Chapter 2

SAT – IMPLEMENTATION OVERVIEW

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SAT School Day Implementation Overview

Michigan Merit Exam Spring 2016 Administration
MME Day, November 4, 2015

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Introductions

- **Adrienne Kupper**
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  Senior Project Manager, Michigan Implementation

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Session Goals

- Provide a detailed overview of the steps in the implementation process for the MME SAT School Day administration.
- Respond to questions from participants.

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Agenda

Topics we will cover:

- Administration date details (Primary and Make-up)
- Important Dates and Deadlines
- Roles and Responsibilities
- Attending Institution & Test Center Set-up Process
- Pre-ID Labels & Test Materials
- Services for Students with Disabilities (SSD) Accommodations Requests
- Planning Schedules, Rooms, and Staff
- Test Center Supervisor and Test Center Staff Training
- Test Materials Delivery and Return

Appendix

- Accommodations Matrix
- Disability Mapping

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SAT School Day Spring Test Administration

- SAT will be the first day of the Michigan Merit Exam.
- The SAT administration is: **April 12, 2016**
  All students testing in the standard room are required to test on this date. This includes students without accommodations and any students with accommodations that don't impact timing where the students test in the standard room and those testing with 50% extended time for math or essay only. For example, large-print only test book.
- The window for students testing with "school-based" accommodations: **April 12-15, 2016**
  - These accommodations include braille, reader script, assistive technology compatible, MP3 audio, and students testing over 2 days (50% reading extended time and 100% extended time).
- The SAT Make-up administration is: **April 26, 2016**
- The Make-up administration window for students testing with "school-based" accommodations is: **April 26-27, 2016**

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Spring 2016 Milestones and Deadlines

Activities	Date
Non Public School Intent to Test Deadline	11/6/15
Identify key staff and update Secure Site with contact information	11/13/15
All schools attending institution (AI) codes established.	Mid-December
Pre-ID Window in MDE Secure Site Opens	1/11/16
Deadline to submit offsite test plans	1/15/16
Test Center Supervisor training materials mailed	2/5/16
Test Center Supervisor and Test Day staff online training available (SAT)	2/18/16
Pre-ID Window closes in MDE Secure Site	2/16/16
SSD Deadline	2/16/16
Materials ship to test centers	3/19/16
SSD Roster Check deadline	3/29/16
Test Center Supervisor Training completion deadline	3/30/16
Affix Pre-ID Labels and have students complete the Student Data Questionnaire	3/29-4/11/16
Test Administration	4/12/16
Accommodated Testing Window for School Based Accommodations	4/12-4/15/16
Return of Test Materials	4/12/16
Makeup Test Date	4/26/16
Score Reports	Mid/Late-May

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Roles and Responsibilities at Participating Schools

- **Principal** is our main instructional contact at the school and is responsible for:
  - Receiving and distributing general information about the Official SAT Practice through Khan Academy.
  - Receiving the school's allotment of School Day Fee Waivers for distribution to eligible students.
  - Enlisting the aid of other staff, but s/he will be the College Board's main contact.

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Roles and Responsibilities at Participating Schools

(slide 2 of 5)

- **SSD Coordinator** is responsible for:
  - Being the school's liaison with the College Board's Services for Students with Disabilities office.
  - Submitting accommodation requests for all students who request them at his/her school.
  - Administering the test to students who have a non-standard administration of the test and appear on the Non-standard Administration Roster (NAR).
  - Reviewing your contact information in the Education Entity Master (EEM) and providing updated information to the District authorized EEM user to update.

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Roles and Responsibilities at Participating Schools

(slide 3 of 5)

- **Test Center Supervisor** (TCS) is responsible for:
  - All aspects of the School Day administration at a school, including:
    - Pre-admin activities like test center set-up, planning rooms and staff for test day, and receiving and securing test materials.
    - Everything on test day, including distribution of materials, monitoring of all test day activities and staff, packaging and returning test materials, and completing Supervisor Irregularity Reports.
  - TCS may choose to enlist the aid of others at the school to help him/her with student data questionnaire completion and test day planning and set-up.
    - The TCS will remain the main contact and receive all communications from the College Board and ETS.
  - Identifying staff to serve as **Associate Supervisors, Proctors** and **Hall Monitors** for test day staff support
  - Reviewing your contact information in the Education Entity Master (EEM) and provide updated information to the District authorized EEM user to update.

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Roles and Responsibilities at Participating Schools

(slide 4 of 5)

- **Associate Supervisor(s)** are accountable for everyone in the testing room and everything that takes place in that room including management of all testing materials, conduct the testing and monitor test-takers to ensure a fair administration
  - We recommend using current or retired teachers, counselors, administrators, or other educators who are familiar with test administration and/or classroom management.
  - Each room requires one Associate Supervisor.
  - One Associate Supervisor must be designated as the back-up for the Test Center Supervisor

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Roles and Responsibilities at Participating Schools

(slide 5 of 5)

- **Proctor(s) and Hall Monitors** are responsible for assisting the Test Center and Associate Supervisors.
  - Proctors do not administer the test, but they do help set up the testing area and monitor testing. Hall Monitors patrol the hallways during testing to make sure the testing area remains quiet and secure.
  - Proctors and Hall Monitors may be members of the school staff or other adults who have been trained to help Test Center Supervisors and Associate Supervisors.

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Required Roles in EEM for SAT School Day

- SAT Test Coordinator (Building)
- SAT Backup Test Coordinator (Building)
- SAT Services for Students with Disabilities Coordinator (Building)
- Please review your contact information in EEM for accuracy ASAP.
  - The contact information is required to allow College Board to send communications and materials to the appropriate school personnel.
  - If updates are needed, please contact your authorized district EEM user to make these updates, no later than **11/13/15.**

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Attending Institution (AI) & Test Center Establishment

(slide 1 of 2)

- College Board creates two identifiers for schools administering the SAT
  - An Attending Institution (AI) code that represents the unique identifier for the school.
  - A Test Center code which represents the location where testing will take place.
- Establishment is a two step process:
  - College Board will use the school entity data provided by MDE from the Secure Site to verify and/or assign Attending Institution (AI) codes to all schools
    - All schools will be notified and provided their AI code by 12/7/15.
    - A test center code will be setup at the same time for the school location..
  - Schools that will be testing in off-site locations, must submit a request and complete a test plan by 1/15/16. Details will be posted to the College Board/Michigan website (http://www.collegeboard.org/Michigan) and shared via Spotlight in early November.

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Attending Institution (AI) & Test Center Establishment

(slide 1 of 2)

- Non-public schools should have received an email communication requesting confirmation of their intent to participate in SAT and MME testing.
  - Confirmation of testing intent is required by **11/6/15**
  - To confirm call (866) 870-3127 (select Option 1) or email michiganadministratorsupport@collegeboard.org
  - Provide your state assigned District and Building codes, the name of your school, and the names of the assessments you wish to administer.

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Pre-ID Labels & Test Materials – Initial Administration

(slide 1 of 2)

- College Board will determine your material order based on
  - The students Pre-ID'd in the Secure Site.
  - The students approved for accommodations via College Board's online system.
- Labels will be shipped to each school for all students who were Pre-ID'd so they may be affixed to student answer sheet and Student Data Questionnaire in advance of test day.
- College Board will ship a small overage of test materials to account for standby test takers, typically students who are last minute transfers into the school, etc.
  - These students must be Pre-ID'd in the Secure Site before testing and schools must generate a Pre-ID label onsite to affix to the answer sheet.
  - College Board will ship a supply of blank labels so schools can generate labels on site for standby test takers.

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Pre-ID Labels & Test Materials – Initial Administration

(slide 2of 2)

- Students who miss the initial test administration, will be required
  to take the SAT on the makeup date.
- Test Center Supervisors and SSD Coordinators will receive an email reminding them of the makeup date with a link to request the necessary makeup materials.
- Test materials will be sent based on the counts provided in the online form, Early Reporting Form- Absentees & Irregularities.
- Schools will need to generate labels for all students participating in the makeup administration.

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SAT

<#> (If Support/Association) <#> (Dear)[<#>]

Dear SAT School Day Supervisor,

As part of the DATIR School Day requirements, your state has established a makeup date of April 29, 2015. Take a few minutes to complete the online makeup form.

Do test day, you were asked to complete the following steps, even if you had no absentees. Forms must be completed by Monday, May 4, 2015 in order to receive materials for the April 29 makeup.

1. Go to https://www.collegeboard.com/apdatir/makeupform/ and sign in.
2. **Enter the Access Code: 1234 and click Continue.**
3. **Complete the form. If you have absentees or irregularities, then click Continue.**
4. Check you submit your form, a confirmation will appear, indicating its successful.

Please any questions, please contact Test Administration Services at:

Phone: (888) 267-2445
Email: tas@ets.org

Sincerely,

Test Administration Services

ETS

Please send the owner address to your assigned team to receive that Survey mailings and not Spam/Filters or quarantine.

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Student Data Questionnaires

- Each school will receive a shipment of Student Data Questionnaires (SDQ), instruction booklets, and pre-ID labels to be completed in advance of the test date.
- While completing the SDQ, students can choose to participate in the Student Search Service.
  - Student Search Service helps connect students with colleges, universities, and scholarship opportunities that match up with students' interests and needs.
  - Participating in Student Search Service is entirely optional.
- Instruction booklets must be distributed to each student
  - Contains instructions for completing the SDQ.
  - Contains important information about the SAT, such as Terms and Conditions.

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Student Data Questionnaire

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Requesting Accommodations for Students with Disabilities

(slide 1 of 3)

- Accommodations are requested through the College Board's Services for Students with Disabilities (SSD) office using the SSD Online System (https://www.collegeboard.org/students-with-disabilities/ssd-online).
- We encourage everyone to start early!
- Requests for accommodations should be submitted by the school's designated SSD Coordinator(s) by February 16, 2016.
- Any student that participated in other College Board assessments and received approved accommodations will not need to reapply unless their accommodation needs change.
  - This includes PSAT/NMSQT and Advanced Placement tests
- For students that have a temporary condition caused by injury or accident, do NOT submit via SSD Online. Instead, complete the Temporary Conditions Form available on our website.

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Requesting Accommodations for Students with Disabilities

(slide 2 of 3)

- If your school has not designated an SSD Coordinator, complete the SSD Coordinator Form (https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access) to request access to SSD Online
- Schools may have more than one SSD Coordinator
  - One SSD Coordinator is designated as Primary and receives all communications from the College Board.
  - Other SSD Coordinators may access SSD Online to input accommodations requests.
- Any schools with an attending institution (AI) code may begin requesting accommodations at anytime.
- Schools who do not yet have an AI code from College Board will need to wait until you receive your AI Code from College Board in December.

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Requesting Accommodations for Students with Disabilities

(slide 3 of 3)

- Provide your Primary SSD Coordinator information to the District authorized EEM user so that College Board has your contact information and the information is consistent with the information provided by MDE.
- Detailed webinars about College Board SSD and requesting accommodations for students are posted at the College Board/Michigan website (http://www.collegeboard.org/Michigan)
- An additional SSD webinar will be offered on **January 13, 2016**.

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Requesting Accommodations – State Allowed

- Schools should request College Board accommodations for all students with the exception of the following accommodations types:
  - Reading content and test questions in the student's native language.
  - Use of a bilingual word-for-word, non-electronic translation glossary for English language learners.
  - Signing of the content and test questions in American Sign Language (ASL).
  - Student responds in American Sign Language (ASL).
- Students who test with one of the above accommodations will NOT receive a college reportable score.
- Requests for State Allowed Accommodations are also submitted via SSD Online by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- These are considered State Allowed Accommodations. More information will be available in Spotlight and included in the accommodations webinar on **January 13, 2016**.

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Accommodations – Late Requests

- All requests for accommodations should be submitted by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- College Board will support accommodation requests after the deadline for the following types of requests:
  - Students who recently changed schools
  - Students who have recently changed school districts
  - Students who are newly enrolled in the state
  - Students who have been newly classified in a grade 11
  - Students with a new IEP
- College Board will make all efforts to expedite the review of the submission and, if necessary, coordinate the delivery of testing materials needed for the student prior to the initial test date.

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Accommodations – Late Requests

(slide 2 of 2)

- Should the need for a late accommodation request surface, the SSD Coordinator should:
  1. Submit the accommodation request immediately through the SSD Online system including documentation if applicable.
  2. Contact the College Board Educator Call Center at 866-870-3127 and select option #1. Advise the agent of the newly submitted accommodation request, along with the following:
     - the reason for the late request
     - student's information (full name, DOB, AI code)
     - SSD Coordinator's full name and contact information.
- If upon entering the request in the SSD Online system the SSD Coordinator identifies an existing approved accommodation for the student that matches the intended request, no further action is required.

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Accommodations and Testing Rosters

- Schools will use Secure Site to create a roster of all students testing.
- The SSD Coordinator should do the following by **March 29, 2016:**
  - Confirm that all students requiring accommodations that were submitted by the February 16, 2016 deadline have been approved for accommodations via SSD Online.
  - Confirm the number of students who will be testing outside of the standard room to finalize room needs, staffing, and scheduling.
  - Review the Non-Standard Accommodations Roster (NAR) within the SSD Online system to verify accommodations. If a student does not have the appropriate accommodations listed on the roster or the NAR contact SSD Support.

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Planning for Schedule on Test Days

- Testing time, with administrative tasks included:
  - SAT School Day: 4 hours, 22 minutes
- School schedules will require some adjustments
  - Lunch periods
    - Testing cannot be interrupted for lunch, so lunches must take place after testing is complete
    - Students may eat snacks during breaks
  - Bell schedules
    - Bells must be silenced during test administration
- Other College Board Assessments that are part of MME (PSAT 8/9 and PSAT 10) have different testing times
  - Consider the testing times for all tests being given on April 12th as you plan your school building's schedule

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Planning for Schedule on Test Day

SAT Sections	Time (in minutes)
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Variable section with Reading, Writing, or Math Questions	N/A
Book collection/ Essay distribution	15
Essay	50
Total (hours, minutes)	4h, 22m

**Does not include pre-administration time.

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Planning for Testing Rooms

Size of cohort testing and size of rooms used for testing determine number of rooms needed.

- Options for rooms include:
  - Larger spaces, such as auditoriums and gymnasiums
  - Smaller spaces, such as classrooms
- Seating diagrams for different room types are available in Test Center Supervisor's Manual
  - Spacing requirements and furniture requirements
- Location of testing rooms within the building
  - Separated from other classes/tests on different schedules or taking different assessments
    - Minimize noise and other disruptions when classes or other assessments break
  - Area where there will be minimal noise/distractions from outside the building
  - Access to restrooms

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Seating and Furniture Requirements

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of four feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring six feet in length or less.
- Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- Provide a large, smooth writing surface, preferably desks or tables.
- Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

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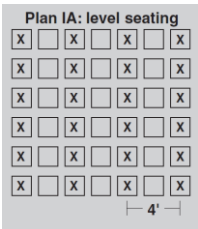
Sample Seating Plans

(slide 1 of 4)



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Sample Seating Plans

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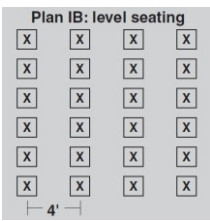

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Sample Seating Plans

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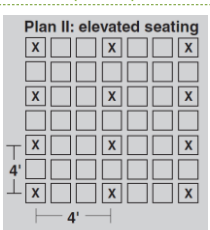

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Sample Seating Plans

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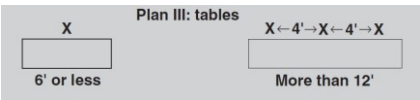

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Planning for Staffing Needs

- The size of cohort testing, number of testing rooms and number of students in each room determine number of staff needed.
  - Formulas available in Test Center Supervisor Manual
- Test Day staff requirements
  - Not employed by an outside test-prep company.
  - Have not taken the SAT within 180 days of the administration date.
  - Does not have to be comprised of only teachers.
    - Check with your school/district for their own policies about this.
    - Some schools utilize aides, paras, substitutes, coaches.

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Staff with Household Members Who Will be Testing

- Staff with children or those who have students residing in the same household cannot have access to any test materials for the same assessment(s) the child is taking before, during, or after test day. For example:
  - If a staff member's child will be taking the SAT, he/she cannot serve as testing staff for the SAT, however he/she may serve as testing staff for PSAT 10 or PSAT 8/9.
  - If an SSD Coordinator has a child who will be taking the SAT, he/she can serve as testing staff in the non-standard room, provided their child is testing in the standard room.
  - It is possible for test day staff to serve multiple roles in a small test center. We recommend the Test Center Supervisor remain in the test room and have the additional test day staff serve the Hall Monitor. However, for large test centers we recommend the Associate Supervisors be in the testing rooms, with appropriate number(s) of Proctors and Hall Monitors. The Test Center Coordinator then can float around the test center, assisting with questions and resolving any issues that may arise.

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Planning for Staffing Needs (slide 1 of 3)

- Unless your school tests only a few students, you will need additional staff to assist the Test Center Supervisor.
- There should be a minimum of one Associate Supervisor (head proctor) for every 34 students.
- For rooms with more than 34 students, assign additional proctors to help.
- At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

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

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

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

Hall Proctors Needed

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

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

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Planning for Staffing Needs (slide 2 of 3)

How can different room configurations change staffing needs?

- Example:
  - Your school is testing 100 juniors for SAT School Day
- Room configuration option #1
  - Using 4 classrooms of 25 students each
  - 5 staff members needed

Test Center Supervisor

Associate Supervisor for Room #1 | Associate Supervisor for Room #2 | Associate Supervisor for Room #3 | Associate Supervisor for Room #4

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Planning for Staffing Needs (slide 3 of 3)

How can different room configurations change staffing needs?

- Example:
  - Your school is testing 100 juniors for SAT School Day
- Room configuration option #2
  - Using the gym to test all 100 students together
  - 4 staff members needed

Test Center Supervisor

Associate Supervisor

Proctor | Proctor

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Training for Test Center Supervisors

Test Center Supervisor Training

- Online Training
  - Access available through College Board Professional Account (https://account.collegeboard.org/professional/viewCreateAccountAction?appId=120&DURL=https://account.collegeboard.org/professional/dashboard)
  - **Mandatory**
  - Approximately 45 minutes to 1 hour to complete, broken up into modules
  - Must be completed by each individual supervisor once.
- Training Kit
  - Hard copies of manuals, test day forms and publications
  - Shipped to schools on **February 5, 2016**, will arrive approximately a week later.

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Training for Other Test Day Staff

- Associate Supervisor Training
  - Online Training, similar to Test Center Supervisor Training
  - Available through College Board Professional Account
  - Approximately 25 minutes to complete
- Proctor and Hall Monitor Training
  - Printed materials available, distributed by Test Center Supervisor
  - Webinar, approx. 15 minutes to view, will be available on the College Board/Michigan website (http://www.collegeboard.org/Michigan)

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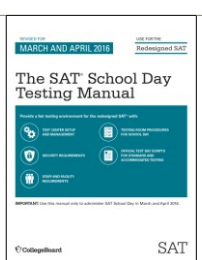
The SAT School Day Testing Manual



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Test Materials Delivery

- Expect three shipments 1)student data questionnaires, 2)Pre-ID labels and answer sheets, and 3)test materials.
- Standard Test materials will be addressed to the Test Center Supervisor at the attending institution address and will arrive 2-3 weeks before testing.
  - Let office staff know to expect the delivery. Use the Secure Site to look up shipment tracking information.
  - Must be stored securely, in school safe, once delivered.
  - Check contents of boxes within 24 hours of delivery using packing lists.
    - Contact Test Administration Services (TAS) immediately if there is a problem with your shipment – see Supervisor's Manual for specific instructions.
  - Check materials daily until test day.
    - Contact TAS immediately if materials show evidence of tampering.
- Non-Standard test materials for students on the NAR will be addressed to the SSD Coordinator.
  - Procedures for keeping materials secure are consistent with those for standard materials.

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Test Day

- Test day processes are covered in depth in online training/webinars as well as in printed Testing Manuals.
- Make sure you have the printed manuals with you on test day for quick and easy reference.
- The manuals and online trainings/webinars cover:
  - Check-in
  - Materials distribution
  - Active monitoring
  - Addressing challenges and testing irregularities
  - Materials packaging and return

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Test Materials Return – SAT (slide 1 of 2)

- On April 11th the Test Center Supervisor will receive an email from TAS with information about custom courier test materials pick-up
  - The email may include a confirmation number along with the date and time of the pick-up.
  - If this service is not available in your area, Supervisors will receive an email with alternate directions for returning their materials.
- Once testing is complete, package **all** materials for shipment
  - Detailed instructions are included in test materials boxes and in the Test Center Supervisor's Manual.
  - Prepaid shipping labels, with the correct addresses for each box, are included with the test materials.
- Follow packing and addressing instructions exactly
  - Test books, answer sheets, and test day forms are sent to different locations and explicit shipping instructions are in in the manual
  - Errors in packing or shipping will lead to score delays for students.
  - If you have any questions, contact TAS for assistance.
- Schools will need to return test materials separately for each assessment. Refer to each test's Supervisor's Manual to ensure that your materials are returned correctly.

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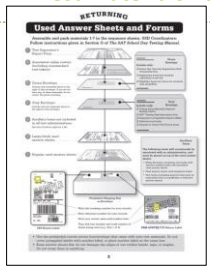
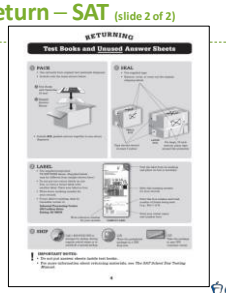
Test Materials Return – SAT (slide 2 of 2)





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SAT School Day Customer Support Contacts

Support for Michigan School Day participants available at:

College Board Customer Care for any Test Center Supervisor/teacher/administrator
- **866-870-3127**
- michiganadministratorsupport@collegeboard.org

ETS Test Administrative Services for Test Center Supervisors (primarily for test-day concerns)
- 800-257-5123 or tas@ets.org

SSD Support for SSD Coordinators (help with submitting approvals or checking approval status)
- 844-255-7728 or ssd@info.collegeboard.org

Counselor Hotline for School Counselors
- 888-SAT-HELP (728-4357)

SAT Helpline for Students and Parents
- 866-756-7346

SSD Support for Students and Parents
- 212-713-8333

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Appendix: Accommodations Matrix Timing

	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	Late Start	Yes
2	Extended assessment time	Extended time (50%, 100%, more than 100%)	Yes
	Frequent supervised breaks	Extra breaks, Extended Breaks or Breaks as Needed	Yes
4	Limited time per day testing/multiple day testing	Limited timed testing	Yes

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Appendix: Accommodations Matrix Setting

	MDE Accommodation	CB Accommodation	College Reportable
5.	Administration of the assessment in an Other alternate education setting (in school) with appropriate supervision (e.g., bilingual/English setting, special education setting, distraction free space)	Small group, One-to-One, or Modified Setting	Yes - Student must have a disability.
6.	Administration of the assessment in an Setting alternate education setting (out of school) with appropriate supervision (e.g., Homebound, medical care facility)	Home/Hospital	Yes
7.	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Home/Hospital Setting; Other Modified Setting	Yes - Whether/which accommodations needed may depend on test setting. Separate CB process to handle testing in alternative schools/juvenile facilities.
8.	Administration of the assessment individually or in a small group	Small group or One-to-One	Yes
9.	Placement of student where he/she is most comfortable (e.g., front of room)	Preferential Seating	Yes
10.	Use of accommodated seating, special lighting, or furniture	Other modified setting	Yes - Type of seating should be specified in request
11.	Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	Other modified setting	Yes
12.	Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	Other	Yes - Requested aid should be specified in request
13.	Placement of teacher/proctor near student	Preferential Seating	Yes
14.	Placement of student near door	Preferential Seating	Yes

Appendix: Accommodations Matrix Presentation (slide 1 of 3)

15.	Teacher provides visual and/or auditory cues/prompts to student to begin, maintain, or finish task. However, student cannot be cued to move to next question.	Other	Yes - Student must have disability. Cues may be given to take question. Student may be advised of amount of time remaining.
16.	Reading aloud the Reading, Writing, and Mathematics assessments only, read orally to an individual student or in small groups of no more than 5 students	Reader	Yes - Must be read in a 1:1 setting
17.	Use of audio version of assessment in English	MP3 Audio Test Form; Assistive Technology Compatible Test Form	Yes
18.	Use of audio version of assessment in Spanish for English learners whose also students with Disabilities or have 504 plans addressing the need for audio support options	MP3 Audio Test Form; Assistive Technology Compatible Test Form	Yes - Student must have a disability
19.	Directions and directions for tests in American Sign Language (ASL) or Signed English Signing (SEE)	Sign Language Interpreter for Oral Instructions	Yes
20.	Signs for Mathematics American Sign Language (ASL)	Other	Yes
21.	Use of calculator/talking calculator (four function calculator) on non-calculator sections of the mathematics assessment.	Four-Function Calculator	Yes - Four-functional calculator only for non-calculator sections. Talking calculators for calculator-permitted sections can be requested under assistive technology.
22.	Use of arithmetic tables	Other	Yes - Tables for addition, subtraction, multiplication and division (no formulas) are reportable.
23.	Use of an abacus	Other	Yes

Appendix: Accommodations Matrix Presentation (slide 2 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
24.	Use of auditory amplification devices or special sound systems	Auditory Amplification / FM System	Yes
25.	Use of visual aids (e.g., closed circuit television, magnification devices)	Magnifying machine	Yes - Devices cannot be connected to internet or be able to record images
26.	Use of Braille and enlarged print versions of assessment	Braille Large Print (14 point, 20 point or greater than 20 point)	Yes
27.	Use of a page turner	Other (or scribe)	Yes - If student is approved for a scribe, scribe may turn pages. Otherwise, can be approved under "Other".
28.	Use of non-skid surface that will not damage the answer document or scanning equipment	Other	Yes
29.	Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	Other Reading/Seeing	Yes
30.	Use of screen reader/text-to-speech on Reading assessment	Assistive technology and Assistive Technology Compatible Format	Yes
31.	Student points to answers or writes directly in assessment booklet (transferred to document by teacher) or large block (non-bubble) answer sheet	Record answers in test book (if writing answers). Writer/Scribe (if pointing)	Yes
32.	Student responds orally (e.g., student tells assessment administrator which answer they are selecting)	Writer/Scribe	Yes
33.	Use of a scribe for constructed response items for writing	Writer/Scribe	Yes

Appendix: Accommodations Matrix Presentation (slide 3 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
24.	Use of augmentative/alternative communication devices, e.g., picture/symbol communication boards, speech generating devices	Assistive Technology	Yes – Requests considered individually based on documentation submitted. Reportability dependent on nature of device required.
25.	Use of speech to text word processor for responses to Reading and writing	Assistive Technology	Yes
26.	Use of special adaptive writing tools such as pencil grip or larger pencil	Other recording answers	Yes
27.	Use of extra scratch paper for recording answers	Other recording answers	Yes - No board or graph paper for reportable scores
28.	Use of alternative writing position (e.g., desk easel, student standing up)	Other modified setting	Yes
29.	Use of computer or word processor for Reading, writing with the following features disabled: spell check, thesaurus, grammar check	Computer	Yes
40.	Use of Braillewriter or electronic Braillewriter for Reading and writing with the following features disabled: spell check, thesaurus, grammar check	Braille writer	Yes
41.	Use of computers with alternative access for an alternative response mode, e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, heador mouth pointer, specialized trackballs or mice	Assistive technology	Yes

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Appendix: Accommodations Matrix State Allowed Non-College Reportable

	MDE Accommodation	CB Accommodation	College Reportable
42.	Reading aloud assessment directions in student's native language	State Allowed Accommodation	State Allowed - non-college reportable
43.	Reading content and questions in the student's native language	State Allowed Accommodation	State Allowed - non-college reportable
44.	Use of bilingual word for word non-electronic translation glossary for English language learners	State Allowed Accommodation	State Allowed - non-college reportable
45.	Sign the Reading, Writing and Mathematics Assessments - Exact English Signing (EES)	Other	State Allowed – non-college reportable if ASL is used for signing test questions (oral directions only are reportable). EES may be approved for signing test, with reportable scores, if student has both reading and hearing impairment.
46.	Sign the Reading and Writing Assessments - ASL	State Allowed Accommodation	State Allowed - non-college reportable
47.	Student responds in ASL for Reading and Writing	State Allowed Accommodation	State Allowed - non-college reportable
48.	Student responds in sign language for Reading and Writing (Exact English Only)	Other recording answers	American Sign Language is not. Exact English Signing is reportable.
49.	Student responds in ASL for Mathematics - State Allowed - non-college reportable	State Allowed Accommodation	State Allowed - non-college reportable
50.	Student responds in signed exact English for Mathematics.	Other recording answers	Exact English Signing is reportable. American Sign Language is not.
51.	Clarification/Paraphrasing assessment directions	Accommodation not covered	State Allowed - non-college reportable Repeating directions verbatim is allowed for all students and does not require an accommodation request and results in college reportable.

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Appendix: Disability Mapping (slide 1 of 3)

Michigan Classification	College Board Disability
Specific Learning Disability	**Learning Disability** - Reading Disorder - Learning Disorder not Otherwise Specified - Disorder of Written Expression - Mathematics Disorder
Other Health Impairment (if health impairment is Attention-Deficit/Hyperactivity Disorder)	**Attention-Deficit/ Hyperactivity Disorder** - AD/HD Combined Type - AD/HD Predominantly Inattentive Type (ADD) - AD/HD Predominately Impulsive/Hyperactive
Autism Spectrum Disorder	**Autism Spectrum Disorders** - Autistic Disorder - Asperger's Disorder - Pervasive Development Disorder (PDD)
Hearing Impairment	**Hearing** - Deaf - Hard of Hearing - Central Auditory Processing - Other Hearing Impairment
Visual Impairment	**Visual** - Blind - Legally Blind - Low Vision/Visually Impaired - Convergence Insufficiency (Documentation required) - Other Visual Disorder (Documentation required

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Appendix: Disability Mapping (slide 2 of 3)

Michigan Classification	College Board Disability
Physical Impairment **Otherwise Health Impaired** **Traumatic Brain Injury**	**Physical/Medical** - Cerebral Palsy - Diabetes - Hydrocephalus - Spina Bifida - Sickle Cell Disease - Neurofibromatosis - Juvenile Rheumatoid Arthritis/Arthritis - Lyme Disease - Muscular Dystrophy - Guillain-Barre Syndrome - Crohn's Disease - Chronic Fatigue Syndrome - Cancer - Epstein Barr - Narcolepsy/Sleep Disorder - Epilepsy/Seizure Disorder - Traumatic Brain Injury - Other Physical/Medical Disorder
Speech and Language Impairment	**Communication Disorder/Speech and Language** - Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder - Language Disorder/Mixed Receptive-Expressive Language Disorder - Phonological Disorder (Documentation required) - Other Communication/Speech and Language Disorder (Documentation required)

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Appendix: Disability Mapping (slide 3 of 3)

Michigan Classification	College Board Disability
Cognitive Impairment	**Intellectual Disability** - Intellectual Disability
Emotional Impairment Some of the College Board disabilities may also be conditions teams used to find the student eligible under Other Health Impairment under the Michigan Administrative Rules for Special Education.	**Psychiatric** - Generalized Anxiety Disorder - Panic Disorder - Post-Traumatic Stress Disorder - Depression/Depressive Disorder - Bipolar Disorder - Obsessive-Compulsive Disorder - Schizophrenia Spectrum Disorder - Oppositional Defiant Disorder - Tourette's Syndrome/Tic Disorder - Other Psychiatric Disorder
Severe Multiple Impairment	**Other** - Multiply Handicapped - Other (Documentation Required) - Dysgraphia

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Note: This is a general comparison. Specific questions should be addressed to the Michigan Department of Education Office of Special Education or Office of Standards and Assessment.