CollegeBoard | **SAT**®

2022-23

SAT® SCHOOL DAY

Coordinator Manual

Look inside for:

ADMINISTRATION SETUP AND MANAGEMENT

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About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, 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, 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®, the Advanced Placement® Program, and BigFuture®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit **collegeboard.org**.

Contact Us

School Day Support (Educators Only)

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

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

EMAIL: SATSchoolDay@collegeboard.org

Test Day Complaints

EMAIL: testcenter@info.collegeboard.org

Test Question Inquiries

Students who have inquiries about potential ambiguities or errors in test questions can email **satquestion@collegeboard.org**.

Contents

Introduction

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

Using This Manual

This manual is for test coordinators' use for SAT School Day testing only (not Saturday or Sunday testing) for 2022-23. Please do not share it with students or anyone else besides testing staff.

Before Test Day

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

During the Test

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

After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and ordering makeup materials.

Appendix Resources

We provide some useful resources in the Appendix of this manual (see the table of contents for a complete list with page references).

Typographical Icons

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

📞 *Contact by phone*

(SSD) *Procedures or information for providing accommodations to students with disabilities*

🔒 *Security requirement*

New for 2022-23

Important Changes and Reminders

College Board has made the following changes for this school year.

1. For the latest updates to policy, please see **pages.collegeboard.org/sat-covid-19-updates**.

2. The "Master Student List" is now referred to as the Schoolwide Student List.

3. College Board will introduce a redesigned Nonstandard Administration Report (NAR) for 2022-23, but policies and procedures regarding the NAR will remain largely unchanged from previous administrations. Please contact the SSD Office for any questions regarding the NAR not addressed in this manual.

4. The Pre-recorded Audio script is now Script 5, not Script 6.

5. More useful information for testing staff is available online at **sat.org/schoolday-downloads** under Educator Resources.

Testing Basics

About the SAT

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

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

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination and local health and safety guidelines. By strictly following College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Test Sections and Timing

The SAT is composed of several tests that follow the same order in every test book. The test must be administered in this sequence unless explicitly instructed otherwise by College Board.

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

Time allotted:

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

Math: Includes one portion that permits calculator use and one that doesn't. Each portion is composed of multiple-choice and student-produced response questions.

Time allotted:

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

Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on tests, such as braille, large-print tests, and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation.

See Prepare to Test with Accommodations on page 19 for more information.

Most students will test in 1 or 2 days. On rare occasions, students may need more than 2 days for testing (for example, if they require more than double time or if they're approved for limited testing time).

Terminology

See the Glossary of Terms on page 68 for definitions of frequently used terms.

Staff Roles and Responsibilities

The main testing staff are described in this section. You may require additional support staff depending on the needs of your students.

SAT School Day Coordinator

As the test coordinator, you're responsible for managing the test site and staff, and you ensure all testing materials are ordered, received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including accommodated testing. You're also responsible for returning all test materials and ordering any makeup materials.

Mandatory training is provided for all SAT School Day coordinators. Be sure to complete it well before test day.

Backup SAT School Day Coordinator

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

SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for accommodations and certain supports for English learner (EL) students through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to order materials and administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable.

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

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

Students may be approved for accommodations that require assistance from support staff such as human readers to read aloud test questions, sign language interpreters for test directions, or scribes to record responses. The SSD coordinator can assist the test coordinator in identifying appropriate staff in these cases.

For students approved to use the pre-recorded audio (MP3) format, the SSD coordinator plays a significant role in gaining and granting access to the audio streaming application (through SSD Online). See Set Up Computers for Pre-recorded Audio on page 24 for more information.

Proctors

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

Hall and Room Monitors

Hall monitors and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks.

SAT Test Materials

Your school will receive a number of shipments related to your test administration:

- Coordinator Planning Kit with a sample set of manuals and other materials to help you start planning for test day.
- Preadministration Shipment, including all manuals needed for testing, answer sheets, *SAT School Day Student Guides*, and other materials to help students complete personal information on the answer sheet and prepare for test day.
- Preidentification Label Shipment (if applicable to your school) with pre-ID labels to affix to answer sheets.
- Test Shipment, including test books and Testing Materials Kits with forms, return envelopes, and other materials needed for test day.

IMPORTANT: *Testing staff should make photocopies of materials as needed, except for scannable forms. Do not photocopy scannable forms, because they won't scan properly.*

Manuals and Scripts

This *SAT School Day Coordinator Manual* gives complete instructions for preparing your school for SAT School Day testing. You'll also receive 2 other testing manuals: 1 for standard testing and 1 for accommodated testing. Both testing manuals include preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the *SAT School Day Accommodated Testing Manual* provides several different test administration scripts. See Prepare to Test with Accommodations on page 19 for details.

Test Books

All test books display the title "The SAT Test Book," along with important notes for the student. The test books for students required to test on the primary test date have covers with purple accents. Students testing with accommodations may use standard test books with purple accents or accommodated materials with blue accents, depending on their approved accommodations or supports. Please refer to a copy of the NAR or the Guide for Testing with Accommodations later in this section for more information.

IMPORTANT: *Some EL students may be approved to test with time and one-half. Proctors will use the time and one-half script for 1-day testing (Script 3) for testing these students, and they'll use purple test books.*

Alternate Test Formats

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

Alternate test formats may include test books in large print, braille materials and supplements (e.g., braille with raised line drawings), or formats for computer use (e.g., flash drives). See Materials Provided for Accommodated Testing on page 28 for a list of all the alternate formats available.

Rosters

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

If you develop a Schoolwide Student List, you're encouraged to return it in your used answer sheet shipment. We recommend that you make a copy and save it in a safe location for 6 months after test day. If an irregularity or discrepancy occurs, the list may be used as part of an investigation.

Forms and Reporting

Nonstandard Administration Report (NAR)

The SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students approved for accommodations who have materials ordered for them, along with instructions on how to group them into test rooms and distribute the correct test books. The SSD coordinator can also add students to the NAR if materials were ordered for them outside of the test ordering system, and if College Board has approved their use of accommodations or the student is using time and one-half as an EL support. Staff should record whatever accommodations are used during testing on the NAR.

We recommend that you use copies of the NAR as room rosters for students with accommodations. Several days before test day, print and distribute copies of the NAR to proctors. Instruct the proctor to note their own name on the NAR, annotate it with attendance and accommodations used, and return it with other materials.

Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you're agreeing to. See Staff Policies on page 11 for more information.

Testing Room Materials Report Form

You're required to return a completed Testing Room Materials Report form for each testing room with your used answer sheet shipment.

- The Testing Room Materials Report form is used to indicate testing room information, including the proctor assigned to the room, the room number, and the test materials issued to the proctor. Make copies of both sides of the form or use the one provided on the back of each testing manual.
- Inside the testing room, the proctor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.
- The proctor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of the multiple-choice test book distributed to each seat in the room. If any issues arise, the chart will be used in investigating reported irregularities.
- If possible, staff should include the last name of each student on the seating chart.

Request to Cancel Test Scores Form

Students use this form to request score cancellation, which means their scores will not be reported to them or to any colleges. Give your staff copies of this form for each testing room. Direct students to fill out the form with exactly the same information given on their answer sheets or pre-ID labels, if applicable.

Students must sign and date the form, then submit it in one of the following ways:

- Hand the form to the testing staff before leaving on test day.
- Fax the form to the number indicated on the form no later than 11:59 p.m. ET on the fourth weekday following the date testing ends. (For example, the fourth weekday following a test administered on a Tuesday would be the next Monday.)
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

A student may cancel their scores using the SAT Request to Cancel Test Scores form in instances of illness. **Fill out an IR in these cases.** Students will be eligible for a makeup administration. An IR isn't necessary for other situations where students elect to cancel their scores.

SAT School Day Irregularity Report (IR)

You'll receive 1 or more blank IRs to use if an irregularity occurs during SAT School Day testing, and a number of blank IRs to distribute to proctors for use in the testing room. The testing staff performs a critical role in reporting irregularities and affected students.

Without complete information, College Board can't resolve issues that arise. Please review the IR form with all proctors. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 58 for instruction on when to fill out an IR.

Coordinator Report Form

You'll receive a Coordinator Report Form (CRF) in each testing materials kit (for testing on the primary test date and during the accommodated testing window, and for the makeup test date if you administer makeup testing). Use this form to report the total number of answer sheets being returned for each return shipment. Fill the form out carefully to ensure accurate reporting and billing. See Complete the CRF on page 45 for more information.

Standard and Accommodated Testing Rooms

Students without accommodations or supports test in a standard room on the primary test date using purple test books. Students with accommodations or supports may have different room, test date, and materials requirements from one student to the next—these will be noted on the NAR.

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will indicate students' approved accommodations and other information. The chart that follows provides an overview. Check your NAR to make sure all students with approved accommodations or supports are identified correctly.

For accommodations not listed in the table, work with your SSD coordinator or contact the College Board SSD office. Also note that students may be approved for more than 1 accommodation. Proctors may need to use more than 1 script for some students (for example, math-only extended time requires a standard time script and an extended time script).

Students approved for extended time for reading will use extended time on the entire assessment.

GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	**Accommodated Room(s)**	
Number of Testing Days	1 day (primary or makeup date)	1 day (primary or makeup date)	1- or 2-day testing during the accommodated testing window
Test Book Color	Purple	Purple	Blue
Testing Manual	*SAT School Day Standard Testing Manual*	*SAT School Day Accommodated Testing Manual*, Scripts 1–3	*SAT School Day Accommodated Testing Manual*, Scripts 1—5
Accommodation Examples	▪ 14-point large-print test book ▪ Large-print answer sheet ▪ Magnification device (non-electronic) ▪ Printed copy of verbal instructions ▪ Permission for food/medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Record answers in test book ▪ Use of colored overlay ▪ Auditory amplification/FM system ▪ Sign language interpreter for test directions	▪ Extended breaks ▪ Extra breaks ▪ 4-function calculator on Math Test – No Calculator section ▪ Permission to test blood sugar ▪ Small-group setting ▪ Time and one-half (+50%) for reading and/or EL (entire assessment) ▪ Time and one-half (+50%) for math (Math Test only)	▪ 20-point (or larger) large print ▪ Magnification device (electronic) ▪ Braille with raised line drawings ▪ Braille writer ▪ Human reader ▪ Pre-recorded audio (MP3 via streaming) format ▪ Writer/scribe to record responses ▪ Assistive technology–compatible (ATC) format ▪ Breaks as needed ▪ One-to-one testing ▪ Late start time ▪ Home/hospital testing ▪ Limited testing time ▪ Double time (+100%) for reading (entire assessment) ▪ Double time (+100%) for math (Math Test only)

IMPORTANT: *Students using the time and one-half EL support receive extended time on the entire assessment.*

*Any student approved for extended time for writing only will test in the standard room with standard time unless they have other accommodations that can't be provided in the standard room.

Test Coordinator's Checklist

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

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

SIX TO EIGHT WEEKS BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	Identify your students who are testing and create a Schoolwide Student List.	Build Your Schoolwide Student List for Testing on page 9
☐	Check in the online ordering system to make sure you've ordered materials for all your students, including new students.	Test ordering site: **ordering.collegeboard.org**
☐	Check with your SSD coordinator to confirm accommodations have been requested and to make sure you've ordered materials for students who've been approved for accommodations (these students will be listed on the NAR).	SSD Online: **collegeboard.org/ssdonline** Test ordering site: **ordering.collegeboard.org**
☐	Identify EL students who need time and one-half and work with the SSD coordinator to submit requests in SSD Online. Ensure materials are ordered for these students.	SSD Online: **collegeboard.org/ssdonline** Test ordering site: **ordering.collegeboard.org**

THREE TO FOUR WEEKS BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	Complete the online test coordinator training. (We'll email you instructions for accessing it approximately 6 weeks before test day.)	**professionaltraining.collegeboard.org**
☐	Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and EL time and one-half support are included in your test order.	Accessing the NAR to Determine Room Needs for Students with Accommodations on page 9 SSD Online: **collegeboard.org/ssdonline** Test ordering site: **ordering.collegeboard.org**
☐	Designate a secure area for receiving, checking, and storing your test materials.	Plan Your Space on page 9
☐	Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 11
☐	Work with the SSD coordinator to identify students, if any, who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 11
☐	Review staff policies with anyone you intend to recruit to serve on the testing staff, including support staff.	Plan Your Staff on page 11
☐	Create room rosters by assigning students to testing rooms. Also assign testing room codes and note these on the room rosters.	Build Your Room Rosters on page 13
☐	Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 15
☐	Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 15
☐	Plan activities for students who won't be testing.	Manage Test Day Impacts on page 15

	Activity	Where to Learn More
☐	Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 15
☐	If you have students approved for the pre-recorded audio format, work with the SSD coordinator to make sure the streaming application has been installed and tested on all computers to be used for testing. Ensure proctors have necessary access to the streaming application.	Set Up Computers for Pre-recorded Audio on page 24

TWO WEEKS BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	Schedule and conduct staff training.	Train Your Staff on page 16
☐	Distribute copies of the *SAT School Day Student Guide* and encourage students to visit **sat.org/practice** to get ready for test day.	Prepare Your Students on page 30
☐	If applicable, apply pre-ID labels to answer sheets. Help staff conduct your preadministration session.	Conduct the Preadministration Session on page 35
☐	Update room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed. (Make sure appropriate materials are requested.)	Build Your Room Rosters on page 13
☐	Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing on page 13
☐	Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 15

ONE WEEK BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	Review and print your NAR to make sure you've planned for all students approved to test with accommodations and supports.	SSD Online: **collegeboard.org/ssdonline**
☐	Revise room rosters if needed.	Build Your Room Rosters on page 13
☐	Make sure computers are provided in testing rooms for students approved to use them and (if needed) install all required applications. Computers must be school provided; students can't use their own computers for testing.	Prepare to Test with Accommodations on page 19
☐	Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students on page 30 Post Testing Room Assignments on page 14
☐	Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 15
☐	Help your staff conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 35
☐	Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Staff Room Assignments on page 16
☐	Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 30
☐	Check the test ordering site for tracking confirmation of your test materials shipment.	Test ordering site: **ordering.collegeboard.org**
☐	Check test materials within 24 hours of receipt.	Prepare Your Materials on page 31
☐	Review facility preparation with custodial staff.	Manage Test Day Impacts on page 15

	Activity	Where to Learn More
☐	Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 49 UPS website: **ups.com**
☐	Have staff test the equipment to be used for pre-recorded audio or ATC testing.	Prepare to Test with Accommodations on page 19
☐	Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 31
☐	Check that all staff have signed the SAT Testing Staff Agreement.	Plan Your Staff on page 11
☐	Ensure testing room arrangements align with seating policies.	Plan Your Space on page 9

ON TEST DAY

	Activity	Where to Learn More
☐	Make sure all announcements and bells are discontinued for the duration of testing.	Manage Test Day Impacts on page 15
☐	Complete your testing room packets for proctors by adding multiple-choice test books in serial number order.	Prepare Your Materials on page 31
☐	Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 16
☐	Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 38
☐	Admit students to the testing area/rooms. Annotate your Schoolwide Student List or have staff annotate room rosters/NARs as students check in. Staff must instruct students to power off electronic devices, then collect them.	Admit Students to the Testing Area on page 38
☐	Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 40
☐	Report test administration irregularities (if any).	Your Role During Testing on page 40

AFTER TESTING IS COMPLETED

	Activity	Where to Learn More
☐	Return test materials.	Return Materials on page 49
☐	No more than 2 days after the test, identify students who require makeup testing. Order necessary materials.	Makeup Ordering on page 49 Test ordering site: **ordering.collegeboard.org**
☐	Submit final paperwork for payment.	Submitting Payment on page 49

Before Test Day

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

Prepare Yourself

- Complete online test coordinator training if you haven't already.
- Read this entire manual.
- Sign the Testing Staff Agreement.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations and/or EL supports.
- Visit **sat.org/school-day** for more information about key dates, test materials for your school, and other planning assistance.
- Begin the Test Coordinator's Checklist.

Build Your Schoolwide Student List for Testing

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

To create your Schoolwide Student List, choose any tabular format (e.g., spreadsheet) that you can easily copy information into from your source list(s). You'll likely need to divide the list up into room rosters and print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

Compile Lists of Students

You'll need to determine the total number of test takers before you can plan your test rooms and staffing. You'll also need to know which students have been approved for which accommodations and who will test with EL supports.

Create a Schoolwide Student List, which will include all students eligible for testing.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list of students. Closer to test day, you may need to add any new students, including students recently transferred to your school.

2. You may be asked to test students who don't attend your school, such as homeschooled students or students from other schools. Make sure these students are accounted for as part of the Schoolwide Student List.

3. Ask your SSD coordinator to print a copy of the NAR and make sure you've accounted for students testing with accommodations or supports in your Schoolwide Student List.

4. Use the NAR to determine the names of students who will test with accommodations or supports and to complete the Testing Group and Test Book Type columns on your Schoolwide Student List.

5. Make sure your Schoolwide Student List notes the support type and languages for any students testing with EL supports.

You'll now have a single Schoolwide Student List to use to compile room and staffing information.

Accessing the NAR to Determine Room Needs for Students with Accommodations

About 30 days before test day, the SSD coordinator can access the NAR in SSD Online to help you organize testing for students using accommodations or supports. The NAR includes the names, testing groups, and College Board SSD numbers of all students testing with accommodations or supports whom you've ordered materials for. It lists their approved accommodation(s), test type, test book color, and whether they're eligible to test in the accommodated testing window. It will also tell you which students with accommodations can test in the same test room.

Work with your SSD coordinator to make sure EL students testing with time and one-half are included on the NAR. In most cases, these students can be tested in the same room as other students taking the test with time and one-half.

Plan Your Space

Designate a Secure Area for Materials

Designate a secure location for receiving, checking, and storing your test materials. See Prepare Your Materials on page 31 for more information.

Evaluate Rooms for Testing

- Work with your administration to identify which of the available rooms will be used for testing.
- Make a list of available rooms and how many students each room can hold, based on the seating requirements given later in this section.

Identify the Number of Rooms You Need for Testing

Use the Schoolwide Student List to determine the number of standard and accommodated testing rooms you'll need. Refer to the testing group field on the NAR as you make assignments for accommodated testing rooms. If possible, plan to test any students who didn't participate in the preadministration session in a separate room from those who did.

Facility Requirements

To prepare for test day, you will need:

- A place to securely receive and store testing materials
- An area where students can assemble before testing
- Separate rooms for standard and accommodated testing
- A late-arrivals room for students who arrive late but in time to be tested

Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill the following requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - A working clock, visible to students
  - Proper lighting
  - Proper ventilation
  - Proper seating that follows the seating requirements given in this section
  - No materials related to test content on display (these can be removed or covered)

Room Selection Tips and Recommendations

- Rooms should be located in the same section of the school. When rooms are close together, each hall monitor can cover up to 5 rooms.
- We recommend you avoid using science rooms, computer labs, or rooms with specialized equipment, unless they're required for accommodated testing. They may be uncomfortable for students or may not have adequate desk space for writing.

Seating Requirements

The following seating requirements apply for all testing rooms:

- Chairs must have backs.
- Chairs must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 3 feet from side to side (measure from center of desk).
- Staff access to every student must be unimpeded.
- At tables, students must be seated at least 3 feet apart (measured from the center of the table) and facing the same direction. You can seat 2 students at a table that's 6 feet or longer.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

IMPORTANT: *If 6-foot social distancing is mandated by local guidelines, double the minimum spacing between desks and seat 2 students at a table that's at least 9 feet long.*

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected pattern or defined order. If testing students in their homeroom, make sure students are seated at random.

IMPORTANT: *Students may not select their own seats.*

Additional Requirements for Accommodated Testing

The testing group on the NAR indicates which students may test together.

- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Students with the same type of timing may be seated together, if noted on your NAR. EL students receiving time and one-half can be seated with other time and one-half students as long as they use the same color testing materials and the same testing schedule (e.g., same breaks).
- An additional test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing. Students approved for breaks as needed, a human reader, or scribe must test in a one-to-one setting. These scenarios are noted on your NAR.

▪ For students approved for use of pre-recorded audio (MP3) and ATC formats, a computer must be provided. These 2 formats also require specialized timing and must be administered in separate rooms from each other. See the requirements in Plan for Computer Usage on page 20.

Please note that some accommodations may be provided in a standard testing room. The NAR will indicate these students should be tested in the standard room with the purple test books. These include:

▪ Preferential seating
▪ Wheelchair access
▪ Use of a large-print answer sheet
▪ Permission for food, drink, or medication
▪ Use of a 14-point large-print test book
▪ Use of a magnification device (non-electronic)
▪ Use of a sign language interpreter for oral instructions
▪ Use of a printed copy of verbal instructions
▪ Auditory amplification or FM system
▪ A colored overlay
▪ Approval to record answers in the test book

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

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

Seat students using a large-print test, a large-print answer sheet, a calculator with large or raised display, or a magnifier or magnification device in the back of the room.

Plan Your Staff

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

Identify Staff for Testing

▪ Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.

▪ If you're testing students approved for accommodations or supports, work with your SSD coordinator to ensure you have the proper staffing to meet students' needs.

▪ Make a list of available staff and their roles. Be sure to include any additional support staff needed for accommodated testing.

Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors. If you'll be using additional staff to administer the pre-recorded audio format, work with the SSD coordinator to provide access to the application in advance to staff.

Designate a Backup Coordinator

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

Staff Policies

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

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

2. When making staff assignments, adhere to these policies:
   ◆ If a staff member has a child or member of their household taking the SAT at any test site during the same testing window, they must not take a role in which they will have access to test books before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator. In cases where this policy isn't followed, the related student's scores are subject to cancellation.
   ◆ Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their own child or other member of their household, the scores will be canceled, and the student will require a makeup test.

IMPORTANT: *Family includes one's parents, siblings, children, grandparents, and spouse. This applies even if they don't reside in the same household.*

Before accepting assignment to the testing staff, all individuals you recruit, including any backup coordinator, must review, agree to, and sign the SAT Testing Staff Agreement. You're also required to sign the form as test coordinator.

A test coordinator or a proctor must be present in each room to read aloud the instructions from the appropriate manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than 1 room simultaneously. Monitors don't administer the test but may perform other duties.

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow your school or district policies for adding testing staff. Additionally, retired teachers and current district personnel can help support test administration.

Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor. A human reader or scribe can serve as proctor in their room, since they are testing just 1 student in a one-to-one setting.

Room Monitors Needed

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

Room monitors help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks.

FOR EACH STANDARD TESTING ROOM

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

FOR EACH ACCOMMODATED TESTING ROOM

Number of Students	Number of Room Monitors Needed
1–20	0
More than 20	1+ (1 monitor for each additional 20 students)

Additional staff may be needed for students testing with accommodations. Work with your SSD coordinator to determine if any additional room monitors will be needed for these students.

Hall Monitors Needed

You'll always need at least 1 hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

NUMBER OF HALL MONITORS NEEDED

Number of Rooms	Number of Hall Monitors Needed
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 hall monitor for each additional 5 rooms; e.g., for 21–25 rooms, add an additional hall monitor)

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your NAR for students approved for any of the following support staff. Support staff must meet the same requirements as all other staff:

- Human readers
- Scribes
- Sign language interpreters for test directions
- Other support staff (e.g., aide, nurse)

No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc. For more information about administering accommodations with support staff, refer to the *Accommodations and Supports Handbook* at accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf.

Build Your Room Rosters

Once you have your room assignments for staff, create a roster for each testing room that each proctor can use to record attendance on test day. Proctors testing students with accommodations will also use the room roster to make preparations for administering accommodations in their room.

Assign a Testing Room Code to Each Testing Room

Testing room codes allow you to better manage your SAT School Day administration. If a group disturbance occurs, the testing room code allows you to identify students who may have been affected by the irregularity and makes it easier to quickly locate the right personnel to answer any questions related to such group irregularities. By speeding up investigations of irregularities, testing room codes help ensure scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 9. When using codes shorter than 3 digits, include leading zeros (e.g., 001, 020).
- Record the testing room code on each room roster you created. The staff will give the testing room code to students to enter on their answer sheets on test day.

Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students testing with accommodations or supports into the testing groups indicated on your NAR. Remember that students testing in the same room must have the same color testing materials and the same testing schedule.
- Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- Add each student's testing room assignment to your Schoolwide Student List by recording the testing room code.
- Also record testing room assignments for students with accommodations on the NAR. The NAR separates students by testing group to aid the process.

Create Individual Room Rosters

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

- Divide your Schoolwide Student List into individual room rosters for students testing in standard and accommodated testing rooms.
- In addition to individual room rosters for accommodated testing rooms, provide a copy of the relevant pages of the NAR to each proctor for their room. The proctor will need to record which accommodations each student tested with next to the student's name. Proctors testing students using the pre-recorded audio format will need each student's SSD number as well.

Update and Finalize Your Room Rosters

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

Build Your Plan for Testing

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

Plan for Preadministration

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

- Schools will receive preadministration materials about 2 weeks before the test, including answer sheets, *Student Answer Sheet Instructions*, and copies of the *SAT School Day Student Guide*. If your students were preidentified by your district or state, you'll receive a separate, similarly timed shipment of your pre-ID labels.
- Filling out the personal information fields may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling them out.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place under school supervision.

- If you know ahead of time that some students will have pre-ID labels and others won't, plan to conduct separate preadministration sessions for these 2 groups of students to ensure a better experience for both staff and students. Any students who have incorrect pre-ID labels can be reassigned to a session for students without labels.

See Prepare Your Preadministration Session on page 34 for detailed instructions.

Plan Training Sessions

Training is required for all SAT School Day coordinators. You'll receive a link to access training approximately 6 weeks before test day. Other test day staff must either take the online training provided or be trained by the test coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Schools can determine the best way to train other test day staff.

See Train Your Staff on page 16 for a list of topics your staff should review prior to testing.

Plan Test Day Schedule

- Select a start time for testing that allows for the full time for testing within the normal school day.
- Plan for extended time testing: Use the Overview of Timing and Breaks on page 53 to plan for testing students with extended time on the test or portions of the test.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.
- If your school is testing groups of students at different times, all testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT™ 10, the group of SAT School Day testers could begin first, with PSAT 10 testers starting at a later time.)

Plan Accommodated Testing Window Schedule

- Ask your SSD coordinator for a list of students testing during the accommodated testing window. This is also listed on the NAR.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.

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

Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 38 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

Post Testing Room Assignments

Several days before the test, prominently post room assignments to minimize confusion on test day.

IMPORTANT: *Take care not to post any student's personally identifiable information, such as date of birth.*

(SSD) *Be sure to post room assignments in a way that doesn't call attention to students testing in accommodated rooms.*

Plan for Breaks

Students may have snacks and drinks in designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the testing rooms for this purpose. In general, you should avoid allowing snacks in the testing room. In particular, food and drinks should never be allowed near testing materials.

Your staff may need breaks. While testing is in progress, testing rooms can't be left unattended. Plan a schedule of break times with your staff before test day, and work out how you'll rotate your monitors to allow each staff person at least 1 break. Staff in the extended-time rooms may require additional breaks.

Plan for Makeup Testing

Make note of the makeup date for your school if you plan to administer makeup testing. Makeup testing requires that you follow all of the same policies as you do for the primary test date.

For students absent on test day, securely store any prelabeled or pregridded answer sheets with the makeup test materials until you hold the makeup test.

All of the following tasks apply to planning for the makeup test:

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Order materials on **ordering.collegeboard.org** within 2 days after the test date.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 44.

Plan for Off-Site Testing

Most schools participating in SAT School Day administrations will use their schools as the test location. However, for schools intending to test at an off-site location, you may need to plan for administrations at multiple locations. The school AI code is common across all testing locations.

- We highly recommend assigning testing room codes to rooms at off-site testing locations. Staff at off-site testing locations should keep a record of their testing room codes for the completion of IRs and in case they are needed in an investigation.
- Make sure any test coordinators and proctors for off-site testing locations receive training. Each off-site testing location is required to have its own dedicated test coordinator.
- Plan for secure transport of materials to off-site testing locations as all materials will be shipped to the primary school site.
- Each location's test coordinator is responsible for ensuring that the off-site testing location meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

Manage Test Day Impacts

Administering the SAT on a school day will have an impact on how your school normally operates. Make sure you plan ahead to make the day go smoothly for those who are testing and those who aren't.

Prepare to Collect Student Belongings

College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices (if permitted under school policy) before administering the SAT. Plan ahead for collecting electronic devices and backpacks as students enter the testing room.

More information is given under Prohibited Devices Policies on page 17.

Plan for Test Day Impacts to Rooms and Students

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

Establish a Signaling System

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

Minimize Distractions

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

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

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

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

Train Your Staff

Hold Training Sessions

Approximately 6 weeks before test day, you'll receive an email with information on how to access the online training.

About 2 weeks before the test, schedule a training session with your staff to review procedures, test security measures, forms, and timing; to announce staff assignments; and to answer questions. At the session, distribute the appropriate manual to each proctor and encourage them to read through the script for the testing room they're assigned to before test day. This is particularly important for proctors testing students with extended time. In addition, you may want to give your staff access to the online training modules.

If you haven't already done so, have prospective staff read and sign the Testing Staff Agreement (see Sample Testing Staff Agreement).

During the training, be sure to review the following:

- General responsibilities of each position
- Timing of the test and breaks
- Signaling plan for test day
- Using the correct testing materials
- Testing room forms and reports
- Equipping the testing room
- Maintaining security in the testing room
- Procedures for collecting personal belongings
- Seating policies
- Calculator, mobile phone, and other electronic devices policies
- Administering applicable accommodations

Share Staff Room Assignments

Share the testing room assignments with proctors and monitors. Remind staff that they are responsible for reviewing and bringing their copy of the manual on test day. Staff members should know:

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room.
- What script(s) they'll be using and approximate timing of the test. Your proctors should familiarize themselves with any combining of scripts that needs to take place on test day.
- Where and when to report on test day.
- General setup of rooms.
- Contents of the testing room packet they'll receive on test day. (See Prepare Your Materials on page 31 for more information.)

Maintain Security

Because electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring unauthorized aids or materials, including notes or answer keys, into the testing room, College Board strictly prohibits such devices.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). **Consequences for possessing prohibited devices include dismissal, score cancellation, and confiscation of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from future College Board assessments.** Refer to the Irregularity Chart for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Plan ahead for collecting electronic devices (if permitted under school policy) or having students power off and store electronic devices in bags/backpacks as they enter the testing room so they can't access the devices. Be ready to label items collected so they can be returned after testing or to provide clear plastic bags for students who need them for storing devices to the side of the testing room.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.

- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing or that are disruptive to students, such as using a phone or computer or grading papers.
- Make sure at least 1 staff member is in the testing room at all times and students are monitored during scheduled and unscheduled breaks.
- Make sure students don't access unapproved calculators, phones, or prohibited aids during testing or breaks.

IMPORTANT: *Some mobile phones can be disguised as calculators. Also, separate erasers and calculator covers can be used to conceal aids and notes.*

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

Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to School Day Support. See the Irregularity Chart on page 58 for more information.

Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. 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 powered off.**
- Before testing begins, students have 1 more chance to power off and turn in their phones and other electronic devices if they haven't already.
- **Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should confiscate the device, inspect the device for test-related content, and dismiss the student.** (Refer to the Irregularity Chart in the Appendix for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or

stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student who owns the phone that additional disturbances will result in dismissal.

- The Irregularity Chart provides full direction on how to address students caught using prohibited devices and aids. Note any such activities on the IR. Contact the Office of Testing Integrity (OTI) immediately for further instructions if a device has been confiscated and test content is detected on the device.

Prohibited Devices and Aids

Students may not have the following in the test area or break area, except in the case of approved accommodations for particular testing aids:

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

Students with Service Animals

Students are encouraged to request accommodations for both service animals, such as guide dogs, and emotional support animals. Service animals may be permitted without an accommodation so long as they're trained and the student can explain what service the animal provides. Don't admit untrained emotional support animals that haven't been approved as an accommodation. Contact the SSD office for further information.

Device Collection Procedures

Students must turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. It's important for students to feel confident that their devices are safe and will be returned to them promptly at the end of testing. Depending on your school policy, you must use 1 of the following 2 options for adhering to College Board policy requiring collection of devices.

Option 1 – Collect devices and put them in individual bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names.
- Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items.
- Reassure students that their devices will be returned after testing.
- Collect labeled items from students as they enter or once they're seated. Keep them out of students' reach during the entire test, preferably at your desk.

Option 2 – Keep devices in students' bags and collect bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to place their devices in their backpacks or bags and to place these bags to the front or side of the room, away from desks.
- If a student doesn't have a bag, label the item and collect it individually as in option 1.
- Tell students to remove their No. 2 pencils, calculator, drinks, and snacks from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

Returning devices:

- Mobile phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label, and have students confirm the device is theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student's name so they can be contacted.

Medical Devices

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

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may have College Board approval to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. (Approval to test blood sugar doesn't automatically permit the student to have a mobile phone; they must also be approved for a mobile phone.)

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The proctor should confirm with the student prior to testing what actions are needed in the event there is a notification.

- If the student is using an iPhone, it must be in guided access mode.
- If using an Android phone, it must be in airplane mode. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)
- **The camera feature must be disabled for all phones**. Bluetooth may only be enabled to connect the phone's share app to a continuous glucose monitor (CGM).

No other device may be connected to the phone. Under no circumstances may a student keep their phone at their desk.

Seating Policies

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

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

Calculator Policies and Guidelines

Calculators may be used only on the Math Test – Calculator portion of the SAT, unless a student has been preapproved by College Board to use a 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may have calculators on their desks only when working on the Math Test – Calculator questions. Calculator covers should be stored under desks during testing.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor's permission to use the backup.

Monitoring Equipment Use

Follow instructions in the scripts to monitor calculator use.

- Only battery-operated, handheld equipment can be used for testing.
- Students may not share calculators.
- All scientific and most graphing calculators are acceptable. (See Acceptable Calculators on page 55.)
- 4-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

IMPORTANT: *Students approved to use a calculator on the Math Test – No Calculator section must use a 4-function calculator for this section. (Percentage and square root functions are allowed.) Confirm the calculators in use aren't more advanced models.*

Calculator Malfunction

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

Students without backup equipment may continue testing, since all questions can be solved without a calculator. If they choose to cancel their score, they must cancel the entire test. They'll need to fill out a Request to Cancel Test Scores form before leaving the testing room.

Prepare to Test Students with English Learner Supports

College Board provides supports for English learners approved by their school to use them. The supports used for testing should align to the supports students use for classroom tests. The available EL supports include translated test directions, use of approved word-to-word bilingual dictionaries, and time and one-half. (Students using time and one-half must be entered in SSD Online.) Students can use any of the supports alone or in combination with one another.

Scores are college and scholarship reportable when these supports, which are facilitated by the school, are used for testing.

Once you identify the students who require EL supports and the languages they need, you'll need to obtain the supports and plan for time and one-half for those who need it.

Provide Translated Test Directions and Dictionaries

No preapproval or request is required to use translated test directions or word-to-word dictionaries.

- Print the translations and review the list of approved dictionaries available at **sat.org/schoolday-downloads** so you can obtain copies for test day. Translations and dictionaries aren't shipped with the test materials.
- Schools must provide dictionaries for students who need them; students may not bring their own dictionaries to the test.
- Store translated test directions and/or dictionaries securely until you're ready to assemble testing room packets for proctors.

Prepare for Extended Time EL Support

For students testing with time and one-half as an EL support, you must request the use of the support in SSD Online by the EL supports deadline. These students will be listed on the NAR to facilitate planning. This will also make it possible to order the appropriate materials. When determining room assignments, you can place these students with students taking the test with time and one-half for reading (for the entire test) as long as no other accommodations are being administered that require different timing or breaks.

EL students who use the time and one-half support receive the same test materials as students with accommodations with time and one-half.

Prepare to Test with Accommodations

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being canceled.

To help ensure the students testing in your school receive reportable scores, only provide testing accommodations to students if they are listed on the NAR or the SSD Online dashboard. If you can't find a student's name in either place, call the SSD office for assistance.

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

Students approved for accommodations will fall into these groups:

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

Your NAR will list each group in its own section. For general guidelines, refer to Standard and Accommodated Testing Rooms on page 5 for a list of the accommodations that typically fall into each group, along with which manuals and rooms to assign to students with accommodations.

Students with accommodations must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation.

Absentees should take the test later in the testing window. They can't test on the makeup date. If you have students with accommodations testing during the window who require a makeup because of an irregularity, follow the procedures to order a makeup test. See Plan for Makeup Testing on page 15.

Tasks for Test Coordinators

Check Room Assignments for Students with Accommodations

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations or supports. See Build Your Room Rosters on page 13 for more information. Proctors testing in accommodated rooms should closely review the *SAT School Day Accommodated Testing Manual* for additional details about administering the test with accommodations.

Plan for Computer Usage

If you're testing students with any of the following accommodations, your school must provide a computer or device for the student (a student may not use a personal computer or a computer belonging to their family):

- Pre-recorded audio format
- ATC format
- Electronic braille writer (braille notetaker)

The SSD coordinator will work with the test coordinator to make sure the appropriate computers are provided. If administering the pre-recorded audio format, make sure to provide access to any additional proctors who need it. See Prepare Computers for Accommodated Testing before Test Day on page 23 for more information.

- For students using flash drives for the ATC format, make sure the computers have USB ports.

(SSD) *Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer does not have a full-sized USB port, you will need a USB–to–USB-C adapter to connect a flash drive.*

- For students using pre-recorded audio (MP3) format, you'll need computers with access to the internet for downloading the application and test content. On test day, the SSD coordinator or proctor will need to access the test content. Internet availability will be disabled by the application once testing begins and is not needed during the test itself. If your school is unable to connect to the internet, contact the SSD office as soon as possible.
- If you require staff other than the SSD coordinator to proctor the pre-recorded audio administration, you'll need to work with your SSD coordinator to provide proctors access to the audio streaming application. The SSD coordinator will receive an access code to set up additional proctors if needed.
- For students approved to use a braille notetaker, provide a display monitor to connect to the notetaker so the proctor can see what the student is typing.

Instruct the staff testing these students to test the equipment before test day and ensure important precautions for electronic equipment are followed. See Administer Accommodations on page 43 for related tasks and information.

Ensure Approved Transcription Is Planned

For students using braille writers or other devices, or students approved to write their answers in test books, the proctor or SSD coordinator must transfer the answers to the answer sheet after the student completes the test. Large-print answer sheets shouldn't be transcribed.

Assign Any Support Staff for Students with Accommodations

- Using the list supplied by your SSD coordinator, assign support staff, such as human readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 11).
- Don't assign a relative of the student testing to act in a supportive capacity to that student.
- Assign a single human reader or scribe to each student. (Human readers and scribes can't be shared.) Notify readers or scribes that their students will take the test with time and one-half for reading unless they're already approved for double (or more) extended time. Students assisted by a human reader or scribe must test in a one-to-one setting.

Continue to Check for Approvals and Plan for Testing Needs

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

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations so you can order the student's testing materials.

- As adjustments are made to your test orders, you'll need the SSD coordinator to generate a new NAR. You may need to repeat this process every few days as you get closer to test day. Once the ordering deadline is past, the SSD coordinator will need to arrange for materials for newly approved students by calling the SSD office.

- If necessary, adjust staffing and rooms to allow for additional students with accommodations. Be sure to allow for rooms needed for 2-day testing.

Tasks for SSD Coordinators

Work with the Test Coordinator

The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but doesn't appear on the NAR can be added in SSD Online.

- A list of students approved for accommodations, and notification of any updates. This includes any students who will be using the time and one-half EL support. See Additional Requirements for Accommodated Testing on page 10 for more information about specific accommodations.

- A list of needed support staff for students with accommodations.

- Help setting up any computers for computer-based formats (e.g., pre-recorded audio or ATC format).

- Assistance planning for accommodated rooms and materials.

- Assistance providing access to pre-recorded audio if staff other than the SSD coordinator will be proctoring the pre-recorded audio format.

Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance in SSD Online. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date College Board receives all documentation. EL supports should only be used by students who, at the time they test, meet the definition of "English learner" as defined by the state in which they test, or the U.S. federal guidelines, and who attend and test at a school in the U.S.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half must be requested each school year for students who need it.

- Each school must have at least 1 SSD coordinator with access to SSD Online.

- For instructions to get access, see **collegeboard.org/ssdonline**.

- If a student needs temporary assistance for an injury such as a broken arm or concussion, visit **accommodations.collegeboard.org/ temporary-conditions** to download and submit a Support for Students with Temporary Physical/ Medical Conditions form as soon as possible. Don't submit these requests in SSD Online.

Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.

- Use the SSD Online dashboard to look up students.

- Submit a request in SSD Online for new students or students who need accommodations that haven't yet been requested.

- Verify the following information for students with previously approved accommodations:

  - The accommodations approved match the student's current accommodation needs and will be used by the student on test day. (Submit changes in SSD Online.)

  - The student's name, birth date, and graduation date are correct.

- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.

- Submit requests in SSD Online for newly enrolled transfer students with previously approved accommodations.

- Work with the test coordinator to determine which students will be using the EL support of time and one-half and submit the request in SSD Online by the EL deadline.

Download and Verify the NAR

As noted under Continue to Check for Approvals and Plan for Testing Needs on page 21, the SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. After the test material orders are placed, you should obtain an updated copy of the NAR from the SSD coordinator. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

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

Plan for Support Staff for Students with Accommodations

Students may be approved for accommodations such as a human reader to dictate test questions, a sign language interpreter (for directions only), or a scribe to record responses. When students are approved for these accommodations, the SSD coordinator and test coordinator should work together to make sure sufficient staff and rooms are provided.

Here are some general notes about testing with support staff:

- Students assisted by a human reader or a scribe:
  - Will test in a one-to-one setting. (The human reader or scribe can act as the proctor for their student.)
  - Will test with time and one-half, unless approved for more extended time.
  - Must have their own human reader or scribe. (These support staff cannot be shared.)
- Students who are deaf or hard of hearing:
  - May be approved to have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions, not of test content, to the student.
  - May be approved to have a printed copy of verbal directions and/or blank paper for communicating with the test administrator available on test day.

Help the test coordinator identify support staff:

- Use the NAR to determine which students require support staff.
- Develop a list of support staff for the test coordinator to assign to students approved for them. Any staff selected must meet all SAT staff requirements.
- Never suggest a person to assist a student who is a relative of that student.
- List a single human reader or scribe for each student.

You'll be provided additional materials (for example, a reader's script) for support staff. The test coordinator will distribute these materials to these assistants when they distribute other test materials during the test administration.

Preparing for Testing with Accommodations

Review the tasks and key information that apply to the accommodations you are providing in your room.

Providing accommodations without College Board approval may result in the student's scores being canceled. To help ensure the students testing in your school receive reportable scores, provide testing accommodations only under 1 of the following conditions:

- The student is identified on the SSD Online dashboard with approved accommodations.
- Student name and SSD number appear on the NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility by contacting College Board SSD customer service.
- The student has a documented College Board approval for accommodations.

Students approved for accommodations will fall into these groups, as indicated on the NAR:

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

The NAR will list each group in its own section. For general guidelines, refer to Standard and Accommodated Testing Rooms on page 5 for a list of the accommodations that typically fall into each group.

Students with accommodations must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation. Students approved to test with accommodations can't 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. File these letters in the students' records. (Don't return them to College Board.)

Plan for Seating Students with Accommodations

Your test coordinator may need assistance assigning students with accommodations to appropriate rooms. The testing group on the NAR indicates students who may test together. Please review the information on your NAR for detailed guidelines and policies about seating requirements.

For testing students with accommodations or supports, remember students can be seated in the same room only if they'll be using the same color testing materials and the same testing scripts and schedule. For example:

- Students with disabilities approved for time and one-half for reading receive extended time for the entire assessment using purple test materials. These students can test in the same room as students using the time and one-half EL support.
- Students with disabilities approved for time and one-half for math only are tested with both Script 1 and Script 3, while students approved for time and one-half for reading are tested only with Script 3. These students can't test in the same room.

For more information on accommodated seating requirements, see Additional Requirements for Accommodated Testing on page 10.

Plan for Transcribing Answers

For students using braille writers or other devices, or for students approved to write their answers in test books, the proctor or other appropriate staff must transfer the answers to the answer sheet after the student completes the test.

- For braille writers:
  - ◆ Make sure the student's identifying information on the answer sheet is complete.
  - ◆ Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - ◆ Return braille pages and any scratch paper in the white Accommodated Testing Envelope.
- For students approved to write the answers in their test books:
  - ◆ Make sure the student's identifying information on the answer sheet is complete.
  - ◆ Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - ◆ Write "Answers in Book" on the front cover of the student's test book.
  - ◆ Clip the answer sheet to the test book for inclusion in the white Accommodated Testing Envelope.

(SSD) *Large-print answer sheets shouldn't be transcribed and should be returned with regular answer sheets.*

Prepare Computers for Accommodated Testing before Test Day

If you're testing students approved for an accommodation that requires a computer, you need to make sure the computer(s) are ready for test day.

- Software or assistive technology, such as screen readers, may only be used when specifically approved in SSD Online.
- With the exception of computers used for the pre-recorded audio streaming application, make sure computers aren't connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).

Flash Drives

The ATC test format is delivered on flash drives; therefore a student must have a computer with a USB port. Chromebook, Mac, and Windows formats are supported. Since a USB port is required, a tablet may not be used to take the test.

(SSD) *Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer doesn't have a full-sized USB port, you'll need a USB–to–USB-C adapter to connect a flash drive.*

- Before test day, check each flash drive to ensure its contents can be read and accessed.
- Ensure each student's computer is powered on and the flash drive inserted.
- Disconnect the computer from any networks and from the internet.
- Verify all spelling and grammar check tools are disabled. Errors to be identified by the student as part of the assessment must not be flagged by software.
- Read and follow the setup instructions given here for these devices so they are ready for use on test day.
- After ensuring the devices function properly, remove and securely store each flash drive in its original packaging for use on test day.

(SSD) *If you have any questions or would like support in this process, please contact the SSD office.*

Set Up Computers for ATC Users

The ATC format is composed of Microsoft Word files that work with assistive technology such as screen magnification or screen readers. If the student is using a Mac for the ATC format, the Microsoft Word software must be installed.

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

Download Scripts for ATC Users

College Board has developed specialized scripts for specific timings of the ATC format so proctors don't have to move back and forth between different scripts. As you set up computers, set aside some time to download and print the correct scripts for any students testing with ATC format.

The scripts can be found on SSD Online. From the dashboard, select **Helpful Links** and then **Test Scripts & Instructions**. Proctors still need the full-length Accommodated Testing Manual to guide them in setting up their rooms and following testing policies.

Set Up Computers for Pre-recorded Audio

For students testing with the pre-recorded audio format, the audio version of the test will be delivered via streaming application. Internet access is required to install the application from SSD Online and to download the test form on test day. Internet availability will be disabled by the application once testing begins. A sample test form will be available to ensure your school's computers can support audio streaming.

IMPORTANT: *The streaming application must be installed prior to test day. If computers at your school are set up to require staff or students to sign in, the application has to be installed on the user profile for the computer that the student will be signed in to on test day. (The streaming application will be visible as a desktop icon only on the user account it was originally installed on.)*

Once installed on a PC or Mac, the streaming application appears as an icon on the desktop. (Chromebook computers require you to launch the software from the Apps link.) Only the SSD coordinator or proctors with access can launch the application, using their College Board username and password.

To prepare and administer the pre-recorded audio format, the following steps are needed. Complete instructions are provided below and on the streaming access instructions accessed by the SSD coordinator in SSD Online.

1. The SSD coordinator receives and shares an access code (used in SSD Online) with proctors administering the pre-recorded audio format. The access code is sent via email a few days before the test.

2. The SSD coordinator works with technology staff to download and install the application, creating a desktop icon on all PCs or Macs. (The application is launched from the Apps link on Chromebooks.)

3. Staff downloads and launches the sample form to confirm functionality on all testing devices.

4. Each day of testing, the proctor will launch the application for each student.

5. Either the proctor or the student will download and launch the relevant test content before testing begins.

The steps required to ensure successful use of the streaming application are summarized here and given in detail later in this section. You can also refer to the streaming instructions page in SSD Online.

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It is critical to ensure each person who will proctor the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.

2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Share the detailed installation instructions with your IT staff. They are available under the mass install instructions link in SSD Online through the pre-recorded audio streaming access instructions page.

3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account the student will use to sign in on test day (if login required).

4. Proctors will need a College Board account and an access code to access the relevant pre-recorded audio information in SSD Online. The SSD coordinator will receive proctor access codes that can be shared with up to 10 additional proctors. Proctors won't have access to all information provided in SSD Online; they will only have access to administer the test content.

5. Print the NAR before testing. You'll need to have each student's College Board SSD number on test day to download the test content.

6. On test day, the SSD coordinator or proctor will launch the streaming application. This needs to be repeated for each student prior to the start of testing.

When testing is complete, all test content will be removed from the computers. The application can remain installed for future College Board testing.

IMPORTANT: *Start early! The pre-recorded audio application must be installed prior to test day. Call the SSD office for assistance (see the contact information at the beginning of this manual). If the SSD office can't address a technical issue, or internet access is not available at your school, College Board will need to ship pre-recorded audio on flash drives in time for test day.*

Download the Streaming Application on Single PCs and Macs

On Windows PCs and Mac computers, if you don't use the mass install through your technology staff, the application must be installed by the SSD coordinator or designated staff with appropriate rights to install applications.

Prior to test day, for single PC or Mac installation, the SSD coordinator or other designated staff member should:

1. Sign in to their user account on each computer.
2. Sign in to SSD Online and find the link to download the streaming application on the streaming instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.

🔒 *Students are not permitted to test using a personal device. All computers for testing must be school issued.*

Run the Sample Test Form on Each Computer

Printable instructions for how to run the sample test form are available for download on SSD Online.

Key Information About Accommodations

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, pre-recorded audio, and large-print materials; and other accommodations to students with documented needs with College Board approval. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these accommodations follows. See Materials Provided for Accommodated Testing on page 28 for a list of the materials provided for specific accommodations.

The information here, along with the information on the NAR, will help you plan for administering the test to students using these formats.

Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing and/or breaks for 1 or more sections on the test.

- Students will get extended time only for the subject area(s) they're approved for (e.g., math only). **Exception: Extended time for reading and EL 50% extended time apply to the entire test. These students will receive extended time for all sections of test.**
- Your proctors may need to use combinations of scripts for some students. See the Overview of Timing and Breaks on page 53 for detailed information about which scripts to use for various accommodations.
- A student can be approved for accommodated breaks of various types. During their breaks, students approved for extra breaks, extended breaks, and breaks "as needed" are still subject to the same regulations that apply to students with standard breaks. Proctors should post break times for them as noted in the scripts.

When Students with Accommodations Test

As shown in the NAR, many students with accommodations will use standard (purple) test books to test in 1 day. These students must test on the primary test date along with other students using standard materials. Students approved for large print (14-point type) also test on the primary test date.

Students approved for certain accommodations, such as pre-recorded audio (MP3), use of support staff (e.g., a human reader or scribe), or double time are eligible to test during the accommodated testing window. Some of these students will still test in 1 day, while others must test over 2 (or sometimes more) days.

The *SAT School Day Accommodated Testing Manual* includes scripts for both 1- and 2-day accommodated testing.

Accommodated Testing on 1 Day

The first 3 scripts in the *SAT School Day Accommodated Testing Manual* can be used for 1-day testing, both on the primary date and during the window.

- Script 1: Standard Time with Accommodations
- Script 2: Standard Time with Extra Breaks
- Script 3: Time and One-Half for One-Day Testing. This script covers 1-day testing for students:
  - Testing with time and one-half for reading, use of a reader or scribe, or the time and one-half EL support (entire assessment)
  - Testing with time and one-half for math (Math Test) only

Accommodated Testing During the Window

The accommodated testing window begins on the primary test date and extends through the following 2 weeks. Testing during the window encompasses combinations of accommodations; most students testing in the window will use the following scripts or combinations of any of the scripts in this manual.

- Script 4: Double Time. This script covers:
  - 1-day testing for math only, double time
  - 2-day testing for reading, double time

- Script 5: Pre-recorded Audio Script. This script covers 2-day testing of students using the pre-recorded audio format, including double time, plus an additional 45 minutes for Section 2 of the test.

Accommodated Testing Over 2 Days

Students may only test over 2 days if they're approved for an accommodation or support that requires 2-day testing. This includes:

- Double time for the entire test
- Pre-recorded audio format
- Students approved for limited-time testing if the time of the exam exceeds the approved time

All students testing over 2 days should be tested as early in the window as possible and over consecutive days whenever possible. Students absent on the second day should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. The proctor will return the materials to you for secure overnight storage. Students will complete the test on the second day.

Test Aids and Support Staff

Students may be approved for support staff—such as a human reader to dictate test questions or scribe to record responses—or test aids, such as a computer or braille device.

Students who are deaf or hard of hearing may be approved to have:

- A sign language interpreter to translate test directions from spoken English.
- A printed copy of the verbal directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double (or more) extended time.
- Test in a one-to-one setting. (The human reader can act as the proctor for their student.)

- Students approved for a human reader will be provided a reader script (for use by the human reader) and a regular-type test book for student use. If approved for other accommodations, the student may also be provided with additional test materials (e.g., raised line drawings).

Human readers may read only what is in the reader script (they may not elaborate), but may repeat questions as often as requested.

Students who use human readers or audio files in conjunction with other formats will find the 2 texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than in other formats.

Students assisted by a scribe:

- Take the test with time and one-half unless already approved for double (or more) extended time.
- Test in a one-to-one setting. (The scribe can act as the proctor for their student.)
- Do not need to dictate spelling unless the spelling is unclear or the word is unfamiliar to the scribe.
- Cannot receive any grammatical or usage corrections from the scribe.

Other software or assistive technology, such as screen readers, may only be used when specifically approved in SSD Online.

Students may be approved to record their responses in their test book. Staff must transfer these responses to the standard answer sheet after the test.

Students may be approved to record their responses on a large-print answer sheet. Large-print answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope (for students listed on the NAR). No transcription is required.

General Notes for Electronic Devices

Computers used for the audio streaming application must have internet access to set up the test; during the test itself, access to other applications will be disabled and internet access is no longer needed. Use of the internet in the testing room is only permitted to set up the audio streaming application. Make sure that any other electronic device used for testing in any format, including a computer for use of ATC, a braille writer, or any electronic magnification device, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device, computer, or monitor connected to an electronic magnification 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.

Large Print

Students who test with large print (14-point, 20-point, or larger font) test with standard time and breaks unless approved for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.

Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.

- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math. You may see these materials referred to as "Braille with raised line drawings," indicating that raised line drawing of graphs and figures are provided when graphs and figures are included in the test.

- To supplement each braille test, a regular-type test book is included for your use as a reference. A reader's script will also be sent in case the student asks to have a question read.

- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). The *Guide to the Nemeth Code* lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test or using the graphs and figures (or raised line drawings) supplement may refer to the guide during the test. The *Braille Reference Information* contains math reference material required for the braille test.

Raised Line Drawings

Some students who don't read braille may be approved to use the accommodation of raised line drawings (also called braille graphs and figures), along with a human reader or pre-recorded audio. Labels and numbers given with figures in the *Braille Figure Supplement* can be found in corresponding locations in both the regular and large-print tests.

Braille Writers

Manual braille writers (e.g., Perkins Brailler) may be used for all test sections but, unless otherwise approved, electronic braille writers/notetakers (e.g., BrailleNote) may only be used for math calculations. An electronic braille writer may not be connected to any network, but it must be connected to a display monitor so the proctor can see what the student is typing. In addition, a student may not use their own computer or a device belonging to their family as a braille writer. Students recording their answers on a braille device may also be approved to use scratch paper.

Pre-recorded Audio and ATC Formats

The school must provide suitable computers for pre-recorded audio and ATC formats. Whenever possible, students should use earphones when testing with an audio format or text-to-speech software.

The pre-recorded audio format is an MP3 audio recording of the test. It is delivered via streaming application and consists of read-only files.

- Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. Setup information is included in this manual and on the MP3 streaming access instructions page accessed by the SSD coordinator in SSD Online.

- Setup requires 2 steps: installing and testing the application prior to test day, and downloading the actual test content during each day of testing.

- If your school's computers require login credentials, the person who installed the program before test day must also be present on each day of testing to sign in to each computer and start the application.

- To launch the test form, students will need their College Board SSD number. Your SSD coordinator can locate this number through the SSD Online dashboard; it's also listed on the NAR.

- All students using pre-recorded audio format will test with double time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.

- If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day, as instructed in this manual. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix of the *SAT School Day Accommodated Testing Manual*.

The ATC format is composed of 5 Microsoft Word files created to work with students' assistive technology, such as screen magnification or screen readers. You may need to install Word on any computers being used. The ATC format has been tested with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have a student using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Kurzweil doesn't offer enough functionality to be used for the SAT.

- Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file.
- The proctor should allow these students to keep the ATC packaging at their desks and be ready to help students locate the password on the inside flap of the envelope and give them time to open the file before starting the timed section. Once a student has successfully entered the password for a test section, they should be instructed to place the ATC packaging under their desk.

ATC standalone scripts for specific timings are available for download from SSD Online. For more information, see Download Scripts for ATC Users on page 24.

Troubleshooting for Pre-recorded Audio Streaming

Set up pre-recorded audio (MP3) streaming before test day to ensure a smooth administration. If problems arise:

- Check your internet access.
- Ensure you have credentials to access the SSD Online website. If you don't have the correct credentials, contact the SSD office.
- Contact the SSD office if you have any additional questions or issues with the application; including but not limited to:
  - Downloading and installing the application
  - Accessing the sample form
  - An invalid SSD number
  - Form selection questions
  - Administering the test

Materials Provided for Accommodated Testing

Use this table to confirm you've received all materials for students testing with accommodations and students using the time and one-half EL support.

For some accommodations, you'll receive regular and large-print test books and/or regular and large-print answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable.

ACCOMMODATED MATERIALS

Accommodation	Materials Provided for Each Approved Student

- Time and one-half
  – Reading (includes EL support)
  – Math only
- Auditory amplification/FM system
- Extra or extended breaks
- Use of basic 4-function calculator on Math Test – No Calculator
- Permission for food/drink/medication
- Permission to test blood sugar
- Preferential seating
- Record answers in test book
- Sign language interpreter
- Small-group setting
- Use of colored overlay
- Wheelchair accessibility
- Printed copy of verbal instructions (available for dowload from SSD Online only)
- Use of a handheld magnification device (non-electronic)
	- Purple regular-print multiple-choice test book
	- Standard answer sheet
	- Standard answer sheet instructions

Accommodation	Materials Provided for Each Approved Student
- Double time - Braille writer - Breaks as needed - Home/hospital testing - Late start time - Limited testing time - One-to-one testing - Writer/scribe - Use of an electronic magnification device	- Blue regular-print multiple-choice test book - Standard answer sheet - Standard answer sheet instructions
Assistive technology–compatible (ATC)	- Flash drive with multiple-choice ATC files - Blue regular-print multiple-choice test book - Standard answer sheet - Standard answer sheet instructions - Large-print answer sheet - Large-print answer sheet instructions - ATC standalone script (available for download from SSD Online only)
Braille with raised line drawings Students might be separately approved to use a raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a human reader. This is not the same as testing with a braille test.	Braille kit: - Braille Book 1—Reading Test, Writing and Language Test - Braille Book 2—Math Test – No Calculator, Math Test – Calculator - *Guide to the Nemeth Code* - *Braille Reference Information* for use with the Math Test Also: - Standard answer sheet instructions - Standard answer sheet - Reader script - Blue regular-print multiple-choice test book
Raised line drawings	*Braille Figure Supplement* book
Large-print answer sheet	- Large-print answer sheet - Purple regular-print multiple-choice test book unless approved for another format
Large print—14 point (primary test day, not accommodated window testing)	- Purple large-print—14-point multiple-choice test book - Standard answer sheet - Large-print answer sheet (for students approved to use them) - Standard answer sheet instructions - Large-print answer sheet instructions
- Large print—14 point (for accommodated testing window)* - Large print—20 point - Large print—24 point - Large print—other format	- Blue large-print—14-point/20-point/24-point/other font size multiple-choice test book - Standard answer sheet (14-point only) - Large-print answer sheet (for students approved to use them) - Standard answer sheet instructions (14-point only) - Large-print answer sheet instructions
Pre-recorded audio (MP3 via streaming) format	- Streaming application with multiple-choice MP3 files** - Blue regular-print multiple-choice test book - Standard answer sheet - Standard answer sheet instructions - Large-print answer sheet instructions

Accommodation	Materials Provided for Each Approved Student
Human reader	▪ Reader script ▪ Blue regular-print multiple-choice test book ▪ Standard answer sheet ▪ Standard answer sheet instructions

*For students approved for multiple accommodations who can test during the accommodated testing window.

**Flash drives with MP3 files may be provided to schools unable to stream pre-recorded audio.

Refer to the NAR for test book information about students approved for multiple accommodations.

Prepare Your Students

Inform Students About SAT School Day

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

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

Tell your students they can send their test scores to up to 4 eligible colleges, universities, or scholarship programs for free. Have them visit **collegeboard.org/sat-codes** to look at the score reporting code list for domestic and international educational institutions and scholarships. Also remind students to access Official SAT Practice on Khan Academy® for free, personalized online SAT practice at **satpractice.org**. Developed with actual test questions from College Board, Official SAT Practice is tailored to each student's strengths and areas they need to work on.

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

Inform Families About SAT School Day

We suggest you inform students' families of what students can expect on test day and what the SAT means to students' college and career planning. Let them know about free practice from Khan Academy. Also make them aware of the 4 free score reports and additional privacy policies as described in the *SAT School Day Student Guide* so they can discuss them with their child. In addition, please share that students may now opt in

and participate in Student Search Service™ online at **studentsearch.collegeboard.org** using their personal College Board account. Once students have opted in, colleges and scholarship programs can send them information by mail and email.

When and Where to Report

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

- What time admission to the testing area will start, and when all students should be in their assigned rooms.
- Students may not go to their lockers or leave the building during testing. When dismissed, students should return to the waiting area and await dismissal.
- Lunch will be served after, not during, testing.

What to Bring on Test Day

On test day, students should bring the following:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Acceptable photo ID if a student is unfamiliar to testing staff or testing at a school they don't usually attend.
- Signed and notarized SAT School Day Student ID Form with an acceptable photo if a student is homeschooled. (A homeschooled student should live within 75 miles of the school where they're testing.)
- Earphones, if the student is approved for use of an ATC or pre-recorded audio format.

We also recommend that students bring:

- Snacks and drinks (which must be packed away during testing).
- Extra batteries and a backup calculator.

(SSD) *Remind students approved to use a basic, 4-function calculator on the Math Test – No Calculator portion of the test to bring one on test day in addition to their acceptable calculator for the Math Test – Calculator.*

What Not to Bring on Test Day

Students may not have any of the items listed under Prohibited Devices and Aids on page 17, except in the case of approved accommodations.

Marking the Answer Sheet

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

- No. 2 pencils with soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead don't scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-print answer sheet must mark Xs darkly in the squares. If students need to erase a response, they must do so as completely as possible.
- Students may not use a pen to mark or write on their answer sheet. Information written or gridded in ink will scan as blank.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless College Board has approved this accommodation).

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

Important Reminders for ATC and Pre-recorded Audio Users

Share these important details with your ATC and pre-recorded audio format users ahead of test day.

- Students using the pre-recorded audio or ATC format with text-to-speech should use earphones. Students are responsible for bringing their own earphones. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to **accommodations.collegeboard.org/ request-accommodations/ how-students-can-practice**.
- The pre-recorded audio test requires double time testing (over 2 days) plus an additional 45 minutes for Section 2 (Writing and Language Test).
- The ATC format will be administered with the same approved timing as a paper test format with 1 exception: Section 2 requires double time.
- Students use ATC and pre-recorded audio formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

Protecting Student Privacy

We are committed to protecting student data:

- As test coordinator, it is your responsibility to ensure that test day rosters are only handled by staff supporting the administration and are stored securely.
- Student information including date of birth, address, and accommodations or supports should not be posted or otherwise shared publicly. If you post room assignments at your school, include name and room number only.

When students take a College Board assessment such as the SAT, they have the option to participate in Student Search Service. If they decide to opt in, College Board will share information from **collegeboard.org** and from the optional assessment questionnaires (such as college major), as well as score ranges for College Board assessments with eligible colleges, scholarship, and other nonprofit education programs. These education organizations may contact students who may be a good fit for their programs by mail or email. The service is free to students; education organizations contacting students pay College Board for the service. To learn more, visit **studentsearchservice.org**.

Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don't share students' personal information or practice work without their consent. Students can link their Khan Academy and College Board accounts to get a personalized practice plan based on their SAT results. Account linking is entirely student-driven, and students can unlink their accounts at any time.

For more information about privacy practices, please visit:

- **collegeboard.org/privacy-policy**
- **khanacademy.org/about/privacy-policy**

Prepare Your Materials

Identify Authorized Staff

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

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

Check the Preadministration Materials Shipment

Preadministration materials typically arrive in 1 or more separate shipments. Contents include:

- ☐ Answer sheets
- ☐ Large-print answer sheets, if applicable
- ☐ *Student Answer Sheet Instructions* (in large print as well, if students are approved for them)
- ☐ Copies of the *SAT School Day Student Guide*
- ☐ Manuals, including testing manuals

Check Pre-ID Labels Shipment

If your school is using pre-ID labels, you'll receive a separate shipment containing the labels and a Pre-ID Label Instructions memo.

See Preparing for the Preadministration Session for Schools with Pre-ID Labels on page 35.

Check the Test Materials Shipment

All testing materials, for both standard and accommodated testing, will be shipped to the test coordinator and may arrive in multiple shipments. You should receive testing materials no later than 5 days before test day. We recommend you go to **professionals.collegeboard.org/test-ordering-services** to check the status of your order because materials may ship and arrive at different times.

Each shipment may include more than 1 box.

IMPORTANT: *If your school will be on break the week before testing, please notify School Day Support at least a few weeks before the ordering deadline so the delivery date can be changed.*

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

📞 *If you don't receive testing materials by the expected date, call School Day Support.*

Your shipments will include:

- ☐ Shipment-level shipping notice. One box will contain a summary list of all materials in the shipment.
- ☐ Standard SAT test books.
- ☐ Accommodated materials, as ordered for individual students approved to use them.

(SSD) *Be sure to test each student with the correct materials as specified on the NAR.*

- ☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing).
- ☐ Loose preprinted UPS label(s) for returning all test books.
- ☐ SAT School Day Testing Materials Kit:
  - ◆ Extra copy of the *SAT School Day Coordinator Manual*
  - ◆ Extra copy of the *SAT School Day Standard Testing Manual*
  - ◆ Forms and posters
  - ◆ Envelopes for returning other critical materials
  - ◆ Tape to seal the boxes when you return materials
- ☐ Testing Materials Kit for Accommodated Testing Window:
  - ◆ Extra copy of the *SAT School Day Accommodated Testing Manual*
  - ◆ Forms and envelopes for returning critical materials
  - ◆ Tape to seal the boxes when you return materials

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

- ☐ SAT multiple-choice test books with purple-accented covers, in bundles.
- ☐ Individual alternate test formats, with blue covers, for accommodated testing during the window. Includes formats such as braille with raised line drawings, MP3 audio, ATC format, reader scripts, etc., and large-print answer sheets (if necessary).

(SSD) *For flash drive formats, you'll receive just 1 flash drive for each student that contains questions for the entire test.*

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

- ☐ Verify that you have received all boxes in the shipment.
- ☐ Validate each item in the shipment against the shipping notice.
- ☐ Verify the quantities of test materials.
- ☐ Carefully count the test books enclosed inside the shrinkwrapped bundles but do not open the shrinkwrap.
- ☐ Compare the serial numbers on multiple-choice test books against those on your shipping notice.

IMPORTANT: *Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice. Note these or any other irregularities on the IR.*

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

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

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

🔒 *Check the sealed cartons daily, and contact OTI immediately if there's any evidence of tampering.*

Secure Materials for Off-Site Testing

If your school intends to test students at off-site locations, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from arrival until they are returned. To ensure accurate test materials tracking, test material security, and adherence to test administration policies, do the following:

- Record the off-site testing location name.
- Record beginning and ending serial numbers of the multiple-choice test books for each location and keep on file for 6 months (you won't need to open the shrinkwrap to do this).

Create a Testing Room Cover Sheet

In preparation for distributing materials to your proctors, we recommend that you create a testing room cover sheet for each testing room. Include the following information:

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

Assemble Testing Room Packets

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

Use the following items to create your testing room packets:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- A copy of the room roster you created or NAR showing students assigned to the testing room.
- Answer sheets (for the students assigned to each testing room):
  - ◆ Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Blank answer sheets or large-print answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- *Student Answer Sheet Instructions* booklets for students who didn't participate in a preadministration session or for students who want to change their score report selections on test day. (A large-print version of the instructions booklet is available for approved users.)
- Pre-ID Label Instructions memo, if applicable, for proctors who may have students with pre-ID labels who didn't participate in a preadministration session.
- Irregularity Report (IR) forms.
- SAT Request to Cancel Test Scores forms (at least 1 per testing room; make copies if you need more).
- Testing in Progress flyer. Make copies if you need more.
- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*, if not already distributed prior to test day.
- If applicable, printed copy of spoken test directions for any students approved for this accommodation. (The SSD coordinator can download the appropriate file for each student from SSD Online.)
- If applicable, EL supports (translated directions and/or word-to-word dictionaries) for students who need them.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).
- For accommodated rooms testing with the pre-recorded audio format, individual index cards or sticky notes with each student's SSD number (required to access the test).
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script (for details, see Download Scripts for ATC Users on page 24).

🔒 *Test books must be kept securely stored until test day. Don't add them to the kits until the morning of the test. See Equip Testing Rooms on page 37 for associated tasks.*

Assemble Packets for Off-Site Testing

Create a testing room packet for each location and include the following additional materials:

- Testing Materials Kits containing necessary test day materials, such as CRFs and envelopes. Make sure to include the manuals that will be needed for both standard and accommodated testing.
- Answer sheet return UPS Express Pak(s) or box(es).
- Empty boxes to return test books.
- UPS test book return labels.

If you plan to deliver all test materials to the off-site testing locations before test day, follow the instructions under Provide Materials to Off-Site Testing Locations on page 38 to add the serialized test books and additional test day materials to the packets before delivering to the off-site testing locations.

Prepare Your Preadministration Session

Plan the Session

Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to save time on test day.

There are several tasks you should plan for to ensure a successful preadministration session:

- Use your Schoolwide Student List of who will be testing (both standard and accommodated).
- Work with your SSD coordinator to identify which students on the NAR should receive a large-print answer sheet instead of a standard one. If you're waiting for approval to use large-print answer sheets for any students, don't have those students participate in the session. Have them fill in their information on test day instead, or in a later preadministration session if you have enough students to warrant one.
- If your school is using pre-ID labels, follow instructions under Preparing for the Preadministration Session for Schools with Pre-ID Labels later in this section.

- Inform students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session, where they'll answer various questions about themselves and their interests. Alert them in advance to come prepared with:
  - Email address (optional).
  - A list of up to 4 colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day free of charge. (Students may also make score report requests after test day for a small fee.)
  - Their top 3 college majors.
  - Student ID number (depending on school, district, or state requirements).
- Determine how you will conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Determine staffing needs prior to preadministration. Depending on how you plan to conduct the preadministration session and the number of students you're testing, the preadministration session may be conducted by you, or you may need one or more staff to conduct multiple sessions.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
  - Review roles and responsibilities of staff conducting the sessions.
  - Review the materials students will use during the session: answer sheets with pre-ID labels, the Pre-ID Label Instructions memo (if applicable), and *Student Answer Sheet Instructions*.
  - Instruct staff to display the 6-digit school (AI) code in a prominent place in the preadministration room for students to see.
  - Instruct staff to sort the answer sheets alphabetically before returning them to you. You'll need to organize the answer sheets for test day by placing them in the correct testing room packets.

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

Check the Pre-ID Labels

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

SAT   **AI:** 123456 **Gr:** 12 **Sort:** 123AB
WASHINGTON GEORGE
1880 BROADWAY   NEW YORK NY 10023
ID: x123 **Gn:** M **DOB:** 03/01/05 **R/E:** A-BE,B-C **Em:** N

200000035-8

All the data fields provided for a student appear on the label. Some data fields are shortened on the label, although the complete data are captured in the barcode. For example, only the last 3 digits of the student ID are printed on the label, very long student names may be cut off due to space constraints, and a yes/no indicator is used to convey whether an email address has been provided.

The data provided on the labels may include:

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

Verify and Apply Labels

As soon as possible after you get the labels, confirm they're correct.

- Check the labels:
  - Is the school (AI) code correct?
  - Do the students named attend your school?
  - Is the grade level correct?
- If your labels show incorrect data for the fields listed above:
  - Contact School Day Support immediately.
  - Shred or securely destroy incorrect labels.

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

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

- Prepare your answer sheets for the preadministration session:
  - Set aside a supply of blank answer sheets for students who don't have correct labels. If possible, plan to hold a separate preadministration session for these students.
  - Apply your verified labels in the shaded box on page 1 of the answer sheets. Place each label as accurately as possible within the box.

- Organize your labeled answer sheets by alphabetizing them within preadministration groups before securely storing them. Remind proctors to return answer sheets to you in alphabetical order after conducting the preadministration session.
- Make photocopies of the Pre-ID Label Instructions memo to share with each staff member assisting students in the preadministration session.

Conduct the Preadministration Session

Some students who take the test may be absent for the preadministration session. The 2 testing manuals (for standard testing and accommodated testing) include instructions for assisting students to complete the student information questions after testing is completed. If you have a large enough group of these students, consider assigning them to a separate testing room so they can complete the nontest portion of the answer sheet without delaying other students. In addition to using the preadministration session, students may also opt in to Student Search Service and complete the optional questionnaire online at **studentsearch.collegeboard.org** using their personal College Board account.

Preadministration Tasks

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

Direct your staff to choose the script that matches whether you have unlabeled answer sheets or answer sheets with pre-ID labels.

- If your school is using answer sheets with pre-ID labels, instruct proctors to update the script under "Script for Answer Sheets with Pre-ID Labels" based on the information listed in the Pre-ID Label Instructions.
- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- Staff will give each student an answer sheet, and a copy of the *Student Answer Sheet Instructions*.
- If your school has pre-ID labels:
  - ◆ Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.
  - ◆ Staff may also need to assist students with blank answer sheets if a separate session can't be arranged for them.

- Staff will read aloud the scripts in shaded areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the proctors that shouldn't be read aloud appear outside the shaded areas.
  - ◆ Not every school uses the same approach to various fields on the answer sheet. Tell staff to watch for scripts with letter designations and read the script that applies to your school.
  - ◆ The scripts guide students to fill in any required information (if not provided on a pre-ID label) by filling in the appropriate bubbles (or squares on a large-print answer sheet).
  - ◆ Students will need to reference the *Student Answer Sheet Instructions* for some questions on their answer sheet.
  - ◆ Students will have the opportunity to add or change their 4 free score sends on test day.
  - ◆ Students will skip fields A–D on the back of the answer sheet because these sections are completed on test day.
- If you're using pre-ID labels, we strongly recommend that you hold an additional preadministration session for any students who don't have pre-ID labels or who have incorrect labels. Staff will need to use the "Script for Unlabeled Answer Sheets" for these students.
- After the preadministration session is complete, collect all answer sheets and *Student Answer Sheet Instructions* from staff. Sort answer sheets by testing room, as described in Assemble Testing Room Packets on page 33.
- Answer sheets must be securely stored until test day. Keep the *Student Answer Sheet Instructions* to add to the testing room packets for test day distribution so that students can add or change their 4 free score reports on test day.

During the Test

Follow Your Test Day Schedule

To ensure standardization across all SAT School Day testing, adhere to the prearranged schedule as closely as possible.

Holding a preadministration session before test day can reduce the time students spend completing nontest administrative tasks on test day. However, if you aren't able to hold a preadministration session before test day, or if you have students who missed the preadministration session, the script will guide the proctor to collect required information from students before beginning the test. After the test is completed, dismissal instructions allow the proctor to dismiss students who are finished and guide remaining students to fill in remaining optional information.

Timing of the Test and Breaks

The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the test in the correct sequence with the entire amount of time; they may not move on to the next SAT section until time is called. Proctors can use the section timing chart(s) provided in the Appendix of their testing manual to help them accurately time each section.

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

- Accurately time each test section. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called.
- Record the start and stop times on the lines provided in the scripts and on the board for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the IR.

Scheduled Breaks

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

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

- a 10-minute break after Section 1
- a 5-minute break after Section 3

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

Some students may be approved for extra and/or extended breaks. Students approved for extended time on some or all of the assessment receive extra breaks.

The Overview of Timing and Breaks on page 53 in the Appendix provides a visual guide to these requirements.

Unscheduled Breaks

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

- Inform students they won't get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- Collect the student's test book and answer sheet before they leave the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or dictionary) the student may be using.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It isn't necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

Equip Testing Rooms

Provide Materials to Proctors

The morning of test day:

- Count test books before placing them in the packets for proctors. You'll need to count them again when collecting materials from proctors and preparing them for return.

🔒 *If a test book is missing, contact OTI immediately.*

- Complete your testing room packets:
  - Break the shrinkwrap and add the multiple-choice test books (standard or accommodated) in serial-number order to each testing room packet.
  - Fill out the Testing Room Materials Report forms.
- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.

- In addition to the testing room packets you provide to proctors, other items needed in the testing room are:
    - A pencil sharpener
    - A supply of No. 2 pencils
    - Extra calculators (if your school is providing them)
    - Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes)

Provide Materials to Off-Site Testing Locations

Follow these steps to count and distribute the tests to your off-site test coordinator(s).

- Count test books for the off-site testing location.
- Add the multiple-choice test books (standard or accommodated) to the package of tests for the off-site testing location. Only full bundles of test books should be sent to off-site testing locations. Shrinkwrap should be broken at the off-site testing location on test day.
- Fill out a single Testing Room Materials Report to record the quantities and serial number ranges of test books for the off-site test coordinator to check against. (The off-site test coordinator does not need to return this single report to you or College Board.) The off-site test coordinator will need to distribute the tests by filling out separate Testing Room Materials Reports for each proctor at their location.

Post Signs

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

Information for Posting in Testing Rooms

Be sure to supply the 6-digit school (AI) code and the 3-digit testing room code (if any) to your proctors as part of the materials you give them on test day. If needed, provide the school code and information for any students who don't attend your school. Homeschooled students should record "970000" as their school code.

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

- Test date
- School name, city, state
- 6-digit school (AI) code
- SAT
- "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."

Remind proctors testing students with formats that require computer navigation (e.g., pre-recorded audio format) to post relevant information on the board for these students, as indicated under Prepare the Testing Room in the *SAT School Day Accommodated Testing Manual.*

Admit Students to the Testing Area

Manage Central Check-In

If you designated a central location where students can gather before testing begins, follow these procedures:

- Check ID for students you don't recognize.
- Annotate your Schoolwide Student List as students check in.
    - Write a "P" (present) next to the name of each student who checks in.
    - If a student is ineligible to test, mark their name with an "X" and dismiss them, and send them to the appropriate location for assignment to nontest activities.
    - After check-in is complete, put an "A" (absent) next to the name of any absent student.
    - Add student information for any student not on your original Schoolwide Student List. Use "M" to indicate students who are moved (see how to manage these requests later in this section). Also specify which room the student was moved to, if possible.
- Send students to the correct testing rooms. Station monitors at each entrance to help direct students.

Manage Classroom Check-In

If you're having students check in at their testing room, plan to have proctors use the room rosters in standard testing rooms and the NAR (in accommodated testing rooms) to check in students as they arrive. You'll use this information after testing ends to help you create a list for ordering makeup materials.

(SSD) *You'll need to process any requests to change from standard to accommodated testing (or the reverse) centrally. Anyone requesting such changes should be directed to the test coordinator.*

Staff should:

- Check ID for students they don't recognize. If a student from another school can't present acceptable ID, send them to the coordinator.
- Write a "P" (present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (absent) next to the name of any student who is absent.

- Add student information for any student not on the original room roster or NAR when a note is provided by the test coordinator.

Manage Late Arrivals

See Admitting Latecomers on page 40 for more information.

- Follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.

  - Note the change on your Schoolwide Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
  - Deliver test materials for the student to the late-arrivals room, and remember to update the Testing Room Materials Report form.

- Students who arrive after the timed test has begun in the late-arrivals room cannot test. They should be marked as absentees on your Schoolwide Student List for follow-up actions (e.g., add them to the list of students requiring a makeup).

Manage Requests to Change to Accommodated Testing on Test Day

If a student presents a College Board eligibility approval letter and requests to test with accommodations that require a new room assignment, follow these steps as long as you have appropriate materials and enough staff and space available:

- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

If a student requires specific accommodated materials that aren't available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately request materials for testing. If it's too late to order materials for testing in the accommodated window, call the SSD office. Blue accommodated test books can't be ordered through the makeup survey.

You can provide accommodations as long as a student provides an eligibility approval letter, or if they are noted on your NAR or display as approved in SSD Online. If none of these circumstances apply, contact the SSD office for instructions.

(SSD) *Make sure students are approved for accommodations (including the time and one-half support for EL students). Providing accommodations to students not approved will result in their scores being invalidated. Call the SSD office if you have any questions about providing accommodations to a student.*

Manage Requests to Waive Accommodations on Test Day

If a student requests to change from accommodated testing to standard testing, follow these steps as long as you have appropriate materials and enough staff and space available:

- Ensure the student has a signed letter indicating this request to waive approved accommodations (must be signed by the student or by a parent/guardian if the student is younger than 18). Keep the letter in the student's file for future reference. (Don't send it back to College Board.)
- Note the change on your Schoolwide Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can accommodate these students as long as you have enough materials, staff, and seats. If unable to test them, include these students in your list of absentees.

Photo ID is not required for students from your school who are familiar to the testing staff. If you're asked to test students who don't attend your school, you'll need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 56.

Admitting Latecomers

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

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

A few things to note about admitting latecomers:

- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning the test, the proctor must ensure that students admitted during these preliminary instructions complete these fields.
- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn't be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the first break occurs in other rooms.
- Ensure that testing in any late-arrivals room begins early enough to end before your normal school dismissal time.

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

Your Role During Testing

Maintain School Security

Test Observers and Visitors

Representatives from College Board, Educational Testing Service (ETS®), or administrators from your district or school may visit your school the day of the test or in the weeks preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or your district administration.

Staff, including assistants for students with approved accommodations, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. There are no exceptions. Keep unauthorized individuals away from secure testing materials and out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

If the media are present during a test, they must remain outside the building. Make sure their presence doesn't distract or disturb students. Stop any attempts to record or photograph the test administration. Call School Day Support about any media requests for test information or test coverage.

IMPORTANT: *If you have any concerns about an individual's authorization, contact School Day Support for verification before admitting that person to a testing room.*

Handle Escalations

As a test coordinator, you'll be called on to address many kinds of situations, most of which can be resolved on the spot. Always contact School Day Support if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Unauthorized visitors
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location
- Timing irregularities or other administration issues that may require a makeup test
- Observed rule violations that warrant dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing

Handle Dismissals

Don't allow students who have been referred to you for rule violations to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies provided in the *SAT School Day Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or follow your school's predetermined protocol for students dismissed from testing for rule violations (e.g., the principal's office). Students dismissed for rule violations aren't eligible for makeup testing.

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

Refer to the Irregularity Chart on page 58 for further instructions on handling specific dismissals.

Handle 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.
- No visible clocks or announcement of remaining test time.
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties.
- Apparent mistimings or distracting noise.
- Cheating.

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

Students with concerns can also contact College Board by the fourth weekday after the test date. (See contact information on the inside front cover of this manual if you need to provide this information to students.)

Report Test Administration Irregularities

Complete the Irregularity Report (IR)

The IR form is scanned, so use a No. 2 pencil and don't write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles completely.

IMPORTANT: *Always include the names of students and the answer sheet litho codes (8-digit serial number from bottom right corner of answer sheet) involved in an irregularity.*

- For all irregularities, fill in fields 1–4 (page 1) and field 10 (page 3) of the form.
  - In field 1, fill in "Form ___ of ___" (e.g., 1 of 3) at the top of the box.
  - In field 4a, write your 6-digit school (AI) code.
  - In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or makeup test date according to what administration you're reporting.
  - In field 4c, fill in the bubble if the irregularity has occurred during a makeup administration.

- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You'll need to note the date of birth and answer sheet litho code for each affected student.

- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.

- In all situations, provide as much detail as possible. Do not attach answer sheets to the IR, but return them with the other used answer sheets.

Using the Irregularity Chart

The Irregularity Chart on page 58 lists the most common irregularities along with the procedures and actions you should use in response to them. Where the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

IMPORTANT: *Contact School Day Support immediately for timing irregularities or other issues.*

Use the IR to record an irregularity, including:

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

Make sure reports are complete and explicit. Fill out just 1 form for each issue, even if it affects more than 1 student (such as mistiming).

Irregularities filed by proctors must be countersigned by the test coordinator, who should add any useful information. Tell students a report will be submitted, but inform them that if they feel they were affected, they can call to file a complaint no later than the fourth weekday after test day.

Proctor Role During Testing

Administer the Test

Prepare the Testing Room

Make sure proctors:

- Double-check that their testing room meets seating requirements, including guidelines for type and spacing of seats.
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts.
- Confirm the clock works and is visible from all seats in the room.
- Post information for students on the board.
- Read scripts exactly as written.
- Maintain security in the testing rooms.
- Have a plan to collect devices, such as mobile phones and smartwatches, from students, or have a designated area in the room for students to place their devices as they enter the room. Be sure to instruct students to power off their devices before collecting/storing them.

Count and Distribute Materials

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

- After receiving the materials from you
- After distributing materials to students
- After collecting multiple-choice test books
- Before they dismiss students from the testing room

Admit Students to the Testing Room

If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room, following the instructions in their manuals (see Manage Classroom Check-In on page 38). The proctor admits students 1 at a time, taking care to assign them seats at random or by prearrangement. The proctor verifies students have powered off their mobile phones as they are admitted to the room.

Monitor and Time the Test

- The proctor times the test following the instructions in their manuals (see Timing of the Test and Breaks on page 37).
- Once testing has begun, the proctor completes the seating chart on the back of the Testing Room Materials Report form.
- The proctor walks around the room at regular intervals to check that students are working on the correct section in the test book and on the answer sheet.

IMPORTANT: *Staff shouldn't, under any circumstances, review the test sections on answer sheets for completeness or make any corrections or changes to the marks made on them.*

Maintain Security in the Testing Room

Preventing Copying and Communication

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

- Ensure proper spacing between students and watch for roaming eyes to prevent copying and communication during testing.
- Watch for possession of mobile phones or other prohibited items.
- Be on the lookout for cheat sheets written on paper, calculators, or skin/clothing and shoes/footwear.
- Carefully observe students using calculators. A mobile phone can be disguised as a calculator.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

🔒 *Staff must always note any suspicious activities on the IR. They should immediately report significant problems or events that interfere with specific testing procedures or compromise test security.*

Monitor Breaks

Testing staff need to monitor students during breaks to make sure they don't discuss the test or access calculators, phones, or prohibited aids.

Report Irregularities

If proctors encounter security breaches or other situations that affect the test, they need to follow the reporting procedures provided in their manuals. These procedures are similar to those followed by the test coordinator, as explained in Report Test Administration Irregularities on page 41.

SSD Coordinator Role During Testing

Administer Accommodations

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

Prepare Computers for Accommodated Testing

Students may be approved to use a computer for taking the entire test with certain formats. For students using formats delivered on flash drives (ATC) or via streaming app (pre-recorded audio), staff should set up each computer for the appropriate test format before test day.

Before testing begins, the SSD coordinator assists the staff in setting up computers as follows:

- **For the pre-recorded audio (MP3 via streaming) format:** Ensure each student's computer is powered on and connected to the internet.

  - Confirm the volume on each computer is unmuted.
  - Launch the application on each computer and follow any other instructions for preparing computers before admitting students to the testing room.

- **For test formats on flash drive:** Ensure each student's computer is powered on and the flash drive inserted. Disconnect the computer from any networks and from the internet.

  - Disable camera and recording functionality.
  - Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren't flagged by software running on the computer.

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

  - Leave flash drive packages on the students' desks so students can reference them during testing.

- Students should use earphones when testing with pre-recorded audio formats or text-to-speech software. Bluetooth features aren't allowed. If earphones aren't available, the student should be tested in a one-to-one setting.

The *SAT School Day Accommodated Testing Manual* contains detailed instructions on how to administer the test to students with accommodations, including (but not limited to):

- Extended time
- Accommodated breaks
- Large print
- Pre-recorded audio (MP3)
- ATC format
- Braille with raised line drawings
- Raised line drawings
- Human readers
- Scribes

Be sure any staff testing students with these accommodations are familiar with this information and have the manual at hand.

After the Test

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

Collect Testing Materials

You'll need to collect all the materials you provided to proctors in the testing room materials packets. If you created Testing Room Cover Sheets, check to make sure you received everything you distributed in the packets. Use your Testing Room Materials Report forms to ensure all serialized multiple-choice test books have been returned.

Collect Materials from Proctors

- ☐ Testing Room Materials Report form (or testing manual), with completed seating chart on the back.
- ☐ Annotated room roster and/or NAR.
- ☐ Multiple-choice test books, both used and unused.
- ☐ Any additional test materials related to accommodated testing (such as test books with answers, USB flash drives, etc.).
- ☐ Answer sheets, both used and unused (see What Is a Used Answer Sheet? later in this section). Make sure there are no answer sheets remaining inside test books.
- ☐ Any completed IRs.
- ☐ *Student Answer Sheet Instructions*.
- ☐ Supplemental Instructions memo, if applicable.
- ☐ Any printed translated testing instructions and copies of oral instructions.
- ☐ Any word-to-word dictionaries.
- ☐ Any completed Request to Cancel Test Scores forms.

Also perform these tasks:

- ☐ Using the Testing Room Materials Report forms, verify the materials returned by each proctor match the materials you initially issued to them.
- ☐ Ensure the proctor or support staff have transcribed answers to a scannable answer sheet when necessary: for answers recorded in the test book, use of a braille device, or use of a computer to record answers.
- ☐ **Count materials by hand.** Record your counts for use on the CRF. As you count, do a spot check to ensure that all required information is filled in on the front (fields 1–9) and back (fields A–C) of the answer sheets. If any fields on the front of the answer sheet have been skipped, make sure that the information is printed on the student's pre-ID label.

- ☐ Ask each proctor to double-check their 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, contact School Day Support immediately. Report the incident on an IR. Speak with School Day Support before returning any test materials.*

- ☐ Make sure each staff member has signed the Testing Staff Agreement.
- ☐ Review and sign IRs. Confirm your school (AI) code is gridded correctly. If needed, complete additional IR(s). Note any student irregularities that may require a makeup.
- ☐ Release staff members.

What Is a Used Answer Sheet?

An answer sheet is considered used if it has 1 or more answers to test questions gridded in.

Answer sheets are also considered used if they have demographic information or labels but no test responses (i.e., absentees). Store these securely until all accommodated window testing and any makeup testing is complete. Return these in the last outgoing used answer sheet return shipment, being sure to count them in the total number of used answer sheets on the CRF.

Sort Answer Sheets, Test Books, and Forms

Once you've collected all the materials from the proctors and reconciled them, you'll need to sort them before filling out the CRF and packing materials for return or secure storage.

Answer Sheets

Separate the answer sheets into the following groups (see What Is a Used Answer Sheet? earlier in this section if you need clarification).

To be placed in storage:

1. Completely blank, unused answer sheets. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. Destroy any blank, unused answer sheets once makeup testing is complete.

2. Answer sheets that have student information (i.e., a pre-ID label and/or student's gridded information) but no answers marked for the test questions. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing.

If not used for testing, return them with other used answer sheets after all accommodated and makeup testing is completed.

3. Used answer sheets for accommodated testing with students listed on the NAR who need to complete Day 2 of testing. Place these answer sheets in secure storage for the next day of testing in the accommodated window.

To be returned in the primary test day answer sheet return shipment:

1. Used answer sheets for standard testing with no accommodations.

2. Used answer sheets for students listed on the NAR who completed testing on the primary test date. Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.

(SSD) *The answer sheet of any student listed on the NAR who tested with their approved accommodations must be returned in the white Accommodated Testing Envelope for accurate scoring, including students who tested with the time and one-half EL support or tested in the standard room (for example, with 14-point test book).*

Test Books

- Separate standard test books from alternate test formats.

  - Keep any blue accommodated materials for use in the window separate, and securely store them for later testing.

- Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets. Ensure the test book says "Answers in Test Book" on the cover.

- Set aside all other unused test books for return (new materials will need to be ordered for makeup testing).

Forms and Other Materials

Sort any materials that will be included inside return envelopes in the return shipment. These include Testing Room Materials Report forms, Testing Staff Agreement forms, room rosters, NARs, IRs, and Request to Cancel Test Scores forms.

Make copies of any forms if necessary. Refer to Store Materials for Your Records on page 50 for guidance.

For all other materials, refer to What to Do with Materials later in this section for what you should keep or destroy.

Prepare Documentation
Complete the CRF

Fill out a CRF for the shipment of testing materials you're returning.

☐ **Testing on the primary test date:** Fill out and return a CRF with answer sheets for all students who completed testing on the primary test date, including those with accommodations or EL supports. Select the primary date in field 3 as your administration date and leave field 4 blank.

☐ **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for these students. Select the primary date as your administration date in field 3 and select the last day you tested students in field 4.

☐ **Makeup testing:** At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on the makeup date. Select the makeup date as the administration date in field 3. (Do **not** return answer sheets for students who tested on the primary test date or during the accommodated window in this shipment.)

IMPORTANT: *Remember to include in your last answer sheet shipment any answer sheets with student information but no answers recorded. Include these in the count recorded on the CRF.*

Complete the CRF for Off-Site Testing Locations

Off-site test coordinators should follow the same procedures to fill out the CRF for off-site testing, making sure to fill in the assigned school (AI) code in field 2.

Ensure Completeness of Room Rosters

Once you've collected all materials from proctors, carefully check each room roster and NAR against your final Schoolwide Student List (if you created one), noting the room assignment and testing room code of each student. Having an accurate, final list of test takers provides important information to College Board, particularly when discrepancies arise. For this reason, we strongly suggest you make a copy of either the room rosters or the Schoolwide Student List for your files before you return the original(s) with the CRF and used answer sheets.

The final annotated NAR must be returned in the white Accommodated Testing Envelope with the used answer sheets for students listed on it.

Common Errors That May Delay Score Reporting

Use care to avoid these common issues:

- The number of used answer sheets received does not match the number of used answer sheets reported on the CRF.
- The school (AI) code on the CRF is incorrect.
- The test coordinator didn't complete the CRF in pencil.
- Used answer sheets are returned with the test book shipment.
- Used answer sheets for students with accommodations or supports who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets aren't returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return later in this section.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- Materials aren't returned in a timely fashion (see Return Timetable on page 49 and Schedule Pickups and Ship Materials on page 49).
- The school didn't use the provided label(s) and/or didn't record tracking number(s).

IMPORTANT: *Please make sure students fill out their answer sheets correctly and the information on the CRF is complete and correct.*

Pack Materials for Return

Pack Used Answer Sheets, Forms, and Envelopes for Return

IMPORTANT: *Using the prelabeled UPS Express Pak(s) or box(es) provided with your test materials is the only way to ensure your answer sheets will be correctly returned and processed.*

In your test materials shipment, you received 1 or more boxes or UPS Express Paks that you must use to return your answer sheets and associated forms and envelopes. Each carton or UPS Express Pak will have a UPS return label and a dark pink or green label affixed to the outside. **Use the package with the dark pink label to return answer sheets of test takers who completed testing on the primary test day (both standard and accommodated). Use the package with the green label to return answer sheets for testing completed during the accommodated testing window.**

Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and total number of answer sheet return packages included in the shipment—e.g., "Box 1 of 2." (Don't count your test book return packages in the total number of answer sheet return packages.)

The used answer sheet shipment includes the items specified in the Returning Used Answer Sheets and Forms diagram in this section. Place items in the box or UPS Express Pak **from bottom to top** in the order shown. Don't use rubber bands or other fastenings that might damage the answer sheets.

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

Place ancillary items, which include the following, directly on top of the standard used answer sheets:

- Used answer sheets for standard test takers associated with a reported irregularity. (The associated IR should be returned in the Gray-Bordered Envelope.)
- Used answer sheets for standard test takers with misplaced marks, clipped together by student.
- Test books with answers to be transcribed because of insufficient or defective answer sheets.

Place the following items in the white Accommodated Testing Envelope:

- Annotated NAR (required for scoring).
- Used answer sheets (standard or large print) for students listed on the NAR.
- Any test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets.
- Any computer pages or braille pages, all clipped to the corresponding answer sheets.
- Any scratch paper, with student's name clearly written on each page.
- Any answer sheets for students listed on the NAR that are associated with an irregularity (such as misplaced marks or defective answer sheets). The associated IR should be returned in the Gray-Bordered Envelope.

Place the following items in the Gray-Bordered Envelope:

- Testing Room Materials Report forms with seating charts.
- SAT Testing Staff Agreement form with staff signatures.
- SAT Request to Cancel Test Scores forms (if any).
- If applicable, defective test books or defective flash drives in their original packaging.
- Test books associated with specific irregularities that require the test book to be attached to the IR (e.g., attempted theft of a test book).
- Any other IRs from the administration.

Place your Annotated Schoolwide Student List (or individual room rosters) on top of the Gray-Bordered Envelope. Then place the completed CRF on top of all other materials.

Make sure to record the tracking number for all of your shipments and keep them on file for 6 months.
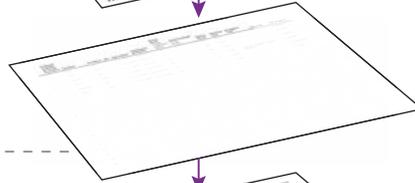
Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

6 **Coordinator Report Form (CRF)**
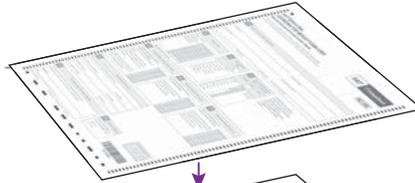
5 **Annotated Schoolwide Student List (or Room Rosters)**
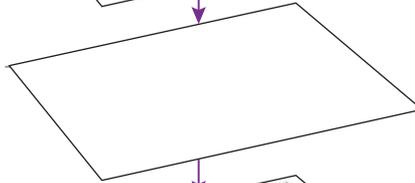Include a copy of your Schoolwide Student List or a copy of each room roster with any notations
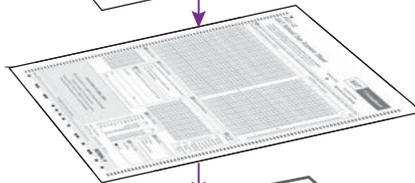
4 **Gray-Bordered Envelope**

3 **White Accommodated Testing Envelope**

2 **Ancillary items** (if any)

Refer to the instructions in this section of the manual for how to pack the Gray-Bordered and white Accommodated Testing Envelopes and for a list of materials to include as ancillary items.

1 **Standard used answer sheets**
(for students not listed on the NAR)

Prelabeled Shipping Box
(or UPS Express Pak)

UPS Return Label
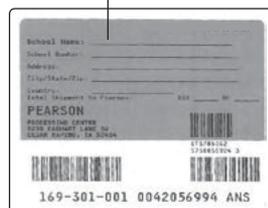
Colored Label

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

Don't forget to:

- Put forms and envelopes in the first box of answer sheets with the CRF on top.
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- For each shipment, clearly mark each carton as a set (e.g., "Box 1 of 2").
- Use the correct prelabeled package for each shipment—primary test date, accommodated window, or makeup testing.
- Make sure package labels are legible and complete.

Pack Test Books for Return

You'll receive loose test book UPS return labels with your test materials shipment. Reuse the boxes that your original test materials arrived in and apply the test book UPS return labels to them. Cover or remove any existing labels on the exterior of the shipping cartons. Before packing, check to confirm there are no used answer sheets inserted in test books.

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

Place items in the box **from bottom to top** in this order. Confirm the correct order of materials using the diagram Returning Test Books.

- Used and unused test books. Confirm no answer sheets have been left inside test books.
- Used and unused alternate test formats, such as flash drives, braille with raised line drawings, reader scripts, etc. Place flash drives in their original packaging before packing them in the return box.

Returning Test Books

① Pack

Use carton(s) from original test materials shipment and include only the items listed for each shipment:

Primary

1. Used and unused **purple** test books

Accommodated window

(Once all students designated to test in the window have completed testing)

1. Used and unused alternate test formats, if any (place flash drives in original packaging)
2. Used and unused **blue** test books

Makeup

1. Used and unused alternate test formats, if any (place flash drives in original packaging)
2. Used and unused test books
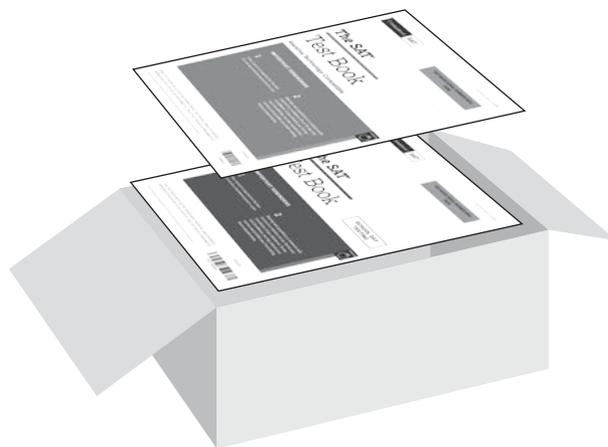
② Seal

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

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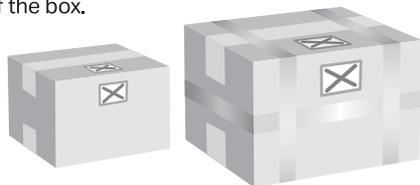
③ Label

- Use the supplied UPS return labels from your test book materials shipment.
- Place one label on each box. Don't put two UPS return labels on one box. Make sure each label can be clearly read.
- Copy the UPS tracking number (starting with "1Z" in the center of the label) for your records and to schedule your UPS pickup.

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

④ Ship

Test coordinators will schedule their own pickups with UPS to return materials shipments no later than:

1. Day after primary test day
2. Day after accommodated testing has completed (but no later than end of the window)
3. Day after makeup testing

Important Notes

- Don't return any answer sheets, used or unused, in this shipment. Make sure there aren't any answer sheets inside test books.
- For each shipment, clearly mark all packed test book cartons as a set (e.g., "Box 1 of 2").
- If your return labels are missing, contact School Day Support.

Return Materials

You'll receive enough return materials for 3 pickups: 1 for primary testing, 1 for accommodated window testing, and 1 for makeup testing (as applicable).

When returning materials:

- Remember to return answer sheets promptly after testing to avoid scoring delays.
- Give your package to the UPS driver or responsible person to ensure chain of custody for the shipment.
- **Don't use a drop box for shipping test materials.**
- Record tracking numbers for your records and for monitoring shipping progress.
- If you need assistance with shipping, contact School Day Support.

Schedule Pickups and Ship Materials

Test coordinators will schedule their own return material shipments for the primary test date, the end of the accommodated testing window, and the makeup date. You'll receive an email closer to test day with more detailed information about materials return procedures.

Arrange for packages to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.

- If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.
- If UPS doesn't make a daily stop at your school, schedule a pickup at **ups.com**, or call 800-PICK-UPS (800-742-5877).
  - ◆ **Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.**
  - ◆ You can also take packages to any UPS counter, but **don't** place materials in a UPS drop box.

You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment. (Detailed instructions to arrange a pickup on **ups.com** can be found at **satsuite.collegeboard.org/media/pdf/sat-sd-ups-self-service-overview.pdf**.)

- Write down your UPS package tracking number(s) for your records.
- If UPS isn't available in your area, contact School Day Support for further guidance.

Return Timetable

For testing completed on the primary test date, return materials no later than the day after the primary test administration.

For testing in the accommodated testing window, return materials the day after all accommodated testing is complete, but no later than the end of the accommodated window.

For makeup testing, return materials no later than the day after the makeup test administration.

Make sure to record the tracking numbers for all of your shipments and keep them on file for 6 months.

Makeup Ordering

You'll receive an email on test day with instructions on how to order materials for students who were absent on test day or experienced an irregularity. Place the makeup order as soon as possible and **no later than 2 days** after the primary test date.

Students testing with blue accommodated materials should use the books that arrived in the original test materials shipment and complete testing during the accommodated window.

Submitting Payment

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

Guidelines for Fee Payment

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

Reviewing Your Processed Answer Sheet Roster

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

Store Materials for Your Records

Securely store copies of the following for your records for 6 months:

- Annotated Schoolwide Student List (if applicable)
- Room rosters
- NAR
- Tracking numbers
- IRs
- CRF(s)
- Testing Room Materials Report forms
- Signed SAT Testing Staff Agreement form
- List of testing rooms, assigned testing room codes, and assigned staff
- Invoice
- Any signed letters from parents/guardians for students waiving their approved accommodations

What to Do with Materials

🔒 *In this table, "securely destroy" means to shred or otherwise render unreadable.*

HOW TO HANDLE TEST MATERIALS AFTER TESTING IS COMPLETE

Test Materials	Return	Keep Copies for Your Records	Destroy
CRF	Yes—in each answer sheet return shipment	Yes	No
Used answer sheets containing student responses to test questions	Yes—in answer sheet return shipment	No	No
Used answer sheets containing student responses to test questions (regular and large print) for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Answer sheets with demographic information and/or label but no test question responses (absentees)	Yes—securely store until all testing is complete and then return with last answer sheet shipment	No	No
Completely blank unused answer sheets	No	No	Yes—after all testing is complete
Answer sheets with incorrect pre-ID labels (if applicable)	No	No	Yes—securely destroy
Unused pre-ID labels (if applicable)	No—store securely if needed for accommodated or makeup testing	No	Yes—securely destroy after all testing is complete
Student Answer Sheet Instructions	No	No	Yes—after all testing is complete
Standard and accommodated test books (used and unused) from primary test date	Yes—in test book return shipment(s)	No	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Accommodated test books and alternate test formats (used and unused) from window testing	Yes—in test book return shipment(s) once window testing is complete	No	No
Test books for students approved to write answers in their books	Yes—clipped (not stapled) to corresponding transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books for standard testing and for students listed on the NAR	Yes—clipped to IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Computer pages or braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Student scratch paper used in accommodated testing	Yes—with student's name written on each page, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Annotated Schoolwide Student List (if used)	Yes—in answer sheet return shipment	Yes	No
Room rosters	Yes—in answer sheet return shipment if all information was not transferred to your Schoolwide Student List	Yes	No
Annotated NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
Testing Room Materials Report forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
SAT Testing Staff Agreement form	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
Completed Request to Cancel Test Scores forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	No	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Online invoice	Print for your records	Yes	No
Signed parent or guardian letter allowing student to waive accommodations	No	Yes—keep in student's file	No
List of testing rooms, with testing room codes (if used), and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Printed copies of spoken test directions for approved students	No	No	Yes
Translated directions for EL students	No	No	Yes
Word-to-word dictionaries for EL students	No	No	Keep for future use
Pre-ID Label Instructions	No	No	Yes
Manuals	No—store securely if needed for makeup testing	No	Yes—after all testing is complete
ATC standalone scripts	No	No	Yes
Leftover unused reports, forms, envelopes, flyers, or posters	No—store securely if needed for accommodated or makeup testing	No	Yes—after all testing is complete
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for accommodated or makeup testing	No	Yes—after all testing is complete
Leftover copies of *SAT School Day Student Guide*	No	No	Keep for future use

Appendix

Overview of Timing and Breaks

OVERVIEW OF TIMING AND BREAKS

	Section 1 Reading	Section 2 Writing and Language	Section 3 Math Test – No Calculator	Section 4 Math Test – Calculator	Total SAT— testing + breaks
Script 1 Standard Time (Standard and Accommodated Rooms)	65 minutes	35 minutes	25 minutes	55 minutes	3 hours, 15 minutes
	10-min. break		5-min. break		
Script 2 Standard Time with Extra Breaks	33 minutes	35 minutes	25 minutes	28 minutes	3 hours, 25 minutes
	5-min. break			5-min. break	
	32 minutes			27 minutes	
	5-min. break	5-min. break	5-min. break		
Script 3 Time and One-Half (+50%) 1-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	4 hours, 57 minutes
	5-min. break			5-min. break	
	49 minutes			41 minutes	
	5-min. break	5-min. break	5-min. break		
Script 4 Double Time (+100%)	65 minutes	70 minutes	50 minutes	55 minutes	6 hours, 20 minutes
	5-min. break			5-min. break	
	65 minutes			55 minutes	
	5-min. break	5-min. break	**End Day 1**		
Script 5 Pre-recorded Audio (MP3) Users	65 minutes	58 minutes	50 minutes	55 minutes	7 hours, 10 minutes
	5-min. break	5-min. break		5-min. break	
	65 minutes	57 minutes		55 minutes	
	5-min. break	**End Day 1**	5-min. break		

Timing That Requires Combined Scripts

TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

	Section 1	Section 2	Section 3	Section 4	
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Total SAT— testing + breaks
Scripts 1 & 4 Double Time (+100%) for Math Only	SCRIPT 1		SCRIPT 4		4 hours, 45 minutes
	65 minutes	35 minutes	50 minutes	55 minutes	
				5-min. break	
				55 minutes	
	10-min. break	5-min. break	5-min. break		
Scripts 1 & 3 Time and One-Half (+50%) for Math Only	SCRIPT 1		SCRIPT 3		4 hours, 6 minutes
	65 minutes	35 minutes	38 minutes	42 minutes	
				5-min. break	
				41 minutes	
	10-min. break	5-min. break	5-min. break		

Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. **Call School Day Support if you aren't sure about a calculator that's not on this list.**

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.

- All 4-function calculators are acceptable but not recommended.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	FX-9860 series
FX-6200 series	CFX-9800 series
FX-6300 series	CFX-9850 series
FX-6500 series	CFX-9950 series
FX-7000 series	CFX-9970 series
FX-7300 series	FX 1.0 series
FX-7400 series	Algebra FX 2.0 series
FX-7500 series	FX-CG-10
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-50
FX-8000 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8500 series	
FX-8700 series	Graph25 series
FX-8800 series	Graph35 series
FX-9700 series	Graph75 series
FX-9750 series	Graph95 series
	Graph100 series

HEWLETT-PACKARD

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

SHARP

EL-5200	EL-9600 series (Using the stylus is not permitted.)
EL-9200 series	
EL-9300 series	EL-9900 series

TEXAS INSTRUMENTS

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

RADIOSHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	NumWorks
Micronta	Smart[2]

Unacceptable Calculators

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

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

Photo ID Requirements

Acceptable IDs

You're not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

ID Requirements

Photo IDs aren't required for SAT School Day testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2021-22 is valid through December 31, 2022, and is **not** acceptable for spring 2023 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Resources at **sat.org/schoolday-downloads** (must be prepared by the student's school or signed by a notary if a student is homeschooled)

Unacceptable IDs

Types of Identification to Reject

- Any document that doesn't meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

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

Additional Instructions for Administering Pre-recorded Audio with Flash Drives

Using Pre-recorded Audio Flash Drives (for Approved Schools)

Set Up Computers for Pre-recorded Audio Flash Drives

An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the pre-recorded audio streaming application. The pre-recorded audio flash drive contains read-only files and a built-in player to deliver the test.

Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

Follow these steps for all devices to prepare for testing with the pre-recorded audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student's last name, first name, and middle initial on the back of the flash drive packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you're inserting each flash drive into the same computer the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

Set Up PCs or Macs

- Open the flash drive.
  - On both PCs and Macs, find the icon in the lower left corner of your screen.
  - On a Mac, select the icon to open **Finder**. You should see a description of the drive in the pop-up list under **Devices**.
  - On a PC, select the icon and select **File Manager** or **File/Windows Explorer**. The flash drive will appear in the list labeled **This PC** or **Computer**.
  - Select the name of the flash drive (which appears as a 6-digit number).

- Start the software:
  - Select the software application, labeled **Start** (".exe" on PC or ".app" on Mac).
  - A media player named Flux Player will launch.
  - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

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

Before and During Test Day

See the Appendix in the *SAT School Day Accommodated Testing Manual* for additional instructions on what to do before and during testing.

Troubleshooting for Pre-recorded Audio Flash Drives

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:

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

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

Additional Information About Administering Pre-recorded Audio on Flash Drives

Consult the *SAT School Day Accommodated Testing Manual* for additional information about administering the pre-recorded audio format on flash drives. The manual's appendix includes detailed instructions on posting information for students, using the pre-recorded audio testing script with flash drives, and closing media players and collecting flash drives after testing is completed.

Irregularity Chart

HOW TO HANDLE IRREGULARITIES

Irregularity	What You Should Do	How to Fill Out the IR
Test Site Issues		
Test site closing/ cancellation of testing 📞 Call School Day Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: ▪ Notify your principal or district. ▪ Notify campus/building security. ▪ Notify students of the cancellation. Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. Order makeup materials as soon as possible.	Explain circumstances and impact of issue. Bubble Page 1, Section 6— "Disturbance/interruption." Include a list of students affected.
Suspension of testing due to active threat Contact law enforcement if warranted.	If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site: ▪ Follow your school's procedures for lockdown or evacuation. ▪ Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials. **Important:** Weapons don't include religious items (e.g., Kirpan) or small pocket knives or multi-tools.	Explain circumstances, impact of issue, and section(s) affected. Bubble Page 1, Section 6— "Test site environment issue."

Interruption 📞 Call School Day Support if the interruption (e.g., fire alarm) can't be resolved.	▪ Provide clear instructions for student and staff safety.
	▪ Direct students not to talk or use electronic devices.
	▪ Collect test books and answer sheets, if necessary, while maintaining safety. Ensure the room is locked if everyone must leave.
	▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers.
	▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.
	▪ If testing must be canceled, your primary test date materials can't be kept or used for makeup testing (see "Test site closing/cancellation of testing"). The test coordinator must:
	  – Order makeup materials immediately.
	  – Securely store all primary test date test materials. As soon as possible, pack and return all primary test date test materials following the instructions in After the Test on page 44.
	  – Notify students they'll take a makeup test.
		Note the source, length, and impact of the interruption and the section(s) affected.
		Bubble Page 1, Section 6— "Disturbance/interruption."
		Fill in the number of affected students in field 6a and the testing room code in field 6b. If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes (8-digit serial numbers) in Section 11.

Irregularity	What You Should Do	How to Fill Out the IR
Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing ☎ Call School Day Support immediately.	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books don't correspond with those on the shipping notice.	Bubble Page 1, Section 6— "Missing materials."
Missing materials during testing ☎ Call School Day Support immediately.	▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Don't allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, put monitor in charge of the testing room and contact the test coordinator. **Test coordinator:** Follow instructions from School Day Support for ordering makeup materials.	Explain the circumstances fully. Bubble Page 1, Section 6— "Missing materials." Fill in the testing room code in Box 6b. In the Comments section, note the serial number of any missing test books.
Missing test book after testing ☎ Call School Day Support immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a College Board representative.	Explain the circumstances fully. Bubble Page 1, Section 6— "Missing materials." Fill in the number of students affected in Section 6a, fill in the testing room code number in Section 6b, and list the affected student(s) on Page 4, Section 11.
Insufficient number of answer sheets ☎ Call School Day Support immediately.	If you don't have enough answer sheets for all students testing, call School Day Support immediately for instructions on how to proceed.	Bubble Page 2, Section 7b, Other Issue—"Other" and write "Insufficient answer sheets."
Defective answer sheet	▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with the next question. – If testing time is lost because of a defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration. – **Important:** After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), gender (8), test type (9), and fields A–D on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together. – Return with other used answer sheets. ▪ If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of answer sheets."	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR. Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe in the Comments section on Page 3. If there are 2 answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue— "Student needed second answer sheet."

Irregularity	What You Should Do	How to Fill Out the IR
Defective test book or flash drive ☎ Call School Day Support immediately if the defect appears in several test books.	▪ Replace the defective book or flash drive if you have an extra with the same cover/packaging that doesn't have the same defect. If able to replace, direct the student to continue testing with original answer sheet. ▪ If the defective test book or flash drive causes a loss of testing time, allow the student to make up the time for that section at the end of test administration. ▪ If the test book or flash drive can't be replaced, dismiss the student and tell them they'll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance. ▪ On the front cover of the test book or flash drive packaging, print "Defective" and identify error, school code, and location and nature of defect.	Identify the student. Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR. Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe.
Pre-recorded audio (MP3) streaming issues ☎ If administration is compromised, call the SSD office immediately.	▪ Consult Troubleshooting for Pre-recorded Audio Streaming on page 28 for more information. ▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.	Note the impact of the issue and section(s) affected. Bubble Page 1, Section 6— "Defective/incorrect materials" (for a group). Bubble either Page 2, Section 7b, Defective Materials Issue—"Blank or defective MP3 audio or ATC test format," or Page 2, Section 7b, Defective Materials Issue—"Intermittent problems with MP3 audio or ATC test format," as appropriate (for an individual).
Security Violations/Student Rule Violations		
Observed rule violations ☎ Call School Day Support immediately.	If you observe a student removing an answer sheet, test book, or parts of a test book; or attempting to impersonate another student: ▪ Note the student's name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room. ▪ If the student attempted to remove all or part of a test book, on the front of the test book, note the student's name and write "Attempted theft of test book." ▪ If pages are missing or damaged, indicate which pages on the IR. **Test coordinator:** Don't dismiss the student until you have called School Day Support.	Attach test book to IR. Provide the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—"Student removed or attempted to remove test materials" or "Student impersonated another student." Note test book serial number and, if applicable, pages and sections.
Student leaves during test	▪ If a student is leaving due to illness, see the Irregularity Chart entry for "Illness." ▪ If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don't know who left the room for a break. ▪ If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.	Attach test book to IR. Provide the student's name. Bubble Page 2, Section 7b, Student Error/Issue—"Student left early/left without permission." Note test book serial number and, if applicable, pages and sections.

Irregularity	What You Should Do	How to Fill Out the IR
Test book misuse/ working on the wrong section	If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:	If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student's name.
	▪ Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.)	Bubble Page 2, Section 7b, Student Errors/Issue—"Student worked after time called," or "Student worked on wrong section," or "Student obtained improper access to test/part of test."
	▪ If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.	Note the duration of the violation, if applicable.
	▪ Fill out an IR.	
	▪ Return answer sheets with other used answer sheets.	
Use or possession of test content/ answers 📞 Call School Day Support.	If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:	Bubble Page 2, Section 7a, Action Taken—"Dismissed."
	▪ Collect the device, answer key, or other prohibited aid.	Bubble Page 2, Section 7b, Student Errors/Issue—"Student gave or received help," or "Student used a phone or prohibited device, or it made noise." Mention any other relevant specifics, such as use of an answer key, in the Comments section on Page 3.
	▪ Follow procedures to dismiss the student from the testing room:	
	– If possible, check the student's ID and inform them that you must write up the incident and that their scores will be canceled.	
	– Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.	
	▪ Before returning any devices to the student, the coordinator should:	
	– Determine if images of test content were captured and/or distributed.	
	– Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.	
	– After collecting evidence, ensure that any test content is deleted before the device is returned to the student.	
	▪ Don't return any written answer keys to student. Any written answer keys and/or images of answer keys should be sent to College Board for investigation.	

Irregularity	What You Should Do	How to Fill Out the IR
Noise or disturbances made by prohibited devices	Your action will depend on whose possession the device is in when it goes off. If a student's prohibited device produces noise or other disturbances while in their own possession: ▪ Follow the instructions in "Observed with prohibited devices." If a student's phone produces noise or other disturbances while in the proctor's possession or stored away from the student's desk: ▪ This shouldn't be considered grounds for immediate dismissal, as long as the device isn't under the desk or otherwise in the student's possession. ▪ The proctor should turn off the phone to prevent additional disturbances during testing. ▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal. ▪ You don't need to report these actions on an IR.	An IR is not needed for an initial warning.
Observed with prohibited devices Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.	If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device: ▪ Tell the student to hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned. The student will not be eligible for a makeup. ▪ If test content is detected on the device, follow instructions in this chart under "Use or possession of test content/answers" to collect and inspect any prohibited aids or electronic devices. ▪ Collect the test book and answer sheet and dismiss the student from testing. Don't readmit the student to the testing room. **Test coordinator:** If you suspect the device was used to share test information, immediately call School Day Support while the student is still present.	Note that the device made noise or was in use. Attach the test book to the IR. Provide the student's name. Bubble Page 2, Section 7a, Action Taken—"Dismissed"—and Did student complete testing?—"No." Bubble Page 2, Section 7b, Student Errors/ Issue—"Student used a mobile phone or prohibited device, or it made noise." Indicate the type of prohibited aid used in the Comments section on Page 3.
Calculator misuse/ prohibited aids (Unless approved as an accommodation)	If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 17) either during the test or during breaks: ▪ Warn the student individually to stop use of the prohibited aid. ▪ Tell the student that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ If the student continues, collect the test book and answer sheet and dismiss the student. ▪ On the front cover of the test book, note the student's name and write "Prohibited item." ▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed in this chart under "Observed with prohibited devices."	Attach the test book to the IR. Provide the student's name. Bubble in Page 2, Section 7a, Action Taken and "Did student complete testing?" as appropriate. Bubble Page 2, Section 7b, Student Errors/ Issue—"Student used an unauthorized aid." Indicate the type of aid used in the Comments section on Page 3. For students using a calculator on a noncalculator section, bubble Page 2, Section 7b, Student Errors/ Issue—"Student used calculator on a noncalculator section."

Irregularity	What You Should Do	How to Fill Out the IR
Refusal to follow instructions 📞 If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving or receiving help/information, or discussing test questions: ▪ If the student is using an electronic device to share information or test content, follow instructions under "Use or possession of test content/answers" to collect and inspect any prohibited aids or electronic devices. ▪ Inform the student that you must write up the incident and that their scores will be canceled. ▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room. **Test coordinator:** Do not dismiss student until you have spoken to a College Board representative.	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the IR. Bubble Page 2, Section 7a, Action Taken—"Dismissed"—and Did student complete testing?—"No." Bubble Page 2, Section 7b, Student Errors/Issue—"Student failed to follow test administration regulations" or "Student gave or received help."
Misadministration		
Seating requirements not followed	See Seating Requirements on page 10. If these regulations aren't followed, fill out the IR.	Bubble Page 1, Section 6—"Staff did not follow seating requirements." Fill in the testing room code in field 6b and list the affected students in the Comments section.
Accommodations given that were not approved (Including time and one-half support for EL students)	▪ Stop testing and collect the student's test materials and answer sheet. ▪ Advise the student that they received accommodations that were not approved and the school will contact them about a makeup. ▪ Dismiss the student. ▪ The student is eligible for a makeup. 　– Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible. 　– If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. 　– If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office.	Provide the student's name. Note accommodation given and actions taken. Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."

Irregularity	What You Should Do	How to Fill Out the IR
Approved accommodations not given	▪ Advise the student that their approved accommodations were inadvertently not provided. ▪ Offer the student the option to continue testing without the approved accommodations or to stop testing. ▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options. ▪ The student may be eligible for a makeup. – Add the student to your list of possible makeups needed and order makeup testing materials. – If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials. – If the student is approved for accommodations that are administered in the accommodated testing window, contact the SSD office.	Provide the student's name. Note accommodation not given and actions taken. On Page 2, Section 7a, Student Information, indicate whether student completed testing or not. Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."
Disturbance or other distractions 📞 Call School Day Support if guidance is needed or the problem can't be resolved.	If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, etc.) or move the students. If testing must be interrupted: ▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. ▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted. ▪ If evacuation is required, refer to "Interruption" earlier in this chart. ▪ Note stop time and inform students that the testing time will be adjusted. ▪ Once testing resumes, adjust testing time. ▪ Tell students to send a test day complaint email (address in the front of this manual) by the fourth weekday from the test date if they feel they were affected. ▪ If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.	Note the length and impact of the disturbance. Bubble Page 1, Section 6—"Disturbance/interruption." Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section.
Undertiming 📞 Call School Day Support.	▪ If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students. ▪ Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed. ▪ Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6—"Undertiming" (for a group), or Page 2, Section 7b, Student Errors/Issue—"Test was undertimed" (for an individual).

Irregularity	What You Should Do	How to Fill Out the IR
Overtiming 📞 Call School Day Support.	**Proctor:** End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections. **Test coordinator:** Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.	Note the section(s) affected and length of timing discrepancy. Ensure the start and stop times are included. Bubble Page 1, Section 6—"Overtiming" (for a group); or Page 2, Section 7b, Student Errors/Issue— "Test was overtimed" (for an individual). Complete the Comments section and student information, and sign.
Testing staff issues 📞 If staff actions potentially have caused a misadministration, call School Day Support.	In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. **Test coordinator:** If the behavior persists or if incorrect materials are used during the administration, call School Day Support immediately.	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—"Test delivery issue" (for individual irregularities)— choose correct issue from list. Complete the Comments section and student information, and sign.
Student Issues		
Student changing from standard to accommodated	When a student requests to test with accommodations, follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 39.	No IR is needed.
Excessive breaks This irregularity does not apply to students approved for "breaks as needed." 📞 Call School Day Support if there is a security concern.	• Ask the student the reason for excessive breaks. (Is the student ill?) • If the student is ill, follow the instructions in this chart under "Illness." • Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time. • Have the room or hall monitor check where the student is going during breaks.	Note the student's name. Bubble Page 2, Section 7b, Other Issue—"Other."
Illness	• Permit the student to leave the test room temporarily. Collect the test book (confirm it contains test content and no pages have been removed) and answer sheet; return them when the student reenters. Do not allow extra testing time. • If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may order makeup testing materials, counting the student as an absentee. • If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can't be scored. – If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible. • If illness results in a disturbance, see instructions for "Disturbance."	Note length of absence, the student name(s), and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble Page 2, Section 7b, Student Errors/Issue—"Student became ill." (Also bubble Page 2, Section 7a, Did student complete testing?— "Yes" or "No.") You may also add a comment if the student plans to test on the makeup date.

Irregularity	What You Should Do	How to Fill Out the IR
Answers placed incorrectly on answer sheets	▪ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. ▪ If no extra answer sheets are available, follow the procedures under "Insufficient number of answer sheets" earlier in this chart. ▪ Tell the student to print their name on the new answer sheet, then continue in the appropriate place. ▪ **Important:** After the test is over, have the student grid their name (1) and date of birth (7) and Form Code (A) on the back of the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together. ▪ **Test coordinator:** 　– For standard test takers, pack these answer sheets, along with any other such ancillary materials, on top of the rest of the used answer sheets for standard test takers. 　– For students testing with accommodations, return these answer sheets in the white Accommodated Testing Envelope.	Provide the student's name on the IR. Bubble Page 2, Section 7b, Student Errors/Issue—"Student misplaced/misgridded answers" (1 answer sheet only), or "Student needed second answer sheet."
Answers written in test book, not on answer sheet 📞 Call School Day Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to the answer sheet. ▪ Monitor them to make sure they're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section"). ▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.	Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless College Board has approved this accommodation.) Bubble Page 2, Section 7b, Student Errors/Issue—"Student recorded answers in book without approved accommodation."
Answer sheet left blank or completely erased	▪ Notify the student that you've observed this behavior. Indicate that if the behavior persists, you will report it. ▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test. ▪ If the student wants to cancel the test, provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. ▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.	Explain the circumstances fully. Note the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—"Student failed to follow test administration regulations."

Irregularity	What You Should Do	How to Fill Out the IR
Calculator malfunction	▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time. ▪ If the student decides to cancel, inform them that canceling scores for the Math section of the SAT means the entire test will be canceled. ▪ Provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.	Document the malfunction on the IR. Bubble Page 2, Section 7b, Student Errors/Issue—"Student had calculator malfunction."
Fields A–C on answer sheet incomplete	Locate the student's test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.	No IR is needed.
Test question ambiguity	Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to **satquestion@collegeboard.org**.	Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.

Glossary of Terms

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

AI code: A 6-digit code that identifies an attending institution (a school a student is enrolled in). Each attending institution has a unique AI code. This code is sometimes referred to as a school code.

Alternate test format (ATF): An accommodated format of the test, such as braille or pre-recorded audio (MP3 via streaming).

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

Braille: Braille test materials are available in Unified English Braille (UEB), with Nemeth Code for math. Students approved for Braille will receive a braille test book, a *Guide to the Nemeth Code*, and *Braille Reference Information* for use with the math test.

Breaks: See Extended breaks, Extra breaks.

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

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

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

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

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

EL: English learner.

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

Extended breaks: A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks. Also referred to as "Breaks: Extended."

Extra breaks: A preapproved accommodation where students are given a break halfway through longer sections and a break after every section. Also referred to as "Breaks: Extra."

Form Code: Identifies which SAT test form the student is taking during an administration. The correct Form Code is required for scoring.

Grid (verb): To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also refers to filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

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

Human reader: A member of the testing staff who reads the test aloud to a student. This must be completed in a one-to-one environment. Students with human readers automatically get time and one-half and extra breaks on all sections.

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

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

Large-print answer sheet: An alternate answer sheet with large answer squares instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet. Must be approved.

Litho code: 8-digit serial number listed on the answer sheet at the bottom right corner of the first page. This code is used when reporting irregularities.

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

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

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

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

Pre-recorded audio (MP3): An accommodated test format that delivers an audio version of the test through an online streaming application.

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

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

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

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

SAT questionnaire: The optional questions that students answer on their answer sheets as part of participating in SAT School Day (also referred to as student information questions). Included is information such as the courses the student has taken in high school, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

SAT School Day coordinator: The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming the test coordinator role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

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

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

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

SSD number: A unique code assigned by College Board to a student who has requested SSD accommodations.

SSD Online: College Board's online system for educators that allows them to submit and manage accommodation and support requests for students.

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

Test book serial number: A unique 6-digit code that identifies the test book and is used for tracking secure return of tests.

Test coordinator: See SAT School Day coordinator.

Test ID code: A 7-character code on the back of the test book that identifies the version of the test and is required for scoring.

Testing room code: A 3-digit code assigned by the test coordinator to each test room. It allows timely identification of answer sheets related to any reported irregularities. Test coordinators provide the code to proctors, and students fill in the code on their answer sheet.

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

Testing Staff Agreement: A form that must be signed by all testing staff prior to the start of testing. Each member of the testing staff affirms their acceptance of specific provisions regarding the administration of College Board tests.

Time and one-half (+50%) For students with disabilities, a preapproved accommodation that gives a student time and one-half for each approved section of the assessment. Students may receive extended time in reading and/or math. For EL students, a support that gives a student time and one-half for the entire assessment.

Writer/scribe: A staff member who records answers on the answer sheet for a student who is approved for this accommodation. Students with scribes automatically receive time and one-half and extra breaks on all sections.

Notes

Notes