor should schedule a prep session and training for all associate supervisors.

## Preparing Your Room

### 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.

Your supervisor will assign you a testing room before test day. The seating of students on test day must conform to the requirements given. See the sample seating plans in the Appendix to help you arrange the seating in your room.

## Seating Requirements for 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, to minimize the chance of friends and family members being seated next to one another.

 Students may not select their own seats.

## During the Test

This section covers all your test-day activities, from admitting students to the procedures for returning your test materials to the supervisor immediately after testing ends.

### Test Day Schedule

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

### Sample Standard Test Day Schedule

(Times are approximate.)

Time	Task
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	The supervisor reviews staff and room assignments and distributes materials, 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 time administration of SAT with Essay.

### Timing of the Test and Breaks

The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the entire amount of time; they cannot move on to the next SAT section until time is called. A timing chart is supplied in the Appendix.

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

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

### Scheduled Breaks

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

### Unscheduled Breaks

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

- Inform students that they will not get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect the test book and answer sheet before the student leaves the room. **Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed.** Also collect any English Language Learners (ELL) supports (translated directions or glossary) that the student may be using.
- When the student returns, if the student is unfamiliar to you, check 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.

## Equipping the Testing Room

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

### Supplies for Associate Supervisors

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

- Testing Room Materials Report form, listing the serial numbers of the test books assigned to the testing room
- Standard (purple) multiple-choice test books in serial number order, along with Essay books, if testing with Essay
- Answer sheets (sorted by correct testing room) may include:
  - ◆ Pre-labeled answer sheets (if your school uses pre-ID labels) and/or answer sheets that were used in a preadministration session
  - ◆ Blank answer sheets or large-block answer sheets, if necessary (enough for all students in the testing room, or a few extra if using pre-labeled and/or pre-gridded answer sheets).
- Student Answer Sheet Instructions* booklets for students who need them for completing their information
- A copy of the room roster showing students assigned to the testing room
- NAR (for any students testing with accommodations in your room), if applicable
- 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"), if available
- This *SAT School Day Standard Testing Manual*
- Supplemental Instructions* memo, if applicable, for students with pre-ID labels who did not participate in a preadministration session
- Printed English Language Learners (ELL) supports (translated instructions and/or word-for-word bilingual glossaries) for students (if any) who have been identified as needing them.

Other items needed in the testing room are:

- A pencil sharpener
- A supply of No. 2 pencils
- One or more blank answer sheets for students who might need them

Staff must post information in a location visible to all students in the room.

## Maintaining Security During Testing

### Conducting the Test

Make sure you understand and follow these policies:

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

Immediately report significant problems or events that interfere with specific testing procedures, or that compromise test security, either before or on test day.

### Distributing Answer Sheets

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

### Accounting for Test Materials

Complete the seating chart on the back of the Testing Room Materials Report form by listing the serial number of the multiple-choice test book distributed to each seat and student name, if time allows. This will allow you to account accurately for test materials. Later, when you prepare to return materials to the supervisor, you will record the serial numbers of the test books that you are returning on the front of the form.

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

If a test book is missing before testing has begun, determine the serial number of the missing book and then check the desk of the student who was assigned that serial number as well as the desks of students who received the test books with serial numbers before and after the serial number of the missing book.

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check each student desk (even unoccupied desks, since the test book may have been placed there).

⚠ If the test book is still missing, ask the test supervisor to call TAS immediately. Report the incident on an SIR.

## Preventing Copying and Communication

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

- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A 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 to your supervisor immediately.

## Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of approved calculators (see the Appendix for a list of 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 on the Math Test – Calculator section, 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.

## Reporting Test Administration Irregularities

### Using the Irregularity Chart

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

⚠ Tell the supervisor immediately about timing irregularities or other issues.

Use the SIR to record an irregularity, including:

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

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

Irregularities filed by associate supervisors must be countersigned by the test supervisor, who should add any information that might be useful. Tell students that a report will be submitted, but inform them that if they feel they were affected, they can 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.
- 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
- Test 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 the SIR. Advise students that all feedback is welcome. Tell them that their scores could be delayed while their complaint is being reviewed, in the event additional investigation is required.

Students with concerns should be advised to contact the College Board by the fourth business day after the test date. (Email addresses and phone numbers are given on the inside front cover of this manual.)

## Testing in the Standard Room

The scripts in this section are for testing in the standard rooms using the test books with purple covers.

Uniform testing conditions depend on your reading the scripts exactly as detailed in this section. Take time to study the scripts before test day.

## Checklist

**If available, post the following flyers on the door of the testing room:**

- “No Electronic Devices!”
- “Quiet, Please.”

**Post this information for students:**

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

**Ensure that all materials are for standard testing.**

- ⓘ Do not distribute any test materials until instructed to do so in the scripts.
  - Test books should have a purple cover. Testing students with blue test materials using the scripts in this manual will result in a misadministration and canceled scores.
  - In addition, the test materials should match the administration in your room:
    - ◆ The standard answer sheets for SAT (no Essay) are salmon. Large-block answer sheets for SAT (no Essay) have a salmon box around the title.

- ◆ The standard answer sheets for SAT with Essay are gray. Large-block answer sheets for SAT with Essay have a gray box around the title.

**NOTE:** *Essay books, if any, will have a purple bar as well as an essay icon. Essay books should be distributed only after students have completed all four sections of the SAT test.*

### If you're collecting personal belongings from students:

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

**Check that students are in the correct testing room.**

**Read scripts in tinted boxes aloud EXACTLY as written.**

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

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

## Throughout the Test, Follow These Procedures

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

### Time the Section

- Enter the start and stop times as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals. This is particularly important if your room clock malfunctions.

- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting you.

Refer to the Section Timing Chart in the Appendix to ensure that you have correctly calculated the stop time.

### Monitoring Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart in the Appendix.

### After Testing Begins

- On the Testing Room Materials Report form provided to you by the supervisor:
  - ◆ Account for all test materials (used and unused) in Part B of the form. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 5 of this manual.
  - ◆ Make a note of the count of Essay books (if applicable).
- Complete the seating chart on the back of the Testing Room Materials Report form to record where each student is seated as well as the order in which you handed out the test books.

### During Breaks

- Post the break time and include what time students should return to their seats.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.
- Students are not allowed to use phones during breaks for any reason. If they haven't been collected, phones must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Do not allow students to access their bags or backpacks until the test is over.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

# Standard SAT Script

## At all administrations, say:

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

If you have questions about any of the instructions I give you, please ask them, so that you can be sure of doing your best.

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

## Continue by saying:

The College Board has rules that are designed to give each of you an equal opportunity to show your abilities. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:

- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test
- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Using a calculator during a non-calculator section
- Marking answers after time is called
- Sharing test questions or answers with anyone during or after the test
- Using any unauthorized testing aids, including phones, during testing or on breaks
- Attempting to take the test for someone else

You may also be dismissed for:

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

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

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

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

By this time you should have turned in all phones, or any other electronic devices. If anyone still has an electronic device of any kind, please power it off and turn it in to me now, and it will be returned to you at the end of the test.

### OR

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

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

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

### Now say:

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

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

### Once desks are cleared of prohibited items, say:

I will take a moment now to look around and make sure you are using approved calculators. *[pause]*

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk (unless approved as an accommodation).

- Mobile phones or smartphones
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

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#### Then say:

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

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

- ⓘ If you are administering the SAT with Essay in your room, place the Essay books aside in a location where students can't access them (these will be distributed after test books are collected and before Section 5 begins).

#### Distributing Answer Sheets

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

---

#### Next, say:

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

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

---

#### A If your school held a preadministration session, say:

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

If your answer sheet has a label, please check that it is correct. You'll be given time to complete the remaining boxes after the test. *[pause]*

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, or if students have incorrect information on their answer sheets, give them blank answer sheets and read the scripts under (B) to them. **For all other students with labeled answer sheets, proceed to "Distributing Test Books."**

**OR**

---

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

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

---

#### For boxes 2 and 3, say:

Find box 2. Raise your hand if you do not attend this school, and I will come over and help you answer this question. Everyone else, fill in the bubble for "Yes," then print our school's name, city, and state. You may leave the country line blank. Look up when you are done. *[pause]*

In box 3, print our six-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you are done. *[pause]*

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

**\*Box 4–Optional Code: Read script (A) to students if your school is NOT using optional codes. If your school uses optional codes, read script (B). (Read only one option.)**

- (A) If your school doesn't use optional codes, for box 4, say:**

Don't make marks in box 4, "Optional Code."

**OR**

Fill in the optional code before reading script (B).

- (B) If your school does use optional codes, read the directions your supervisor has prepared:**

In box 4, print \_\_\_\_\_ and fill in the corresponding bubbles. *[pause]*

**For box 5, say:**

Move on to box 5 and enter your date of birth. Raise your hand if you have any questions. Look up when you're done. *[pause]*

**For box 12, say:**

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

**For box 15, say:**

Find box 15 on page 3 (or page 6 of the large block answer sheet). Mark the correct bubble in box 15.

### Distributing Test Books

**Now say:**

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

Distribute to each student the appropriate test materials in serial-number order, including translated directions and/or word-for-word glossaries for students who need them.

**Continue by saying:**

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

**Then say:**

When you have finished reading, please look up. *[pause]*

Are there any questions about the information you just read? *[pause]*

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

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

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

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

**To students using a large-block answer sheet, say:**

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

**When all students are ready, say:**

On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_. *[pause]*

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

For the next set of instructions, students must correctly copy codes from their test books onto their answer sheets to ensure proper scoring of their tests.

**For the Form Code field, say:**

On the back cover of your test book, find the box labeled "44-Form Code." Copy the letters and numbers onto box 44 of your answer sheet exactly as shown on the back of your test and fill in the bubbles. *[pause]*

**For the Test ID field, say:**

Now find the box labeled “Test ID.” Copy the number onto your answer sheet in box 45. *[pause]*

**For the Test Book Serial Number field, say:**

Look at the front cover of your test book. Find the area in the upper right-hand corner of the test book labeled “Test Book Serial Number” and enter the number printed onto box 46, “Test Book Serial Number” on your answer sheet. Fill in the corresponding bubbles. *[pause]*

**To all students, say:**

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

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

**(A) For the Testing Room Code say:**

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

**(B) For the Testing Room Code say:**

Leave item 47 blank on your answer sheet.

Check that students are filling in the correct codes.

## Begin the Test Here

**To all students, say:**

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify the College Board in writing no later than 11:59 p.m. on the fourth weekday from today.

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

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

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

I will walk around the room to check your progress. I will also keep the official time for the test. You will have breaks during the test when you can leave this room to have a snack or use the restroom.

Answer sheets and test books must never be removed from the testing room. Remember, after the test has ended, no one may leave the room until I dismiss you. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. *[pause]*

## Section 1—Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



65 MINUTES

Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_

### When all questions are answered, say:

Find Section 1 on the first page of multiple-choice questions on your answer sheet. Please keep your calculator under your desk; you won't need it for this section.

You will have 65 minutes to work on Section 1, Reading. Now, open your test book to Section 1, read the directions, and begin work. Time starts now.

**Good luck.**

### After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

### After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

### After exactly 65 minutes, say:

Stop work, and put your pencil down. *[pause]* We will now have a 10-minute break.

Close your answer sheet, and place it inside the front of your test book. Close your test book, and leave it on your desk. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. We will start testing again in exactly 10 minutes. I can't give extra time if you are late returning to the testing room.

### If you did NOT collect electronic devices, say:

You may not use any electronic devices on this break or any other break during the test. Any phones or other devices must remain turned off and put away under your desks.

### For the Break

Post the break time of 10 minutes and include what time students should return.

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

Please take your seat.

## Certification Statement

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

### When everyone is ready, say:

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

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, and find box 48, the Certification Statement. After reading the paragraph of terms at the bottom, copy the statement in your usual handwriting style—either print or cursive is fine. Then sign your full name as you would on an official document. Next to your signature, enter today's date. *[pause]*

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

## Section 2—Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES

Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_

### When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test.

If you finish before time is called, you may check your work on this section, but you may NOT turn to any other section. Please keep your calculator under your desk.

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

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

**After 15 minutes have elapsed, say:**

You have 20 minutes remaining in this section.

**After 30 minutes have elapsed, say:**

You have 5 minutes remaining in this section.

**After exactly 35 minutes, say:**

Stop work, and put your pencil down. *[pause]* Place your answer sheet on the page in your test book that you have just finished working on. Close your test book.

## Section 3—Math Test – No Calculator

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



**25 MINUTES**

Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_

**NOTE:** *In very rare instances, you may be asked by the College Board to test a student in the standard room who is approved to use a four-function calculator on this section as an accommodation. In such cases, confirm that the calculator the student uses is not a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

**When everyone is ready, say:**

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test unless preapproved by the College Board to use a four-function calculator. Please keep your calculator under your desk.

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

mark your answers in the correctly numbered spaces in Section 3.

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

**After 10 minutes have elapsed, say:**

You have 15 minutes remaining in this section.

**After 20 minutes have elapsed, say:**

You have 5 minutes remaining in this section.

**After exactly 25 minutes, say:**

Stop work, and put your pencil down. *[pause]*

Put your answer sheet on the page in your test book that you have just finished working on. Close your test book, and leave it on your desk. We will now have a 5-minute break. If you brought a snack, you may eat it in designated areas only. As before, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. We'll start testing again in exactly 5 minutes. I cannot give extra time if you are late returning to the testing room.

### For the Break

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

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

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

## Section 4—Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



55 MINUTES

Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_

**When everyone is ready, say:**

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

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

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

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

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

**After 25 minutes have elapsed, say:**

You have 30 minutes remaining in this section.

**After 50 minutes have elapsed, say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes, say:**

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

**If your students are taking the SAT (with no Essay) proceed to “After the Test” on page 17.**

**When everyone is ready, say:**

Place your calculator under your desk. We will now have a 2-minute stretch break. You may not leave the room or discuss test questions.

**For the Break**

Post the break time of 2 minutes.

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

Please take your seat. *[pause]* I will now collect your test books. You will need to keep your answer sheet for the Essay section of the test. Please sit quietly while I collect and count the test books.

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

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

## Section 5—SAT Essay

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES

Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_

**To students who are taking the SAT with Essay, say:**

Now, open your answer sheet to the Planning Page on page 6 (or page 35 in the large-block answer sheet). Please take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble. When you have finished reading, please look up. *[pause]*

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

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

**NOTE:** *Students must write their essays on their answer sheets. They may NOT use scratch paper.*

---

**When all students have an Essay Book, say:**

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

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you are ready, you'll need to start writing your essay on page 7 of the answer sheet and can continue on pages 8 through 10, if needed. (If using a large-block answer sheet, you must write your essay on pages 36 to 42.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

---

**Continue by saying:**

Once you begin, you will have 50 minutes to work on Section 5, the SAT Essay. Read the directions, then open your Essay book, and begin work. Timing starts now.

Use this time to confirm that you have a serialized test book for each student.

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**After 25 minutes have elapsed, say:**

You have 25 minutes remaining in this section.

---

**After 45 minutes have elapsed, say:**

You have 5 minutes remaining in this section.

---

**After exactly 50 minutes, say:**

Stop work. Put your pencil down. *[pause]* Close your answer sheet and your Essay book. Place your answer sheet next to your Essay book.

Testing is now complete. Proceed to "After the Test" on the next page.

## After the Test

### To all students say:

Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test materials. Please sit quietly.

## Collecting Test Materials

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

Students who have filled in their personal information can still change their score sending choices in box 22. For these students, you can use the instructions and script for box 22 under “Answering Questions Using the *Student Answer Sheet Instructions*” on page 19, then continue on to “Collecting Answer Sheets” on page 20.

**If all students in the room have completed the personal information on the answer sheets, proceed to “Collecting Answer Sheets” on page 20.**

## Completing the Answer Sheets

Using the following scripts, instruct each student to fill in personal information in boxes 6 through 23 on the first three pages and boxes 24 through 43 on the back pages of their answer sheet (page numbers differ for large-block answer sheets).

### When students are ready, say:

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

ⓘ If you are reading these scripts to students who have pre-ID labels on their answer sheets, turn to the “Script for Pre-ID Labels” on page 18.

## Script for Unlabeled Answer Sheets

### For boxes 6–10, say:

Turn to page 2, and fill in your address in boxes 6 through 9. Skip box 10. Raise your hand if you have any questions. *[pause]*

### For box 11, say:

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

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

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

### For box 13, say:

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

### For box 14, say:

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

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

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

- (A) If your school uses Student ID numbers, for box 23, say:**

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

**OR**

- (B) If your school uses Social Security numbers, for box 23, say:**

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

- (!) Proceed to “Answering Questions Using the *Student Answer Sheet Instructions*” on page 19.**

## Script for Pre-ID Labels

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

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

**\*Boxes 6–10–Address: Read script (A) to students who can skip boxes 6–10. Read script (B) to students who need to give their address. (Read only one option.)**

- (A) To students who can skip boxes 6–10, say:**

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

**OR**

- (B) To students who need to fill in boxes 6–10, say:**

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

**To all students for box 11, say:**

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

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

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

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

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

**(A)** To students who don't need to fill in box 13, say:

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

**OR**

**(B)** To all students who need to fill in box 13, say:

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

**For box 14, say:**

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

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

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

**(A)** To students who can skip box 23, say:

Make no markings in box 23. Your label includes this information.

**OR**

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

Skip to box 23. In box 23, fill in the bubble labeled "Student ID Number," then print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. Look up when you're done. [pause]

**OR**

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

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

## Answering Questions Using the Student Answer Sheet Instructions

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

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

**For box 22, say:**

We're now going to skip back to question 22. When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as four colleges or programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply. If you voluntarily send your scores to an institution, they'll see it as a sign of your interest in what they have to offer, which makes them more likely to consider your application.

Open your instructions booklet and find the "Score Reporting Code List," which begins on page 6. Follow the instructions to find the appropriate four-digit

code for the school or program you want to send your scores to.

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

Look up when you are done. *[pause]*

### When everyone is ready, say:

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

There are certain advantages for you to complete this information. With your permission, it's provided to colleges, universities, and scholarship providers, and used to identify students who may be interested in the opportunities they offer. However, it's important that you know the College Board will also be able to use this information and provide it to others for additional uses, such as research.

You can complete this section or leave it blank—it's up to you. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do NOT complete any question that asks for information your parent or guardian has told you not to provide.

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

Once you have completed question 21, turn to the inside back page and back page of your answer sheet to answer the remaining questions.

When you're finished, close your instructions booklet and place it next to your answer sheet on your desk. Please wait quietly while others finish.

## Collecting Answer Sheets

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

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

## Before Dismissing Students

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

- Verify by count that you have an Essay book (if applicable), multiple-choice test book, and answer sheet for each student.
- Verify by serial number that you have collected the test books assigned to your room.
- Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- Make sure students have completed their name (1), school information (2–3), and date of birth (5), on their answer sheets. An answer sheet with these fields completed must be submitted for a student to receive a score report.
- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for these fields before dismissing students. You will need to transcribe their answers after students are dismissed.

### After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

To students in the SAT with Essay room, say:

In addition, you are not permitted to discuss or share today's essay question until after the essay is available online.

**\*Returning Collected Items:** If you have collected personal belongings from students, read script (A). If you have not collected any belongings, read script (B). *(Read only one option.)*

**(A) To students who need to collect their belongings, say:**

This test administration is now over. As you prepare to leave, please come up and collect your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

**OR**

**(B) To students who have all their belongings, say:**

This test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again, and thank you for your participation and for all of your hard work.

## After students leave the room

- Complete and sign the Testing Room Materials Report form and seating chart.
- Describe any discrepancy on the SIR.
- Return the completed Testing Room Materials Report form with all test materials and forms to the supervisor.
- If you have any students approved to write their answers in the test book, do the following:
  - ◆ On the test book, write the student's name, six-digit AI code, and litho code from the shaded box on the bottom right corner of the answer sheet.
  - ◆ On the front cover of the test book, write "Answers in book."
  - ◆ Include the test books with the used answer sheets, and deliver them to the test supervisor, who will place them in the white Accommodated Testing Envelope to return with the used answer sheets.

Return the roster and/or NAR (if applicable) to the supervisor.

# Appendix

## SAT Standard Section Timing Chart

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

### STOP TIME Standard Time

Start Time	For a 65-minute section (Section 1)	For a 35-minute section (Section 2)	For a 25-minute section (Section 3)	For a 55-minute section (Section 4)	For a 50-minute section (Section 5)
:00	:05	:35	:25	:55	:50
:01	:06	:36	:26	:56	:51
:02	:07	:37	:27	:57	:52
:03	:08	:38	:28	:58	:53
:04	:09	:39	:29	:59	:54
:05	:10	:40	:30	:00	:55
:06	:11	:41	:31	:01	:56
:07	:12	:42	:32	:02	:57
:08	:13	:43	:33	:03	:58
:09	:14	:44	:34	:04	:59
:10	:15	:45	:35	:05	:00
:11	:16	:46	:36	:06	:01
:12	:17	:47	:37	:07	:02
:13	:18	:48	:38	:08	:03
:14	:19	:49	:39	:09	:04
:15	:20	:50	:40	:10	:05
:16	:21	:51	:41	:11	:06
:17	:22	:52	:42	:12	:07
:18	:23	:53	:43	:13	:08
:19	:24	:54	:44	:14	:09
:20	:25	:55	:45	:15	:10
:21	:26	:56	:46	:16	:11
:22	:27	:57	:47	:17	:12
:23	:28	:58	:48	:18	:13
:24	:29	:59	:49	:19	:14
:25	:30	:00	:50	:20	:15
:26	:31	:01	:51	:21	:16
:27	:32	:02	:52	:22	:17
:28	:33	:03	:53	:23	:18
:29	:34	:04	:54	:24	:19
:30	:35	:05	:55	:25	:20
:31	:36	:06	:56	:26	:21
:32	:37	:07	:57	:27	:22
:33	:38	:08	:58	:28	:23
:34	:39	:09	:59	:29	:24
:35	:40	:10	:00	:30	:25
:36	:41	:11	:01	:31	:26
:37	:42	:12	:02	:32	:27
:38	:43	:13	:03	:33	:28
:39	:44	:14	:04	:34	:29
:40	:45	:15	:05	:35	:30
:41	:46	:16	:06	:36	:31
:42	:47	:17	:07	:37	:32
:43	:48	:18	:08	:38	:33
:44	:49	:19	:09	:39	:34
:45	:50	:20	:10	:40	:35
:46	:51	:21	:11	:41	:36
:47	:52	:22	:12	:42	:37
:48	:53	:23	:13	:43	:38
:49	:54	:24	:14	:44	:39
:50	:55	:25	:15	:45	:40
:51	:56	:26	:16	:46	:41
:52	:57	:27	:17	:47	:42
:53	:58	:28	:18	:48	:43
:54	:59	:29	:19	:49	:44
:55	:00	:30	:20	:50	:45
:56	:01	:31	:21	:51	:46
:57	:02	:32	:22	:52	:47
:58	:03	:33	:23	:53	:48
:59	:04	:34	:24	:54	:49

## 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:

Casio		Hewlett-Packard	Sharp	Texas Instruments
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

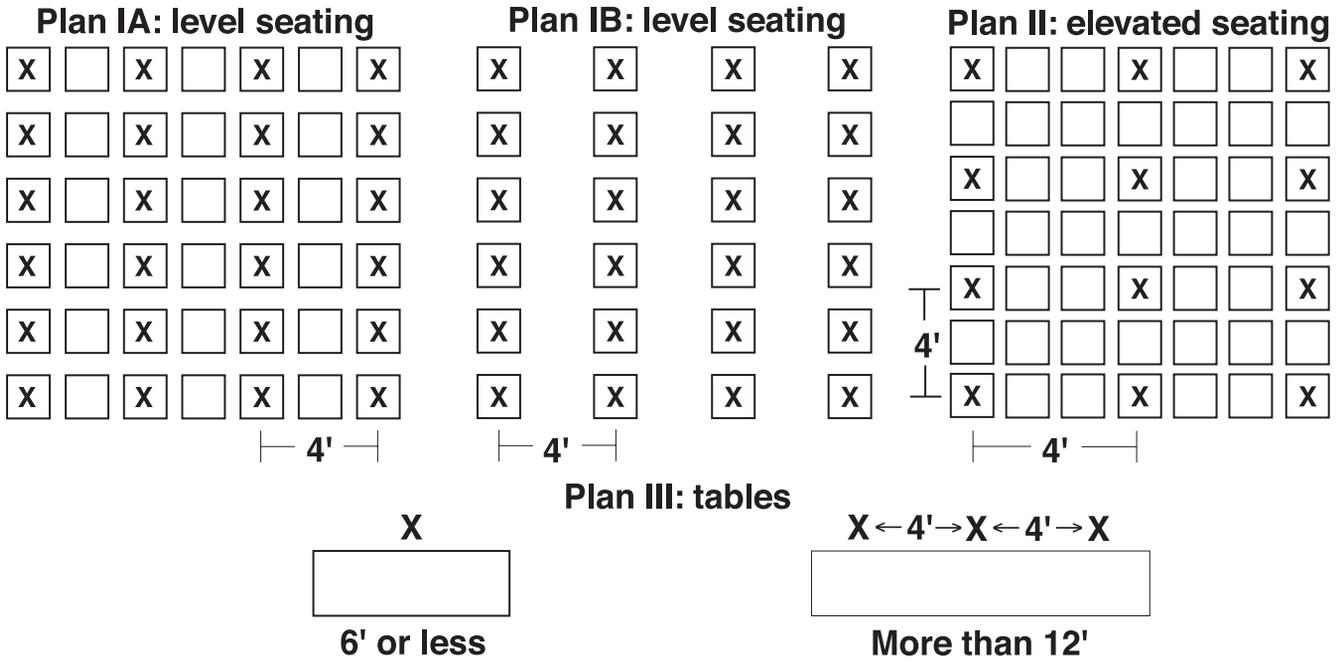
Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, cell 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.



# 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). <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 the 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
<p><b>Insufficient number of answer sheets</b></p>  <p>Call TAS immediately.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ On front cover of test book, write “Answers in test book need to be transcribed.”</li> <li>▪ Use a rubber band to group together all books that have answers marked in them.</li> </ul>	<p><b>Bubble Page 2, Section 7b Student Errors/Issue:</b>  <b>“Student recorded answers in book without approved accommodation”</b></p>
<p><b>Incorrect answer sheet in the SAT or SAT with Essay room</b></p>  <p>Call TAS if assistance is needed.</p>	<ul style="list-style-type: none"> <li>▪ 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.)</li> <li>▪ 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.</li> <li>▪ Return with other used answer sheets.</li> </ul>	<p>Describe the situation.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student needed second answer sheet.”</b></p>
<p><b>Defective answer sheet</b></p>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.</li> <li>▪ If an extra answer sheet is not available, the student may circle multiple-choice and write student-produced responses in their test book.</li> <li>▪ If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration.</li> <li>▪ 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.</li> <li>▪ Return with other used answer sheets.</li> <li>▪ If responses are marked in test book, on the front cover of the test book, write “Answers in test book need to be transcribed.”</li> </ul>	<p>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.</p> <p><b>Bubble Page 2, Section 7b Defective Material Issue. Complete Comment section on page 3.</b></p>
<p><b>Defective test book</b></p>  <p>Call TAS immediately if the defect appears in several test books.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ On front cover of the test book, print “Defective,” and identify error, school number, and location and nature of defect.</li> </ul>	<p>Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the SIR.</p> <p><b>Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose “Other” and describe.</b></p>

Irregularity	What you should do	How to fill out the SIR
<b>Admission/Identification Issues</b>		
<b>Student changing from standard to nonstandard administration</b>	<p>When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office:</p> <ul style="list-style-type: none"> <li>▪ Mark the student as absent on the standard room list.</li> <li>▪ Add the student to the nonstandard room list and note their SSD eligibility number.</li> </ul>	<p>Explain the reason for the change. <b>Bubble Page 2, Section 7b Other Issue—“Other.”</b></p>
 <b>Student sent to wrong room</b> Call TAS immediately.	<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. <b>Bubble Page 2, Section 7b Student Errors/Issue “Student seating in wrong room.”</b></p>
<b>Security Violations/Student Misconduct</b>		
 <b>Observed misconduct</b> Call TAS immediately.	<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. <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>
<b>Test book misuse/working on the wrong section</b>	<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. <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>

Irregularity	What you should do	How to fill out the SIR
<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>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—</b>  <b>"Student used a mobile phone or prohibited device, or it made noise."</b></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 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—</b>  <b>"Student used an unauthorized aid."</b></p>
<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 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—</b>  <b>"Student failed to follow test administration regulations," or "Student gave or received help."</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—</b>  <b>"Student failed to follow test administration regulations," or "Student gave or received help."</b></p>

Irregularity	What you should do	How to fill out the SIR
<b>Misadministration</b>		
<b>Accommodations given that were not approved</b>	<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.</p> <p>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>
<b>Approved accommodations not given</b>	<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.</p> <p>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>
<b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b>   Call TAS if the problem can't be resolved.	<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>
<b>Undertiming</b>   Call TAS.	<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>
<b>Overtiming</b>   Call TAS.	<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>

Irregularity	What you should do	How to fill out the SIR
<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>
<p><b>Illness</b></p>	<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>Note the student’s name.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a “Did student complete testing?” (Yes or No).</b></p>
<p><b>Using pen or wrong type of pencil</b></p>	<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>

Irregularity	What you should do	How to fill out the SIR
<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 26). 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 items 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>
<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.</p> <p><b>Bubble Page 2, Section 7b Student Errors/Issue—“Student had calculator malfunction.”</b></p>
<b>Test question ambiguity</b>	<p>Report the type of question ambiguity.</p>	<p>Add any student information if possible, as full a description as possible, and your contact information.</p> <p><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
Jan	1	2017
Feb	1	2017
Mar	0	2017
Apr	0	2017
May	2	2017
Jun	3	2017
Jul	4	2017
Aug	5	2017
Sep	6	2017
Oct	7	2017
Nov	8	2017
Dec	9	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	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
3	4	5	6	7	8
4	5	6	7	8	9
5	6	7	8	9	0
6	7	8	9	0	1
7	8	9	0	1	2
8	9	0	1	2	3
9	0	1	2	3	4

**4b. Scheduled Administration Date**

Month	Year
Jan	2017
Feb	2017
Mar	0
Apr	1
May	2
Jun	3
Jul	4
Aug	5
Sep	6
Oct	7
Nov	8
Dec	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     Test ID: \_\_\_\_\_    Form Code: \_\_\_\_\_    Test Book Serial Number: \_\_\_\_\_

SAT with Essay     (Numeric)    (Alphanumeric)    (Numeric)

**6. GROUP IRREGULARITIES INFORMATION:**

Did group complete testing?     Yes     No

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	1	2	2
1	1	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	9	9

**6b. Testing Room Code**

0	9	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

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

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

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

Page 1

DO NOT WRITE IN THIS AREA

**8. TEST QUESTION AMBIGUITY INFORMATION:**

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

No correct answer     Wording is ambiguous     Other: \_\_\_\_\_  
 More than one correct answer     Not enough information to answer question

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

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

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

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







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