

REVISED FOR

OCTOBER 2015

# The SAT<sup>®</sup> School Day Testing Manual

Provide a fair testing environment for the SAT<sup>®</sup> with:



TEST CENTER SET UP  
AND MANAGEMENT



TESTING ROOM PROCEDURES  
FOR SCHOOL DAY



SECURITY REQUIREMENTS



OFFICIAL TEST DAY SCRIPTS  
FOR STANDARD AND  
ACCOMMODATED TESTING



STAFF AND FACILITY  
REQUIREMENTS

**Important:**

Use this manual for School Day testing in October 2015 only.  
New manuals will be provided to schools testing in the spring of 2016.

## Contact Information

### Contact Information for Supervisors

#### *Test Administration Services*

**Supervisor's Helpline:** 800-257-5123, Select option #2  
(not for parents or students)

**Email:** [tas@ets.org](mailto:tas@ets.org)

**Hours:** 8:30 a.m. – 5 p.m. standard time.  
7 a.m. – 6 p.m. on the day of the test.  
(8 a.m. to 2 p.m. each Friday during  
July and August.)

#### *Services for Students with Disabilities (SSD) Office*

**Phone:** 844-255-7728, Select option #2

**TTY Number:** 609-882-4118

**Fax:** 866-360-0114

**Email:** [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org)

**Hours:** 8 a.m. – 6 p.m. standard time,

7 a.m. – 6 p.m. on the day of the test.

#### *Office of Testing Integrity (OTI)*

**Phone:** 609-406-5430

**Hours:** 7:30 a.m. – 5:30 p.m.

#### *College Board Office of Communications—Media Inquiries*

**Phone:** 212-713-8052

**Hours:** 8:30 a.m. – 5:30 p.m.

### Contact Information for Counselors

#### *Contacts for Counselors (not for parents or students)*

**SAT Educator Helpline:** 888-SAT-HELP (728-4357)

**Email:** [sat.help@info.collegeboard.org](mailto:sat.help@info.collegeboard.org)

### Contact Information for Students and Parents

#### *Contacts for Students and Parents*

**SAT Customer Service:** 866-756-7346

**Email:** [sat@info.collegeboard.org](mailto:sat@info.collegeboard.org)

#### *Test Day Complaints*

**Test center complaints:** [testcenter@info.collegeboard.org](mailto:testcenter@info.collegeboard.org)

**Test question ambiguity/error:** [satquestion@info.collegeboard.org](mailto:satquestion@info.collegeboard.org)

# Contents

<b>Contact Information .....</b>	<b>ii</b>	<b>Section E: Standard SAT Script.....</b>	<b>34</b>
<b>Introduction.....</b>	<b>iv</b>	SAT Section Timing Chart–Standard Administration ...	34
1. Standardized Testing .....	iv	<b>Section F: Nonstandard SAT Script for Testing Students with Accommodations Listed on the Roster .....</b>	<b>46</b>
2. Getting Started with This Manual.....	iv	SAT Section Timing Chart–Nonstandard Administration–50% Extended Time .....	46
3. Calculator Policies.....	v	SAT Section Timing Chart–Nonstandard Administration–Standard Time .....	47
<b>Part 1: Managing the Test Center .....</b>	<b>1</b>	<b>Section G: Testing Students Listed on the NAR .....</b>	<b>60</b>
<b>Section A: Preparing for School Day Testing.....</b>	<b>1</b>	SAT Section Timing Chart–Nonstandard Administration–50% Extended Time .....	60
1. General Responsibilities.....	1	SAT Section Timing Chart–Nonstandard Administration–100% Extended Time.....	61
2. Preparing the Testing Environment .....	3	SAT Section Timing Chart–Nonstandard Administration–Standard Time .....	62
3. Training Your Staff .....	6	<b>1. Preparing for Testing Students Listed on the NAR.....</b>	<b>64</b>
4. Preparing Students for Test Day .....	10	<b>2. Administering Accommodations .....</b>	<b>67</b>
<b>Section B: Maintaining Security .....</b>	<b>12</b>	<b>3. Nonstandard SAT Script for Testing Students with Accommodations Listed on the NAR .....</b>	<b>68</b>
1. Materials Receipt and Security .....	12	<b>4. Transferring Answers to Answer Sheets.....</b>	<b>84</b>
2. Security During the Test .....	14	<b>5. Returning Test Materials from Nonstandard Testing of Students Listed on the NAR.....</b>	<b>84</b>
3. Reporting Test Administration Irregularities..	14	<b>Appendix.....</b>	<b>88</b>
School Day Testing Irregularity Chart.....	16	Guide to SAT Nonstandard Accommodation Codes.....	88
<b>Section C: Test Center Admission and Monitoring.....</b>	<b>22</b>	<b>Testing Room Materials Report Form .....</b>	<b>Back Cover</b>
1. Test Day Schedule .....	22		
2. Room Assignments and Admitting Students..	23		
3. Center Management During Testing .....	26		
4. Returning Standard and Nonstandard Testing Materials.....	27		
<b>Part 2: In the Testing Room .....</b>	<b>30</b>		
<b>Section D: Procedures in the Testing Room .....</b>	<b>30</b>		
1. Testing Materials.....	30		
2. Standardized Testing Procedures.....	30		
3. Maintaining Security in the Testing Room .....	32		

## 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 [www.collegeboard.org](http://www.collegeboard.org).

# Introduction

**IMPORTANT:** This manual is for use only for the October 2015 School Day administration. Once all testing is complete, including any associated makeup testing, you should collect and destroy any remaining manuals, instructions and forms that are designated for use in October 2015.

As the SAT® School Day testing supervisor or Services for Students with Disabilities (SSD) coordinator, you play a significant role in an event that affects many, including your students, your school, and the wider educational community. 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. Thank you for your contributions.

## 1. STANDARDIZED TESTING

Uniform procedures are essential to a standardized testing program. The only way to ensure comparable scores is for testing staff to follow the same testing procedures and give their instructions exactly as they appear in this manual. No one is to suffer a disadvantage or gain an advantage of any kind because of race, religion, sex, or disability. All students are to be protected from disturbance. By strictly following our policies and procedures, you give students the best guarantee of fair testing.

### Administering the SAT

The SAT consists of nine subsections, including a 25-minute essay, with each subsection timed separately. Standard, “aqua-book” tests include a tenth unscored, 25-minute subsection — the “equating” or “variable” subsection — that may be a critical reading, mathematics, or multiple-choice writing subsection. This subsection is used to try out new questions for future editions of the SAT and to help make sure that scores on the SAT are comparable to scores on earlier versions of the test. Test-takers sitting next to each other during the same testing session may have test books that differ in the order of sections.

### Nonstandard Testing

The College Board provides testing accommodations to students who, due to a disability, demonstrate a need for accommodations on College Board

tests. Some accommodations, such as 50 percent extended time or extra breaks, are provided in test centers at weekend administrations. These students are listed on the roster provided to the test center supervisors, and their Admission Tickets have the word “Roster” in the header. Accommodations such as 100 percent extended time or Braille materials that are provided by an SSD coordinator in a school setting are listed on the Nonstandard Administration Report (NAR) provided to the SSD coordinator. Their Admission Tickets have the designation “NAR” printed in the header.

### **SAT School Day Test Center Supervisor and SSD Coordinator Roles**

The test center supervisor handles the testing of standard testers and students with accommodations listed on the roster. The SSD coordinator oversees all aspects of testing students with accommodations listed on the NAR.

## 2. GETTING STARTED WITH THIS MANUAL

This manual provides complete instructions for preparing for school day testing and administering the SAT. Part 1, “Managing the Test Center,” is intended largely for the test center supervisor and SSD coordinator to help set up and run testing. Part 2, “In the Testing Room,” is for use in the testing rooms. Instructions specific to the testing of students listed on the NAR and to returning materials for these students are given in Section G.

Test your students using the scripts provided in Part 2. The scripts are color-coded as follows:

- **Aqua** tabs — standard SAT script:
  - Ten sections (nine scored and one unscored)
  - Standard timing only
  - Testing time of three hours and 45 minutes
  - Three five-minute breaks
- **Pink** tabs — nonstandard SAT script for SSD students listed on the roster using the pink test books:
  - Nine sections (no unscored section)
  - Standard or 50 percent extended time
  - Maximum testing time of five hours and three minutes
  - Three five-minute breaks

- **Purple** tabs — nonstandard SAT script for SSD students listed on the NAR using testing materials sent to the SSD coordinator:
  - Nine sections (no unscored section)
  - Standard, 50 percent or 100 percent extended time
  - Maximum testing time of six hours and 40 minutes (100 percent extended time testing occurs over two consecutive days)
  - Two or three ten-minute breaks

This manual is for staff use for SAT School Day testing only (not for the seven weekend SAT administration dates). Please do not share it with test-takers or anyone else besides testing staff. Do not discuss details about test policies or procedures (e.g., handling test materials, training, and packaging for return) with anyone other than your staff, including the media or through social media. Refer all media questions to the Communications and Public Affairs office listed on page ii. Typographical icons are used throughout the manual to draw your attention to specific information and action items:



Urgent



Contact by phone



Procedures or information for providing accommodations to students with disabilities

### 3. CALCULATOR POLICIES

#### Acceptable Calculators

Most graphing, and all scientific and four-function calculators, are acceptable (four-function calculators are allowed, but not recommended).

See below for a table of acceptable graphing calculators. The list may be updated throughout the year. If you have a question about the acceptability of a model that is not listed, call TAS. Watch for calculators with large displays (characters one inch high or more) or displays raised in any manner that makes them visible to nearby test-takers. Consider moving students using these calculators to the rear of the testing room.

#### Unacceptable Calculators

The following devices are unacceptable for use as calculators on the SAT:

- Laptops or other computers, tablets, cell phones, or smartphones
- Models that can access the Internet, have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type feature
- Models that have typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape (unless approved by the College Board as an accommodation)

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 calculators for models that are permitted.

### APPROVED GRAPHING CALCULATORS

#### Casio

FX-6000 series  
FX-6200 series  
FX-6300 series  
FX-6500 series  
FX-7000 series  
FX-7300 series  
FX-7400 series  
FX-7500 series  
FX-7700 series  
FX-7800 series  
FX-8000 series  
FX-8500 series  
FX-8700 series  
FX-8800 series

FX-9700 series  
FX-9750 series  
FX-9860 series  
CFX-9800 series  
CFX-9850 series  
CFX-9950 series  
CFX-9970 series  
FX 1.0 series  
Algebra FX 2.0 series  
FX-CG-10 (PRIZM)  
FX-CG-20

#### Hewlett-Packard

HP-9G  
HP-28 series  
HP-38G  
HP-39 series  
HP-40 series  
HP-48 series  
HP-49 series  
HP-50 series  
HP Prime

#### Radio Shack

EC-4033  
EC-4034  
EC-4037

#### Sharp

EL-5200  
EL-9200 series  
EL-9300 series  
EL-9600 series\*  
EL-9900 series

\*The use of the stylus is not permitted.

#### Other

Datexx DS-883  
Micronta  
Smart

#### Texas Instruments

TI-73  
TI-80  
TI-81  
TI-82  
TI-83/TI-83 Plus  
TI-83 Plus Silver  
TI-84 Plus  
TI-84 Plus CE  
TI-84 Plus Silver  
TI-84 Plus C Silver  
TI-85  
TI-86  
TI-89  
TI-89 Titanium  
TI-Nspire  
TI-Nspire CX  
TI-Nspire CM-C  
TI-Nspire CAS  
TI-Nspire CX CAS  
TI-Nspire CM-C CAS  
TI-Nspire CX-C CAS



# Section A: Preparing for School Day Testing

## CHECKLIST

### General Responsibilities

- Review your responsibilities and suggested timeline of activities.
- Based on enrollment, estimate how many rooms you'll need.
- The SSD coordinator and test center supervisor need to work together to ensure all students have appropriate testing rooms. Students listed on the NAR cannot test in the same rooms as students on the roster.
- Two weeks before test day, access and print the online Attendance Roster and assign students to testing rooms. Periodically check the roster for updates. The SSD coordinator should check the online NAR to determine if there are any students who will test with accommodations under his or her supervision.

### Preparing the Testing Environment

- Meet with school administration to determine which rooms and staff will be assigned to testing and where students should assemble before and after testing.
- Estimate number of rooms and staff needed.
- Determine staff assignments.
- Check testing rooms to verify that they conform to requirements (on page 4).

### Train Your Staff

- Distribute manuals and forms.
- Review testing materials.
- Review security and administrative procedures.
- Explain procedures for forms and reports.

### Prepare Students for School Day Testing

- Review schedule and explain when and where to report.
- Review important testing policies.
- Remind them of what to bring and what is not permitted in the testing room.

### More Information

#### Test Administration Services (TAS)

Email: [tas@ets.org](mailto:tas@ets.org)

800-257-5123

Fax: 609-771-7710

## 1. GENERAL RESPONSIBILITIES

As the supervisor of record, you manage the test center and staff and you ensure secure handling of testing materials. You are expected to be at the school to supervise all activities related to testing.

The setting up of your school as a test center for school day testing began with the submission of the Center Master Form (CMF), signifying your acceptance of the conditions and requirements in this section and your commitment to administer the SAT on the specified date. You will need to:

### Plan

- Validate the school's enrollment of eligible students and plan efficient use of facilities.
- Work with school administration to assign and train teachers to administer the test.
- Plan for administering tests to students with disabilities who are approved to receive accommodations.

### Ensure Security and Oversee Testing

- Ensure the security of test materials from their arrival until their return. (See Section B for more information.)
- Supervise all activities of the test administration.
- Handle emergencies.

### Complete Reports and Return Materials

- Complete all forms and return answer sheets, test books, and critical reports immediately after the test. (Return of materials and forms is covered in Section C for standard and nonstandard testers listed on the roster, and in Section G for testers listed on the NAR.)
- Report the count of students possibly requiring makeup testing. If applicable, you will receive an email message prior to test day explaining how to submit this report.



## A Suggested Timeline of Supervisor Activities

Start planning no less than three weeks before test day. Here is a suggested timeline.

### SUGGESTED TIMELINE

#### **Three to four weeks before school day test date**

- Complete the online supervisor training.
- Estimate how many rooms you will need based on the list of your students who have registered. Notify TAS if you foresee any issues.
- Meet with your school administration to
  - Identify which rooms will be used and which staff will be asked to administer the test.
  - Plan ahead for minimizing distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress. Ensure that your school population is notified of these modifications to the normal school day.
  - Arrange area for participating students to assemble, with testing room assignments available. Plan for students to return there so that dismissal to normal classes can be managed in an orderly fashion.
  - Reschedule lunch for all participating students (you will not be able to break for lunch during testing).
- Meet with your school administrators and identify staff to recruit for testing. Contact these staff members.

#### **Two weeks before school day test date**

- Review the schedule of morning classes and create test-day room assignments for all affected classes.
- Print the online Attendance Rosters of students and assign them to testing rooms.
- The SSD coordinator should determine the number of rooms and testing staff that will be needed for students with NAR accommodations.
- Arrange for school staff to be notified of classroom assignments and alternative arrangements for non-testing students.
- Determine and post staff assignments for testing.
- Schedule and conduct training for staff.

#### **One week before school day test date**

- Refer to online roster for any updates. Revise room rosters if needed.
- Post signs for test-takers indicating when and where to report on test day.
- Hold brief assembly with students who are testing to prepare them for test day.

- Receive test materials and check them within 24 hours of receipt.
- Review facility preparation with custodial staff.

#### **On test day**

- Post signs in testing area. Provide master lists of all testing room assignments and changed rooms for non-testing students in several obvious locations.
- Review assignments with staff and distribute materials.
- Ensure that all announcements/bells are discontinued for the day.
- Return used answer sheets and critical reports once testing is completed.

## Testing Students with Disabilities

As you prepare for the administration, you may be called upon to provide a variety of accommodations to students with documented disabilities who have been approved by the College Board. The College Board requires preapproval for all accommodations on its tests. Providing accommodations without authorization may result in the student's scores being canceled. To avoid the possibility of canceled scores, **provide testing accommodations only under one of the following conditions:**

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

! Students with accommodations must be tested with the appropriate nonstandard scripts. This is absolutely necessary in order to match the timing and scripts with the nonstandard SAT test books, which have only the nine scored sections of the test.

If an associate supervisor begins testing with the wrong manual section (e.g., aqua script instead of pink script), once you are notified of



the error you should contact TAS immediately for instructions. Do not switch to a different manual section after the start of the test.

A general overview of accommodations is given below. All testing accommodations require preauthorization. See the Appendix for a chart of accommodation codes and descriptions. For students who have the general code 056, “Other assistance,” the SSD office will confirm the arrangements that you should make for their testing. Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations.

### Accommodations Using Aqua Books in the Standard Testing Room

Sometimes a student’s accommodations do not require nonstandard testing time or materials; for example, wheelchair access or a sign-language interpreter. Your online Attendance Roster will indicate that these students can test in the standard testing room. Administer their tests using the script with aqua tabs (Section E). A list of accommodation codes is provided on page 88.

Providing these accommodations is largely a matter of planning for the physical arrangement of your room. See Section C for more information about testing students with accommodations.

**SSD** Call the SSD office if you are unsure whether a student’s accommodation requires testing in a standard or nonstandard room or if you have any other questions about providing proper accommodations.

### Accommodations Using Pink Books in the Nonstandard Testing Room

All students taking the SAT in the nonstandard administration room **must use the SAT test book (regular or large type) with the pink graphic on the cover.** This includes students receiving **50 percent extended time** and others assigned to this room (e.g., students with extra breaks, but not extended testing time). The online roster will clearly indicate which students are approved for extended time and other pink book accommodations on the SAT.

### Accommodations Administered by the SSD Coordinator

Students approved for **100 percent extended time**, breaks as needed, the use of a computer for the

essay or nonstandard materials such as Braille or cassette test formats will be tested in rooms set up and supervised by the SSD coordinator. As noted in the introduction, these students will not appear on the online Attendance Roster, but on the NAR accessed online by the SSD coordinator. See Section G with the purple tabs for more information about providing these accommodations along with the script for these students.

- Accommodations listed on the NAR cannot be administered in the same room as accommodations listed on the roster.

## 2. PREPARING THE TESTING ENVIRONMENT

### Meeting with School Administration

You will need to closely coordinate with the administration of your school to ensure that testing can take place smoothly. Specifically, make sure to:

1. Plan ahead for the secure receipt and storage of testing materials.
2. Arrange an area for test-takers to assemble before and after testing.
3. Estimate the number of rooms needed, based on known enrollment of eligible students. Decide whether to designate a late-arrivals room to accommodate groups of students who arrive late for testing.
4. Create a schedule of test-day room assignments for testing.
5. Select staff for testing.
6. Review facility preparation.
7. Arrange for silencing of bells and announcements on test day.
8. Select a start time for the testing that allows for the full time for testing within the normal school day schedule. If allowing a late arrivals room, set the deadline for the start of late testing at no more than 45 minutes after testing has begun in the on-time testing rooms.
9. Arrange for later lunch periods for standard and for nonstandard test-takers on test day, keeping in mind that 50 percent extended time students will be later.
10. Ensure clear communications with the school population concerning schedule changes and silenced bells and announcements on test day.

You will need a total of about five hours for admission, pretest paperwork and actual testing of standard testers, and six and one half hours for 50 percent extended time testers. The supervisor in a late arrival room must close the door before the start of the first scheduled break in testing that is already in progress.

### Creating Room Assignments

#### Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill the requirements below.

- Rooms must be located away from noisy areas and distracting activities.
- Rooms must be near to restrooms for use during breaks.
- Rooms must have seating that adheres to the requirements listed below.
- Rooms must have:
  - A working clock, visible to students
  - Proper lighting
  - Proper ventilation
  - Proper seating with students four feet apart, facing the same direction, with adequate writing surface (see requirements on page 5)
  - No displayed materials related to test content (these can be removed or covered up during the test)



Call TAS if your facilities do not meet these specifications.

Starting with the registration list of students at your school, develop an estimate of the number of rooms you will need. Update your estimate periodically by checking the online Attendance Roster for possible changes.

You will be advised ahead of time of any students who require accommodations and whether they can be tested in the standard testing room or whether they require testing in a nonstandard room. The SSD coordinator will arrange for any additional rooms that might be needed for students with accommodations who are listed on the NAR.

#### Recruiting Test Day Staff

The number of each staff position you recruit depends on the number of registrants and whether the registrants include students with disabilities requiring separate rooms.

Associate supervisors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room

and everything that takes place in that room. They account for all testing materials, conduct the testing and monitor test-takers to ensure a fair administration.

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

- Try to choose rooms that can fit at least 25 test-takers, while observing the four-foot spacing requirements. If your rooms are small, place as many test-takers in a room as possible, while still observing the spacing requirements. Remember that students may not face each other while testing.
- Try to choose rooms that are located close together, so that each hall proctor can cover up to five rooms.

Base your staffing on the required ratios shown in the charts below.

#### Room Proctors Needed

Apply the ratios listed here on a room-by-room basis.

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

Number of Test-Takers	Number of Proctors
<b>For a Single Standard Testing Room</b>	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
<b>For a Single Nonstandard Testing Room</b>	
1 – 10	0
More than 10	1

#### Hall Proctors Needed

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

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms (e.g., for 21-25 rooms, add a proctor)

Note that new eligible students may enter your school after registration takes place. Plan ahead for registering these students on test day if you have enough testing materials, space, and staff to test them (see page 24).

### Seating Requirements

Observe the following requirements:

#### SEATING 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 four 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 six feet in length or less.
- **At tables longer than six feet, seat students at least four 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).
- Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

### Seating Requirements for Nonstandard Rooms

Follow the above requirements for seating in the nonstandard room(s). Also note:

- Students using a large-type test or large-block answer sheet should be seated in the back of the room to safeguard test security.
- Seat students with the same type of timing together.
- SSD students who require different timing or breaks may need to be tested in separate rooms, unless you are testing a small number of students and they will not disturb each other.

**SSD** If you have questions about room arrangements for nonstandard administrations, contact the SSD office before test day (see page ii).

### Developing Preliminary Room Assignments

Once the number of rooms needed is determined, work with the administration to identify which rooms will be used. Here are some important tips:

- Select rooms in one section of the school to minimize disturbances from ongoing classes.

- Avoid using science rooms, computer labs, or rooms with specialized equipment.
- Room and seat assignments should not follow any expected patterns, to minimize the chance of friends being seated next to one another.
- For school day testing, we recommend that students not be assigned to their normal homerooms for testing.

Review the schedule of morning classes that would normally meet in the assigned testing rooms. For standard testing, allow five hours, including breaks and administrative time. Allow six and one half hours for nonstandard testing.

- Determine which classes primarily contain students who will be testing. For these classes, the school may just need to cancel class for test day and assign the few non-testing students to study hall.
- With classes that have mixtures of testing and non-testing students, the school will need to decide whether to relocate the class or cancel the class and schedule a study hall.
- Create a schedule of test-day room assignments for all affected classrooms. Share with staff, post in offices, and create individual room signs for display in all affected classrooms on the two school days prior to test day to alert students and staff.

### Finalizing Room Assignments Using the Online Roster

Once you have made preliminary arrangements, you should refer to the online roster to determine any possible updates to space and staffing needs. Get up-to-date online rosters anytime at [www.ets.org/supervisor](http://www.ets.org/supervisor). The roster includes the following information for standard SAT test-takers and nonstandard test-takers separately:

- Type of test-taker
- Name, sex, and date of birth
- Registration number
- High school
- Accommodation code (if applicable)



Call TAS if you do not have access to the online Attendance Roster.

The online rosters are updated daily. Continue to check to get the most up-to-date information. Be sure to review testing needs with the SSD coordinator, so that required space is allocated for students with accommodations who are listed on the NAR.

**Determining Who Will Administer the Test**

Work with school administrators to review teacher schedules and determine testing room assignments for those who will administer the test (associate supervisors) or act as proctors. Teachers of classes that are not meeting due to testing would be likely candidates to serve in this capacity. Remember to allow for additional proctors according to the requirements given on page 4 to assist teachers and relieve staff in need of a break.

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

Designate one of your associate supervisors to act as your substitute test center supervisor, in case of need. Provide the name, address, office and home phone numbers, and email address of your substitute test center supervisor to TAS.

**SAT Testing Staff Agreement**

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

- **Have a member of their household or immediate family (“related student”) taking the SAT on the same test date at any test site. *In such instances, the related student’s scores are subject to cancellation.***
- Are engaged in providing private SAT test preparation that is conducted outside the auspices of their school or district and for which they receive compensation above and beyond the terms of their employment as a teacher or other professional employee with the school or district. (The teaching and normal review of course content, including test familiarization, that is part of regularly scheduled school course work is acceptable.)
- Have taken any SAT Program test within 180 days of test day.

❗ School staff members who are relatives of students taking the SAT must not have access to testing materials at any time during school day testing.

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

❗ All test center staff must review, agree to, and sign the SAT Testing Staff Agreement for school day testing.

**3. TRAINING YOUR STAFF**

About two weeks before the administration, schedule a training session with your staff to review procedures, forms, and timing; to announce staff assignments; and to answer questions. At this training session, review the following:

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

**Staff Assignments**

Share the room assignments with staff that you have made as part of the testing center set up (covered earlier in this section). Staff members should know:

- The general responsibilities of their position (see page 4)
- Whether they are assigned a standard or nonstandard room (if administering the test) and approximately how many students are assigned to their room
- Where to report and at what time on test day

**Equipping the Testing Room**

On test day, the associate supervisor must ensure that his or her room meets the SAT Program requirements. In addition, staff must make the following information visible for all students in the room, as noted in the scripts:

- Test date
- School name and test center number
- Room number
- The message—USE A NO. 2 PENCIL ONLY. DO NOT USE PEN OR MECHANICAL PENCIL.

Associate supervisors must be supplied with the following testing materials on test day:

- Test books in serial number order, and accompanying answer sheets
- A copy of the roster showing students assigned to the testing room
- One or more blank SIR forms
- A supply of SAT Request to Cancel Test Scores Forms
- The two testing room flyers (“No Cell Phones” and “Quiet Please”), if available
- *The School Day Testing Manual*, with the Testing Room Materials Report on the back, listing the serial numbers of the test books assigned to the testing room



Other items needed in the testing room are:

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

### Using the Correct Testing Materials

Review the different types of testing rooms and materials with staff. It is essential to match the proper scripts and materials; otherwise scores will be invalid. Help staff use the correct materials as follows:

- Test books with the aqua graphic on the cover are for use in the standard testing room only. Use the script in Section E with the aqua tabs to test students listed on the standard Attendance Roster.
- Test books with the pink graphic on the cover should be given only to students approved for accommodations who are listed on the nonstandard Attendance Roster. These students must be tested using the nonstandard script in Section F of this manual with the pink tabs on the pages.
- Test materials with other colors on the cover are specific to each SSD test-taker with accommodations who is listed on the NAR. These students are tested by the SSD coordinator using the nonstandard script in Section G with the purple tabs on the pages.

### Maintaining Security

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructive material such as maps and charts.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedure.
- Remain alert and 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.

- Be advised that some smartphones can be disguised as calculators with the use of a plastic covering. Also, mechanical pencils and separate erasers can be used to conceal aids and notes.

- Do not allow students to write notes on their Admission Tickets.
- Monitor test materials at all times; do not leave them unattended with students under any circumstances.
- Guard against test materials being removed from the room. Note that Admission Tickets can be used to conceal items.
- Students are not permitted to eat or drink (unless accommodated), smoke, or use phones in the testing room.
- Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security, either before or on the test date.

### Seating Policies

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

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See sample seating plans in Section D.)
- Assign seats at random or by prearrangement with the supervisor. In the nonstandard room, plan to seat students with similar timing together (e.g., all standard timing together, all 50 percent extended time together, etc.) so that you can read specific directions to the appropriate groups at the times required.
- Once testing has begun, complete the seating chart (on the inside back cover of this manual) for the testing room.

### Timing of the Test and Breaks

The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the entire amount of time; they cannot move on to the next SAT section until time is called. Timing charts are supplied in front of each script in this manual (Sections E, F, and G).

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

- Accurately time each test section.
- Record the start and stop times on the charts provided.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test center supervisor of any timing irregularities.
- Record irregularities and actions taken on Supervisor's Irregularity Report (SIR).

**Scheduled Breaks**


SAT Program policy requires every student to be offered breaks at regular intervals. During breaks, students may go to the restroom or to the area designated for eating snacks.

The following table shows approximate timing of breaks for testing.

**Overview of Approximate Test and Breaks Timing**

8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
9:30 a.m., 10:35 a.m., 11:35 a.m.	<b>Approximate times for breaks in SAT standard rooms.</b>
9:55 a.m., 11:30 a.m., 12:45 p.m.	<b>Approximate times for breaks for SAT 50% extended time.</b>
10:15 a.m.	<b>Approximate time for first break for SAT 100% extended time.</b>
12:05 p.m.	<b>Approximate time for pencils down on first day of testing for SAT 100% extended time.</b>
12:30 p.m.	<b>Approximate time for pencils down for standard SAT test administration.</b>
2:15 p.m.	<b>Approximate time for pencils down for SAT 50% extended time.</b>

Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the student's Eligibility Approval Letter or roster.

-  Beverages and snacks are permitted during breaks. Ideally, snacks and beverages should be consumed outside of the testing room, but this may not be possible at all test centers. Please make sure that eating or drinking is never allowed near testing materials.

**Unscheduled Breaks**

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 test book is the actual test book and not substitute. Fan the book to make sure no pages have been removed.**
- Ensure that the student's calculator is left in plain sight on the student's desk.
- When the student returns, check his or her ID and Admission Ticket if the student is unfamiliar to you 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 in your judgment the activity is suspicious.

**Calculator Policies and Guidelines**

Information about acceptable calculators is given on page v. General policies are as follows:

- Students must supply their own calculators. They may also bring backup equipment in the event their primary equipment and batteries fail, but they need your permission to use it.
- Students may not share calculators.
- Staff are not expected to have extra equipment or batteries available.

Review the following guidelines with staff (these are included in the test script).

- We recommend that students bring and use a calculator on the Math section of the SAT, especially one with which they are familiar. A scientific or graphing calculator is recommended. (See page v.)
- Calculators may be used on mathematics sections only.
  - At any given time, some students may be working on a mathematics section, some on a reading section, and some on a writing section.

- To help you monitor calculator use, reading and writing sections have a “no calculator” symbol at the top of each test book page. Students may not have calculators on their desks when working on these sections.

### **Calculator Malfunction**

Students should raise their hands if their calculators malfunction before or during the test. Allow them to use a backup calculator or batteries that they brought and continue to test. Students without backup equipment may continue testing, since no question requires a calculator. If they choose to cancel their score, they must cancel the entire test, and they should fill out an SAT Request to Cancel Test Scores form before leaving the testing room.

### **Forms and Reporting**

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

#### **Testing Room Materials Report Form**

The supervisor uses the Testing Room Materials Report Form on the outside back cover of this manual to indicate testing room information, including the associate supervisor assigned to the room and the test materials issued to him or her. Inside the testing room, the associate supervisor uses the Testing Room Materials Report Form and Seating Chart to:

- Check the testing materials received against the serial numbers listed on the form.
- As indicated in the scripts, record the serial number of each test book in the corresponding seat location on the seating chart (inside back cover of this manual). If possible, include the last name of the student. If any security issues arise, the chart will be used in security investigations.

#### **Request to Cancel Test Scores Form**

This form is used to request test-day score cancellation. Staff should be provided with copies of this form for each testing room. Direct students to fill out the form with exactly the same information that is listed on their Admission Ticket. Students must:

- Sign and date the form.
- Hand the form to the testing staff before leaving on the day of the test.

**OR**

- Fax the form to the number indicated no later than 11:59 p.m. Eastern Time on the third school day following test day.

- In cases of equipment failure or sudden departure due to illness, the associate supervisor must sign the form for students who decide to cancel their scores using the Request to Cancel Scores form. An SIR is not necessary for other cancellation situations.

### **Notations on the Nonstandard Roster**

At some point during testing or immediately after dismissing students, the associate supervisor in the nonstandard testing room must annotate the roster for the room to indicate the accommodations used by each test-taker. The associate supervisor should check the list of accommodations on the roster and note all that were provided to each student. If the student was provided an approved accommodation other than those listed, specify the accommodation (for example, answers written in the test book).

The associate supervisor should note his or her own name on the roster, make copies of the nonstandard pages of the roster and give them to the supervisor for return in the gray envelope.

For students listed on the NAR, the SSD coordinator prints out and annotates the online NAR confirming the accommodations used by students and returns it with their used answer sheets.

### **Supervisor’s Irregularity Report (SIR)**

The testing staff performs a critical role in reporting any and all irregularities to Test Administration Services (TAS). Without information, we cannot resolve issues that arise. Please review the SIR form with all associate supervisors. All SIRs submitted to TAS are thoroughly reviewed. You will be provided with at least one blank SIR to use in the event an irregularity occurs during school day testing as well as a blank SIR for each associate supervisor to use in the testing room.

There are three specific kinds of irregularities that staff may need to report on the form:

- **Group Irregularities:** For disruptions or other incidents that affect more than one student.
- **Individual Test-Taker Irregularities:** For disruptions or other incidents that affect a single student. Staff must provide as much detail as possible about students, including name, registration number, sex, and contact information. If reporting defective materials,



they should note “SAT” as the type of test, form code, and serial number of the item in question.

- **Test Question Ambiguity Information:** For reporting student concerns about test questions. Staff must provide complete information in the comments section of the form, particularly their contact information.

## 4. PREPARING STUDENTS FOR TEST DAY

Ahead of test day, meet with students, including those with accommodations, to go over some important information for test day. At this time, let them know that their schedule will differ and that lunch will not be served until after testing ends.

Tell students to go to [sat.org](http://sat.org) to help them find answers to their general questions about the SAT and what to expect on test day. Be sure to let them know that school day testing has been specially arranged and may differ in a few important respects (for example, the dates of testing and of score release are not the same as those for the seven weekend administration dates).

### When and Where to Report

Go over with students where they are to report and how they can learn their room assignments.

All school day testing must begin at approximately the same time. **Please do not deviate from the agreed-upon schedule by more than an hour at most.** Students should arrive by the regular start of the school day and go straight to the waiting area in the school where you have instructed them to congregate.

Here is a sample schedule, which should be tailored to meet the schedules of participating schools:

- Admission to the testing area starts at about 7:30. All students should be in their assigned rooms by 8:00.
- Testing begins by 8:30.
- For standard timing (most students), the test should end around 12:30. Students with 50 percent extended time should finish by 2:15.
- Students will have three breaks during which they can have snacks in designated areas (usually the hallways near testing rooms).
- Students will not be permitted to go to their lockers or to leave the building during testing.

- When dismissed, students should return to the waiting area and await dismissal for lunch.

■ Lunch will be served after, not during, testing.

### What to Bring and What NOT to Bring on Test Day

Go over what students should bring on test day and what they may NOT have in the testing room.

On test day, students must bring:

- Admission Ticket, which is required for entry to the test center
- Acceptable photo identification (see page 25)
- Two No. 2 pencils with soft erasers; **NO PENS OR MECHANICAL PENCILS**
- Acceptable calculator (for mathematics sections only)

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities
- A bag or backpack (which must be stored under the desk during testing)
- A snack and drinks (which must be packed away during testing)
- Extra batteries and backup calculator

### Materials Allowed in Testing Room

The SAT Program allows only specific materials to be used in the testing room.

- Acceptable, battery-operated calculators are allowed on desks only during mathematics sections.
- Snacks and drinks can be eaten only during breaks. Designate an area for eating that is outside of the testing room if possible.

### What NOT to Bring on Test Day

The following items are all prohibited during testing, including breaks. (Allow exceptions only in the case of approved accommodations.):

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

### **Prohibition of Phones**

Phones are a common source of distraction and unauthorized sharing of information. If you are fair and vigilant in enforcing the following policy, you will spare your students the pain of having scores canceled or of having their concentration disturbed by these devices.

Use of phones is prohibited; students are strongly encouraged not to bring phones or other prohibited electronic devices into the testing room. The test administration staff reserves the right to collect and hold phones and other prohibited electronic devices during the test administration. If a student's device makes noise, or the student is seen using it or attempting to access it at any time, including during breaks, he or she will be dismissed immediately, his or her scores can be canceled, and the device may be confiscated. The College Board is not responsible for loss or damage to personal items, including electronic devices, while students are in the testing area. See page 14 for a list of Prohibited Items.

### **Policies to Convey to Students**

Go over these important policies with students at the orientation.

#### **Admission to the Test**

Students are required to present an acceptable photo ID and an SAT School Day Admission Ticket to be admitted to the testing area. The Admission Ticket is needed to provide confirmation that the student is properly registered. It will be used in the testing room to verify that students have correctly identified themselves on their answer sheets.

#### **Taking the Test**

- Students may not share test questions or discuss essay questions with anyone during or after the test.
- Students may not work on any section other than the one currently being timed. They may not look ahead or back in the test book.
- Students may not continue working after time has been called.
- Students must take the entire test and not skip any sections. Skipping a section will adversely affect their scores and may cause scores to be delayed.
- Students may not go to their lockers or leave the building during breaks.

### **Marking the Answer Sheet**

Correctly marking the answers is very important: marks that are too light or that do not completely fill in the circles will not scan properly and could lead to lower scores.

- No. 2 pencils and soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead do not scan properly.
- Students must fill in each circle darkly and completely. If they need to erase a response, they must erase as completely as possible.
- Students may not use a pen to write their essay. The electronic scanners cannot read ink, and essays written in ink will appear blank.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless College Board approval has been given for this accommodation).

■ The SAT Program will not adjust scores in cases of failure to follow instructions for marking the answer sheet.

#### **Score Cancellation**

The SAT Program allows students to cancel their scores for any reason up until 11:59 p.m. Eastern Time on the third school day following test day. Scores for all sections of the test will be canceled.

### **Photo Requirement for Makeup Administrations**

School Day testing does not require photos for registration; however, students who need to take an approved makeup test for SAT School Day may be transferred to a designated weekend administration for which a photo will be required on the Admission Ticket. Students who need to transfer to a weekend administration will be prompted to provide a photo during the online transfer process through their College Board Accounts. In this case, students are required to provide a photo that is properly focused with a full-face view, that is clearly identifiable as the student, and that matches the student's appearance on test day.

# Section B: Maintaining Security

## CHECKLIST

### 1. Materials Receipt and Security

- Select a secure, locked storage area to house testing materials.
- Check the shipment contents against the Shipping Notice within 24 hours of arrival.
- Inspect cartons for tampering each day.
- Notify the Office of Testing Integrity (OTI) of test shipment discrepancies or tampering.

### Counting and Distributing Test Materials

- Keep test materials in a secure area that is not accessible to students.
- On the morning of the test, count and distribute test materials to associate supervisors, noting serial numbers on the Testing Room Materials Report Form for each room.
- Confirm and review staff assignments.

### 2. Monitoring During the Test

- Ensure that halls are monitored and that testing rooms are always attended.
- Ensure that associate supervisors monitor use of equipment and do not allow use of prohibited aids during testing.

### 3. Reporting Test Administration Irregularities

- Report irregularities on a Supervisor's Irregularity Report (SIR).
- Use the Irregularity Chart as a guide to what situations should be reported and what actions should be taken.
- Report all student complaints.
- Contact TAS immediately for timing irregularities or other issues that may necessitate canceling scores.

### More Information

#### Material Missing from Shipment

OTI  
609-406-5430

#### Test Security and Interruption/Student Impersonation

TAS  
800-257-5123  
Fax: 609-771-7710

#### Media Questions

College Board Office of Communications  
212-713-8052

## 1. MATERIALS RECEIPT AND SECURITY

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

### Receipt of Test Materials

You should receive testing materials by approximately three to five days before the day of the test. If materials are stored over the weekend, take special care that they are securely locked away in a secure area, such as a locked cabinet, closet or vault, and check them carefully for tampering.



Do not remove any testing materials from the center without the consent of OTI.



If you do not receive testing materials by the expected dates call TAS.

### Checking the Test Materials Shipment

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

When you receive your materials, one box will have a summary packing list and a separate kit packing list indicating all the materials that have been shipped to you.



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

## TEST MATERIALS SHIPMENT

- Shipping Notice
- Test books with answer sheets (sent to the test center supervisor for standard and nonstandard testing)
- Test books and/or cassettes with answer sheets and essay booklets (sent to the SSD coordinator for nonstandard testing of students listed on the NAR)
- SAT School Day Testing Manuals
- Supervisor's Irregularity Report (SIR) forms
- Courier box(es) or envelope(s) with preapplied labels for returning used answer sheets
- Preprinted courier label for returning test books and unused answer sheets
- Packing List for School Day Testing Materials Kit
- School Day Testing Materials Kit:
  - Forms, reports, and posters
  - Test Material Return Instructions and tape
  - Colored envelopes for returning other critical materials

Your testing materials shipment for standard testing and nonstandard testing of students on the roster will be packaged in serial number order:

- SAT test books for standard administrations, with an aqua graphic on the cover, in packs of 10
- SAT test books for nonstandard administrations, with a pink graphic on the cover, in packs of 5


**SSD** Large print test books and answer sheets are shipped separately; check the online Attendance Rosters to see which students are approved to use them. Materials for students with accommodations listed on the NAR are shipped separately to the SSD coordinator, as detailed in Section G of this manual.

Test books and answer sheets are shrink-wrapped. For security reasons, do not unseal or open the wrapping until test day. Check them as follows:

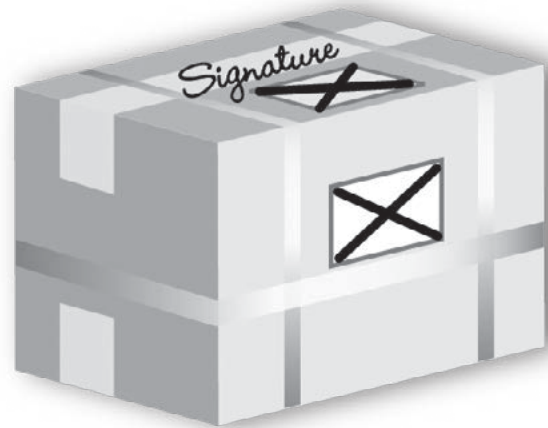
- Verify the quantities of test materials sent.
- Carefully fan the books inside the seal to count the number of test books enclosed.
- Compare the serial numbers on test books against those on your shipping notice.

Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice. In addition to calling OTI, note any such irregularities on the SIR.

Extra test materials are usually included in the shipment. They may be used for students registering on test day (on an exception basis) or to replace defective materials.

 If you still need additional materials, call TAS at once.

After you check the test materials, reseal the cartons with the tape provided. Sign your name across the tape and extending onto the carton and store the sealed cartons in a locked, secure area that has limited access until the test date.



You should know exactly who has access to the area. Ensure that master keys will not allow access to the room used to store test books. Do not store test books at your home or in your vehicle.

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

### Counting and Distributing Test Materials

On test day, you must count the test books:

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



Ensure that your associate supervisors account for testing materials in the testing room as instructed in Section D of this manual. Associate supervisors must count the test books:

- After receiving the materials from you
- After distributing materials to students
- Before they dismiss students from the testing room

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

## 2. SECURITY DURING THE TEST

### General Center Monitoring

Make sure the following take place during testing:

- Monitoring of halls and restrooms
  - Coordination of breaks for staff, ensuring that testing rooms are never left unattended
- See Section C for more information about monitoring the test center.

### Identification Checks

Your staff should check student Admission Tickets (must be printed, not electronic) and identification when admitting the students to the testing room, including after breaks. See Section C for more information about acceptable IDs.

### Prohibited Devices and Testing Aids

Except for approved SSD accommodations, the following devices are not allowed:

#### PROHIBITED DEVICES

- Prohibited devices include, but are not limited to:
- Cell phones or smartphones
  - Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
  - Separate timers of any type
  - Cameras or any other photographic equipment
  - Any devices, including digital watches or smartwatches, that can be used to record, transmit, receive, or play back audio, photographic, text, or video content

At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to store them out of sight. **Once the script has been read, if a prohibited device makes noise or a student is seen**

**using a prohibited device, the supervisor may dismiss that student and confiscate the device. Contact TAS immediately if a device has been confiscated for further instructions.**

The following testing aids are not permitted, except in the case of approved SSD accommodations.

#### PROHIBITED AIDS

- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or 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

Except for accommodated test-takers, **anyone** using prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. Note any such activities on the SIR.

**!** Mechanical pencils and separate erasers can be used to conceal information. Staff should be alert to this possibility.

### Preventing Issues Involving Phones

As noted earlier, phones represent a serious source of distraction as well as an easy way to share information to gain an unfair advantage. For this reason, the SAT Program strictly enforces the no phone use rule.

You may want to incorporate your own methods for addressing phones, such as directing students to store them in their lockers. We strongly suggest that you not allow phones or other prohibited electronic devices to be kept in the testing room. Even when not in the student's possession, a phone or other prohibited device that makes noise is grounds for score cancellation. Some alarms are set to sound even when the device is turned off.

## 3. REPORTING TEST ADMINISTRATION IRREGULARITIES

Use the SIR to record completely all of the following:

- 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). Describe the incident, the people involved, the name(s) and registration number(s) of the student(s) involved, and the length of time each incident was observed. If the incident was resolved, please describe the resolution. Include the names and phone numbers of staff who were involved and can provide relevant information. Irregularities filed by associate supervisors must be countersigned by the test center supervisor, who should add any information that might be useful. Tell students that a report will be submitted, but that they should report their experience by calling Customer Service.

### Completing the SIR

This form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in circles completely. Always include the names of students involved in an irregularity. (All page numbers given below are referring to the form.)

- For all irregularities fill in the general information in items 1 to 4 and item 10 (page 3) of the form.
  - In box 4a, put your 5-digit test center number. If your school also serves as a weekend test center, **be sure to use the school day test center number**, not the weekend test center number. (SSD coordinators should use the 6-digit school number.)
  - In box 4b, fill in the appropriate circles for your test date and fill in the bottom circle to indicate a School Day administration.
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 6, 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list the information about the students affected.
- To report an individual irregularity (an issue that affects one student, such as illness), fill in items 5, 7 and 9 (page 3) to denote the type of occurrence and the events and actions taken. Fill in item 11 (page 4) if more than one student was affected. List their names, registration numbers, and test book serial numbers. 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 center 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

Make arrangements with your school administration to minimize the following distractions:

- School bell schedule
- Use of the loudspeaker system
- Students walking in the hallways near the testing rooms

Report every student complaint, even those resolved on-site, on the SIR. Advise students that their test scores may be held until an investigation of their complaints is completed.

-  Students with concerns should contact the SAT Program by the third school day after the test date. (Email addresses and phone numbers are given on the inside front cover of this manual.)

### Using the Irregularity Chart






The chart on the following pages is a compilation of the most common irregularities you might encounter along with the procedures and actions you should employ in response. Some situations call for immediate action: when the chart indicates to call TAS, do so without delay.





- Contact TAS immediately for timing irregularities or other issues.



The SAT Program will support your actions if they are reasonable and designed to ensure score validity and a standardized testing environment. In certain cases, because of confidentiality requirements, it may not be possible to report back to you regarding the action taken. However, if there is a question or issue that needs to be clarified, TAS, OTI or SSD will contact you.




# SCHOOL DAY TESTING IRREGULARITY CHART




Irregularity	Procedures	SIR Required?
<b>TEST CENTER ISSUES</b>		
<p><b>Changing reporting site or canceling testing</b></p>  <p>Call TAS immediately.</p>	<p>If you must change your reporting site or cancel testing, notify local media and post information at the reporting address, if possible.</p>	
<p><b>Interruption, such as: storm, fire drill, power failure, or other emergency.</b></p>  <p>Call TAS immediately.</p>	<ul style="list-style-type: none"> <li>• Ensure test-taker safety.</li> <li>• If time allows, ask test-takers to insert answer sheets in test books, close test books, and sit quietly until instructed further.</li> <li>• Note stop time and inform test-takers that the testing time will be adjusted.</li> </ul> <p><b>If evacuation is required:</b></p> <ul style="list-style-type: none"> <li>• Direct test-takers not to talk.</li> <li>• Lock the testing room.</li> <li>• Monitor test-takers at all times to ensure that they do not consult notes, books, teachers, or other test-takers regarding the test during the emergency. Failure to adhere to this policy may result in canceled scores.</li> </ul> <p><b>If testing cannot be resumed:</b> Do not dismiss test-takers until instructed to do so.</p>	<p style="text-align: center;">✓</p> <p>Note the source, length, and impact of the interruption and the section(s) affected.</p> <p><b>Bubble page 1 section 6 – “Disturbance/Interruption.”</b></p>
<b>MATERIALS MISSING, DAMAGED, OR DEFECTIVE</b>		
<p><b>Materials missing or damaged before testing</b></p>  <p>Call TAS immediately.</p>	<p>Report if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the Shipping Notice.</p>	<p style="text-align: center;">✓</p> <p>Note any such irregularity.</p> <p><b>Bubble page 1 section 6 – “Missing materials.”</b></p>
<p><b>Missing materials during testing</b></p>  <p>Call OTI immediately.</p>	<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 test-taker to leave the testing room until materials are accounted for.</li> <li>• If materials are not located, put proctor in charge of room and notify test center supervisor.</li> </ul>	<p style="text-align: center;">✓</p> <p><b>Bubble page 1 section 6 – “Missing materials.”</b></p>
<p><b>Missing test book after testing</b></p>  <p>Call TAS immediately.</p>	<p>If a test book is discovered missing after the test-takers have been dismissed, do not return any test materials to the SAT Program until after you have spoken with a TAS representative.</p>	<p style="text-align: center;">✓</p> <p>Explain the circumstances fully.</p> <p><b>Bubble page 1 section 6 – “Missing materials.”</b></p>
<p><b>Insufficient answer sheets</b></p>	<ul style="list-style-type: none"> <li>• Instruct test-takers to write their names, registration numbers, center numbers, and test date on the back covers of their test books. Tell them to circle multiple-choice and write test-taker-produced responses in their test books.</li> <li>• On front cover of each 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 style="text-align: center;">✓</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker recorded answers in book.”</b></p>



Irregularity	Procedures	SIR Required?
<p><b>Defective answer sheet</b></p>	<ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket and replace defective answer sheet.</li> <li>• Direct test-taker to print name on the new answer sheet, then continue with next question.</li> <li>• If an extra answer sheet is not available, test-taker may circle multiple-choice and write test-taker-produced responses in his or her book.</li> <li>• If testing time is lost because of defective answer sheet, allow test-taker to make it up at the end of test administration.</li> <li>• After test is over, have test-taker complete items 1–9 on page 1 of the replacement answer sheet, if any. Make sure that both answer sheets have items 1–9 completed, and clip both answer sheets together.</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 style="text-align: center;">✓</p> <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 test-taker marks on it, attach it to the SIR.</p> <p style="text-align: center;"><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker needed second answer sheet” or “Test-taker recorded answers in book.”</b></p>
<p><b>Defective test book</b></p> <p style="text-align: center;"></p> <p>Call TAS immediately if the defect appears in several test books.</p>	<ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket.</li> <li>• If possible, replace with a book with the same form code that does not have the same defect, and direct test-taker to continue with original answer sheet.</li> <li>• If the test book cannot be replaced with one that has the same code, dismiss the test-taker and explain that the SAT Program will be in contact to schedule a makeup test.</li> <li>• If defective test book causes a loss of testing time, allow test-taker to make up the time for that section at the end of test administration.</li> <li>• On front cover of defective test book, print “Defective” and the school number as well as the location and nature of defect.</li> </ul>	<p style="text-align: center;">✓</p> <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 style="text-align: center;"><b>Bubble page 2 section 7b Defective Material Issue – choose listed specific issue or choose “Other” and describe.</b></p>
<b>ADMISSION/IDENTIFICATION/SEATING ISSUES</b>		
<p><b>Test-taker changing from standard to nonstandard administration</b></p>	<p>When a test-taker presents an Eligibility Approval Letter or you have confirmed approval with the SSD office:</p> <ul style="list-style-type: none"> <li>• Mark the test-taker as absent on the standard section of the roster, and add the test-taker to the nonstandard section of the roster.</li> <li>• Write the test-taker’s name and SSD Eligibility Code on the nonstandard roster.</li> </ul>	<p style="text-align: center;">✓</p> <p>Include test-taker’s name and eligibility code.</p> <p style="text-align: center;"><b>Bubble page 2 section 7b Check-in Issue – “Test-taker was changed from standard to nonstandard room with approved accommodations letter.”</b></p>
<p><b>Test-taker seat is changed</b></p>	<p>If any test-taker is moved to another seat after the test books are distributed and testing begins, indicate on the seating chart the seat to which the test-taker was moved.</p>	<p style="text-align: center;">✓</p> <p>Explain the reason for the change.</p> <p style="text-align: center;"><b>Bubble page 2 section 7b Other Issue – “Other.”</b></p>
<p><b>Identifying information discrepancies</b></p> <p style="text-align: center;"></p> <p>Call TAS Immediately if you suspect impersonation.</p>	<p>Check test-taker identifying information on the answer sheet before dismissal.</p> <ul style="list-style-type: none"> <li>• Check that the name and identifying information exactly matches across all documents, including the answer sheet, the ID and the Admission Ticket.</li> <li>• If test-taker has made an error, ask them to explain it and correct it. Ensure that the registration number is complete and correct on the answer sheet.</li> <li>• If you suspect impersonation, keep the ticket. Notify the supervisor immediately.</li> </ul>	<p style="text-align: center;">✓</p> <p>Describe the discrepancy, and error, if applicable. If you suspect impersonation, note test-taker’s name, registration number, and type of ID.</p> <p style="text-align: center;"><b>Bubble page 2 section 7b Check-in Issue – “Test-taker had questionable/unacceptable ID” or “Test-taker not on roster/did not have Admission Ticket.”</b></p>

Irregularity	Procedures	SIR Required?
<b>SECURITY VIOLATIONS/TEST-TAKER MISCONDUCT</b>		
<p><b>Observed misconduct</b></p>  <p>Call TAS immediately.</p>	<p>If you observe a test-taker removing a test book or parts of a test book, attempting to impersonate another test-taker, or leaving the building during testing:</p> <ul style="list-style-type: none"> <li>• If possible, check test-taker ID and Admission Ticket and note name, registration number, and type of ID. Collect test book and answer sheet and dismiss test-taker. Do not readmit test-taker to testing room.</li> <li>• Notify test center supervisor immediately.</li> <li>• On front cover of test book, note test-taker's name and write "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 style="text-align: center;">✓</p> <p>Attach test book to SIR. Ensure that test-taker name is provided.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – "Test-taker removed or attempted to remove test materials," or "Test-taker impersonated another test-taker," or "Test-taker left early/left without permission."</b></p>
<p><b>Test book misuse</b></p>	<p>If a test-taker is seen looking through or opening test book before or after time is called, working on a wrong section, or working past time permitted:</p> <ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket and ask test-taker to close test book or direct test-taker to proper section of test book. Warn test-taker individually that a subsequent violation will be grounds for dismissal.</li> <li>• If behavior continues, collect test book and answer sheet. Dismiss test-taker. Do not readmit test-taker to testing room.</li> <li>• On front cover of test book, note test-taker'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 style="text-align: center;">✓</p> <p>Note the section(s) affected, and attach test book. Ensure that test-taker name is provided.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – "Test-taker worked after time called," or "Test-taker worked on wrong section," or "Test-taker obtained improper access to test/part of test."</b></p>
<p><b>Noises made by or use of prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>• Cell phones, smartphones</li> <li>• Cameras, scanners</li> <li>• Laptops, PDAs</li> <li>• iPods, MP3 players</li> <li>• Separate timers</li> </ul> <p><i>Medical devices such as insulin pumps are allowed.</i></p>  <p>Supervisor: If you have any suspicion that the device was used to share test information, immediately CALL TAS while the test-taker is still in your charge.</p>	<p>If a test-taker's prohibited device makes noise or if the test-taker is observed using any prohibited electronic device in the testing room or during a break:</p> <ul style="list-style-type: none"> <li>• Tell test-taker to turn it off and hand it to you immediately. (Return the device after it has been checked for testing content.)</li> <li>• Check test-taker ID and Admission Ticket.</li> <li>• Inform test-taker 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 test book and answer sheet and dismiss the test-taker from testing. Do not readmit test-taker to testing room.</li> <li>• On front cover of test book, note the test-taker's name and write "Prohibited electronic device."</li> </ul>	<p style="text-align: center;">✓</p> <p>Note that the device made noise or was in use. Attach test book to SIR. Ensure that test-taker name is provided.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – "Test-taker used a cell phone/prohibited device, or it made noise."</b></p>

Irregularity	Procedures	SIR Required?
<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>Note: SSD test-takers may be approved to use particular aids, including scratch paper.</i></p>	<p>If a test-taker is seen using a calculator on a non-mathematics 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>• Check test-taker ID and Admission Ticket and warn test-taker individually (and assistant if applicable) to stop use of the prohibited aid.</li> <li>• Tell test-taker that a subsequent violation will be grounds for dismissal.</li> <li>• If test-taker continues, collect test book and answer sheet and dismiss test-taker.</li> <li>• On front cover of test book, note test-taker’s name and write “Prohibited item.”</li> </ul>	<p style="text-align: center;">✓</p> <p>Attach test book to SIR. Ensure that test-taker name is provided.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker used an unauthorized aid.”</b></p>
<p><b>Refusal to follow instructions</b></p> <p style="text-align: center;"></p> <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p>If a test-taker is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a telephone without permission:</p> <ul style="list-style-type: none"> <li>• If possible, check test-taker ID and Admission Ticket, and inform test-taker that you must write up the incident and that his or her scores will be canceled.</li> <li>• Collect test book and Admission Ticket and answer sheet and dismiss the test-taker from testing. Do not readmit test-taker to testing room.</li> <li>• On front cover of test book, note test-taker’s name and write “Refusing to follow instructions.”</li> </ul>	<p style="text-align: center;">✓</p> <p>For copying and communications infractions, describe the ID. Note type of infraction and explain the circumstances completely. Attach the test book and Admission Ticket to the SIR.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker failed to follow any other test administration regulations,” or “Test-taker gave or received help.”</b></p>
<b>MISADMINISTRATION</b>		
<p><b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b></p> <p style="text-align: center;"></p> <p>Call TAS if problem cannot be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the test-takers. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>• Ask test-takers 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 test-takers that the testing time will be adjusted.</li> <li>• Once testing resumes, adjust testing time.</li> <li>• Monitor test-takers at all times inside and outside the testing room.</li> </ul>	<p style="text-align: center;">✓</p> <p>Note the length and impact of the disturbance.</p> <p><b>Bubble page 1 section 6 – “Disturbance/interruption.”</b></p>
<p><b>Undertiming</b></p> <p style="text-align: center;"></p> <p>Call TAS.</p>	<p>Permit test-takers to make up any undertiming on a section before concluding the section, allowing a break, or dismissing test-takers. Allow full testing time for unaffected sections.</p>	<p style="text-align: center;">✓</p> <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 Test Admin Issue – “Test was Undertimed” (for an individual).</b></p>

Irregularity	Procedures	SIR Required?
<p><b>Overtiming</b></p>  <p>Call TAS.</p>	<p>Make no adjustment.</p>	<p style="text-align: center;">✓</p> <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 Test Admin Issue – “Test was overtimed” (for an individual).</b></p>
<p><b>Testing staff issues</b></p>  <p>If administration is compromised, call TAS immediately.</p>	<p>In the case of distracting behavior, incorrect directions or material distribution, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test center supervisor will determine next steps.</p>	<p style="text-align: center;">✓</p> <p>Note the impact of the issue and the section(s) affected.</p> <p><b>Bubble page 1 section 6 – choose correct issue from list, or page 2 section 7b Test Center Staff Issue – choose correct issue from list.</b></p>
<b>TEST-TAKER ISSUES</b>		
<p><b>Excessive breaks:</b> <i>This irregularity does not apply to test-takers approved for “additional unscheduled breaks.”</i></p>  <p>Call TAS if there is a security concern.</p>	<ul style="list-style-type: none"> <li>• Ask test-taker the reason for excessive breaks (Is the test-taker ill?). Collect the test book and answer sheet; return them when test-taker reenters. Do not allow extra time.</li> <li>• Have room or hall proctor check where the test-taker is going during the breaks.</li> </ul>	<p style="text-align: center;">✓</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 test-taker to leave test room temporarily. Collect test book and answer sheet; return them when test-taker reenters. Do not allow extra testing time.</li> <li>• If test-taker is unable to continue, advise him or her of cancellation policy. (The cancellation policies are given about four pages into the SAT script, just before the start of the first test section.)</li> <li>• If an answer sheet becomes soiled due to illness or bleeding, inform test-taker that it cannot be scored. If test-taker wants to continue, provide a new answer sheet and allow test-taker to transcribe earlier answers after test books have been collected. Discard soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.</li> </ul>	<p style="text-align: center;">✓</p> <p>Note length of absence, the test-taker(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker became ill.” Also bubble page 2 section 7a “Did test-taker complete testing?” (Yes or No).</b></p>
<p><b>Unscheduled breaks</b></p>	<p>If a test-taker asks permission to go to the restroom, testing time cannot be made up.</p>	<p style="text-align: center;">✓</p>
<p><b>Using pen or wrong type of pencil</b></p>	<p>If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Do not have test-takers erase any answers. Have them continue using the same answer sheet. Test-takers should not be dismissed from testing if they use a mechanical pencil.</p>	<p style="text-align: center;">✓</p> <p>Explain the circumstances fully. Note section(s) affected.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker used an unauthorized aid.”</b></p>

Irregularity	Procedures	SIR Required?
<p><b>Answers placed incorrectly on answer sheets</b></p>	<ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket if test-taker is unfamiliar to you and provide new answer sheet if test-taker has misplaced answers on the answer sheet. No erasures or transfers should be done. (If no extra answer sheets are available, follow the procedures under “Defective Answer Sheet,” page 17). Direct test-taker to print name on new answer sheet, then continue in the appropriate place.</li> <li>• After test is over, have test-taker complete items 1–9 on page 1 of the answer sheet. Clip answer sheets together.</li> </ul>	<p style="text-align: center;">✓</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker misplaced/misgridded answers” (1 answer sheet only), or “Test-taker needed second answer sheet.”</b></p>
<p><b>Answers written in test book, but not recorded on answer sheet</b> <i>This irregularity does not apply to test-takers approved for “writing answers in test book.”</i></p>	<ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket if test-taker is unfamiliar to you.</li> <li>• Notify test-taker that no credit is given or extra time allowed to transcribe answers to answer sheet.</li> <li>• Answers recorded in test book may not be transferred to answer sheet after the test by either test-taker or school personnel.</li> <li>• On front cover of test book, note test-taker’s name and write “Answers in test book.”</li> </ul>	<p style="text-align: center;">✓</p> <p>Note the reason why the test-taker wrote the answers in the test book. Attach the test book to the SIR.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker recorded answers in book.”</b></p>
<p><b>Answer sheet left blank or completely erased</b></p>	<ul style="list-style-type: none"> <li>• Notify test-taker that you have observed this behavior and check test-taker ID and Admission Ticket if test-taker is unfamiliar to you. Indicate that if the behavior persists, you will report it.</li> <li>• Tell test-taker that the answer sheet will be scored unless the test-taker cancels the scores by the third school day after the test is over.</li> <li>• If the test-taker wants to cancel the test, provide an SAT Request to Cancel Test Scores Form and have test-taker complete and sign.</li> <li>• If test-taker continues to not mark any answers, collect the answer sheet and test book and dismiss the test-taker from testing.</li> </ul>	<p style="text-align: center;">✓</p> <p>Explain the circumstances fully. Describe the ID for test-takers observed not bubbling answers.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker failed to follow any other test administration regulations.”</b></p>
<p><b>Calculator malfunction</b></p>	<ul style="list-style-type: none"> <li>• Check test-taker ID and Admission Ticket and allow the test-taker to replace batteries or try a backup calculator, if available. If the problem persists, the test-taker can choose to continue or to cancel scores.</li> <li>• Canceling scores for mathematics section of SAT means that the entire test will be canceled.</li> <li>• If test-taker decides to cancel, provide an SAT Request to Cancel Test Scores form and have test-taker complete and sign. <b>Associate supervisor must also sign.</b></li> </ul>	<p style="text-align: center;">✓</p> <p>Document the malfunction.</p> <p><b>Bubble page 2 section 7b Test Admin Issue – “Test-taker had a CD player or calculator malfunction.”</b></p>
<p><b>Test question ambiguity</b></p>	<p>Report the type of question ambiguity.</p>	<p style="text-align: center;">✓</p> <p>Add any test-taker 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 test-taker information.</b></p>

# Section C: Test Center Admission and Monitoring

## CHECKLIST

### Planning Should Follow Test Day Schedule

- Adhere as closely as possible to your prearranged schedule.

### Assigning Rooms and Admitting Students

- Note serial numbers of test books assigned to each room on the respective Testing Room Materials Report.
- Post room assignments for students who are testing.
- Post relocations when applicable for classes that are continuing to meet during testing.
- Set up the designated area for test-takers to congregate before and after testing.
- Check photo ID and Admission Ticket of any student who is unknown to you.
- If applicable, follow procedure for admitting test-day registrants from your school.
- Note all present and absent students on the rosters.

### Releasing Staff and Securing Materials

- Have staff check the testing rooms to make sure nothing has been left behind.
- Ensure that no materials are missing.
- Keep test materials in secure storage until they are returned.

### Reporting

- Complete all appropriate reports and forms and make a copy **for your records**.
- Retain all documents related to the administration for six months after the test.
- Report the count of students who may require makeup testing due to absence or irregularities encountered.
- If given a College Board survey, evaluate the administration by completing it.

### Returning Testing Materials

- Return used answer sheets and critical materials immediately after testing.
- Return used/unused test books and unused answer sheets within two days.
- Throw away all unused shipping materials.

## Help on Test Day

### Test Security and Interruption

TAS  
800-257-5123

### Media Questions

College Board Office of Communications  
212-713-8052

### Problems Returning Materials

800-257-5123

## 1. TEST DAY SCHEDULE

To ensure standardized testing across all school day testing, you should adhere to the prearranged schedule as closely as possible. The sample schedule below is based on average opening times for high schools.

6:45 a.m.	Staff reporting time and facility preparation.
7:00 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Reports.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the area designated for them to assemble before and after testing.
8:00 a.m.	Close testing room doors.
8:00–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
12:30 p.m. (approx.)	Testing ends for standard test administration.
2:15 p.m. (approx.)	Testing ends for 50 percent extended time. (Testing for students receiving 100 percent extended time will end at approximately 12:15 p.m. and resume the following day.)
3:45–4:45 p.m. (approx.)	UPS pick up of used answer sheets and critical reports.



Notify TAS immediately if you must change your reporting site. Report the reason for the site change on the Supervisor's Irregularity Report (SIR).



## 2. ROOM ASSIGNMENTS AND ADMITTING STUDENTS

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

Some students who missed the registration for school day testing may show up to test at your school. You can accommodate these students as long as you have enough extra materials and seats. Plan ahead for where to assign such students. Follow the procedure for test-day registrants given in this section.

Staff should already know their room assignments. Note the assigned room for each associate supervisor and the beginning and ending serial numbers of the test books you are distributing on the Testing Room Materials Report. Give each associate supervisor a copy of the online Attendance Roster showing the students assigned to his or her room. The staff testing students with accommodations listed on the NAR will use the report accessed and printed by the SSD coordinator as the roster for these students.

Associate supervisors should prepare their rooms for students as noted in Section D. Post signs on the doors of testing rooms and in the adjacent hallways indicating that testing is in progress. Be sure to display the “No Cell Phones” poster prominently where test-takers will see it.

### Admission Policies

Registered students will be listed on the online Attendance Roster. This roster may include some students from other high schools participating in the school day testing. The following policies apply to admitting registered students to the testing area during school day testing:

- Typically students will be attending your high school. Students, whether or not they attend your school, must have acceptable photo IDs and SAT School Day Admission Tickets.
- Students who missed registration or began attending your school after registration took place may still be permitted to test. They must provide acceptable IDs to register on test day using the supplied paper registration forms.

- Do not allow any unauthorized visitors, including parents, guardians, or members of the media to enter the testing rooms.
- Do not allow persons with video or audio recording equipment in or near the testing or registration area for any reason.

### Testing Center Visitors

#### Authorized Observers

Staff from the College Board or Educational Testing Service (ETS) may visit your school the day of the test or the week preceding it.

Be sure to verify that visitors have identification and a letter of authorization from the College Board, ETS, or the Board of Education, along with the person’s identification.



If you have any concerns about an individual’s authorization, contact TAS for verification before admitting the person to a testing room.

#### Sign Language Interpreters

If you have hearing-impaired students who have been approved to have an interpreter translate the spoken instructions for the test, the online Attendance Roster will so indicate. Both the student and the interpreter will be instructed to arrive early on test day. Interpreters must provide identification and sign the online roster for the student’s assigned room.

**SSD** Call the SSD office if a test-taker arrives with an interpreter about whom you were not notified in advance.

### Unauthorized Visitors and Media

Authorized staff from the College Board, ETS or the sponsor (such as the school district) and sign language interpreters are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized persons out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining corridors.

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





Call the College Board Office of Communications about any media requests for test information or test coverage, as noted on the inside front cover. Communications staff will contact the reporter.

### Managing Student Check-In

Admission procedures must be followed with care. Plan for a central check-in, in which you check each student against the online Attendance Roster before sending him or her to an assigned room. If students with accommodations listed on the NAR are testing, the SSD coordinator accesses and prints the online NAR ahead of test day. This roster will be used for planning and check-in and also to confirm attendance and the accommodations that students used. (See Section G for more information.)

Check student identification carefully. It should include a recent, recognizable photograph of the student along with his or her full name that matches the name on the roster and Admission Ticket. Middle initials are optional, and only need to match when present on both the ticket and the student's ID.

### Students Registering on Test Day

Consult your materials to see if you have enough materials to accept unregistered students eligible for school day testing. You cannot borrow materials from other schools. If you have enough materials and space to test these students, you will need to provide them with a paper registration form and submit it with the Test-Day Registration Bulk Transmittal form provided in the supervisor's kit. Be sure that the student provides ALL required information on the form — as incomplete forms will not be processed and will lead to mailbacks and delays.

Complete the bulk transmittal form and include it with the test-day paper registration forms in the Green Envelope (see page 28).

### Marking the Rosters

The online Attendance Roster will include all standard and nonstandard test-takers listed separately. Students who are approved for accommodations listed on the NAR will be tested under the supervision of the SSD coordinator. See Section G for more information.

STUDENT'S NAME			REGISTRATION NUMBER	P - PRESENT A - ABSENT X - NO ENTRY	DATE OF BIRTH	GENDER	PHOTO REQUIRED	AGE 21 AND OVER	VERIFY ID	VERIFY ADMISSION TICKET	HIGH SCHOOL CODE
LAST	FIRST	M.I.									
Variable	Senior	T.	000110101	P	4/30/99	F	N	N	✓	✓	999990
Openbook	Tester	L.	101010101	A	3/01/98	M	N	N			999990
Reader	Constant		222333444	P	5/11/99	F	N	N	✓	✓	999990
Reedy	Flowery		121212121	P	6/20/98	F	N	N	✓	✓	999990
Wizard	Constant		000111222	P	7/02/99	M	N	N	✓	✓	999990



### ATTENDANCE ROSTER

999990	10/14/2015
TEST CENTER NUMBER	TEST DATE

These students are registered for your test center. Standard and nonstandard test-takers are listed separately, with separate pages for SAT and SAT Subject Test takers. Keep one copy of the unmarked roster for reference. Return the final, annotated roster with other critical reports on test day. Maintain a copy in your records for six months, after which time you should destroy in a secure manner.

- Check-in procedures (refer to your SAT Program manual for detailed instructions):
  1. Inspect the Admission Ticket for the correct center and test date. Dismiss student with discrepant information or missing/unacceptable photo. (Photo exemptions are noted on tickets).
  2. Check that student is on the roster. Call TAS if student is not listed.
  3. Check ID for acceptability. Compare photo to Admission Ticket photo (if included) and the person standing in front of you.
  4. Check that student's name, date of birth and gender match across Admission Ticket, roster and, where applicable, the ID.
  5. Mark the roster:
    - a. Student admitted: Mark "P" and mark a check in the "Verify ID" and "Verify Admission Ticket" columns
    - b. Student denied entry: Mark "X"
    - c. Student absent: Mark "A"

Please carefully mark attendance on the roster in pencil as follows.

- Write your test center number on the top of each printed page.
- Check each student in as follows:
  - Verify that the roster matches the student’s name, date of birth, and sex, as noted on the ticket.
  - Note this verification with a check mark in the appropriate column.
  - Mark a “P” (Present) next to the name of each student who checks in.
- If a student has an SAT School Day Admission Ticket but is not on your roster, call TAS for instructions.
- If it is necessary to deny admission to a student (e.g., because he or she is unknown to staff and lacks the proper ID/Admission Ticket), mark an “X” next to his or her name on the roster.
- List the name, date of birth, address, and phone number of all test-day registrants at the bottom of the roster.
- After check-in is complete, mark an “A” (Absent) next to the name of any listed registrant who is absent.

## PHOTO IDENTIFICATION

### Photo ID Requirements:

Students are responsible for bringing an acceptable form of identification each time they report to an SAT test center. ID documents must meet all of the following requirements:

- Be a valid (unexpired) photo identification that is government-issued or issued by the school that the student currently attends. School IDs from the prior school year are valid through the end of the current calendar year. (For example, school IDs from 2014-15 can be used through December 31, 2015.)
- Be an original document (not photocopied).
- Bear the student’s full, legal name that exactly matches the name on his or her Admission Ticket, including the order of the names.
- Bear a recent recognizable photograph that clearly matches the student’s appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photograph.

### Examples of Acceptable ID

- Government-issued driver’s license or non-driver ID card

- Official school-produced student identification card from the school student currently attends
- Government-issued passport
- Government-issued military or national identification card
- SAT Student ID Form (must be prepared by the school the student currently attends or a notary, if home-schooled)

### The following documents are not acceptable ID under any circumstances:

- Any document that does not conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification.”

### Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photograph
- Birth certificate
- Social Security card
- Employee ID card
- Missing Child (“ChildFind”) ID card
- Any temporary ID card

## Changes to Nonstandard Testing

If a student presents an Eligibility Approval Letter and requests to change from a standard administration to a nonstandard administration, follow these steps, as long as you have sufficient pink books available to make the change:

- Mark the student as absent on the standard roster by printing an “A” next to the student’s name.
- Add the student to the nonstandard section of the roster by printing the name and registration number at the bottom of the roster.
- Write the student’s name and SSD Eligibility Code on an SIR.

Note that testing with accommodations listed on the NAR (using purple tabbed scripts) requires materials specific to each student. It cannot be offered as a test-day change.

**SSD** Contact the SSD office if you are not sure how to provide accommodations, or in what room the student should be tested.

- Make sure that students who are given accommodations are approved for them. Providing accommodations for students who have not been approved will result in their scores being canceled. Call the SSD office if you have any questions about providing accommodations to a student.

Your final roster with any test day notations is an important document. In particular, you should not share any rosters with persons outside your school, as it contains confidential information about your students. After the school day testing is over, **make a copy of the completed roster. Return the original with your used answer sheets and retain the copy for six months, then destroy it.** The identity of everyone who attends or participates in a test administration is confidential.

### 3. CENTER MANAGEMENT DURING TESTING

#### Admitting Latecomers

Admit latecomers at your discretion if you will be able to assign them to a room where the associate supervisor has not yet begun the timed testing or if you have set aside a late arrivals room for testing groups of students who arrive late. Ensure that the latecomers are escorted to the appropriate testing room. If you are admitting them one at a time to rooms where testing procedures are already in progress, they may only be admitted if the associate supervisor is still reading the preliminary instructions for the test.

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

Note that admittance to the late arrivals room should not be allowed after regular testing rooms have begun their first break.

#### Consolidating Rosters

At a prearranged time, such as during the first scheduled break, collect the room rosters from your associate supervisors. Carefully check each room roster against your final roster copy, noting the room assignment of each test-taker. Rosters provide important information to the SAT Program, particularly when discrepancies arise.

Make and retain a copy of your rosters for six months, then destroy them securely.

#### Handling Escalations

As a test center supervisor, you will be called upon to address many kinds of situations, most of which can be resolved on the spot, using your judgment. Always contact TAS if you encounter:

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

#### Handling Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the “Terms and Conditions” that are provided at [sat.org/register](http://sat.org/register) and in the Student Registration Guide. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an SIR. Escort the student to the normally scheduled class or to the principal’s office.

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



Contact TAS for further instructions concerning confiscated devices.

#### Minimizing Distractions

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

Displaying signs or posters can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions that might interfere with their ability to concentrate and do their best on test day.

Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to talk in the hallways or go to their lockers. Coordinate with the administration during the week before test day to make reminder announcements about the importance of not disrupting testing.

- The school population should know that during the administration, use of the facilities will be restricted and people on the premises must stay away from the testing area and keep noise to a minimum.

### Supporting Your Staff

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

Setting up a signaling system can help you ensure smoother testing. This might mean having a central extension for staff to call or a visual signal that assistance is needed in a particular room. Staff will have a greater level of comfort knowing how to reach you quickly when the need arises.

### Releasing Staff After Testing

Before letting your staff return to their regular teaching duties, make sure that they have correctly completed their Testing Room Materials Report and that all staff have signed the SAT Testing Staff Agreement Form.

Verify that the materials returned by each associate supervisor match the materials you initially issued to him or her. Ask that each associate supervisor double-check his or her room to see if anything has been left behind, either by staff or by students.

- If a test book is discovered missing after students have been dismissed to their classrooms, contact TAS immediately. Report the incident on an SIR. Speak with TAS before returning any test materials in this situation.

## 4. RETURNING STANDARD AND NONSTANDARD TESTING MATERIALS

Although testing concludes when students are instructed to put their pencils down, the test supervisor's work continues. After the test administration, you will need to complete several forms and return test materials.

Always keep materials in secure storage until their return.

- Used answer sheets and other materials needed for scoring must be returned on test day, immediately after all students have finished testing.
- All materials used for testing with accommodations listed on the NAR must be returned separately by the SSD coordinator. Instructions for returning these materials are given at the end of Section G. Do not mingle these materials with standard or nonstandard materials for students listed on the roster.

Fill out and return the Supervisor's Report Form (SRF) and, if needed, any SIRs. These reports, plus all Testing Room Materials Reports, must be sent by courier with the used answer sheets immediately after the test administration. More information about reporting and using the forms is given in Section A.

### Supervisor's Report Form

When testing has concluded, the test supervisor is required to count by hand the number of answer sheets and record the number on the SRF. In some instances, due to an exception, the total number of answer sheets that you record on your SRF may exceed the total number of test-takers.

#### General Guidelines

This form is scanned and must be completed using a No. 2 pencil. Do not write any notes or make any other extraneous marks on the form. (Use an SIR to communicate any testing irregularities.) Be sure to neatly print all information and fill in circles completely.



**Completing Test Center Administration Information—Boxes 1–5**

- 1 Print your **Test Center Information** (name and address).
- 2 Print and mark the circles for **Today's Date** (the actual test date you are administering the test).
- 3 If you are administering the school day makeup, fill in this circle.
- 4 Print your test center number and fill in the corresponding circles.

**Completing Answer Sheet Hand Counts—Boxes 5 and 6**

This section is used to account for all used answer sheets that are being returned, even those belonging to students who are canceling their tests or who did not finish testing.

- 5
  - a Print the number of large-block answer sheets used by students in box 5. Include counts of any answer sheets that were misgridded or were defective.
  - b Print the number of standard answer sheets used by students in box 5. Include counts of any answer sheets that were misgridded or were defective.
  - c Add up the counts of SAT answer sheets and print the total.
- 6 Add the column totals and print the total number of answer sheets returned in box 6. Fill in the circles.

**Test Center Supervisor Signature—Box 7**

Sign and date the SRF in box 7 after you have completed all sections of the form.

**Returning Used Answer Sheets and Critical Materials for Scoring**

It is critical that the answer sheets from your school arrive for scoring on time and that your testing materials are appropriately returned. You will be provided with a UPS return label that has a tracking number. Be sure to retain a copy of that tracking number in case of issues with the delivery.

Follow the instructions included here and also in the document “Test Materials Return Instructions.”

If you need assistance with shipping because of missing labels or problems, contact TAS at [tas@ets.org](mailto:tas@ets.org).

**Returning Answer Documents Involved in an Irregularity**

Return answer sheets and test books with answers written in them for scoring with other answer

sheets, regardless of any associated irregularities. That is:

- If you are reporting a problem regarding an answer sheet, return the answer sheet with the other answer sheets, not with the SIR.
- If you need to attach a test taker's test book to an SIR, you still need to return the associated answer sheet with the other answer sheets, not with the SIR.
- If a test book has answers marked in it because of insufficient answer sheets or a defective answer sheet, treat it as if it were an answer sheet, and return it with the other answer sheets, not with the SIR.

**Exception:** When a student has written answers in the test book without approval, you should clip the book to the SIR, to be returned in the gray envelope.

**Returning Test Books Involved in an Irregularity**

When circumstances require you to attach a test book to the SIR, always return these together in the gray envelope. This includes:

- Defective test books
- Answers written in test books without College Board approval
- Certain irregularities, such as use of prohibited items and other misconduct

**Shipping Materials to Cedar Rapids, Iowa****Packing Materials in the Supervisor's Envelopes**

Place forms, Eligibility Approval Letters, reports, and other materials in the colored envelopes provided to you as follows:

Green envelope	<ul style="list-style-type: none"> <li>• Test-day registrations with bulk transmittal form</li> <li>• SSD Eligibility Approval Letters</li> </ul>
Gray envelope	<ul style="list-style-type: none"> <li>• SAT Testing Staff Agreement Forms</li> <li>• SIRs (if any) and test books involved in an irregularity</li> <li>• Defective Test Books (clipped to the appropriate SIR)</li> <li>• SAT Request to Cancel Test Scores Forms</li> </ul>
White envelope (See note at top of page 29.)	<ul style="list-style-type: none"> <li>• Test book with answers marked next to questions and associated student answer sheet.</li> </ul>

**Note:** The white envelope will be sent to you only if you have a student who is approved to mark his or her answers in the test book. If you have a student who is approved to mark his or her answers in the test book, but you were not provided with a white envelope, do the following:

- Write “Answers in Book” on the front cover of the test book.
- Clip the student’s answer sheet to the test book.
- Place them on top of the other used answer sheets.

**Packaging Order**

Return all materials via UPS using the shipping envelope or box with the preapplied label that was included in your test materials shipment. (Discard any leftover shipping materials.) A custom pickup may have been arranged for you, but if not, please call UPS at 800-742-5877 (800-PICK-UPS) to arrange for pickup on test day. Always hand your package to the driver or responsible person so that you will have a traceable receipt from origin to destination and chain of custody for the shipment. Do not use a drop box for shipping used answer sheets.

Include only the following materials, stacked in this order:

Top of stack	<ul style="list-style-type: none"> <li>• Supervisor’s Report Form</li> <li>• Online Roster</li> <li>• Green Envelope</li> <li>• Gray Envelope</li> <li>• White Envelope and/or other items not included in all test administrations (See list that follows.)</li> <li>• Large-block answer sheets</li> </ul>
Bottom of stack	<ul style="list-style-type: none"> <li>• Regular answer sheets</li> </ul>

The following items might be associated with your SAT School Day administration and must be placed on top of the used answer sheets:

- White envelope (containing test books from students approved in advance to mark answers inside, and associated answer sheets)
- Answer sheets with misplaced marks
- Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

For each package that you ship (envelope or box), note the tracking number and file this information

in your records. On each label, print your center name and number, and mark the box number and total boxes you are shipping (e.g., “1 of 2,” “2 of 2”). Labels will be addressed to:

**Pearson Processing Center  
9200 Earhart Lane SW  
Cedar Rapids, IA 52404**

If you are missing the preaddressed labels, contact TAS at [tas@ets.org](mailto:tas@ets.org).

**Reporting Students Who May Require Makeup Testing**

As soon as possible after testing is completed, you may be asked to report the number of students possibly requiring makeups due to absence or irregularities encountered. If applicable, you will receive directions for how to do this in an email message prior to test day.

**Shipping Materials to Ewing, New Jersey**

Test books and unused answer sheets should be returned within two days of your test administration. Please keep all test books together. (Do not return used answer sheets with this shipment.) Pack the materials as follows:

1. Place materials in the original shipping cartons in which you received the test materials shipment or in the courier envelope provided.
2. Remove or cover up the original shipping label on each carton.
3. Place one return label on each carton.
4. Include all the cartons in one return shipment. Count the cartons and number them in sequence in the space provided on the return label (for example “1 of 3,” “2 of 3,” “3 of 3”).
5. Record the courier and tracking numbers for each carton, and keep on file for six months.

Use the return labels provided. Call UPS at 800-742-5877 (800-PICK-UPS) to arrange for pickup. Make a note of the tracking numbers before shipping the materials.

If your labels are missing, contact UPS and provide the following shipping address. Please be sure to include your test center number, full contact name and phone number:

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

# Section D: Procedures in the Testing Room

## 1. TESTING MATERIALS

### Test Books

Test books (regular and large type) have color-coded covers corresponding to the type of testing and the script sections in this manual.

- The aqua cover is for students testing in the standard room. The test includes nine scored sections plus one unscored or “equating” section. Students using this book must be tested using the script in Section E with the aqua tabs (beginning on page 35).
- The pink cover is for students listed on the roster as testing in the nonstandard testing room. This includes students receiving 50 percent extended time and any other students assigned to the nonstandard testing room (e.g., students with additional break time, but not extended testing time). The test includes just the nine scored sections and must be administered using the script in Section F with the pink tabs (beginning on page 48).
- Test books and materials with other colors on the cover are all intended for nonstandard testing of students who are listed on the NAR. This includes students receiving 100 percent extended time or using materials such as tests in Braille or cassette formats. Students using these materials must be tested under the supervision of the SSD coordinator, using the script in Section G with the purple tabs (beginning on page 68). Additionally, these materials must be returned separately from other testing materials, as covered in Section G.

### Accommodations Must Be Approved

Only College Board–approved accommodations can be given. Do not provide any testing accommodations unless:

- The student’s accommodations are included in the school’s online SSD listing of approved accommodations.
- The student’s Admission Ticket is marked with the accommodation, or the student has an Eligibility Approval Letter with the accommodations.

- ! If you provide a student with any unauthorized accommodations, the student’s scores will be canceled. The test center supervisor should contact the SSD office with any questions about accommodations.

## 2. STANDARDIZED TESTING PROCEDURES

### Prepare the room for testing

Make sure the room is properly lit and well ventilated. Also check that instructional materials such as maps and charts are covered or removed from display. Be sure that the room has a visible clock.

- ! A working clock is required in all testing rooms.

Plan for how you will seat test-takers: randomly or by your prior seat assignment. Make sure that seating will separate students by a minimum of four feet on both sides, as well as front and back. Make sure that all desktops or table surfaces are at least 12" by 15". See the sample seating plans on the next page.

### Admitting Students to the Testing Room

At the door of your testing room, check that each student who enters is assigned to your room and send any who are not on your list to the supervisor.

- ! Never permit students to select their own seats.

Your students may have an Admission Ticket that they received in the mail or a printed Web ticket. Check that the document includes the student’s full name, registration number, and your test center information.

Test center observations are scheduled to ensure that procedures and facilities meet test center standards. The observer will want to monitor as many aspects of the administration as possible, particularly test security arrangements and procedures, testing environment conditions and any evidence of recent changes in program policies, procedures, or requirements. **The observer may also**



want to photograph or videotape students as they check in. Such photos will not be made public in any fashion. You do not need to report authorized observers on any forms.

Do not admit visitors to the testing room unless they have proper College Board or ETS identification and letter of authorization. Only testing staff, registered test-takers, sign language interpreters, and authorized observers are permitted in the testing room.

You may admit latecomers before you begin reading the test directions, but you must allow them time to read the directions on the back cover of the test book. They may complete the identification portion of the answer sheet after the test; however, all students in the testing room must remain seated until the late students have finished filling out their forms. Explain the circumstances fully on a Supervisor's Irregularity Report (SIR).

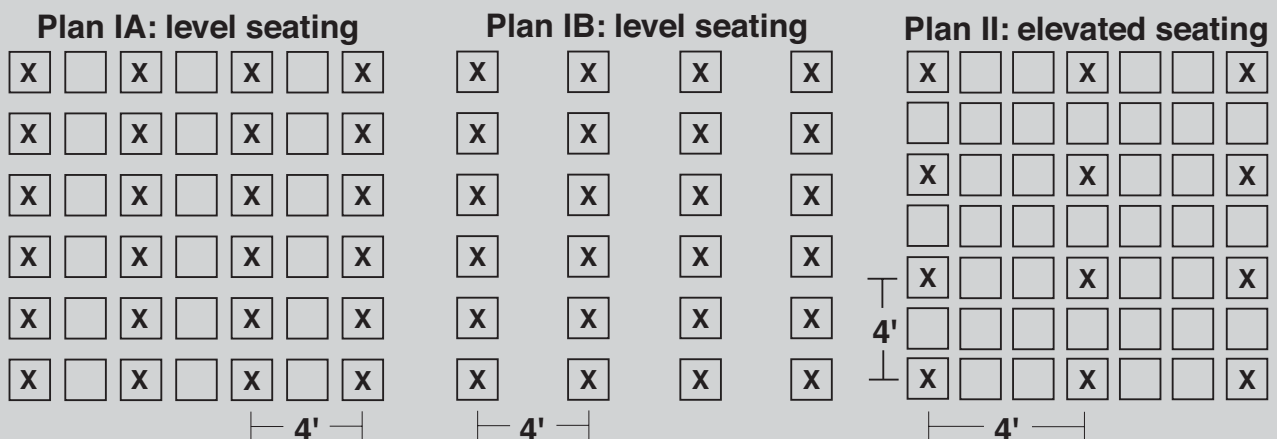
❗ Do not, under any circumstance, admit students to the testing room once the timed portion of the test has begun.

### Administering the Tests

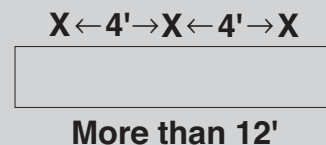
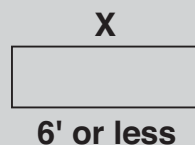
Follow the scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedure. In particular, be sure to adhere strictly to the timing requirements given in the scripts.

### Sample Seating Plans

#### SAMPLES OF APPROVED SEATING PLANS: X = ONE STUDENT



#### Plan III: tables



### Distributing Test Materials

Follow these guidelines for distributing test materials. Do not distribute test books before students are seated, and do not place books on empty desks.

- Place materials where students and sign language interpreters do not have access to them as they enter the room. Before distributing them, count the number of books that you have in the testing room.
- Follow instructions in the script for when to distribute the test materials. Distribute (and later, collect) test books individually in serial number order and note the serial numbers on the seating chart on the back of the Testing Room Materials Report. Do not ask students to pass materials.
- After you have distributed the test materials, count all the books in your room to ensure that the number distributed plus the number remaining equals the total number you initially received.

### Timing and Breaks Policies

All students who take the SAT are timed by section. Students must be given the entire amount of time; they cannot move on to the next SAT section even if they stop work before time is called.

Follow these policies when administering the test:

- Announce the remaining time at regular intervals.

- Announce the time when five minutes remain before the end of the test section.
- Allow breaks as instructed in the scripts.
- Students may eat snacks in designated areas (such as the hallways) during five-minute breaks.

■ Immediately inform the test supervisor of any timing irregularities. Record irregularities and actions taken on an SIR.

- Allow only one student at a time to take an unscheduled break, and inform the student that no extra time will be allowed for the 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.

#### **Accommodated Breaks**

Some students in the nonstandard room may be approved for extra and/or extended breaks. Break time is not included as part of testing time. (“Clock stops.”) Specific instructions may be noted on the student’s Eligibility Approval Letter or roster; otherwise follow the guidelines in the next column:

#### **Score Cancellation Policies**

Notify students of cancellation policies, as provided in the scripts.

- For cancellations due to sudden illness or equipment failure, sign the student’s form and report the action on an SIR (these are the only types of score cancellations that you need to report).
- Direct students to use the information given on the Admission Ticket to help them fill out the form with exactly the same information that they used to register for the test.

### **GUIDELINES FOR ACCOMMODATED BREAKS**

**Extra breaks:** For students who are approved for extra breaks, provide a five-minute break in between each test section.

**Extended breaks:** For students who are approved for extended breaks, provide the same number of breaks as students with standard breaks, but with an additional five minutes (i.e., 10-minute breaks, instead of five-minute breaks).

**Additional changes to extra/extended breaks:** In limited circumstances, it may be necessary to use your judgment in allowing additional changes to standard breaks to manage a student’s needs. For example, a student might require a longer break or a break before the end of a section to test blood sugar. Allow students to eat snacks only in designated areas or as indicated by an approved accommodation.

**Breaks as needed:** Students who are approved for breaks as needed may break during any section of the exam. Most students’ needs are met with a five- to 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

## **3. MAINTAINING SECURITY IN THE TESTING ROOM**

### **Accounting for Test Materials**

Complete the seating chart on side 2 of the Testing Room Materials Report (on the inside back cover of this manual), showing the serial number of the test book distributed to each seat. This will allow you to account accurately for test materials.

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 center 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 center supervisor to call TAS immediately. Report the incident on an SIR.

### Reporting Irregularities

You will be provided with at least one blank SIR to use in reporting any incidents or irregularities that take place in your room. See Section B for a chart of the most common irregularities that must be reported and instructions for filling out the form.

### Conducting the Test

Remain alert and vigilant at all times during testing. Do not engage in activities that are not related to testing (such as talking on a phone, using a computer or grading papers). Follow the scripts to ensure that students are aware of testing policies. In addition:

- Ensure that at least one staff member is in the testing room at all times.
- Constantly monitor test materials; do not leave them unattended with students under any circumstances.
- Students may do scratch work in their test books only; do not give them scratch paper unless they are approved for such an aid.
- If you have any suspicion of a device being used to communicate test information or gain an unfair advantage, you are entitled and required to confiscate pagers, phones, and handheld computers. Students must power off any prohibited devices and store them away while in the testing room.
- Watch for roaming eyes. Some test-takers may try to copy from a neighbor.
- Watch for signals. Test-takers may signal across a room by using their hands, tapping their feet, using different colored pencils, and so on.

- Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. Always complete an SIR in such cases.
- If the Irregularity Chart indicates to call TAS or OTI, report the situation to your test center supervisor immediately.

### Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of approved calculators. See page v for a list of acceptable calculators and features that are allowed.

- Only battery-operated, hand-held equipment can be used for testing.
- Graphing, scientific, and four-function calculators are acceptable.

# Section E: Standard SAT<sup>®</sup> Script

## SAT SECTION TIMING CHART STANDARD ADMINISTRATION

Note: All times are “minutes after the hour”

Start Time	Stop Time		
	for a 25-minute section Sections 1–7	for a 20-minute section Sections 8–9	for a 10-minute section Section 10
:00	:25	:20	:10
:01	:26	:21	:11
:02	:27	:22	:12
:03	:28	:23	:13
:04	:29	:24	:14
:05	:30	:25	:15
:06	:31	:26	:16
:07	:32	:27	:17
:08	:33	:28	:18
:09	:34	:29	:19
:10	:35	:30	:20
:11	:36	:31	:21
:12	:37	:32	:22
:13	:38	:33	:23
:14	:39	:34	:24
:15	:40	:35	:25
:16	:41	:36	:26
:17	:42	:37	:27
:18	:43	:38	:28
:19	:44	:39	:29
:20	:45	:40	:30
:21	:46	:41	:31
:22	:47	:42	:32
:23	:48	:43	:33
:24	:49	:44	:34
:25	:50	:45	:35
:26	:51	:46	:36
:27	:52	:47	:37
:28	:53	:48	:38
:29	:54	:49	:39

Start Time	Stop Time		
	for a 25-minute section Sections 1–7	for a 20-minute section Sections 8–9	for a 10-minute section Section 10
:30	:55	:50	:40
:31	:56	:51	:41
:32	:57	:52	:42
:33	:58	:53	:43
:34	:59	:54	:44
:35	:00	:55	:45
:36	:01	:56	:46
:37	:02	:57	:47
:38	:03	:58	:48
:39	:04	:59	:49
:40	:05	:00	:50
:41	:06	:01	:51
:42	:07	:02	:52
:43	:08	:03	:53
:44	:09	:04	:54
:45	:10	:05	:55
:46	:11	:06	:56
:47	:12	:07	:57
:48	:13	:08	:58
:49	:14	:09	:59
:50	:15	:10	:00
:51	:16	:11	:01
:52	:17	:12	:02
:53	:18	:13	:03
:54	:19	:14	:04
:55	:20	:15	:05
:56	:21	:16	:06
:57	:22	:17	:07
:58	:23	:18	:08
:59	:24	:19	:09

## TESTING IN THE STANDARD ROOM



The scripts in this section are for testing in the standard rooms using the test books with an aqua graphic on the cover.

Students testing in a nonstandard room must be tested using the scripts in either Section F with the pink tabs, or Section G with the purple tabs. If you have students approved to test with accommodations, they cannot elect to test without those accommodations unless they present a written statement signed by a parent/guardian or by the student if over 18 years of age.

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 to the testing room:**

- “No Cell Phones!”
- “Quiet, Please.”

**Post this information for students:**

- Today's date
- Test center number assigned to your school
- School name and city
- Room number
- USE A NO. 2 PENCIL ONLY. DO NOT USE A PEN OR MECHANICAL PENCIL.

**Ensure that all test-takers and materials are for standard testing.**

- Test books should have an aqua graphic on the cover. Use of any other books with the aqua-colored scripts in this section will result in a misadministration and canceled scores.
- Send any student with “Roster” or “NAR” printed on the Admission Ticket header to the supervisor for assignment to a nonstandard room.

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

- Give students time to fill in their responses.
- Pause to allow students time to follow instructions when three dots “...” appear in the text.
- Answer student questions about procedure only, not about test content.
- You may repeat parts of the script if requested to do so.
- Supply the appropriate information where a blank line “\_\_\_\_\_” appears in the text.

### START BY SAYING:

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

Please take a look at your Admission Ticket now. Raise your hand if your Admission Ticket shows the word “Roster” or the word “NAR” in the header.

**Confirm with students whose tickets display the word “Roster” or “NAR” that they intend to test in the standard room. If not, send these students to the supervisor for appropriate room assignment. Note that students under the age of 18 require a parent/guardian’s signed approval to waive accommodations.**

### CONTINUE BY SAYING:

The SAT Program has policies 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
- Looking through the test book before the start of the test
- Working on the wrong section or referring to a previous or future section
- Marking answers after time is called
- Sharing test questions with anyone during or after the test
- Attempting to remove test materials from the testing room
- 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, drinking, or smoking in the testing room
- Causing a disturbance of any kind
- Failing to follow testing procedures
- Going to your locker or leaving the building during breaks

You will have until midnight the third school day from today to file a test day complaint. If you see any behavior that causes you concern, please see me, and I will explain how to contact the SAT Program. Are there any questions?...

#### **AFTER ALL QUESTIONS ARE ANSWERED, SAY:**

The use of phones or other electronic devices other than an acceptable calculator at any time in this testing area is prohibited. At this time, if you still have a phone or any other prohibited electronic device in your possession, you need to completely power it off and put it away until testing is over. **If your phone or other prohibited device makes any noise or you are seen using it at any time, including breaks, you will be dismissed from the testing room and your scores will be canceled.** In addition, any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

- Remove everything from your desk **except** your Admission Ticket, pencils with erasers, and acceptable calculator...
- Remove any earplugs (which may not be worn during testing), any highlighters, rulers, dictionaries or

other books, pens or colored pencils, pamphlets and papers of any kind, including scratch paper—these are all prohibited...

- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk...
- Close all bags and backpacks and put them under your desk until the test is over...

#### **ONCE DESKS ARE CLEARED OF PROHIBITED ITEMS, SAY:**

Keep your Admission Ticket with you at all times today.

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

**Walk around the room to make sure no one has the following unauthorized devices or aids on his or her desk. The roster will indicate if an aid has been approved for use on a test.**

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including digital watches and smartwatches, that can be used to record, transmit, receive, or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, pen-inputs, make use of a stylus, use paper tape, make noise, or use a power cord

- Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable calculators for models that are permitted (given on page v).

**Note:**

- If unauthorized devices or aids are displayed, have students remove them from their desks.
- Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.
- If a student has a mechanical pencil, hand him or her a No. 2 pencil.

You may not share or exchange calculators at any time. If you are not working on a mathematics section, you must put your calculator under your desk.

Now, put away your calculator. You will not need it for Section 1.

I am going to give an answer sheet and test book to each of you now. When you get the test book, read the back cover. It has important information about timing, marking answers, and scoring.

**DO NOT OPEN YOUR TEST BOOK.**

**Distribute to each student the appropriate regular or large-block answer sheet and one test book in serial-number order. Make sure you are distributing test books with the aqua graphic on the cover. Make sure every student has a No. 2 pencil. Check to ensure that no one is using a pen or mechanical pencil.**

**Note:** Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly.

**Take care that any student who has a large-block answer sheet is on the correct page.**

When you have finished reading, please look up...

**WHEN ALL STUDENTS ARE READY, 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. On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this test center's number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

**IF ANY STUDENTS ARE 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.

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

Now look at page 1 of your answer sheet. Make sure you are using a Number 2 pencil and that you fill in the circles darkly and completely on the answer sheet.

In item 1:

- Print your last name, first name, and middle initial, if you have one, exactly as they appear on your Admission Ticket... Do not use a nickname.
- Read the statement on the next line, then sign your full name...
- Today's date is \_\_\_\_\_. Write the numbers for the month, day, and year for today's date...
- Next, print your home address...
- Print your home phone number, including the area code...
- Last, print the city and state (or country) of this high school...

In item 2:

- Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The order and spelling of your name must exactly match your Admission Ticket. Fill in the corresponding circles...

In item 3:

- Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the number of the day and year of your birth. Enter a zero before any single-digit number—for example 03 (zero three), not just 3. Fill in the circles...

In item 4:

- Print your registration number and fill in the circles. This number is printed on your Admission Ticket. Make sure you provide this information correctly and completely... Be careful filling this in, because an incorrect registration number will delay your scores. If you filled out a registration form today, leave the registration number blank...

In item 5:

- Write in the zip code of your home address and fill in the corresponding circles...

In item 6:

- Print the number of this test center as posted and fill in the circles. Now remove the Admission Ticket from your desk. Keep your ticket after the test.

In item 7:

- Look at the front cover of your test book. Find the area in the upper right-hand corner labeled “Test Book

Serial Number” and enter the number printed onto item 7 on your answer sheet. Fill in the circles...

In item 8:

- Turn to the back cover of your test book. Find the box labeled “8. Form Code” and enter the number onto item 8 on your answer sheet. Fill in the circles exactly as shown...

In item 9:

- Copy the number from the box labeled “9. Test Form” exactly as shown...

Take a moment to ensure that items 8 and 9 are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores...

**Check that students are filling in the right codes.**

**WHEN STUDENTS HAVE COMPLETED WORK ON PAGE 1 OF THE ANSWER SHEET, SAY:**

Now, open your answer sheet to page 2. Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up...

**WHEN EVERYONE IS READY, SAY:**

Now listen to this important information. You may cancel your scores for any reason today until midnight the third school day after today. 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 SAT Program in writing no later than the third school day after the test.

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

During testing, keep your answer sheet and test book flat on your desk. If you find a defect with either or if you realize that you've been writing answers in the wrong section of your answer sheet, raise your hand at that time. You will only receive credit for answers recorded on your answer sheet. This applies to all of you unless you have approval from the College Board to record your answers differently. I will walk around the room to check your progress. I will also keep the official time for the test. You will have three separate breaks during the test, when you can leave this room to have a snack or use the restroom.

Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. Once you begin testing, I cannot answer questions...

### **AFTER YOU ANSWER ALL QUESTIONS, SAY:**

Do not open your test book until I tell you to do so. You will have 25 minutes to work on Section 1, the essay. Begin your essay on page 2 of the answer sheet, and use page 3 if needed. You must fit your essay into those pages and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of 0. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled.

If you finish before time is called, you **MAY NOT** turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled.

Now, open your answer sheet to page 2. Open your test book to Section 1, read the directions and begin work.

**Remain alert and attentive 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.**

1  **ESSAY** Unauthorized copying or reuse of any part of this page is illegal. **ESSAY**  1



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**Walk around the room to check that everyone is working on the essay.**

**Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on an SIR.**

**Throughout testing, follow these procedures:**

#### **Time the section:**

- Enter the start and stop times as you begin each section; post the times for students to see.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with a proctor, if available.
- Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

#### **Monitor test-takers:**

- Walk around the room to check that everyone is working on the correct section. Remember that for sections 2 through 9, one student's section may have mathematics questions while another's might have writing or critical reading questions.
- Make sure that students who are using a large-block answer sheet are following the

instructions given 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 on page 21.

**After testing begins, account for materials on the seating chart located on the inside back cover of this manual:**

- Complete the seating chart.
- Account for all test books (used and unused). If a book is missing, follow procedures in “Accounting for Test Materials” in Section D.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. You will have 25 minutes to work on Section 2. Turn to Section 2 of your answer sheet. There will be more spaces on the answer sheet than there are questions. Be sure to mark your answers in the correct rows.

Your test book has either mathematics, reading, or writing questions in this section. If you have a mathematics section, it may contain questions that are not multiple choice. If so, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 2 of the answer sheet. To receive credit for your answers, you must fill in the appropriate circles. You will not receive credit for anything written in the boxes above the circles. Answers can be shorter, but not longer than, four numerals.

You may have a calculator on your desk only if you are working on a mathematics section. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If it malfunctions and you have batteries or a backup, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All mathematics questions can be answered without a calculator.

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

If you finish before time is called, you **MAY NOT** turn to any other section.

Now, turn to Section 2, read the directions and begin work.



Start time	_____
Stop time	_____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down.



Put your answer sheet inside the front of your test book, then close your test book. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**JUST BEFORE THE END OF THE BREAK, SAY:**

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

**WHEN EVERYONE IS READY, SAY:**

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement in your own writing style and sign and date using your full name as you would on an official document. The statement must be made in your own writing style and is required. If you don't complete it, your scores may be delayed or canceled. The quality of your writing will not be used to calculate your score. Make sure your statement and signature are within the boxed area.

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. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the Student Registration Guide and online at sat.org.

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

**WHEN EVERYONE IS READY, SAY:**

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 25 minutes to work on Section 3.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled "Student-produced Responses" for Section 3 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 3 in your test book, read the directions, and begin work.

3 3 3 3 Unauthorized copying or reuse of any part of this page is illegal. 3 3 3 3



Start time	_____
Stop time	_____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 25 minutes to work on Section 4.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 4 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 4, read the directions and begin work.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**AT THE END OF THE BREAK, SAY:**

Please take your seat...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 25 minutes to work on Section 5.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 5 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 5, read the directions and begin work.



Start time _____
Stop time _____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END  
OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 25 minutes to work on Section 6.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 6 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 6, read the directions and begin work.



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END  
OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

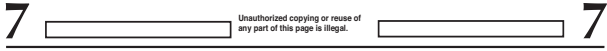
**AT THE END OF THE BREAK, SAY:**

Please take your seat...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 25 minutes to work on Section 7.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers for Section 7 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 7, read the directions and begin work.



Start time	_____
Stop time	_____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 25 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 20 minutes to work on Section 8. Note that this is a shorter time than the previous sections. Mark your answers in Section 8 of the answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 8, read the directions and begin work.



Start time	_____
Stop time	_____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 20 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. You will have 20 minutes to work on Section 9. Mark your answers in Section 9 of the answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 9, read the directions and begin work.



Start time	_____
Stop time	_____

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:**

You have five minutes remaining in this section.

**AFTER EXACTLY 20 MINUTES, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. If you have a calculator on your desk, please place it under your desk now. You will have 10 minutes to work on Section 10. Note that this is a shorter time than the previous sections. Mark your answers in Section 10 of the answer sheet.

Now, turn to Section 10, read the directions and begin work.

10 

Unauthorized copying or reuse of  
any part of this page is illegal.

 10



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

### During testing:

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

### FIVE MINUTES BEFORE THE END OF THE SECTION, SAY:

You have five minutes remaining in this section.

### AFTER EXACTLY 10 MINUTES, SAY:

Stop work. Put your pencil down and close your test book and answer sheet. Place your answer sheet on top of your test book. I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

### After testing:

- Collect an answer sheet and test book individually from each student in the same order in which they were distributed.

### For each student, before moving on to the next person, do the following:

- Check to see that all the identifying information on page 1 of the answer sheet is complete and that it matches the information on the Admission Ticket. Ensure that the letters in “YOUR NAME” (Item 1) correspond to the filled circles in each column. If there is a discrepancy, ask student to explain it and describe his or her explanation on an SIR.

### Before dismissal:

- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a 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 test book assigned to each student.
- An answer sheet with items 1 to 9 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 (items 1 to 9) before dismissing students.

### AFTER ALL MATERIALS ARE ACCOUNTED FOR, SAY:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the Internet. In addition, you are not permitted to discuss or share the essay question with anyone until after your scored essay is available online.

This test administration is now over. Gather your belongings and return to the test-taker gathering area quietly. Please keep in mind that students in other rooms may still be testing. Thank you for your cooperation.

### After students leave the room:

- Complete and sign the Testing Room Materials Report.
- If you have any students approved to write their answers in the test book, do the following:
  - On the test book, write the student’s name, registration number, test center code, and answer sheet code.
  - On the front cover of the test book, write “Answers in book.”
  - Include the test books with the used answer sheets.
- Describe any discrepancy on an SIR.
- Detach the completed Testing Room Materials Report and seating chart and return them with all test materials and forms to the supervisor.



# Section F: Nonstandard SAT Script for Accommodations Listed on the Roster

## SAT SECTION TIMING CHART 50% Extended Time (using “pink” books) NONSTANDARD ADMINISTRATION

Note: All times are “minutes after the hour”

Start Time	Stop Time		
	for a 38-minute section (Sections 1–6)	for a 30-minute section (Sections 7–8)	for a 15-minute section (Section 9)
:00	:38	:30	:15
:01	:39	:31	:16
:02	:40	:32	:17
:03	:41	:33	:18
:04	:42	:34	:19
:05	:43	:35	:20
:06	:44	:36	:21
:07	:45	:37	:22
:08	:46	:38	:23
:09	:47	:39	:24
:10	:48	:40	:25
:11	:49	:41	:26
:12	:50	:42	:27
:13	:51	:43	:28
:14	:52	:44	:29
:15	:53	:45	:30
:16	:54	:46	:31
:17	:55	:47	:32
:18	:56	:48	:33
:19	:57	:49	:34
:20	:58	:50	:35
:21	:59	:51	:36
:22	:00	:52	:37
:23	:01	:53	:38
:24	:02	:54	:39
:25	:03	:55	:40
:26	:04	:56	:41
:27	:05	:57	:42
:28	:06	:58	:43
:29	:07	:59	:44

Start Time	Stop Time		
	for a 38-minute section (Sections 1–6)	for a 30-minute section (Sections 7–8)	for a 15-minute section (Section 9)
:30	:08	:00	:45
:31	:09	:01	:46
:32	:10	:02	:47
:33	:11	:03	:48
:34	:12	:04	:49
:35	:13	:05	:50
:36	:14	:06	:51
:37	:15	:07	:52
:38	:16	:08	:53
:39	:17	:09	:54
:40	:18	:10	:55
:41	:19	:11	:56
:42	:20	:12	:57
:43	:21	:13	:58
:44	:22	:14	:59
:45	:23	:15	:00
:46	:24	:16	:01
:47	:25	:17	:02
:48	:26	:18	:03
:49	:27	:19	:04
:50	:28	:20	:05
:51	:29	:21	:06
:52	:30	:22	:07
:53	:31	:23	:08
:54	:32	:24	:09
:55	:33	:25	:10
:56	:34	:26	:11
:57	:35	:27	:12
:58	:36	:28	:13
:59	:37	:29	:14


**SAT SECTION TIMING CHART**  
**Standard Time (for 9 sections only, using “pink” books)**  
**NONSTANDARD ADMINISTRATION**  
**Note: All times are “minutes after the hour”**

Start Time	Stop Time		
	for a 25-minute section (Sections 1–6)	for a 20-minute section (Sections 7–8)	for a 10-minute section (Section 9)
:00	:25	:20	:10
:01	:26	:21	:11
:02	:27	:22	:12
:03	:28	:23	:13
:04	:29	:24	:14
:05	:30	:25	:15
:06	:31	:26	:16
:07	:32	:27	:17
:08	:33	:28	:18
:09	:34	:29	:19
:10	:35	:30	:20
:11	:36	:31	:21
:12	:37	:32	:22
:13	:38	:33	:23
:14	:39	:34	:24
:15	:40	:35	:25
:16	:41	:36	:26
:17	:42	:37	:27
:18	:43	:38	:28
:19	:44	:39	:29
:20	:45	:40	:30
:21	:46	:41	:31
:22	:47	:42	:32
:23	:48	:43	:33
:24	:49	:44	:34
:25	:50	:45	:35
:26	:51	:46	:36
:27	:52	:47	:37
:28	:53	:48	:38
:29	:54	:49	:39

Start Time	Stop Time		
	for a 25-minute section (Sections 1–6)	for a 20-minute section (Sections 7–8)	for a 10-minute section (Section 9)
:30	:55	:50	:40
:31	:56	:51	:41
:32	:57	:52	:42
:33	:58	:53	:43
:34	:59	:54	:44
:35	:00	:55	:45
:36	:01	:56	:46
:37	:02	:57	:47
:38	:03	:58	:48
:39	:04	:59	:49
:40	:05	:00	:50
:41	:06	:01	:51
:42	:07	:02	:52
:43	:08	:03	:53
:44	:09	:04	:54
:45	:10	:05	:55
:46	:11	:06	:56
:47	:12	:07	:57
:48	:13	:08	:58
:49	:14	:09	:59
:50	:15	:10	:00
:51	:16	:11	:01
:52	:17	:12	:02
:53	:18	:13	:03
:54	:19	:14	:04
:55	:20	:15	:05
:56	:21	:16	:06
:57	:22	:17	:07
:58	:23	:18	:08
:59	:24	:19	:09

Section F: Nonstandard SAT Script for Accommodations Listed on the Roster

## TESTING IN THE NONSTANDARD ROOM

 The scripts in this section are for testing in the nonstandard rooms for students with accommodations listed on the roster using the pink test books. All students testing in this room must be using the test books with a pink graphic on the cover.

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 to the testing room:**

- “No Cell Phones!”
- “Quiet, Please.”

**Post this information for students:**

- Today’s date
- Test center number assigned to your school
- School name and city
- Room number
- USE A NO. 2 PENCIL ONLY. DO NOT USE A PEN OR MECHANICAL PENCIL.

**Ensure that all test-takers and materials are for general nonstandard testing.**

- Test books should have pink graphic on the cover. Use of any other books with the pink-colored scripts in this section will result in a canceled score.
- Students should have Admission Tickets with “Roster” printed in the ticket header. Students with standard tickets or “NAR” in the header should be referred to the test center supervisor for appropriate room assignment. These students should not test in your room.

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

- Give students time to fill in their responses.
- Pause to allow students time to follow instructions when three dots “...” appear in the text.
- Answer student questions about procedure only, not about test content.
- You may repeat parts of the script if requested to do so.
- Supply the appropriate information where a blank line “\_\_\_\_\_” appears in the text.

### Timing the Tests

Students must be given their full amount of approved time on each section of the SAT, even

if they stop work before time is called. Students may not move to the next section until all time has elapsed.

The SAT administered to SSD students contains nine sections. Some students in the nonstandard room will test with standard timing. Students approved for **50 percent extended time** on the SAT receive:

- 38 minutes for a standard 25-minute section
- 30 minutes for a standard 20-minute section
- 15 minutes for a standard 10-minute section

The total testing time at 50 percent extended time for the nine sections is 5 hours and 3 minutes. If you have students approved for different testing schedules, i.e., extended time and/or extra or extended breaks, they may need to be seated in different testing rooms. If not, be sure to seat the students far enough apart so that they do not disturb each other when they take a break at different times.

Do not announce start and stop times aloud; go to each student and quietly give instructions so that other students still working are not disturbed. Make sure that students on breaks leave and return to the room quietly.

### START BY SAYING:

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

Please take a look at your Admission Ticket now. Raise your hand if your Admission Ticket does not show the word “Roster” in the header.

**Confirm with students that have standard tickets (without the word “Roster” in the header) that they have properly changed from standard to nonstandard testing with College Board–approved accommodations. Send any students who belong in the standard room or who have “NAR” in the ticket header to the supervisor for appropriate room assignment.**

### CONTINUE BY SAYING:

The SAT Program has policies 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:

- Testing with extended time if you are not approved for it
- Giving or receiving help of any kind
- Looking through the test book before the start of the test
- Working on the wrong section or referring to a previous or future section
- Marking answers after time is called
- Sharing test questions with anyone during or after the test
- Attempting to remove test materials from the testing room
- 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, drinking, or smoking in the testing room
- Causing a disturbance of any kind
- Failing to follow testing procedures
- Going to your locker or leaving the building during testing, including the breaks

You will have until midnight the third school day from today to file a test day complaint. If you see any behavior that causes you concern, please see me, and I will explain how to contact the SAT Program. Are there any questions?...

### AFTER ALL QUESTIONS ARE ANSWERED, SAY:

The use of phones or other electronic devices other than an acceptable calculator at any time in this testing area is prohibited. At this time, if you still have a phone, pager, watch alarm, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until testing is over. **If your phone or other prohibited electronic device makes any noise or you are seen using it at any time, including breaks, you will be dismissed from the testing room and your scores will be canceled.** In addition, any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

- Remove everything from your desk **except** your Admission Ticket, pencils, erasers, and calculator...
- Also remove any earplugs, which may not be worn during testing, highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind—these are all prohibited...
- If you brought a backup calculator or extra batteries, put them under your desk in plain sight...
- Close all bags and backpacks. Put them under your desk until the test is over...

**Walk around to make sure no one has the following unauthorized materials or aids on his or her desk. The roster will indicate if an aid has been approved for use on a test.**

- Cell phones or smartphones
- Smartwatches (watches that send/receive/record information)
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including digital watches, that can be used to record, transmit, receive, or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, pen-inputs, make use of a stylus, use paper tape, make noise, or use a power cord
- Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable calculators for models that are permitted (see page v).

**Note:**

- If unauthorized devices or aids are displayed, have students remove them from their desks.
- Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.
- If a student has a mechanical pencil, hand him or her a No. 2 pencil.

You may not share or exchange calculators at any time. If you are not working on a mathematics section, you must put your calculator under your desk. Now, put away your calculator. You will not need it for Section 1. Are there any questions?

I am going to give an answer sheet and test book to each of you now. When you get the test book, read the back cover. It has important information about timing, marking answers, and scoring.  
**DO NOT OPEN YOUR TEST BOOK.**

**Distribute to each student the appropriate regular or large-block answer sheet and one test book with a pink graphic on the cover in serial-number order. Make sure you are distributing test books with the pink graphic only. Make sure every student has a No. 2 pencil. Check to ensure that no one is using a pen or mechanical pencil. Take care that any student who has a large-block answer sheet is on the correct page.**

When you have finished reading, please look up...

**WHEN ALL STUDENTS ARE READY, 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. On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this test center's number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

**IF ANY STUDENTS ARE 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.

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

Now look at page 1 of your answer sheet. Make sure you are using a Number 2 pencil and that you fill in the circles darkly and completely on the answer sheet.

In item 1:

- Print your last name, first name, and middle initial, if you have one, exactly as they appear on your Admission Ticket... Do not use a nickname.



- Read the statement on the next line, then sign your full name...
- Today's date is \_\_\_\_\_. Write the numbers for the month, day, and year for today's date...
- Next, print your home address...
- Print your home phone number, including the area code...
- Last, print the city and state (or country) of this high school...

In item 2:

- Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The order and spelling of your name must exactly match your Admission Ticket. Fill in the corresponding circles...

In item 3:

- Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the number of the day and year of your birth. Enter a zero before any single-digit number—for example 03 (zero three), not just 3. Fill in the circles...

In item 4:

- Print your registration number and fill in the circles. Copy the registration number that is printed on your Admission Ticket. Make sure you provide this information correctly and completely because an incorrect registration number will delay your scores. If you filled out a registration form today, leave the registration number blank...

In item 5:

- Write in the zip code of your home address and fill in the corresponding circles...

In item 6:

- Print the number of this test center as posted and fill in the circles. Now remove the Admission Ticket from your desk. Keep your ticket after the test.

In item 7:

- Turn to the front cover of your test book. Find the area in the upper right-hand corner labeled "Test Book Serial Number" and enter the number printed onto item 7 on your answer sheet. Fill in the circles...

In item 8:

- Turn to the back cover of your test book. Find the box labeled "8 Form Code" and enter the number onto item 8 on your answer sheet. Fill in the circles exactly as shown...

In item 9:

- Copy the number from the box labeled "9 Test Form" exactly as shown...
- Take a moment to ensure that items 8 and 9 are completed correctly. It is critical that you enter the correct codes on your answer sheet; otherwise, you may not receive a score...

**Check that students are filling in the right codes.**

**WHEN STUDENTS HAVE COMPLETED WORK ON PAGE 1 OF THE ANSWER SHEET, SAY:**

Now, open your answer sheet to page 2. Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up...

### WHEN EVERYONE IS READY, SAY:

Now listen to this important information. You may cancel your scores for any reason today until midnight the third school day after today. 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 SAT Program in writing no later than the third school day after the test. Send your **signed cancellation request** by overnight mail or fax. You cannot cancel your scores with an email message or phone call.

During testing, keep your answer sheet and test book flat on your desk. If you find a defect with either or if you realize that you've been writing answers in the wrong section of your answer sheet, raise your hand at that time.

The test is timed by section, and you cannot move to the next section until all of your section time has elapsed. I will walk around the room to check your progress. I will also keep the official time for the test. You will have three separate breaks during the test, when you can leave this room to have a snack or use the restroom.

Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. Once you begin testing, I cannot answer questions...

### AFTER YOU ANSWER ALL QUESTIONS, SAY:

Do not open your test book until I tell you to do so.

The standard time for Section 1, the essay, is 25 minutes. If you are testing

with 50 percent extended time, you will have 38 minutes to work on Section 1, the essay.

Begin your essay on page 2 of the answer sheet, and use page 3 if needed. You must fit your essay into those pages and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of 0. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled.

If you finish before time is called, you **MAY NOT** turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled.

Now, open your answer sheet and your test book to Section 1, read the directions, and begin work.

**Remain alert and attentive 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.**

## 1 **ESSAY** Unauthorized copying or reuse of any part of this page is illegal. **ESSAY** 1

Standard Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

**Walk around the room to check that everyone is working on the essay.**

**Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on an SIR.**

## Throughout testing, follow these procedures:

### Time the section:

- Enter the start and stop times as you begin each section; post the times for students to see.
- Before you call stop, check your watch against the time you have written down. Verify the time with a proctor, if available.
- Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

### Monitor test-takers:

- Walk around the room to check that everyone is working on the correct section. Remember that for most of the sections, one student's section may have mathematics questions while another's might have writing or critical reading questions.
- 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 on page 21.

### After testing begins, account for materials on the seating chart, located on the inside back cover of this manual:

- Complete the seating chart.
- Account for all test books (used and unused). If a book appears to be missing, follow procedures in "Accounting for Test Materials" in Section D.

### FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:

You have five minutes remaining in this section.

### AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:

Stop work and put your pencil down...  
Do not begin work until I tell you to do so. The standard time for Section 2 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 2. There will be more spaces on the answer sheet

than there are questions. Be sure to mark your answers in the correct rows.

Your test book has either mathematics, reading, or writing questions in this section. If you have a mathematics section, it may contain questions that are not multiple choice. If so, follow the instructions for marking your answers in the grids labeled "Student-produced Responses" for Section 2 of the answer sheet. To receive credit for your answers, you must fill in the appropriate circles. You will not receive credit for anything written in the boxes above the circles. Answers can be shorter, but not longer than, four numerals.

You may have a calculator on your desk only if you are working on a mathematics section. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If it malfunctions and you have batteries or a backup, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All mathematics questions can be answered without a calculator.

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

If you finish before time is called, you **MAY NOT** turn to any other section.

Now, turn to Section 2, read the directions and begin work.

Standard Time



Start time _____
Stop time _____

50% Extended Time



Start time _____
Stop time _____

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down. Put your answer sheet inside the front of your test book, then close your test book. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**JUST BEFORE THE END OF THE BREAK, SAY:**

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

**WHEN EVERYONE IS READY, SAY:**

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement in your own writing style and sign and date using your full name as you would on an official document. The statement must be made in your own writing style and is required. If you don't complete it, your scores may be delayed or canceled. The quality of your writing will not be used to calculate your score. Make sure your statement and signature are within the boxed area.

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. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the Student Registration Guide and online at [sat.org](http://sat.org).

Walk around the room and ensure that all students are writing the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**WHEN EVERYONE IS READY, SAY:**

Now turn to Section 3 of your answer sheet.

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 3 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 3.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 3 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 3 in your test book, read the directions and begin work.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

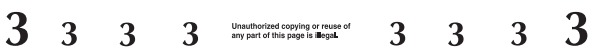
**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 4 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 4.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 4 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 4, read the directions and begin work.



Standard Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.



Standard Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.



**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down... Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**AT THE END OF THE BREAK, SAY:**

Please take your seat...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 5 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 5.

Your test book has mathematics, reading, or writing questions in this

section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled "Student-produced Responses" for Section 5 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 5, read the directions and begin work.

5 = 5 Unauthorized copying or reuse of any part of this page is illegal. 5 = 5

Standard Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down... Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 6 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 6.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 6 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 6, read the directions and begin work.

**6** ☆ ☆ **6** Unauthorized copying or reuse of any part of this page is illegal. **6** ☆ ☆ **6**

Standard Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...

Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than the hallway or

the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain packed away. We will start testing again in exactly five minutes. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**AT THE END OF THE BREAK, SAY:**

Please take your seat...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 7 is 20 minutes. Note that this is a shorter time than the previous section. If you are testing with 50 percent extended time, you will have 30 minutes to work on Section 7.

Mark your answers in Section 7 of the answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 7, read the directions and begin work.

**7** \_\_\_\_\_ Unauthorized copying or reuse of any part of this page is illegal. \_\_\_\_\_ **7**

Standard Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_

Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 8 is 20 minutes. If you are testing with 50 percent extended time, you will have 30 minutes to work on Section 8. Mark your answers in Section 8 of the answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 8, read the directions and begin work.



Standard Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

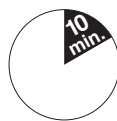
**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. If you have a calculator on your desk, please place it under your desk now. The standard time for Section 9 is 10 minutes. Note that this a shorter time than the previous sections. If you are testing with 50 percent extended time, you will have 15 minutes to work on Section 9. Mark your answers in Section 9 of the answer sheet.

Now, turn to Section 9, read the directions and begin work.



Standard Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME  
FOR EACH GROUP, SAY:**

Stop work. Put your pencil down and close your test book and answer sheet. Place your answer sheet on top of your test book. I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

**After testing:**

- Collect an answer sheet and test book individually from each student in the same order in which they were distributed.

**For each student, before moving on to the next person, do the following:**

- Check to see that all the identifying information on page 1 of the answer sheet is complete and that it matches the information on the Admission Ticket. Ensure that the letters in “YOUR NAME” (Item 1) correspond to the filled circles in each column. If there is a discrepancy, ask student to explain it and describe his or her explanation on an SIR.

**Before dismissal:**

- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a 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 test book assigned to each student.
- An answer sheet with items 1 to 9 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 (items 1 to 9) before dismissing students.
- If a student asks why there is no Section 10, reassure the student that the test is nine sections long.

**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. In addition, you are not permitted to discuss or share the essay question with anyone until after your scored essay is available online.

This test administration is now over. Gather your belongings and return to the test-taker gathering area quietly. Please keep in mind that students in other rooms may still be testing. Thank you for your cooperation.

**After students leave the room:**

- Complete and sign the Testing Room Materials Report.
- If you have any students approved to write their answers in the test book, do the following:
  - On the test book, write the student’s name, registration number, test center code, and answer sheet code.
  - On the front cover of the test book, write “Answers in book.”
  - Include the test books with the used answer sheets.
- Describe any discrepancy on an SIR.
- Detach the completed Testing Room Materials Report and seating chart and return them with all test materials and forms to the supervisor.

# Section G: Testing Students with Accommodations Listed on the NAR

## SAT SECTION TIMING CHART 50% Extended Time NONSTANDARD ADMINISTRATION

Note: All times are “minutes after the hour”

Section G: Testing Students with Accommodations Listed on the NAR

Start Time	Stop Time		
	for a 38-minute section (Sections 1–6)	for a 30-minute section (Sections 7–8)	for a 15-minute section (Section 9)
:00	:38	:30	:15
:01	:39	:31	:16
:02	:40	:32	:17
:03	:41	:33	:18
:04	:42	:34	:19
:05	:43	:35	:20
:06	:44	:36	:21
:07	:45	:37	:22
:08	:46	:38	:23
:09	:47	:39	:24
:10	:48	:40	:25
:11	:49	:41	:26
:12	:50	:42	:27
:13	:51	:43	:28
:14	:52	:44	:29
:15	:53	:45	:30
:16	:54	:46	:31
:17	:55	:47	:32
:18	:56	:48	:33
:19	:57	:49	:34
:20	:58	:50	:35
:21	:59	:51	:36
:22	:00	:52	:37
:23	:01	:53	:38
:24	:02	:54	:39
:25	:03	:55	:40
:26	:04	:56	:41
:27	:05	:57	:42
:28	:06	:58	:43
:29	:07	:59	:44

Start Time	Stop Time		
	for a 38-minute section (Sections 1–6)	for a 30-minute section (Sections 7–8)	for a 15-minute section (Section 9)
:30	:08	:00	:45
:31	:09	:01	:46
:32	:10	:02	:47
:33	:11	:03	:48
:34	:12	:04	:49
:35	:13	:05	:50
:36	:14	:06	:51
:37	:15	:07	:52
:38	:16	:08	:53
:39	:17	:09	:54
:40	:18	:10	:55
:41	:19	:11	:56
:42	:20	:12	:57
:43	:21	:13	:58
:44	:22	:14	:59
:45	:23	:15	:00
:46	:24	:16	:01
:47	:25	:17	:02
:48	:26	:18	:03
:49	:27	:19	:04
:50	:28	:20	:05
:51	:29	:21	:06
:52	:30	:22	:07
:53	:31	:23	:08
:54	:32	:24	:09
:55	:33	:25	:10
:56	:34	:26	:11
:57	:35	:27	:12
:58	:36	:28	:13
:59	:37	:29	:14



**SAT SECTION TIMING CHART**  
**100% Extended Time**  
**NONSTANDARD ADMINISTRATION**  
**Note: All times are “minutes after the hour”**

Start Time	Stop Time		
	for a 50-minute section (Sections 1–6)	for a 40-minute section (Sections 7–8)	for a 20-minute section (Section 9)
:00	:50	:40	:20
:01	:51	:41	:21
:02	:52	:42	:22
:03	:53	:43	:23
:04	:54	:44	:24
:05	:55	:45	:25
:06	:56	:46	:26
:07	:57	:47	:27
:08	:58	:48	:28
:09	:59	:49	:29
:10	:00	:50	:30
:11	:01	:51	:31
:12	:02	:52	:32
:13	:03	:53	:33
:14	:04	:54	:34
:15	:05	:55	:35
:16	:06	:56	:36
:17	:07	:57	:37
:18	:08	:58	:38
:19	:09	:59	:39
:20	:10	:00	:40
:21	:11	:01	:41
:22	:12	:02	:42
:23	:13	:03	:43
:24	:14	:04	:44
:25	:15	:05	:45
:26	:16	:06	:46
:27	:17	:07	:47
:28	:18	:08	:48
:29	:19	:09	:49

Start Time	Stop Time		
	for a 50-minute section (Sections 1–6)	for a 40-minute section (Sections 7–8)	for a 20-minute section (Section 9)
:30	:20	:10	:50
:31	:21	:11	:51
:32	:22	:12	:52
:33	:23	:13	:53
:34	:24	:14	:54
:35	:25	:15	:55
:36	:26	:16	:56
:37	:27	:17	:57
:38	:28	:18	:58
:39	:29	:19	:59
:40	:30	:20	:00
:41	:31	:21	:01
:42	:32	:22	:02
:43	:33	:23	:03
:44	:34	:24	:04
:45	:35	:25	:05
:46	:36	:26	:06
:47	:37	:27	:07
:48	:38	:28	:08
:49	:39	:29	:09
:50	:40	:30	:10
:51	:41	:31	:11
:52	:42	:32	:12
:53	:43	:33	:13
:54	:44	:34	:14
:55	:45	:35	:15
:56	:46	:36	:16
:57	:47	:37	:17
:58	:48	:38	:18
:59	:49	:39	:19

Section G: Testing Students with Accommodations Listed on the NAR

**SAT SECTION TIMING CHART**  
**Standard Time (for 9 sections only)**  
**NONSTANDARD ADMINISTRATION**  
**Note: All times are “minutes after the hour”**

Section G: Testing Students with  
Accommodations Listed on the NAR

Start Time	Stop Time		
	for a 25-minute section (Sections 1–6)	for a 20-minute section (Sections 7–8)	for a 10-minute section (Section 9)
:00	:25	:20	:10
:01	:26	:21	:11
:02	:27	:22	:12
:03	:28	:23	:13
:04	:29	:24	:14
:05	:30	:25	:15
:06	:31	:26	:16
:07	:32	:27	:17
:08	:33	:28	:18
:09	:34	:29	:19
:10	:35	:30	:20
:11	:36	:31	:21
:12	:37	:32	:22
:13	:38	:33	:23
:14	:39	:34	:24
:15	:40	:35	:25
:16	:41	:36	:26
:17	:42	:37	:27
:18	:43	:38	:28
:19	:44	:39	:29
:20	:45	:40	:30
:21	:46	:41	:31
:22	:47	:42	:32
:23	:48	:43	:33
:24	:49	:44	:34
:25	:50	:45	:35
:26	:51	:46	:36
:27	:52	:47	:37
:28	:53	:48	:38
:29	:54	:49	:39

Start Time	Stop Time		
	for a 25-minute section (Sections 1–6)	for a 20-minute section (Sections 7–8)	for a 10-minute section (Section 9)
:30	:55	:50	:40
:31	:56	:51	:41
:32	:57	:52	:42
:33	:58	:53	:43
:34	:59	:54	:44
:35	:00	:55	:45
:36	:01	:56	:46
:37	:02	:57	:47
:38	:03	:58	:48
:39	:04	:59	:49
:40	:05	:00	:50
:41	:06	:01	:51
:42	:07	:02	:52
:43	:08	:03	:53
:44	:09	:04	:54
:45	:10	:05	:55
:46	:11	:06	:56
:47	:12	:07	:57
:48	:13	:08	:58
:49	:14	:09	:59
:50	:15	:10	:00
:51	:16	:11	:01
:52	:17	:12	:02
:53	:18	:13	:03
:54	:19	:14	:04
:55	:20	:15	:05
:56	:21	:16	:06
:57	:22	:17	:07
:58	:23	:18	:08
:59	:24	:19	:09

## TESTING STUDENTS WITH ACCOMMODATIONS LISTED ON THE NAR



The scripts in this section are for testing in the nonstandard rooms for students approved for accommodations listed on the NAR. Students should be given the testing materials sent to the SSD coordinator specific to each student.

### CHECKLIST

#### Following Testing Procedures

- Access and print a copy of the online NAR to keep a record of testing
- Receive and secure materials
- Review extended timing procedures
- Plan for test aids needed
- Prepare to administer test to students recording answers in nonstandard formats (computer, Braille device, etc.)

#### If available, post the following flyers on the door to the testing room:

- “No Cell Phones!”
- “Quiet, Please.”

#### Post this information for students:

- Today’s date
- School name and city
- Room number
- USE A NO. 2 PENCIL ONLY. DO NOT USE A PEN OR MECHANICAL PENCIL.

#### Ensure that only test-takers listed on the NAR and their specific materials are in this testing room.

- Students should have “NAR” printed in the header of their Admission Tickets. Students with any other tickets should be referred to the test center supervisor for appropriate room assignments. They should not be testing in your room.
- Make sure any materials required are available and functioning properly (e.g., computer or cassette tape player).

#### Ensure minimum distraction.

- If you have students approved for different testing schedules, e.g., extended time and/or extra or extended breaks, you may need to test them in separate rooms. If testing in the same room, be sure to seat the students far enough apart so that they don’t disturb each other when they break at different times.
- Do not announce start and stop times loudly; go to each student and quietly give

instructions so that other students still working are not disturbed.

- Make sure that students who are on breaks leave and return to the room quietly.
- Remind each student of his or her approved amount of testing time and any other accommodations approved by the College Board.

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

- Give students time to fill in their responses.
- Pause to allow students time to follow instructions when three dots “...” appear in the text.
- Answer student questions about procedure only, not about test content.
- You may repeat parts of the script if requested to do so.
- Supply the appropriate information where a blank line “\_\_\_\_\_” appears in the text.

#### Reporting

- Complete all appropriate reports and forms and make a copy **for your records**.
- If you were given a College Board survey, evaluate the administration by filling it out.
- Contact the SSD office to report any student who may require makeup testing due to absence or irregularities encountered.

#### Returning Test Books and Unused Answer Sheets

- Return used answer sheets and critical materials immediately after all testing has been completed.
- Return used/unused test books and unused answer sheets within two days.
- Throw away all unused shipping materials.

#### Security

- Keep test materials in secure storage until they are returned.
- Retain all documents related to the administration for six months after the test.

#### Help on Test Day

##### Test Security and Interruption

TAS

800-257-5123

##### Media Questions

College Board Office of Communications

212-713-8052

##### Problems Returning Materials

800-257-5123

## 1. PREPARING FOR NONSTANDARD TESTING OF STUDENTS WITH DISABILITIES ON THE NAR

The College Board provides appropriate accommodations on our tests, offering the flexibility required to meet the needs of each student. In general, accommodations may be approved for how testing materials are presented, responses are recorded, or tests are timed, or for the general testing environment. As SSD coordinator, you will have access to the online roster of registered students who have been approved for accommodations. In addition, you can use the online SSD eligibility roster for the most up-to-date information about all students at your school who are approved for accommodations. Please see [www.collegeboard.org/ssd](http://www.collegeboard.org/ssd) for more information about those accommodations.

The SSD coordinator plays a pivotal role in ensuring that accommodated students have the same opportunity to take advantage of the benefits of school day testing offered to the general school population.

### Using the NAR

Approximately two weeks before the testing period, you can access the online NAR listing the students and their approved accommodations (nonstandard test format, amount of extended time, reader, etc.).



If any information is incorrect or if any students' names are missing, immediately contact the SSD office.

The NAR is your roster: It will identify each student separately with the accommodation(s) needed. Your final NAR with any test-day notations is an important document. After the administration, make a copy of the NAR for your files and return one copy of the completed NAR with used answer sheets. Retain your copy for six months, then destroy it. The identity of everyone who attends or participates in a test administration is confidential.

Provide only the accommodations indicated on the NAR. Students under the age of 18 may not waive the use of any accommodations without the written consent of their parent(s). (A signed written request from the student, signed by the parent if the student is under 18, is needed to waive accommodations. Return it with an SIR explaining the situation.)

### Test Materials

You will receive test materials for each student separately from the rest of the school day testing materials. You will need to coordinate with the test center supervisor to ensure that these materials are managed with the same level of security and precautions as all other test materials related to school day testing.

**Do not mix these materials with standard and Roster testing materials.** See later in this section for full instructions.



Test materials are specific for each student. Students may only test with the materials specifically sent for them. Information about which materials are to be given to each student will be provided in your test shipment.



If you have any questions about how to determine the correct materials for your students, please call the SSD office as soon as you receive your shipment.

### Extended Time Information

The SAT is a timed test. A specific amount of extended time may be appropriate for a student with a disability, but “untimed” or “unlimited time” is not an accommodation that is available. The amount of time approved for each student is listed on the NAR.

### Timing the Tests

Students must be given their full amount of approved time on each section of the SAT, even if they stop work before time is called. Students may not move to the next section until all time has elapsed.

The SAT administered to SSD students contains nine sections. The standard amount of total testing time for these nine sections is 3 hours and 20 minutes. Students approved for **50 percent extended time** on the SAT receive:

- 38 minutes for a standard 25-minute section
- 30 minutes for a standard 20-minute section
- 15 minutes for a standard 10-minute section

The total testing time at 50 percent extended time for the nine sections is 5 hours. These students will complete their testing on the same day as standard testers.

Students approved for **100 percent extended time** on the SAT receive:

- 50 minutes for a standard 25-minute section
- 40 minutes for a standard 20-minute section
- 20 minutes for a standard 10-minute section

The total testing time at 100 percent extended time for the nine sections is 6 hours and 40 minutes. All 100 percent extended-time students will be tested over two consecutive days.

**SPECIAL NOTE:** If you have students approved for a “limited test time” accommodation, you will need to plan ahead when to stop testing for the day. The expected stop time (after Section 4) may not meet these students’ needs.

### Accommodated Rest Breaks

Most students with disabilities receive standard breaks of the same number and duration as other students. Some students are approved for more break time. Students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. See Section A for more information about these regulations.

#### Breaks “As Needed”

See Section D for information about scheduled break times, including the accommodations of extra and extended breaks. Some students’ medical conditions require breaks as needed. When a student is approved for breaks “as needed,” he or she may break during a test section. Most students’ needs are met with a five to 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

### Test Aids

Students may be approved by the College Board to use aids such as a reader to dictate test questions, or a computer, Braille device, or writer to record responses. Students who are hearing-impaired may be approved for a sign-language or oral interpreter to translate test directions from spoken English.

In addition to the standard materials needed in SAT testing rooms (see Section B of this manual), you may need to provide the following equipment in the testing room, depending on the accommodations approved for your students:

- Scratch paper that can also be used by students recording answers on a computer or Braille device

- A standard cassette player with 1 7/8 ips for students approved to hear their test on cassettes. See the additional information under “Cassette” on page 67.

Before test day, students who are hearing-impaired may be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day. When students request these accommodations, the SSD office will contact you, so that you are prepared.

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

### Recording Responses

Students may be approved to record answers in different methods, including one of the following:

- Completing an answer sheet (regular or large block)
- Dictating answers to be put on the regular answer sheet by a writer
- Using a Braille device
- Recording answers in the test book
- Recording essay on a computer

A student may use only the accommodation that has been approved.

#### IMPORTANT:

1. When a student is approved to record his or her test answers in the test book, or to record answers on a Braille device, the answers must be transferred to the answer sheet by the associate supervisor or SSD coordinator after the student completes the test.
2. A reader or writer assisting the student must make sure the student’s identifying information on the answer sheet is complete, fill in the circles on the regular answer sheet corresponding to the answers chosen by the student, and make any corrections indicated by the student.
3. For students approved to record answers in the test book, the test book with the student’s name and “Answers in Book” written on it must be returned with the answer sheet in the white envelope (see below).

#### Using the White Envelope

If a student has been approved to write the answers in his or her test book, you will receive a white envelope to be used when returning answer sheets.



Write “Answers in Book” on the front cover of the student’s test book and place both the student’s answer sheet and marked test book in this envelope.

- A completed answer sheet must be submitted for a student to receive a score report. Do not submit only the marked test book.

### GENERAL NOTES FOR ELECTRONIC AIDS

Ensure that any electronic device used for testing, including a Braille writer or any magnifying machine, is not connected to the Internet or to any network (disable all LAN or Ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, Thesauruses, dictionaries, or word processing features (e.g., cut and paste).

Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

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

### Braille Writers

Manual Braille writers (e.g., Perkins Brailler) may be used for all test sections, but unless otherwise approved, electronic Braille writers (e.g., Braille Note) may only be used for essay writing and math calculations. An electronic Braille writer cannot be connected to any network, but it must be connected to a monitor so that the proctor can see what the student is typing. In addition, a student cannot use a personal computer or a computer belonging to his or her family as a Braille writer.

### Computer Use for the Essay

When a student is approved for the use of a computer, he or she is approved ONLY for the use of a word processor to complete the essay question. Other applications, software, or assistive technology, such as screen readers, may NOT be used unless specifically approved by the College Board SSD staff.

Typed essays must comply with certain guidelines in order to be properly scored and for the students to receive online images of their essays.

Set up and test the computer and word processor so that they meet the following criteria:

1. Computer is connected to a working printer.
2. You have disabled access to the Internet and all assistive features noted above.

- If you cannot disable these features, you must plan to closely monitor students to make sure they do not use them.

Use the page settings below to help you set up the essays to print properly for accurate scoring. Have students use the print layout view to allow them to properly limit the length of their essays. Monitor students to make sure that they do not:

- Exceed the page limit
- Use any special word-processing procedures

### PAGE SETTINGS

- Letter size paper, portrait style
- Margins:
  - Top margin: 2 inches
  - Bottom margin: 1 inch
  - Side margins: 1 inch
- Double spacing between lines
- Font (choose one):
  - Times New Roman
  - Arial
- Font size:
  - 10 pt (most students)
  - 14 pt (approved large print)
  - 20 pt (approved large print)
- Use print layout view to allow students to properly limit their essay to:
  - 2 pages (for 10 pt font size)
  - 3 pages (for 14 pt font size)
  - 5 pages (for 20 pt font size)

### During the Test

Monitor students to make sure that they do not:

- Exceed the page limit
- Use any special word-processing procedures
- Access the Internet for search or other assistance

When time is called for the essay section, tell students to stop typing and to send the essay to the printer. Once it is printed, have students print their full names on the back of each sheet (in the center of the sheet), and hand them in with the essay booklets.

### **Preparing the Essay for Scoring**

Each essay page must include identifying information so that the essay can be matched with the student's answer sheet. Leaving a minimum of a 2-inch margin at the top and a 1-inch margin at the bottom, left, and right of the page, write the following information on the back of each page:

- Name (if not already printed by the student)
- Registration number
- Six-digit school code (not the test center code assigned to your school)
- Original answer sheet litho-code number (shaded box in the bottom right corner of page one)

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

## **2. ADMINISTERING ACCOMMODATIONS**

If a student is using a Braille, cassette, or script format, print the student's last name, first name, and middle initial on the back cover of the accompanying regular- or large-type test book. Do not write on Braille materials.

Students can answer questions in the reading and writing sections on the basis of the information given in the script alone. When questions in the mathematics sections refer to figures, students may refer to either the regular-type or large-type test or to the book of Braille math graphs and figures. Students who use a reader or cassette in conjunction with other formats will find that the two texts differ slightly since the script describes the figures in greater detail. However, this difference should not present any problems.

### **Braille:**

To supplement each Braille test and accompanying Braille essay booklet, a regular-type test book and essay booklet have been sent for your use as a reference. A reader's script has also been sent in case the student asks to have a question read. Each student should have a copy of the *Guide to the Nemeth Code* and a Braille math reference book. Note that if a student records answers using a Braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

If a student does not read Braille but chooses to use the book of Braille math graphs and figures, you should be prepared to "translate" the labels

and numbers that are given in Braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

### **Reader:**

Follow these procedures with readers:

- Assign a separate reader for each student who needs one (readers may not be shared).
- Administer the test(s) with 50 percent extended time unless a student is already approved for 100 percent extended time.
- Distribute any supplemental materials to the reader: a script if the student requires dictation of test questions, a regular-type test book for student's and reader's use, a separate essay booklet, and additional test materials for the student's use as approved by the College Board (e.g., Braille materials).

### **Cassette:**

Students who are approved for use of a cassette must test with 100 percent extended time (unless they have been approved for more than 100 percent extended time). Whenever possible, students should use earphones with their cassette players. A student using a cassette player without earphones must be tested alone in the testing room. For assisting students using cassettes, a regular-type test book is sent for your use as a reference along with a separate essay booklet. Supplemental test materials (regular-type or large-type test book or book of Braille math graphs and figures), as approved by the College Board, are also provided for the student's use.

You should be thoroughly familiar with the operation of the cassette player and should be prepared to assist students as needed. In addition to a simple start-stop mechanism and volume control, the player must have fast-forward and reverse capability to enable the student to review questions. The player should be one that actually plays the tape while operated in fast forward or reverse (cue/review), so that the student can hear the tone indexers (beeps) at the beginning of certain directions, questions, reading passages, and paragraphs within the passages. The beeps help the student find information and locate the beginning of each question.

The essay section is not recorded on the cassette. Students will use the separate regular-type, large-type, or Braille essay booklet, or you can read the essay topic to students from the regular-type essay booklet provided.

### 3. THE SAT SCRIPT FOR ACCOMMODATIONS LISTED ON THE NAR

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

If you have students approved for different testing schedules, i.e., extended time and/or extra or extended breaks, they may need to be seated in different testing rooms. If not, be sure to seat the students far enough apart so that they do not disturb each other when they take a break at different times.

Do not announce start and stop times aloud; go to each student and quietly give instructions so that other students still working are not disturbed. Make sure that students on breaks leave and return to the room quietly.

#### START BY SAYING:

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

Please take a look at your Admission Ticket now. Raise your hand if your Admission Ticket shows the word “SAT” or the word “Roster” in the header.

**Send these students to the supervisor for appropriate room assignment.**

#### CONTINUE BY SAYING:

The SAT Program has policies 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:

- Testing with extended time if you are not approved for it
- Giving or receiving help of any kind

- Looking through the test book before the start of the test
- Working on the wrong section or referring to a previous or future section
- Marking answers after time is called
- Sharing test questions with anyone during or after the test
- Attempting to remove test materials from the testing room
- 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, drinking, or smoking in the testing room
- Causing a disturbance of any kind
- Failing to follow testing procedures
- Going to your locker or leaving the building during the breaks

You will have until midnight the third school day from today to file a test day complaint. If you see any behavior that causes you concern, please see me, and I will explain how to contact the SAT Program. Are there any questions?...

#### AFTER ALL QUESTIONS ARE ANSWERED, SAY:

The use of phones or other electronic devices other than an acceptable calculator at any time in this testing area is prohibited. At this time, if you still have a phone, pager, watch alarm, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until testing is over. **If your phone or other prohibited electronic device makes any noise or you are seen using it at any time, including breaks, you will be dismissed from the testing room and your scores will be canceled.**

In addition, any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

- Remove everything from your desk **except** your Admission Ticket, pencils, erasers, and calculator...
- Remove any earplugs, which may not be worn during testing.
- Unless you are approved to use them, you must also remove any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper.
- If you brought a backup calculator or extra batteries, put them under your desk in plain sight...
- Close all bags and backpacks. Put them under your desk until the test is over...

**Please walk around to make sure no one has the following unauthorized aids or materials on his or her desk:**

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including digital watches and smartwatches, that can be used to record, transmit, receive, or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs

- Unacceptable calculators that have typewriter-like keypads, pen-inputs, make use of a stylus, use paper tape, make noise, or use a power cord
- Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable calculators for models that are permitted (see page v).

**If these devices are displayed, have students remove them from their desks. If a student has a mechanical pencil, hand him or her a No. 2 pencil.**

**Notes:** Students should not be dismissed from testing if they use a mechanical pencil; however they should be warned that their marks may not score properly. Students who have been approved to use the cassette format of the test may have a cassette player on their desks. Other students may have additional aids on their desks, such as a highlighter or talking calculator, if this accommodation was approved through the eligibility process.

**AFTER CHECKING FOR APPROVED CALCULATORS, SAY:**

Now, put away your calculator. You will not need it for Section 1. Are there any questions?

I am going to give an answer sheet and test book to each of you now. When you get the test book, read the back cover. It has important information about timing, marking answers, and scoring. **DO NOT OPEN YOUR TEST BOOK (OR TURN ON YOUR CASSETTE PLAYER).**

If you are approved to use scratch paper or need typing paper to record your answers on a computer or Braille device, tell me when I give you your test.

**IF ANY STUDENTS ARE 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. When you have finished reading, please look up...

**Refer to the information provided with your test shipment, then distribute the designated test and answer sheet to each student, along with an essay booklet in the appropriate format. If you are administering a format that has multiple books or cassettes, distribute only the book or cassette containing Section 2.**

**Note:** Make sure that the test books or cassette cases do not have “Practice” printed on the front cover.

**Make sure every student or writer has a No. 2 pencil. Check to ensure no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper or who will be recording their answers on a computer or Braille device.**

**IF A STUDENT IS USING A TEST BOOK (REGULAR OR LARGE-TYPE) SAY:**

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

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

**WHEN ALL STUDENTS ARE READY, 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.

Now look at page 1 of your answer sheet. I will walk you through filling out items 1 through 9. Some of you may be using a regular answer sheet; others may

be using a large-block answer sheet. Listen and follow instructions carefully for the type of answer sheet that you are using. Make sure you are using a Number 2 pencil to mark your answer sheet in the spaces provided. If you will be filling in circles, make sure you fill in the circles completely and darkly. If you are using a large-block answer sheet, be sure your X is dark and marks one box only. Otherwise your answers, which are scored electronically, will not register correctly.

Are there any questions about your answer sheet?

In item 1:

- Print your last name, first name, and middle initial, if you have one, exactly as they appear on your Admission Ticket... Do not use a nickname.
- Read the statement on the next line, then sign your full name...
- Today's date is \_\_\_\_\_. Write the numbers for the month, day, and year for today's date...
- Next, print your home address...
- Print your home phone number, including the area code...
- Print the city and state (or country) of this high school...

In item 2:

- Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The order and spelling of your name must exactly match your Admission Ticket. Fill in the corresponding circles...

In item 3:

- Fill in the circle for the month of your birth (or on the large-block



answer sheet, fill in the two digits for the month). Next, write in the number of the day and year of your birth. Enter a zero before any single-digit number—for example 03 (zero three), not just 3. Fill in the circles...

In item 4:

- Print your registration number and fill in the circles. Copy the registration number that is printed on your Admission Ticket. Make sure you provide this information correctly and completely because an incorrect registration number will delay your scores.

In item 5:

- Write in the zip code of your home address and fill in the corresponding circles...

In item 6:

- Print five zeros “00000” for the Test Center Number... Now remove the Admission Ticket from your desk. Keep your ticket after the test.

**Before continuing, make sure that students have both their essay booklets and test books on their desks. They must correctly copy codes from both books onto their answer sheets to ensure proper scoring of their tests. Students using a special format should copy the code from the item they are using for the actual test (e.g., cassette).**

In item 7:

- Turn to the front cover of your test book. Find the area in the upper right-hand corner labeled “Test Book Serial Number” and enter the number printed onto item 7 on your answer sheet. Fill in the circles...

In item 8, you will need to refer to both your essay booklet and test book.

- First, look at the back cover of your

essay booklet. Find the box labeled “8. Form Code.” Copy this letter onto your answer sheet in the first column of box 8...

- Now look at the back cover of your test book or cassette case. Find the box labeled “8. Form Code.” Copy this number onto the remaining six columns in item 8...

In item 9:

- Copy the number from the box labeled “9. Test Form” exactly as shown...

Take a moment to ensure that items 8 and 9 are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

**Check that students are filling in the right codes.**

**WHEN STUDENTS HAVE COMPLETED WORK ON PAGE 1 OF THE ANSWER SHEET, SAY:**

Now, open your answer sheet to page 2. Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up...

**WHEN EVERYONE IS READY, SAY:**

There are nine separately timed sections: one essay and eight multiple-choice sections. You may work on only one section at a time. Do not skip any sections—this could cause your scores to be delayed because of unusual answer patterns. I will tell you when to begin and end each section. If you finish a section before time is called, check your work on that section. You may not turn to any other section. If you try to work on a different section of the test,

I will need to report it, and your scores may be canceled. Work as rapidly as you can without losing accuracy. Don't waste time on questions that seem too difficult for you.

Carefully mark only one answer for each question. Do not make any stray marks on your answer sheet. If you erase, do so completely. Incomplete erasures may be scored as intended answers. Use only the answer spaces that correspond to the question numbers. You may use your test book for scratch work, but you will not receive credit for anything written there. To receive credit, you must mark all answers on your answer sheet unless you have approval for recording your answers by another method. After time has been called, you may not transfer answers to your answer sheet or fill in circles. You may not fold or remove pages or portions of a page from this book, or take the book or answer sheet from the testing room.

For each correct answer to a multiple-choice question, you receive one point. For questions you omit, you receive no points. For a wrong answer to a student-produced response (grid-in) math question, you don't lose any points, but for a wrong answer to a multiple-choice question, you lose one-fourth of a point. If you can eliminate one or more of the answer choices as wrong, you increase your chances of choosing the correct answer and earning one point. If you can't eliminate any choice, move on. You can return to the question later if there is time. The essay is scored on a 1 to 6 scale by two different readers. The total essay score is the sum of the two readers' scores. An off-topic or blank essay or an essay written in pen will receive a score of zero.

**Answer all questions about procedure. If any students are using a reader or a cassette or Braille format, find and read the appropriate instructions that follow. The script for all students resumes at the symbol \* on page 74.**

**IF A STUDENT IS USING A WRITER,  
SAY:**

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

**IF A STUDENT IS USING A  
COMPUTER TO RECORD  
ANSWERS, SAY:**

If you are using a computer to record multiple-choice answers, on each page you use, type your full name and the number of the section on which you are working. Type the question number as well as your answer.

When using a computer for the essay or multiple-choice, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a larger type size test book, you may use that type size for your essay. Two pages are allowed for regular type size, three pages will be allowed for 14 point type size, and five pages for 20 point type size. Any pages beyond your appropriate page limit will not be scored. Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay. Do you have any questions?...

**IF A STUDENT IS USING A READER,  
SAY TO THE READER:**

If you are reading the script to a student, please read questions as often

as requested. It is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. You can help a student who doesn't read Braille to understand the Braille math graphs and figures since all labels and numbers are in Braille. Labels and numbers given with figures can be found in corresponding locations in the regular-type and large-type test books. Do you have any questions about procedures?...

#### **FOR STUDENTS USING CASSETTE FORMAT, SAY:**

The test is recorded on several cassettes. You will be given one cassette at a time. The first cassette contains the introductory test directions.

While listening to this portion of the tape, you will be able to adjust the volume and become accustomed to the narrator's voice.

As will be explained by the narrator, the tapes contain tone-indexing; that is, beeping sounds of varying lengths and frequencies as guides. Each question number begins with two short beeps. In the reading and writing sections, one long beep introduces a passage. Each paragraph within a passage begins with one short beep. Sentences in which substitutions of words or phrases are made will be read in their entirety with each substitution.

Turn on the player and insert the cassette so that Section 1, Side 1, is facing up...

Listen to the introduction and adjust the volume. Stop the player when the introduction is completed...

**Give students time to adjust the volume and listen to the introduction.**

#### **FOR STUDENTS USING CASSETTE FORMAT, SAY:**

You may stop, start, or rewind the tape as needed.

#### **FOR STUDENTS USING BRAILLE FORMAT, SAY:**

The Braille test is divided into several books. You will be given one book at a time. The reading and writing sections are in regular grade 2 Braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5. Your test may skip some items that cannot be written in Braille, but this will not affect your score. Be sure to take note of the omitted question number so that you record your next answer with the correct question.

The mathematics sections are in the 1972 revised Nemeth Code. The Braille math reference book contains math formulas and directions for use with all mathematics sections.

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

Do you have any questions about procedures?...

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

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



**WHEN EVERYONE IS READY, SAY:**

**Now listen to this important information.** You may cancel your scores for any reason today until midnight the third school day after today. 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 SAT Program in writing no later than the 3rd school day after the test. Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call.

During testing, keep your answer sheet and test book flat on your desk. If you find a defect with either or if you realize that you've been writing answers in the wrong section of your answer sheet, raise your hand at that time. I will walk around the room to check your progress.

The test is timed by section, and you cannot move to the next section until all of your section time has elapsed. 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.

Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. Once you begin testing, I cannot answer questions...

**AFTER YOU ANSWER ALL QUESTIONS, SAY:**

Do not open your essay booklet or test book until I tell you to do so.

The standard time for Section 1, the essay, is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 1. If you are testing with 100 percent extended time, you will have 50 minutes to work on Section 1.

Open your answer sheet to Section 1. This is where you will write your essay. Be sure to begin your essay on this page of your answer sheet. You must fit your essay into Section 1 and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of 0. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled.

If you finish before time is called, you **MAY NOT** turn to any other section.

Now, open your essay booklet, read the directions and begin work.

**Please be alert and attentive 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.**

**Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on the Supervisor's Irregularity Report (SIR).**

**Make sure that students have put their calculators under their desks.**



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**Throughout testing, follow these procedures:**

**Time the section:**

- Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time quietly to each group of students at regular intervals.
- Before you call stop, check your watch against the time you have written down.
- Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**Monitor test-takers:**

- Walk around the room to check that everyone is working on the correct section. Remember that for Sections 2 through 8, one student's section may have mathematics questions while another's might have writing or critical reading questions.
- Make sure that students who are using a large-block answer sheet are following instructions on 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 on page 21.

**After testing begins, account for materials on the seating chart (on the inside back cover):**

- Complete the seating chart.
- Account for all test books (used and unused). If a book appears to be missing, follow procedures in "Accounting for Test Materials" in Section D.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
I will now collect your essay booklet.

**Before you collect all essay booklets, if you have a student who was approved to use a computer for his or her essay, instruct the student to print the essay. Check the printout to ensure that all type is within the margins, then instruct the student to delete the essay from the computer and empty the computer's deleted items file. Have the student print his or her full name on the back of each essay sheet, in the center of the sheet. Collect the essay sheets with the essay booklets.**

**WHEN ALL ESSAY BOOKLETS HAVE BEEN COLLECTED, SAY:**

Do not begin work until I tell you to do so. Now turn to Section 2 of your answer sheet. Do not open your test book until I tell you to do so.

The standard time for Section 2 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 2. If you are testing with 100 percent extended time, you will have 50 minutes to work on Section 2.

There will be more spaces on the answer sheet than there are questions. Be sure to mark your answers in the correct rows, starting with number 1 in Section 2 of your answer sheet.

Your test book has either mathematics, reading, or writing questions in this section. If you have a mathematics



section, it may contain questions that are not multiple choice. If so, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 2 of the answer sheet. To receive credit for your answers, you must fill in the appropriate circles. You will not receive credit for anything written in the boxes above the circles. Answers can be shorter, but not longer than, four numerals.

You may have a calculator on your desk only if you are working on a mathematics section. You may not share or exchange calculators at any time. If you are not working on a mathematics section, you must put your calculator under your desk.

Mathematics questions can be completed without a calculator. But if you use a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If it malfunctions and you have batteries or a backup, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All mathematics questions can be answered without a calculator.

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

If you finish before time is called, you **MAY NOT** turn to any other section.

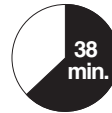
Now, turn to Section 2, read the directions and begin work.

2   □   □   Unauthorized copying or reuse of any part of this page is illegal.   □   □   2



Start time _____
Stop time _____

50% Extended Time



Start time _____
Stop time _____

100% Extended Time



Start time _____
Stop time _____

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down.

Put your answer sheet inside the front of your test book, then close your test book. Place your calculator on your desk.

We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions

with anyone. You may not use a phone. Any phones must remain packed away. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**JUST BEFORE THE END OF THE BREAK, SAY:**

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

**WHEN EVERYONE IS READY, SAY:**

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement in your own writing style and sign and date using your full name as you would on an official document. The statement must be made in your own writing style and is required. If you don't complete it, your scores may be delayed or canceled. The quality of your writing will not be used to calculate your score. Make sure your statement and signature are within the boxed area.

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. In addition, you agree not to discuss or share the essay question with anyone until after

your scored essay is available online. These conditions are spelled out in the Registration Guide and online at [sat.collegeboard.org](http://sat.collegeboard.org).

**Students who are not able to write the Certification Statement may print or leave it blank. If possible, they should still sign their names and indicate the date.**

**WHEN EVERYONE IS READY, SAY:**

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

The standard time for Section 3 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 3. If you are testing with 100 percent extended time, you will have 50 minutes to work on Section 3.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled "Student-produced Responses" for Section 3 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 3 in your test book, read the directions and begin work.



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

Section G: Testing Students with Accommodations Listed on the NAR

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 4 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 4. If you are testing with 100 percent extended time, you will have 50 minutes to work on Section 4.

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the

instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 4 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 4, read the directions and begin work.



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...

**If you are testing students with 100 percent extended time, it is now time to stop for the day. Students with standard time or 50 percent extended time will now have a five-minute break.**

**TO STUDENTS WITH STANDARD TIME OR 50 PERCENT EXTENDED TIME, SAY**

Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. Please sit quietly until I announce the five-minute break.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

Close your test book and answer sheet. Place your answer sheet on top of your test book.

We have now completed testing for today. You will take the rest of the test tomorrow. We will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

**Collect all answer sheets and test materials, including any computer or Braille pages and scratch paper, and lock them in a secure area until the second day of testing. Dismiss students once you are sure you have all testing materials.**

**TO STUDENTS WITH STANDARD TIME OR 50 PERCENT EXTENDED TIME, SAY**

We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. Any phones must remain out of sight under the desks. Return promptly. I cannot give extra time if you are late returning.

**For the break:**

Post the break time.

**During the break:**

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

**For 100 percent extended time students on the second day of testing, distribute each student's test materials and answer sheet from day one.**

**At the end of the break or on day two of testing, continue with the script that follows. (Note that 100 percent extended time students have separate scripts in some places from this point forward, since no other students will be testing on the second day.)**

**TO STUDENTS WITH STANDARD TIME OR 50 PERCENT EXTENDED TIME, SAY**

Please take your seat...

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 5 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 5.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

Please take your seat...

Do not begin work until I tell you to do so. Take out your answer sheet and turn to Section 5. Keep your answer sheet and test book flat on your desk.

You will have 50 minutes to work on Section 5.

**TO ALL STUDENTS, SAY:**

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers

in the grids labeled “Student-produced Responses” for Section 5 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 5, read the directions and begin work.

5 □ 5 Unauthorized copying or reuse of any part of this page is illegal. 5 □ 5



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
Now turn to Section 6 of your answer sheet. Keep your answer sheet and test book flat on your desk. Do not begin work until I tell you to do so.

**TO STUDENTS WITH STANDARD TIME OR 50 PERCENT EXTENDED TIME, SAY**

The standard time for Section 6 is 25 minutes. If you are testing with 50 percent extended time, you will have 38 minutes to work on Section 6.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

You will have 50 minutes to work on Section 6.

**TO ALL STUDENTS, SAY:**

Your test book has mathematics, reading, or writing questions in this section. If you have a mathematics section that contains questions that are not multiple choice, follow the instructions for marking your answers in the grids labeled “Student-produced Responses” for Section 6 of your answer sheet. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 6, read the directions and begin work.

6 ✨ ✨ 6 Unauthorized copying or reuse of any part of this page is illegal. 6 ✨ ✨ 6



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_



**During testing:**

Refer to the chart at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down... Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk. Place your calculator on your desk. We will now stop for a five-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than the hallway or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use a phone. We will start testing again in exactly five minutes.

**For the break:**

Post the break time.

**During the break:**

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

**AT THE END OF THE BREAK, SAY:**

Please take your seat... Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. The standard time for Section 7 is 20 minutes. Note that this is a shorter time than the previous section.

**TO STUDENTS WITH 50 PERCENT EXTENDED TIME, SAY**

If you are testing with 50 percent extended time, you will have 30 minutes to work on Section 7.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

You will have 40 minutes to work on Section 7.

**TO ALL STUDENTS, SAY:**

You may have a calculator on your desk only if you are working on a mathematics section. Now, turn to Section 7, read the directions and begin work.



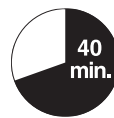
Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

Section G: Testing Students with Accommodations Listed on the NAR

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
Do not begin work until I tell you to do so.

**TO STUDENTS WITH STANDARD TIME OR 50 PERCENT EXTENDED TIME, SAY**

The standard time for Section 8 is 20 minutes. If you are testing with 50 percent extended time, you will have 30 minutes to work on Section 8.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

You will have 40 minutes to work on Section 8.

**TO ALL STUDENTS, SAY:**

Mark your answers in Section 8 of the answer sheet. Keep your answer sheet and test book flat on your desk. You may have a calculator on your desk only if you are working on a mathematics section.

Now, turn to Section 8, read the directions and begin work.

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work and put your pencil down...  
Do not begin work until I tell you to do so. The standard time for Section 9 is 10 minutes. Note that this is a shorter time than the previous sections.

**TO STUDENTS WITH 50 PERCENT EXTENDED TIME, SAY**

If you are testing with 50 percent extended time, you will have 15 minutes to work on Section 9.

**TO STUDENTS WITH 100 PERCENT EXTENDED TIME, SAY:**

You will have 20 minutes to work on Section 9.

**TO ALL STUDENTS, SAY:**

Mark your answers on Section 9 of the answer sheet. Keep your answer sheet and test book flat on your desk. You may not have a calculator on your desk.

Now, turn to Section 9, read the directions and begin work.



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

50% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

100% Extended Time



Start time \_\_\_\_\_  
Stop time \_\_\_\_\_

**During testing:**

Refer to the charts at the front of this script to ensure that you have correctly calculated the stop time.

**FIVE MINUTES BEFORE THE END OF THE SECTION FOR EACH TIMING GROUP, SAY:**

You have five minutes remaining in this section.

**AT THE APPROPRIATE STOP TIME FOR EACH GROUP, SAY:**

Stop work. Put your pencil down and close your test book and answer sheet. Place your answer sheet on top of your test book. I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

**After testing:**

- If a student asks why there is no Section 10, reassure the student that the test is nine sections long.
- Collect an answer sheet and test book individually from each student in the same order in which they were distributed.

**For each student, before moving on to the next person, do the following:**

- Check to see that all the identifying information on page 1 of the answer sheet is complete and that it matches the information on the Admission Ticket. Ensure that the letters in “YOUR NAME” (Item 1) correspond to the filled circles in each column. If there is a discrepancy, ask student to explain it and describe his or her explanation on the SIR.

**Before dismissal:**

- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a 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 test book assigned to each student.
- An answer sheet with items 1 to 9 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 (items 1 to 9) before dismissing students.
- Ensure that any students with typed essays have written the following on the back of each printed essay page:
  - Name
  - Registration number
  - School code
  - Original answer sheet litho-code number (shaded box in the bottom right corner of page one).

**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. In addition, you are not permitted to

discuss or share the essay question with anyone until after your scored essay is available online.

This test administration is now over. Gather your belongings and return to the test-taker gathering area quietly. Thank you for your cooperation.

#### After students leave the room you must:

- Transfer responses to answer sheets, if required (see this page at right). Readers, scribes, or other staff can assist with this task.
- Complete and sign the Testing Room Materials Report on the back cover of this manual.
- 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, registration number, school code, and answer sheet code.
  - On the front cover of the test book, write “Answers in book.”
  - Place in the white envelope sent for this from the SSD office and return with the used answer sheets.

#### Preparing Typed Essays:

Only printed essays will be accepted for scoring. Do not return the essay on a disk or CD.

You must do the following:

- Ensure that the student’s name, registration number, school code, and answer sheet code number are written on the back of each printed essay page.
- Attach the typed essay page(s) by paper clip to the student’s answer sheet.
- If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an SIR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

- If you have 100 percent extended-time students who are taking the SAT over two days, any answer sheets for students who tested in a single day must be held until the second day of testing has been completed. Arrange with the test supervisor to store all held answer sheets and materials in a secure, locked area until testing is over.

Return all answer sheets and critical materials on the second day of your school day testing, immediately after you have dismissed your test-takers.

#### Finishing Up:

- Describe any discrepancy on an SIR.
- Check the testing room to make sure nothing has been left behind.
- Check that all cassettes have been rewound.

## 4. TRANSFERRING ANSWERS TO ANSWER SHEETS

There are three types of accommodations on the SAT that require the SSD coordinator to transfer the student’s answers to his or her answer sheet:

- Use of a Braille device to type responses
- Use of a computer to type multiple-choice responses
- Accommodation for writing answers in the test book

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

- Transfer responses from Braille or computer pages or from the test book to the regular answer sheet pages.
- **In all cases the answer sheet must include the student’s personal and test information found in items 1 to 9.** On the materials from which you transferred answers, write the student’s name, registration number, school code, and answer sheet code.
- If a student marked his or her answers in the test book, write on the front cover of the test book “Answers in book.”
- Include all materials from which you transferred answers with the used answer sheets.

## 5. RETURNING TEST MATERIALS FOR SSD STUDENTS LISTED ON THE NAR

When testing has concluded, remove the completed Testing Room Materials Report from the back of each manual, and fill out the NAR, the Supervisor’s Report Form (SRF) for SAT School Day SSD Coordinators, and, if needed, any SIRs. These reports must be sent by courier immediately after the test administration, with the used answer sheets.

### Completing the NAR

- Print the test administration start date and end date(s) in the space provided.
- Check off the accommodations that each student used. Next to the amount of testing time, simply confirm whether a student used the extended time for which he or she was approved. It is not necessary to record individual timings.
- If a student does not test, put a check mark next to “Absent.”
- Be sure all information is completed for each student who tested.
- Provide the supervisor’s information and sign the form.
- Make and retain a copy of your NAR for later reference.

### Completing the SRF for SSD Coordinators

When testing has concluded, you are required to count by hand the number of answer sheets and record the number on the SRF. In some instances, due to an exception, the total number of answer sheets that you record on your SRF may exceed the total number of test-takers.

#### General Guidelines

This form is scanned and must be completed using a No. 2 pencil. Do not write any notes or make any other extraneous marks on the form. (Use an SIR to communicate any testing irregularities.) Be sure to neatly print all information and fill in circles completely.

#### Completing School and Administration Information—Boxes 1–4

- 1 Print your **School Information** (name and address).
- 2 Print and mark the circles for **Today’s Date** (the actual test date you are administering the test).
- 3 If you are administering a makeup for the SAT School Day, fill in this circle.
- 4 Print your six-digit school code and fill in the corresponding circles.

#### Completing Answer Sheet Hand Counts—Boxes 5–7

This section is used to account for all used answer sheets that are being returned, even those belonging to students who are canceling their tests or who did not finish testing.

- 5
  - a Print the number of large-block answer sheets used by students in box 5. Include counts of any answer sheets that were misgridded or were defective.
  - b Print the number of standard answer sheets used by students in box 5. Include counts of any answer sheets that were misgridded or were defective.
  - c Add up the counts of answer sheets in the SAT column and print the total.
- 6 Add the column totals and print the total number of answer sheets returned in box 6. Fill in the circles.
- 7 Fill out the totals for transcribed and other materials returned by indicating the number of students using each type of accommodation:
  - a Braille printouts
  - b Computer printouts
  - c Test books with answers

#### SSD Coordinator’s Signature—Box 8

Sign and date the SRF in box 8 after you have completed all sections of the form.

### Returning Used Answer Sheets and Materials from Nonstandard Testing Listed on the NAR

All answer sheets must be returned together immediately after all testing is finished. Answer sheets that arrive late may result in delayed score reports for test-takers, colleges, and high schools, so your cooperation is essential.

- Return all answer sheets and critical materials immediately after you have dismissed your test-takers, accounted for all materials, and completed the forms.
- If all of your students tested in one day, return them immediately after testing ends.
- If you have 100 percent extended-time students who are taking the SAT over two days, any answer sheets for students who tested in a single day must be held until the second day of testing has been completed. Be sure to store these held answer sheets and materials in a secure, locked area until testing is over.
- When packing materials, do not fold, tape, staple, or rubber band any of the materials. These materials will be scanned.



- Keep your nonstandard testing materials separate from the other school day testing materials that are handled by the test center supervisor. Mixing these materials will result in score delays for your test-takers.

It is critical that answer sheets from your school arrive for scoring on time. Please follow the instructions included here. Return used answer sheets and materials in the envelope or box provided with your test shipment.

### Returning Answer Documents Involved in an Irregularity

Return answer sheets and test books with answers written in them for scoring with other answer sheets, regardless of any associated irregularities. That is:

- If you are reporting a problem regarding an answer sheet, return the answer sheet with the other answer sheets, not with the SIR.
- If you need to attach a test-taker's test book to an SIR, you still need to return the associated answer sheet with the other answer sheets, not with the SIR.
- If a test book has answers marked in it because of insufficient answer sheets or a defective answer sheet, treat it as if it were an answer sheet, and return it with the other answer sheets, not with the SIR.

Exception: When a student has written answers in the test book without approval, you should clip the book to the SIR, to be returned in the purple envelope.

### Returning Test Books Involved in an Irregularity

When circumstances require you to attach a test book to the SIR, always return these together in the purple envelope. This includes:

- Defective test books
- Answers written in test books without College Board approval
- Certain irregularities, such as use of prohibited items and other misconduct

### White Envelope for Answers Marked in Test Book

If you have a student who was approved to write his or her answers in the test book, the SSD office will have sent you a white envelope into which you should place the student's answer sheet and marked test book.

- A completed answer sheet must be submitted for a student to receive a score report. Do not submit answers marked only in the test book.

## Packing and Shipping Materials to Cedar Rapids, Iowa

### Arranging for Courier Pickup

A custom pickup may have been arranged for you, but if not, please call UPS at 800-742-5877 (800-PICK-UPS) to arrange for pickup of your used answer sheets and other materials needed for scoring. Use your preprinted return labels to specify the Iowa delivery address below, and be sure to note the tracking numbers for your records. Always hand your package to the driver or responsible person so that you will have a traceable receipt from origin to destination and chain of custody for the shipment. Do not use a drop box for shipping used answer sheets.

**Pearson Processing Center**  
**9200 Earhart Lane SW**  
**Cedar Rapids, IA 52404**

### Packing the Purple Envelope for Reports, Defective Test Materials and Registration Materials

Pack the purple envelope with the following materials:

- SAT Request to Cancel Test Scores Forms
- Defective test books or cassettes
- Forms completed by you, including any SIR form(s), one or more Testing Room Materials Reports with seating charts, and the signed SAT Testing Staff Agreement

Enter the count of each type of item inserted on the envelope.

### Packing Order

In this shipment, only include the following materials, stacked in this order:

Top of stack	<ul style="list-style-type: none"> <li>Supervisor's Report Form</li> <li>Completed NAR</li> <li>Purple Envelope</li> <li>White Envelope and/or other items not included in all test administrations (See list that follows.)</li> <li>Standard answer sheets (plus printed essays, if any)</li> <li>Large-block answer sheets (plus printed essays, if any)</li> </ul>
Bottom of stack	<ul style="list-style-type: none"> <li>Braille and computer pages, if any</li> </ul>

On rare occasions, the following items may be associated with a nonstandard test administration. These must be placed on top of the used answer sheets:

- Answer sheets with misplaced marks
- Test books containing answers that must be transcribed due to insufficient or defective answer sheets (not due to an accommodation)

Keep materials secure until pickup. For each package that you ship (envelope or box), note the package tracking number and file the information in your records. On each label, print your school name and code, and mark the package number and total packages you are shipping (e.g., “1 of 2,” “2 of 2”). If you don’t have a pre-labeled package, contact the SSD office at [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org).

### **Reporting Students Who May Require Makeup Testing**

As soon as possible after testing is completed, report the number of students possibly requiring makeups due to absence or irregularities encountered. You will receive directions for how to do this in an email message prior to test day, if applicable.

### **Shipping Tests and Unused Answer Sheets to Ewing, New Jersey**

Return within two days after all your students have tested:

- Test books (and used and unused and test cassettes), except for test books of students approved to write answers in their test books
- Unused answer sheets

Use the return labels provided. Call UPS at 800-742-5877 (800-PICK-UPS) to arrange for pickup. Make a note of the tracking number before shipping the materials.

If your labels are missing, contact UPS and provide the following shipping address. Please be sure to include your school code, full contact name, and phone number:

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

Pack the materials as follows:

1. Place materials in the original shipping cartons in which you received the test materials shipment or in the courier envelope provided.
2. Remove or cover up the original shipping label on each carton.
3. Place one return label on each carton.
4. Include all the cartons in one return shipment. Count the cartons and number them in sequence in the space provided on the return label (for example “1 of 3,” “2 of 3,” “3 of 3”).
5. Record the tracking numbers for each carton, and keep on file for six months.

# Appendix

## Guide To SAT Accommodation Codes Listed on the Roster

Students with <b>ONLY</b> these accommodations are tested in the standard “aqua” book testing room.		
<b>CODE</b>	<b>ACCOMMODATION</b>	
002	Large print test book - 14 point	
005	Large-block answer sheet	
006	Magnifier	
041	Written copy of oral instructions	
042	Permission for food/medication	
043	Wheelchair accessibility	
051	Preferential seating	
052	Record answers in test book	
056	Other assistance — SSD staff or College Board will confirm	
066	Auditory Amplification	
Students listed on the roster with any of these accommodations must be tested in the nonstandard “pink” book testing room.		
<b>CODE</b>	<b>ACCOMMODATION</b>	
039	Extended breaks	
040	Extra breaks	
068	Permission to test blood sugar	
069	Small group setting	
<b>CODE</b>	<b>EXTENDED-TIME ACCOMMODATION</b>	<b>EXTENDED TIME APPLICABILITY</b>
016	50% Reading extended testing time	Extended time for entire test
017	50% Writing extended testing time	Extended time for entire test
018	50% Mathematics extended testing time	Extended time for entire test
<b>If the roster includes an accommodation code that is not on this list, contact the SSD office.</b>		

**Note: The NAR will list the specific accommodations approved for any students listed on it.**

## Part 2 – Distribution of Test Materials

Use the chart below to indicate how test books were distributed to students seated in your testing room. Proctors assisting the supervisor may complete the seating chart(s). Print the name of the person completing the seating chart below, along with the center number and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

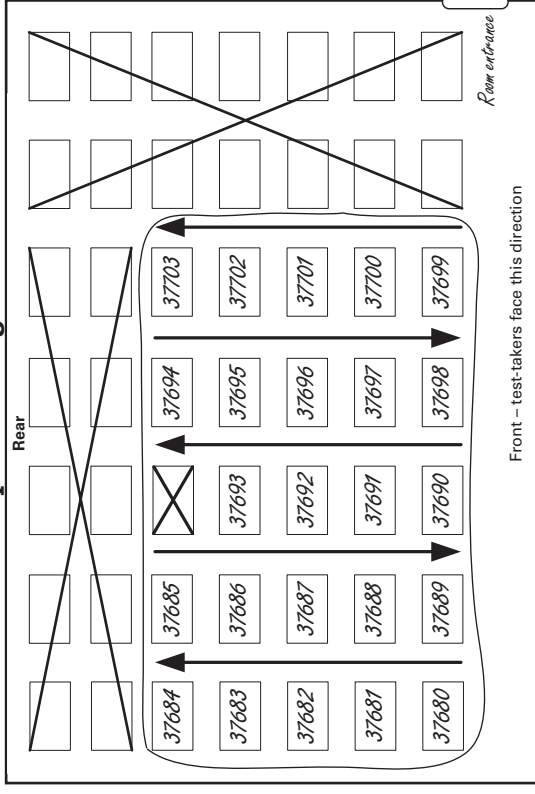
Name \_\_\_\_\_ Center No.\* \_\_\_\_\_ Date \_\_\_\_\_  
 \* Use your 6-digit school number if testing students with accommodations listed on the NAR.

### Seating Chart for Room # \_\_\_\_\_ Page \_\_\_\_\_ of \_\_\_\_\_

- For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the test-taker's name.
- For each row, draw directional arrows to indicate the direction in which the books were distributed.
- Cross out any unused seats.
- Indicate the location of the entrance doors.

If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved. Complete a Supervisor's Irregularity Report explaining the reason for the change.

### Sample Seating Chart



Front – test-takers face this direction

Rear

Front – test-takers face this direction

# Testing Room Materials Report for SAT® School Day Testing

## DIRECTIONS FOR COMPLETING THIS FORM

### Test Center Supervisor or SSD Coordinator:

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

### Associate or Room Supervisor:

**Part 1:** Account for test materials issued to you as supervisor of a testing room.

**Part 2:** Complete the seating chart to record how test books were distributed in the room or section(s) of a large room.

### At the end of testing:

- Complete all information on the front of this report in Part 1 (blocks 3 and 4) and sign it in block 1.
- Return this report, including any additional seating charts (for sections of a large room), to the test center supervisor or SSD coordinator if testing students listed on the NAR.

<b>1 TESTING ROOM INFORMATION</b>
<p>TEST DATE: _____</p> <p>TEST CENTER NUMBER*: _____ ROOM NUMBER: _____ ROOM TYPE: <input type="checkbox"/> Standard <input type="checkbox"/> Nonstandard</p> <p><small>* SSD coordinators: Enter your 6-digit school number.</small></p> <p>Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.</p> <p>ROOM SUPERVISOR: _____</p> <p style="margin-left: 150px;"><small>Name (please print)</small></p> <p style="margin-left: 150px;">_____</p> <p style="margin-left: 150px;"><small>Signature</small></p>

## Part 1 — Accounting for Test Materials

<b>2 TEST BOOKS RECEIVED</b>	QUANTITY	SERIAL NUMBER RANGES
Total number of test books <b>received</b> :		_____ to _____ _____ to _____ _____ to _____ _____ to _____

<b>3 TEST BOOKS RETURNED</b>	QUANTITY	SERIAL NUMBER RANGES
<u>Used</u> test books <b>returned</b> :		_____ to _____ _____ to _____ _____ to _____ _____ to _____
<u>Unused</u> test books <b>returned</b> :		_____ to _____ _____ to _____ _____ to _____
Total number of test books <b>returned</b> :		

<b>4 USED ANSWER SHEETS RETURNED</b>	QUANTITY
Total number of <u>used</u> answer sheets <b>returned</b> :	

