

Spring 2017

Michigan

The SAT[®]

School Day Testing Room Manual

Look inside for:



TESTING ROOM
PROCEDURES



STANDARD TEST
DAY SCRIPTS



SECURITY
REQUIREMENTS



NONSTANDARD
TEST DAY SCRIPTS

Contact Information for Supervisors

School Day Support (not for parents or students)

MICHIGAN EDUCATOR HOTLINE: 866-870-3127 (option 1)

EMAIL: michiganadministratorsupport@collegeboard.org

Note: When you call the Michigan Hotline, after you select Option 1, you will be able to select the area that you need to reach:

General College Board assessment questions
and policies option 1

Test materials questions or issues option 2

Testing with accommodations, SSD test materials,
or to reach the SSD office option 3

Test administration or security questions,
report test day issues, contact Test Administrative
Services (TAS) or the Office of Testing Integrity (OTI) option 4

Contact Information for Students and Parents

Contacts for Students and Parents

SAT CUSTOMER SERVICE: 866-870-3127 (option 2)

EMAIL: sat@info.collegeboard.org

Test Day Complaints

TEST CENTER COMPLAINTS: testcenter@info.collegeboard.org

TEST QUESTION AMBIGUITY/ERROR: satquestion@collegeboard.org

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit www.collegeboard.org.

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Introduction

As part of the SAT® School Day staff, you play an important role in ensuring the successful administration of the SAT, an important milestone on the path to college for many students. Testing during the school day in a familiar, easily accessible environment allows the SAT School

Day to serve as part of an integrated approach to improving college and career readiness within your community. It also means that more students can participate in College Board programs that support college access.

Special Notice for Michigan Supervisors

SAT® Test Facts

The SAT School Day in Michigan is composed of several parts that follow the same order in every test book:

Test Component	Time
Reading Test	65 minutes
10-minute break	
Writing and Language Test	35 minutes
Math Test – No Calculator	25 minutes
5-minute break	
Math Test – Calculator	55 minutes
2-minute break	
Essay	50 minutes

Administrative time: In the testing room, plan for about 30 to 45 minutes before the test and 5 minutes after the test for administrative tasks.

Acceptable Photo Identification

Photo ID Requirements

Students are responsible for bringing an acceptable form of identification each time they report to an SAT test center. For the Michigan administration of SAT, in addition to the photo identification requirements provided below, the College Board will also support the visual identification of a student using the school's SIS system or other school-issued photo repository, such as a yearbook. A student who doesn't have either a photo identification card or an image in a school repository, should complete a Student ID Form, printed on school stationery, and notarized by the school with the school seal. The Photo ID form is available at www.collegeboard.org/Michigan.

ID documents must meet all of the following requirements:

- » Be a valid (unexpired) photo identification, government-issued or issued by the school that the registrant currently attends. School IDs from the prior school year are valid through Dec. 31 of the current calendar year.
- » Be an original document (not photocopied).
- » Bear the registrant's full, legal name that exactly matches the name on the pre-ID label, including the order of the first, middle, and last names.
- » Bear a recent recognizable photo that clearly matches the student's appearance on test day.
- » Be in good condition, with clearly legible English language text, and a clearly visible photo.
- » Black and white photos are acceptable.

Examples of Acceptable ID

- » Government-issued driver's license or non-driver ID card
- » Official school-produced student identification card from the school registrant currently attends
- » Government-issued passport
- » Government-issued military or national identification card

Additional ID Requirements

In all of the cases below, only the listed form of ID will be accepted. There are no exceptions to these policies.

Student ID Form

Students who do not have government- or school-issued IDs may present a **Student ID Form**. The Student ID Form must have been signed by the student in the presence of either a school official or a notary public, who must cosign it. The original form (not a copy) must include a photo, and the notary or school seal must overlap the photo. If signed by a school officer, the document must be provided on school letterhead. This form must be dated and is good for only one year. The Student ID form can be found at www.collegeboard.org/Michigan.

Unacceptable Identification

The following documents are not acceptable ID under any circumstances:

- » Any document that does not conform to the requirements
- » Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- » Any document that appears tampered with or digitally altered

Examples of Unacceptable IDs

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

Standardized Testing

Uniform procedures are essential to a standardized testing program. The only way to ensure comparable scores is for testing staff to follow the same testing procedures and give instructions exactly as they appear in this manual. Testing staff must comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing.

Using This Manual

This manual is for staff use for SAT School Day testing only (**not** Saturday or Sunday testing) in April 2017. Please do not share it with test-takers or anyone else besides testing staff.


-  **Review this manual thoroughly before test day.**

Typographical Icons

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

-  Urgent

-  Contact by Phone

-  Procedures or information for providing accommodations to students with disabilities

Color-Coded Scripts

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

- » **Purple** tabs—standard SAT script (Section B):
 - » Four multiple-choice sections; some with student-produced response items
 - » One Essay section
 - » Standard timing only
 - » Testing time of three hours and 50 minutes
 - » One 10-minute, one 5-minute break, and one 2-minute break before the Essay section
- » **Pink** tabs—four scripts are provided for testing SSD students listed on the Roster using the pink test books (Section C):
 - » **Script 1 for 50% extended time for math only** includes a 10-minute break after Section 1; a 5-minute break after Sections 2 and 3; a 2-minute break after Section 4; and a 5-minute break halfway through Section 4.
 - » **Script 2 for 50% extended time for writing only** includes a 10-minute break after Section 1; a 5-minute break after Section 3; a 2-minute break after Section 4; and a 5-minute break halfway through Section 5.

- › **Script 3 for standard time for accommodated students** includes a 10-minute break after Section 1; a 5-minute break after Section 3; and a 2-minute break after Section 4.
- › **Script 4 for standard time with extra breaks** includes 5-minute breaks after Sections 1, 2, and 3; a 2-minute break after Section 4; and 5-minute breaks halfway through Sections 1, 4, and 5. Approved NAR accommodations can be found in the *SAT School Day SSD Coordinator Manual*.

See Timing Chart on page 29.

Acceptable Calculators

Most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted. This list is not exhaustive. Ask the test center supervisor to contact TAS if you are unsure if a calculator is acceptable.

NOTE: *Students approved to use a calculator on the Math Test – No Calculator may only use a four-function calculator (percent and square-root functions are permitted).*

Unacceptable Calculators

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

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

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

Approved Graphing Calculators for use on the SAT Math Test – Calculator section

The following calculators are permitted:

Casio

FX-6000 series
FX-6200 series
FX-6300 series
FX-6500 series
FX-7000 series
FX-7300 series
FX-7400 series
FX-7500 series
FX-7700 series
FX-7800 series
FX-8000 series
FX-8500 series
FX-8700 series
FX-8800 series
FX-9700 series
FX-9750 series
FX-9860 series

CFX-9800 series
CFX-9850 series
CFX-9950 series
CFX-9970 series
FX 1.0 series
Algebra FX 2.0 series
FX-CG-10 (PRIZM)
FX-CG-20 series
FX-CG-500*
Graph25 series
Graph35 series
Graph75 series
Graph95 series
Graph100 series

Hewlett Packard

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

Radio Shack

EC-4033
EC-4034
EC-4037

Sharp

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

Other

Datexx DS-883
Micronta
Smart

Texas Instruments

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

*The use of the stylus is not permitted. This list is not exhaustive.

Section A: Testing Procedures

Testing Materials

Using the Correct Test Books

Test books (regular and large type) have color-coded covers corresponding to the type of testing and the script sections in this manual. Note that students taking the SAT with Essay will receive an SAT with Essay multiple-choice test book and an Essay book, both showing a stripe and an open book icon.

- » The purple cover is for students testing in the standard room. Students using this book must be tested using the script in Section B with the purple tabs.
- » The pink cover is for students listed on the online Attendance Roster as testing in one of the nonstandard testing rooms (arranged by group type). This includes students receiving 50% extended time for certain sections, and students with additional break time or other accommodations supervised by the test center supervisor. The testing of students using this book must be administered using the script in Section C with the pink tabs.
- » The blue cover is for students listed on the NAR as testing in nonstandard testing rooms. This includes students receiving 50% extended time for reading (entire test), students receiving 100% extended time for reading or for both math and writing, or other accommodations supervised by the SSD Coordinator. Testing for these students will be administered by the SSD Coordinator in designated NAR nonstandard testing rooms using the blue scripts in the *SSD Coordinator Manual*.
- » The lime green cover is for students listed on the NAR as testing with State Allowed Accommodations. Testing for these students will be administered by the SSD Coordinator in designated SAA testing rooms using the same blue scripts in the *SSD Coordinator Manual*.
- » If you are administering more than one College Board assessment at your school, ensure answer sheets, test books, and manuals all match for the correct assessment. All of your materials should indicate SAT.

Accommodations Must Be Approved

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

- » The student's accommodations are listed on SSD Online.
- » The student has a College Board Eligibility Approval Letter with the accommodations.
- » Or the student is listed on the test center roster as testing with accommodations.

⚠ If you provide a student with any unauthorized accommodations, the student's scores will be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations. Contact the SSD office with any questions about accommodations. Students testing with NAR accommodations will test under the supervision of the SSD Coordinator.

Students who have state-allowed accommodations (SAAs) must be tested separately from students with College Board–approved accommodations. SAAs provide scores to students, K-12 educators, and the Michigan Department of Education (MDE); however, students who test with an SAA will not receive a college-reportable score.

See the Appendix for the “Guide to SAT Accommodation Codes Listed on the Roster” for the list of accommodations that can be administered in the standard room and those that require testing in the nonstandard room.

Standardized Testing Procedures

Preparing the Room for Testing

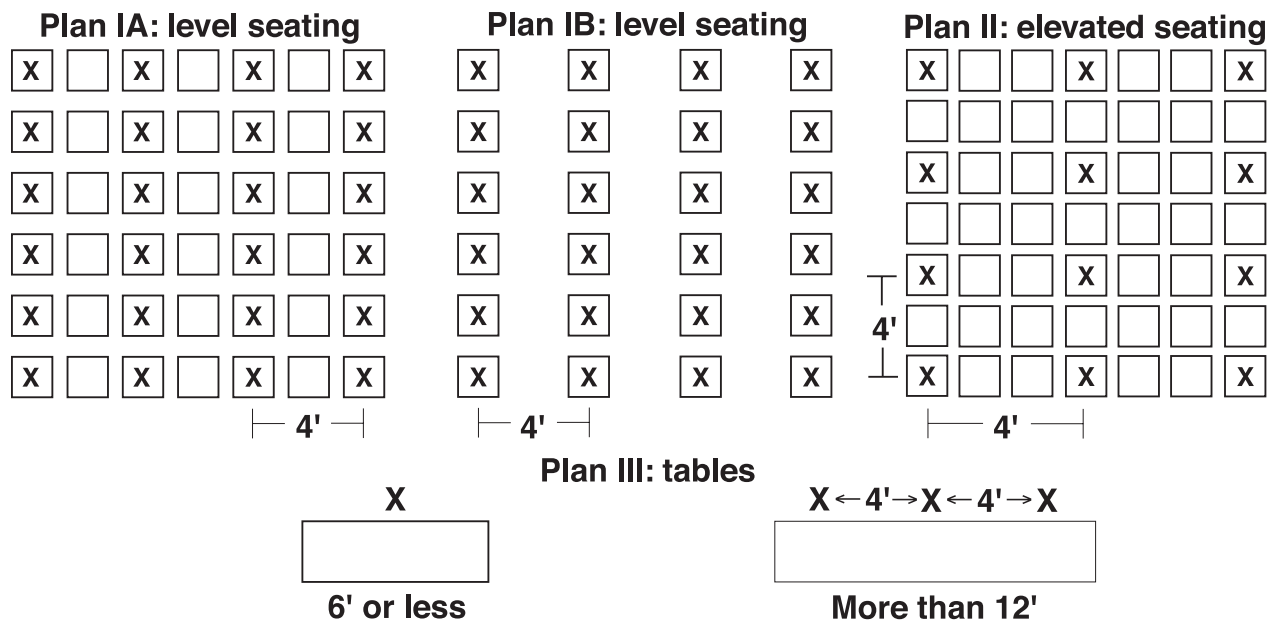
Make sure the room is properly lit and well ventilated. Also check that instructional materials, such as maps and charts, are covered or removed from display. Be sure that the room has a visible clock.

⚠ A working clock is required in all testing rooms.

Plan for how you will seat test-takers: randomly or by your prior seat assignment. Make sure that seating will separate students by a minimum of four feet on both sides (as measured from center of desk to center of desk). Make sure that all desktops or table surfaces are at least 12" by 15".

Do not admit visitors to the testing room unless they have proper Michigan Department of Education, College Board, or ETS identification and a letter of authorization. Only testing staff, registered test-takers, personal testing assistants for accommodated students, authorized observers, or sponsors, such as the school district, are permitted in the testing room.

Samples of Approved Seating Plans:



Admitting Students to the Testing Room

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

- ❗ Never permit students to select their own seats.

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

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

Administering the Tests

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

Distributing Test Materials

Follow these guidelines for distributing test materials.

- » Do not distribute test books, translated test instructions, or word-for-word bilingual glossaries before starting the scripts or before students are seated, and do not place books on empty desks.
- » Confirm that pre-labeled and pre-filled answer sheets are distributed to the corresponding student. Place materials where students and sign language interpreters do not have access to them as they enter the room. Before distributing them, count the number of multiple-choice test books and Essay books that you have in the testing room. Set Essay books aside for distribution after the multiple-choice test books are collected and accounted for.
- » Follow instructions in the script for when to distribute the test materials. Distribute (and later, collect) multiple-choice test-books individually in serial number order and note the serial numbers on the Seating Chart in the back of the Testing Room Materials Report form. Note the count of answer sheets and Essay books distributed in the testing room for later reference when filling out the Testing Room Materials Report. Do not ask students to pass materials.

- » After you have distributed the test materials, count all the books, Essay books, and answer sheets in your room to ensure that the number distributed plus the number remaining equals the total number you initially received.

Score Cancellation Policies

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

- » For cancellations due to sudden illness or equipment failure, sign the student's SAT Request to Cancel Test Scores form and report the action on an SIR (these are the only types of score cancellations that you need to report).
- » Direct students to use the information given on the pre-ID label to help them fill out the form with exactly the same information as given in their registration.
- » Inform students that student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the students' chosen colleges or scholarship organizations.

Timing and Breaks Policies

All students who take the SAT are timed by section. Test-takers must be given their full approved time on each section of SAT, even if they stop work before time is called. Test-takers may not move to the next section until all the time has elapsed.

Follow these policies when administering the test:

- » Announce the remaining time at regular intervals.
- » Announce the time when five minutes remain before the end of the test section.
- » Allow breaks as instructed in the scripts.
- » Students may eat snacks in designated areas (such as the hallways) during breaks after Section 1 and Section 3. (Some test-takers may have an accommodation to eat in the testing room, but food must be kept away from testing materials.)

Unscheduled Breaks

To maintain security, adhere to the following policies for permitting unscheduled breaks:

- » Allow only one student at a time to take an unscheduled break, and inform the student that no extra time will be allowed for the break. Remind the student to keep his or her ID ready for inspection at all times on test day.

- » Collect the test book or Essay book, answer sheet, translated test directions and word-for-word bilingual glossaries, (if applicable) before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the test book to make sure no pages have been removed.
- » Ensure the student's calculator is left in plain sight on the student's desk.
- » When the student returns, if the student is unfamiliar to you, check his or her ID before you hand back the testing materials.
- » **Never leave the testing room unattended.** If possible, have a proctor accompany the student. It is not necessary to record this irregularity on an SIR unless you find the activity suspicious.
- » It is not necessary to record this irregularity on an SIR unless in your judgment the activity is suspicious.

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

Overview of Approximate Test Timing in the Standard Room

8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
12:55 p.m.	Testing ends for standard time administration of SAT with Essay.

Students who are approved to test with extended time receive additional breaks. Refer to the table in Section C for information about timing for students with different types of extended time.

Accommodated Breaks

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

Allow students to eat snacks only in designated areas or as indicated by an approved accommodation.

Extra breaks: Students approved for extra breaks should be given the same breaks that extended time test-takers receive: a break halfway through the longer sections (1, 4, and 5) and a break after every section.

Extended breaks: For students who are approved for extended breaks, provide the same number of breaks as indicated in the scripts, but with an additional 5 minutes (e.g., 10-minute breaks, instead of 5-minute breaks).

Standard breaks: Students who are approved for accommodations that don't include extended time should receive the same breaks as other standard-time test-takers.

Preadministration Instructions

The test center supervisor will organize the preadministration session, using information given in the *Michigan SAT School Day Supervisor Manual*. Use the scripts here to lead students in the preadministration session.

NOTE: If the Student Data Questionnaire (SDQ) cannot be completed before test day, have students complete the form after test day if needed. The test center supervisor must collect and return all SDQs in the provided envelope by April 28, 2017.

Conducting the Session

To conduct the session, you will need a copy of the *SAT School Day Score Reporting Code List* for each student as well as the student's pre-labeled answer sheet. In addition, you will need an SDQ form and a copy of the *Registration and Questionnaire Booklet* for each student.

NOTE: If a student does not have a labeled answer sheet, provide a blank answer sheet and have them complete the session. Pre-ID the student in the BAA Secure Site. Before returning materials, print a label and affix it to the answer sheet.

Distribute each student's answer sheet. Take care to correctly match the labeled answer sheet to the student whose information is on the label. Keep the code lists, SDQ forms, and Questionnaire Booklets for distribution later in the session.

Using the scripts in the purple-tinted boxes, instruct each student to fill in items 2, through 5. Supply the appropriate information where a blank line “_____” appears in the text. Read aloud all the directions in the scripts. Read slowly and pause wherever the dots (. . .) appear, to allow students time to follow instructions. Instructions that should not be read aloud are listed outside the tinted boxes.

When students are ready, say:

We will now complete the demographic portion of the answer sheet, identify organizations to receive your SAT scores, and complete the Student Data Questionnaire. To start, please verify the answer sheet you have received has the label which includes your name. If the label is incorrect, please raise your hand.

Resolve any discrepant answer sheets, making sure that each student has the correct answer sheet before continuing. If a student has an incorrect label, replace the answer sheet with a blank one. Securely destroy the incorrectly labeled answer sheet.

When all students have the correct answer sheet, say:

Let's begin. As we proceed, look up when you finish each part of the answer sheet. . . . Use only a Number 2 pencil. Raise your hand if you do not have one.

Provide Number 2 pencils to students who do not have them.

Then say:

Turn to the front of your answer sheet, or, if you are using a large-block answer sheet, turn to page 2. You are going to enter personal information on this page.

Skip item 1 for now. You will fill that in on test day.

- » **In item 2:** Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The order and spelling of your name must exactly match your pre-ID label. Fill in the corresponding circles. . . . Make sure each mark is dark and completely fills the circle.
- » **In item 3:** Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the two-digit numbers for the day and year of your birth. Start with a zero if the number is less than 10 (for example, for the number 3, write 0 followed by 3). Fill in the circles. . . . Look up when you are done.
- » **In item 4:** Where it says Registration Number, print your UIC number and fill in the circles. Copy the UIC number that is printed on the upper left-hand corner of your pre-ID label. Make sure you provide this information correctly and completely. . . .
- » **In item 5:** Write in the U.S. ZIP code of your home address and fill in the corresponding circles. Look up when you are done. . . .

I will now distribute a list of college and scholarship programs to each of you.

Completing the Score Reporting Field

Distribute one copy of the *SAT School Day Score Reporting Code List* to each student.

When all students are ready, say:

Turn over your answer sheet (or turn to page 4, if using a large-block answer sheet) and locate item 10, "Score Reporting." When you take the SAT as a part of the Michigan Merit Exam, you are entitled to send your scores at no charge to as many as four colleges or programs. Completing this section is optional. If you do not know where you would like to send your scores at this time, you may use the online score send process. To send your scores at no charge, you must do so no later than April 20, 2017.

You can submit up to four score sends. If you've already submitted all four score sends online, wait quietly now while others fill in their selections. However, if you submitted fewer than four score sends, you can add more now on the answer sheet. For example, if you only submitted two score sends online, you may select an additional two on the answer sheet now.

Use the *SAT School Day Score Reporting Code List* to find the appropriate 4-digit code corresponding to the school or program you wish to send your scores to. In the booklet, scholarship programs are listed first, in alphabetical order. Colleges and universities come next, and are organized alphabetically within state.

For each place you want to send scores, copy the 4 digits in the boxes, AND then fill in the corresponding circles (if using a large-block answer sheet print the digits as clearly as you can).

If you change your mind about where to send your scores, you have until 11:59 p.m. Eastern Time April 20 to change your selections. Use your online account at collegeboard.org/mysat (or call Customer Service by 8 p.m.).

Look up when you are done. . . .

When all students are done, collect the answer sheets. Return all the answer sheets to a secure, locked location. Do not remove them again until test day.

Completing the Student Data Questionnaire (SDQ)

Now, distribute the SDQ's and copies of the *Registration and Questionnaire Booklet*. Distribute SDQ forms to each student, taking care to match the correctly labeled form to the student whose information is on the label.

When students are ready, say:

Now we will complete the Student Data Questionnaire. The Student Data Questionnaire will ask for additional information about you, your educational background, experiences, and outside school activities and interests. Completing this information is optional and completely voluntary on your part. There are certain advantages for you to complete this information. With your permission, it is provided to colleges, universities, and scholarship providers. These institutions use the information to identify students who may be interested in the opportunities they have to offer. If your parent or guardian has told you that you should not complete any optional or voluntary information, please just sit quietly as we go through this activity. Do NOT complete any question that asks for information your parent or guardian has told you not to provide.

Now you may begin completing the questionnaire. Use the booklet provided for more information about each question. Look up when you are done. . . .

When all students are finished, collect the SDQ's and return all completed SDQ forms to the test center supervisor.

Maintaining Security in the Testing Room

Accounting for Test Materials

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

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

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test center supervisor as soon as possible. Before dismissing students or starting a break, announce that a test

book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check each student desk (even unoccupied desks, since the test book may have been placed there).

- ❗ If the test book is still missing, ask the test center supervisor to call the Michigan Educator Hotline immediately. Report the incident on an SIR.

Monitoring the Test

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

- » Ensure that at least one staff member is in the testing room at all times.
- » Constantly monitor test materials; do not leave them unattended with students under any circumstances.
- » Students may do scratch work in their test books only; do not give them scratch paper unless they are approved for such an aid. Students should not use translated test instructions document as additional scratch paper.
- » Remind students, as noted in the scripts, not to make stray marks on the answer sheets or use them for scratch work.
- » If you have any suspicion of a device being used to communicate test information or gain an unfair advantage, you are entitled to retrieve phones, wearable technology, and handheld computers. Students must power off any prohibited devices and store them away while in the testing room.
- » Watch for roaming eyes. Some test-takers may try to copy from a neighbor. Watch for signals. Test-takers may signal across a room by using their hands, tapping their feet, using pencils of different colors, and so on.
- ❗ Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. Always complete an SIR in such cases.
- ❗ If the Irregularity Chart indicates to call the Michigan Educator Hotline, report the situation to your test center supervisor immediately.

Monitoring Equipment Use

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

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

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

Reporting Test Administration Irregularities

Use the SIR to record an irregularity, including:

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

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

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

Completing the SIR

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

All page numbers that follow are referring to the SIR form, which is shown in the Appendix.

- » For all irregularities, fill in the general information in items 1 to 4 and item 10 (page 3) of the form.
 - » In item 4a, put your 5-digit test center number. (SSD Coordinators should use the 6-digit AI code.)
 - » In item 4b, fill in the appropriate circles for your test date and fill in the bottom circle to indicate a School Day administration.
- » To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (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.
- » To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Fill in item 11 (page 4) if more than one student was affected. List their names, UIC numbers, and test book serial numbers. In all situations, provide as much detail as possible. Do not attach answer sheets to the SIR, but return them with the other used answer sheets.

Student Complaints

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

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

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

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



Using the Irregularity Chart






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


ⓘ Contact the Michigan Educator Hotline immediately for timing irregularities or other issues.





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


School Day Testing Irregularity Chart


Irregularity	Procedures	SIR Required?
Test Center Issues		
Changing reporting site or canceling testing 	If you must change your reporting site or cancel testing, notify local media and post information at the reporting address, if possible.	<input checked="" type="checkbox"/> Report the reason for the site change or cancellation.
Call the Michigan Educator Hotline immediately.		
Interruption, such as: storm, fire drill, power failure, or other emergency 	<ul style="list-style-type: none"> » Ensure student safety. » If time allows, ask students to insert answer sheets in test books, close test books, and sit quietly until instructed further. » Note stop time and inform students that the testing time will be adjusted. If evacuation is required: <ul style="list-style-type: none"> » Direct students not to talk. » Lock the testing room. » Monitor students at all times to ensure that they do not consult electronic devices, notes, books, teachers, or other students regarding the test during the emergency. Failure to adhere to this policy may result in canceled scores. If testing cannot be resumed: Do not dismiss students until instructed to do so.	<input checked="" type="checkbox"/> Note the source, length, and impact of the interruption and the section(s) affected. Bubble page 1 section 6—“Disturbance/ Interruption.”
Call the Michigan Educator Hotline immediately, whether resolved or not.		




Irregularity	Procedures	SIR Required?
Materials Missing, Damaged, or Defective		
Materials missing or damaged before testing  Call the Michigan Educator Hotline immediately.	Report if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the multiple-choice test books do not correspond with those on the Shipping Notice.	<input checked="" type="checkbox"/> Note any such irregularity. Bubble page 1 section 6—“Missing materials.”
Missing materials during testing  Call the Michigan Educator Hotline immediately.	<ul style="list-style-type: none"> » Wait until a scheduled break or the end of the testing session to account for the missing materials. » Do not allow any student to leave the testing room until materials are accounted for. » If materials are not located, put proctor in charge of room and notify test center supervisor. » Do not dismiss test-takers until you have called the Michigan Educator Hotline. 	<input checked="" type="checkbox"/> Bubble page 1 section 6—“Missing materials.”
Missing test book or Essay book after testing  Call the Michigan Educator Hotline immediately.	If a test book or Essay book is discovered missing after the students have been dismissed, do not return any test materials to the College Board until after you have called the Michigan Educator Hotline.	<input checked="" type="checkbox"/> Explain the circumstances fully. Bubble page 1 section 6—“Missing materials,” fill in comments, and sign the form.
Insufficient answer sheets  Call the Michigan Educator Hotline immediately.	<ul style="list-style-type: none"> » Instruct students to write their names, UIC numbers, center numbers, and test date on the back of their test books. Tell them to circle multiple-choice and write student-produced responses in their test books. For essays, make a copy of the essay portion of a blank answer sheet for students to use. If not available, contact the Michigan Educator Hotline for further instructions. » On the front of each test book, write “Answers in test book need to be transcribed.” » Use a rubber band to group together all books that have answers marked in them. » Call on test day or the day immediately following test day to indicate that there are answers in test books. 	<input checked="" type="checkbox"/> Bubble page 2 section 7b Test Admin Issue—“Test-taker recorded answers in book,” complete test-taker information, and sign.
Incorrect answer sheet  Call the Michigan Educator Hotline if assistance is needed.	<ul style="list-style-type: none"> » Check test-taker ID and pre-ID label and provide a correct answer sheet, if possible. Direct test-taker to print name on the new answer sheet, then continue in the appropriate place. » After the test is over, have test-taker complete items 1–9 on page 1 of the answer sheet. Clip answer sheets together. Print a new pre-ID label and affix it to the replacement answer sheet. 	<input checked="" type="checkbox"/> Describe the situation. Bubble page 2 section 7b Test Admin Issue – “Test-taker needed second answer sheet.”




Irregularity	Procedures	SIR Required?
Defective answer sheet	<ul style="list-style-type: none"> » Check student ID and pre-ID label and replace defective answer sheet. (Ensure that the answer sheet matches the test administered in your room.) » Direct the student to print his or her name on the new answer sheet, then continue with next question. » If an extra answer sheet is not available, the student may circle multiple-choice and write student-produced responses in his or her book. For essays, make a copy of the essay portion of a blank answer sheet for students to use. If not available, contact the Michigan Educator Hotline for further instructions. » If testing time is lost because of defective answer sheet, allow the student to make it up at the end of the test administration. » After the test is over, have the student complete items 1–9 on page 1 of the replacement answer sheet, if any. Make sure that both answer sheets have items 1–9 completed, and clip both answer sheets together. Locally print a replacement pre-ID label to be applied to the new answer sheet. » If responses are marked in the test book, on the front of the test book, write “Answers in test book need to be transcribed.” 	<input checked="" type="checkbox"/> Describe the defect and note any loss of testing time, and if time was made up, when. Include the Litho Code number from page 2 of the answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR. Bubble page 2 section 7b Test Admin Issue— “Test-taker needed second answer sheet” or “Test-taker recorded answers in book.”
Defective test book  <p>Call the Michigan Educator Hotline immediately if the defect appears in several test books.</p>	<ul style="list-style-type: none"> » Check student ID and pre-ID label. » If possible, replace with a test book with the same form code that does not have the same defect, and direct the student to continue with original answer sheet. » If the test book cannot be replaced with one that has the same code, dismiss the student and explain that the College Board will be in contact to schedule a makeup test. » If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of the test administration. » On the front of the defective test book, print “Defective” and the school number as well as the location and nature of defect. 	<input checked="" type="checkbox"/> Describe the defect. Note the loss of testing time; if the time was made up, indicate when, and attach test book to the SIR. Bubble page 2 section 7b Defective Materials Issue— choose specific issue listed and describe.
Admission/Identification/Seating Issues		
Test-taker changing from standard to nonstandard administration	<p>When a student presents an Eligibility Approval Letter or you have confirmed approval with the Michigan Educator Hotline:</p> <ul style="list-style-type: none"> » Mark the student as absent on the standard section of the Roster, and add the student to the nonstandard section of the Roster. » Write the student’s name and SSD Eligibility Code on the nonstandard Roster. » The name on the Roster must match the pre-ID label. 	<input checked="" type="checkbox"/> Include test-taker’s name and eligibility code. Bubble page 2 section 7b Other Issue— “Other.”

Irregularity	Procedures	SIR Required?
Test-taker seat is changed  Call the Michigan Educator Hotline Immediately.	<ul style="list-style-type: none"> » If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved. » If a test-taker is moved to another seat before the start of timed testing, no SIR is necessary — simply note on the seating chart. 	<input checked="" type="checkbox"/> Explain the reason for the change. Bubble page 2 section 7b Other Issue—“Other.”
Test-taker sent to wrong room  Call the Michigan Educator Hotline Immediately if you suspect impersonation.	If any test-taker is moved to another room after the test books are distributed and the test begins, fill out an SIR.	<input checked="" type="checkbox"/> Bubble page 2 section 7b Test Admin Issue “Staff seated students in wrong room.”
Identifying information discrepancies  Call the Michigan Educator Hotline Immediately if you suspect impersonation.	Check test-taker identifying information on the answer sheet before dismissal. <ul style="list-style-type: none"> » Check that the name and identifying information exactly matches across all documents, including the answer sheet, the ID, and the pre-ID label. » If the student has made an error, ask them to explain it and correct it. Ensure that the UIC number is complete and correct on the answer sheet. » If you suspect impersonation, keep the label. Notify the supervisor immediately. 	<input checked="" type="checkbox"/> Describe the discrepancy, and error, if applicable. If you suspect impersonation, note the test-taker’s name, UIC number, and type of ID. Bubble page 2 section 7b Check-in Issue—“Test-taker had questionable/unacceptable ID” or “Test-taker not on Roster/did not have Admission Ticket.”
Security Violations/Test-Taker Misconduct		
Observed misconduct  Call the Michigan Educator Hotline immediately.	If you observe a test-taker removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing: <ul style="list-style-type: none"> » If possible, check student ID and pre-ID label and note name, UIC number, and type of ID. Collect the test book and answer sheet and dismiss the student. Do not readmit the student to the testing room. » Notify the test center supervisor immediately. » On the front of the test book, note the student’s name and write ““Attempted to Impersonate,” “Attempted theft of test book” or “Left building” as appropriate. » If pages are missing or damaged, indicate which pages on the SIR. » Do not allow the test-taker to leave the test center until you have called the Michigan Educator Hotline. 	<input checked="" type="checkbox"/> Attach test book to SIR. Ensure that the student’s name is provided. Bubble page 2 section 7b Test Admin Issue—“Test-taker removed or attempted to remove test materials,” or “Test-taker impersonated another test-taker,” or “Test-taker left early/left without permission.” Note pages and sections.

Irregularity	Procedures	SIR Required?
Test book misuse/working on the wrong section	<p>If a test-taker is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</p> <ul style="list-style-type: none"> » Check student ID and pre-ID label and ask student to close test book or direct student to proper section of test book. Warn student individually that a subsequent violation will be grounds for dismissal. » If behavior continues, collect the test book and answer sheet. Dismiss the student. Do not readmit the student to the testing room. » On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate. » Return answer sheets with other used answer sheets. 	<p><input checked="" type="checkbox"/> Note the section(s) affected, and attach the test book. Ensure that the student's name is provided.</p> <p>Bubble page 2 section 7b Test Admin Issue—“Test-taker worked after time called,” or “Test-taker worked on wrong section,” or “Test-taker obtained improper access to test/part of test.”</p>
<p>Noises made by or use of prohibited electronic devices, including:</p> <ul style="list-style-type: none"> » Cell phones, smartphones » Cameras, scanners » Laptops, iPods, MP3 players, wearable technology » Separate timers <p><i>Medical devices such as insulin pumps are allowed.</i></p>  <p>Supervisor: If you have any suspicion that the device was used to share test information, immediately call the Michigan Educator Hotline while the student is still in your charge.</p>	<p>If a test-taker's prohibited device makes noise or if the test-taker is observed using any prohibited electronic device in the testing room or during a break:</p> <ul style="list-style-type: none"> » Tell the student to turn it off and hand it to you immediately. (Return the device after it has been checked for testing content.) » Check student ID and pre-ID label. » Inform the student that you must write up the incident and that his or her scores will be canceled, and that the device will be returned. Inform the student that student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations. » Collect test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room. » On the front of the test book, note the student's name and write "Prohibited electronic device." 	<p><input checked="" type="checkbox"/> Note that the device made noise or was in use. Attach the test book to the SIR. Ensure that the student's name is provided.</p> <p>Bubble page 2 section 7b Test Admin Issue—“Test-taker used a cell phone/prohibited device, or it made noise.”</p>

Irregularity	Procedures	SIR Required?
Calculator misuse/prohibited aids, including: <ul style="list-style-type: none"> » Pens, highlighters, or mechanical or colored pencils » Books, dictionary, or references » Compass, ruler, protractor, or cutting device » Scratch paper or notes » Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features <p><i>Note: SSD students may be approved to use particular aids, including scratch paper.</i></p>	<p>If a test-taker is seen using a calculator on a no-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</p> <ul style="list-style-type: none"> » Check student ID and pre-ID label and warn student individually (and assistant if applicable) to stop use of the prohibited aid. » Tell student that a subsequent violation will be grounds for dismissal. » If student continues, collect test book and answer sheet and dismiss student. » On front cover of test book, note student's name and write "Prohibited item." 	<p><input checked="" type="checkbox"/> Attach the test book to the SIR. Ensure that the student's name is provided.</p> <p>Bubble page 2 section 7b Test Admin Issue – "Test-taker used an unauthorized aid."</p>
Refusal to follow instructions  <p>If behavior is caused by an uncontrollable manifestation of a disability, call the Michigan Educator Hotline for assistance.</p>	<p>If a test-taker is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a phone without permission:</p> <ul style="list-style-type: none"> » If possible, check the test-taker's ID and pre-ID label, and inform the test-taker that you must write up the incident and that his or her scores will be canceled. » Collect the test book and answer sheet and dismiss the test-taker from testing. Do not readmit the test-taker to the testing room. » On the front of the test book, note the student's name and write "Refusing to follow instructions." 	<p><input checked="" type="checkbox"/> For copying and communications infractions, describe the ID. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR.</p> <p>Bubble page 2 section 7b Test Admin Issue – "Test-taker failed to follow test administration regulations," or "Test-taker gave or received help."</p>
Misadministration		
Accommodations given that were not approved	<ul style="list-style-type: none"> » Stop testing and collect the test-taker's test materials and answer sheet. » Advise the test-taker that he or she has received accommodations that were not approved. The College Board will contact the test-taker about retesting options. » Dismiss the test-taker. 	<p><input checked="" type="checkbox"/> Provide student name and UIC number. Note accommodation given and actions taken.</p> <p>Bubble page 2 section 7b - Test Center Staff Issue – "Staff gave incorrect, unapproved or no accommodations."</p>

Irregularity	Procedures	SIR Required?
Approved accommodations not given	<ul style="list-style-type: none"> » Advise the test-taker that he or she has not received accommodations for which he or she was approved. » Offer the test-taker the option to continue testing without the approved accommodations or to stop testing. » If the test-taker chooses to stop testing, collect the test book and answer sheet. Dismiss the test-taker. 	<input checked="" type="checkbox"/> Provide student name and UIC number. Provide as much detail as possible, including actions taken. Bubble page 2 section 7b - Test Center Staff Issue – “Staff gave incorrect, unapproved or no accommodations.”
Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions  <p>Call the Michigan Educator Hotline if the problem cannot be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> » Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. » Note stop time and inform students that the testing time will be adjusted. » Once testing resumes, adjust testing time. » Monitor students at all times inside and outside the testing room. » Tell students that they should contact customer service if they feel they were affected. 	<input checked="" type="checkbox"/> Note the length and impact of the disturbance. Bubble page 1 section 6– “Disturbance/ interruption.”
Incorrect test book used  <p>Call the Michigan Educator Hotline.</p>	<p>If you determine that a student has tested with the wrong test book (e.g., pink instead of purple, blue instead of pink, or purple instead of pink, continue testing, but notify the supervisor to call the Michigan Educator Hotline.</p>	<input checked="" type="checkbox"/> Provide student name and UIC number. Provide as much detail as possible, including actions taken. Bubble page 2 section 7b - Test Center Staff Issue – “Staff gave incorrect, unapproved or no accommodations.”
Undertiming  <p>Call the Michigan Educator Hotline.</p>	<p>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.</p>	<input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy. Bubble page 1 section 6– “Undertiming” (for a group), or page 2 section 7b Test Admin Issue– “Test was undertimed” (for an individual). Complete the comments section and test-taker information, and sign.

Irregularity	Procedures	SIR Required?
Overtiming  Call the Michigan Educator Hotline.	Make no adjustment.	<input checked="" type="checkbox"/> Note the section(s) affected and timing discrepancy. Bubble page 1 section 6 “Overtiming” (for a group), or page 2 section 7b Test Admin Issue—“Test was overtimed” (for an individual). Complete the comments section and test-taker information, and sign.
Testing staff issues  If administration is compromised, call the Michigan Educator Hotline immediately.	In the case of distracting behavior, incorrect directions or material distribution, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test center supervisor will determine next steps.	<input checked="" type="checkbox"/> Note the impact of the issue and the section(s) affected. Bubble page 1 section 6 for group irregularities—choose correct issue from list, or page 2 section 7b Test Center Staff Issue—for individual irregularities choose correct issue from list. Complete the comments and the test-taker information and sign.
Test-Taker Issues		
Excessive breaks <i>This irregularity does not apply to students approved for “breaks as needed.”</i> 	» Ask the student the reason for excessive breaks (is the student ill?). Collect the test book and answer sheet; return them when the student reenters. Do not allow extra time. » Have the room or hall proctor check where the student is going during breaks.	<input checked="" type="checkbox"/> Bubble page 2 section 7b Other Issue—“Other.”
Illness Call the Michigan Educator Hotline if there is a security concern.	» Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time. » If the student is unable to continue, advise them that their scores will be canceled. » If an answer sheet becomes soiled due to illness or bleeding, inform the student that it cannot 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.	<input checked="" type="checkbox"/> Note length of absence, the student(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble page 2 section 7b Test Admin Issue—“Test-taker became ill.” Also bubble page 2 section 7a “Did test-taker complete testing?” (Yes or No.)

Irregularity	Procedures	SIR Required?
Unscheduled breaks	If a student asks permission to go to the restroom, testing time cannot be made up. Collect the answer sheet and test book. Fan the test book to ensure that all testing materials are there. Check ID when the student returns to the room.	
Using pen or wrong type of pencil	If you see anyone using a pen, advise the test-taker to switch to a No. 2 pencil immediately. Do not have test-takers erase any answers. Have them continue using the same answer sheet. Test-takers should not be dismissed from testing if they use a mechanical pencil.	<input checked="" type="checkbox"/> Explain the circumstances fully. Note section(s) affected. Bubble page 2 section 7b Test Admin Issue— “Test-taker used an unauthorized aid.”
Answers placed incorrectly on answer sheets	<p>» Check the student’s ID and pre-ID label if the student is unfamiliar to you, and provide a new answer sheet associated with that type of testing if the student has misplaced answers on the answer sheet. No erasures or transfers should be done. (If no extra answer sheets are available, follow the procedures under “Defective Answer Sheet,” page 10). Tell the student to print his or her name on the new answer sheet, then continue in the appropriate place.</p> <p>» After the test is over, have the student complete items 1–9 on page 1 of the answer sheet. Clip answer sheets together.</p>	<input checked="" type="checkbox"/> Bubble page 2 section 7b Test Admin Issue— “Test-taker misplaced/ misgridded answers” (1 answer sheet only), or “Test-taker needed second answer sheet.”
Answers written in test book, but not recorded on answer sheet	<p>This irregularity does not apply to students approved for “writing answers in test book.”</p> <p>» Check student ID and pre-ID label if the student is unfamiliar to you.</p> <p>» Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet.</p> <p>» Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</p> <p>» On the front of the test book, note the student’s name and write “Answers in test book.”</p>	<input checked="" type="checkbox"/> Note the reason why the student wrote the answers in the test book. Attach the test book to the SIR. Bubble page 2 section 7b Test Admin Issue—“Test-taker recorded answers in book.”
Answer sheet left blank or completely erased	<p>» Notify the student that you have observed this behavior and check the student’s ID and pre-ID label if the student is unfamiliar to you. Indicate that if the behavior persists, you will report it.</p> <p>» Tell the student that the answer sheet will be scored unless the student cancels the scores by the third business day after the test.</p> <p>» 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. Inform the student that student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student’s chosen colleges or scholarship organizations.</p> <p>» If the test-taker continues to not mark any answers, collect the answer sheet and test book and dismiss the test-taker from testing.</p>	<input checked="" type="checkbox"/> Explain the circumstances fully. Describe the ID for test-takers observed not bubbling answers. Bubble page 2 section 7b Test Admin Issue — “Test-taker failed to follow test administration regulations.”

Irregularity	Procedures	SIR Required?
Calculator malfunction	<ul style="list-style-type: none"> » Check the test-taker's ID and pre-ID label and allow the test-taker to replace batteries or try a backup calculator, if available. If the problem persists, the test-taker can choose to continue or to cancel scores. » Canceling scores for the math section of the SAT means that the entire test will be canceled. » If the test-taker decides to cancel, provide an SAT Request to Cancel Test Scores form and have the test-taker complete and sign it. The associate supervisor must also sign. » Inform the student that student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations. 	<p><input checked="" type="checkbox"/> Document the malfunction.</p> <p>Bubble page 2 section 7b Test Admin Issue — "Test-taker had a CD player or calculator malfunction."</p>
Test question ambiguity	Report the type of question ambiguity.	<p><input checked="" type="checkbox"/> Add any test-taker information if possible, as full a description as possible, and your contact information.</p> <p>Bubble page 2 section 8— choose correct issue and provide listed test-taker information. Fill in the comments section.</p>

Section B: Standard SAT Script

Testing in the Standard Room



The scripts in this section are for testing in the standard rooms using the test books with purple covers. Most students testing with accommodations must be tested using the scripts in either Section C with the pink tabs or using the scripts in the *SSD Coordinator Manual*.

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

If students have not been centrally checked in, associate supervisors must ensure that the online Attendance Roster (appearing as the Roster throughout this manual) is updated. Please carefully mark attendance on the Roster in pencil.

- » Write your 5-digit test center number on the top of each printed page.
- » Check each student in as follows:
 - › Confirm that the student's identification matches the student's name, as noted on the pre-ID label.
 - › Note this verification with a check mark in the appropriate column.
 - › Write a "P" (Present) next to the name of each student who checks in.
- » If it is necessary to deny admission to a student (e.g., because he or she is unknown to staff and lacks the proper ID), put an "X" next to his or her name on the Roster.
- » For students who will test, list the name, date of birth, address, and phone number for any students that do not appear on the online Attendance Roster.
- » After check-in is complete, put an "A" (Absent) next to the name of any listed registrant who is absent. This notation will be a resource when building your makeup roster.

NOTE: See page iv for information about acceptable identification.

Checklist

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

- » "No Cell Phones!"
- » "Quiet, Please."

Post this information for students.

- » Test date
- » Test month and "SAT with Essay"
- » Five-digit test center number assigned to your school (example: 82000) (or off-site location, if applicable)
- » Center (school) name, city, and state
- » Room number or name (e.g., "Gymnasium")
- » "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."

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

- ! Distribute ELL support materials such as translated test directions and word-for-word glossaries. Do not distribute any other test materials until instructed to do so in the scripts.
- » Test books should have a purple cover. Use of the purple-colored scripts in this section to test students with pink, blue, or lime green test materials will result in a misadministration and canceled scores.
- » In addition, the test books should match the administration in your room — "SAT with Essay."
- » If using school-provided calculators, have them in the testing room.

Check that students are in the correct testing room and that you have the correct pre-labeled and pre-populated answer sheets for the students assigned to your room.

Read scripts in tinted boxes aloud EXACTLY as written.

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

At all administrations, say:

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

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

Continue by saying:

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

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

Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

You may also be dismissed for:

- » Eating or drinking (unless you have an approved accommodation) during testing

- » Causing a disturbance of any kind
- » Failing to follow testing procedures
- » Going to your locker or leaving the building during breaks

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

After all questions are answered, say:

Please listen carefully to the following information about phones and other electronic equipment. The use of phones or other prohibited electronic devices at any time in this test center is prohibited. At this time, if you still have a phone, watch alarm, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it under your desk until testing is over. If your phone or other prohibited device makes any noise or you are seen using it at any time, including breaks, you will be dismissed and your scores will be canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. In addition, any electronic device that is not turned off and put away may have its contents inspected.

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

- » Remove everything from your desk except your pencils, erasers, acceptable calculator, and any other allowed materials such as translated directions or word-for-word bilingual glossaries. . . .
- » Remove any earplugs, which may not be worn during testing; any highlighters; rulers; dictionaries or other books; pens or colored pencils; pamphlets; and papers of any kind, including scratch paper — these are all prohibited. . . .
- » If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk. . . .
- » Place any water bottles under your desk. Close all bags and backpacks and put them under your desk until the test is over. . . .

Once desks are cleared of prohibited items, say:

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

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

- » Cell phones or smartphones
- » Audio players or recorders
- » Tablets, laptops, notebooks, or any other personal computing device, including wearable technology
- » Separate timers of any type
- » Cameras or any other photographic equipment
- » Smartwatches or any other devices that can be used to record, transmit, receive, or play back audio, images, text, or video content, and wearable technology must be taken off and stored away
- » Pens, highlighters, and mechanical or colored pencils
- » Books, dictionaries, or references of any kind
- » Compasses, rulers, protractors, or cutting devices
- » Notes, pamphlets, or papers of any kind, including scratch paper (excluding translated test directions and word-for-word bilingual glossaries)
- » Earplugs
- » Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

NOTE: *If unauthorized devices or aids are displayed, have students remove them from their desks.*

Then say:

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

I am going to give a test book to each of you now. Do not open it. . . .

When you get the test book, turn it over and read the back cover. It has important information about timing, marking answers, and scoring.

Make sure that test-takers have put their calculators under their desks, and that any phones are placed under the desk, not in a pocket.

Place the Essay books aside in a location where students cannot access them (these will be distributed after test books are collected and before Section 5 begins).

Distribute to each student one test book in serial-number order as well as any translated instructions and word-for-word bilingual glossaries that specific students need. Make sure every student is using a No. 2 pencil. Check to ensure that no one is using a pen or mechanical pencil. If a student has a mechanical pencil, hand him or her a No. 2 pencil.

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

Then say:

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

Are there any questions about the information you just read? . . .

When all students are ready, say:

On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____

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

Then say:

I am going to give each of you your answer sheets now. It is important that you understand how to mark your answers. Unless you are approved to do so, you may not mark your answers in your test book — only answers marked on the answer sheet will be scored.

Distribute the pre-labeled answer sheets. Make sure each student receives the answer sheet with their correctly matching pre-ID label. If any students in the room do not have pre-labeled answer sheet, give them a blank answer sheet. You will need to pre-ID the student and locally produce a label in the BAA Secure Site. Before returning materials, print a label and affix it to the answer sheet.

Then say:

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

Resolve any discrepancies with incorrectly distributed answer sheets.

NOTE: *If the pre-ID label matches the student but has some incorrect information (date of birth, for example), instruct students to fill in the correct information in the appropriate answer sheet items.*

When all students are ready, say:

Please listen carefully to these instructions, because they are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score. Unless you are approved to do so, you may not mark your answers in your test book -- only answers marked on the answer sheet will be scored. Now look at the front page of your answer sheet (or page two of your large-block answer sheet). I will walk you through filling out items 1 through 9.

Make sure you are using a Number 2 pencil to mark your answer sheet in the spaces provided. If you will be filling in circles, make sure you fill in the circles completely and darkly. If you are using a large-block answer sheet, you will be marking boxes. Be sure your X is dark and marks one box only. Otherwise your answers, which are scored electronically, will not register correctly. The page numbers will be different than those on the standard answer sheet.

Are there any questions about your answer sheet? . . .

Then, say:

Now look at page 1 of your answer sheet. If you are using a large-block answer sheet, turn to page 2. You are going to enter personal information on this page.

In item 1:

- » Print your last name, first name, and middle initial, if you have one, exactly as they appear on your pre-ID label. . . .
- » Read the statement below where you wrote your name, then sign your full name. . . . Look up when you are done.
- » Today's date is _____. Write the numbers for the month, day, and year for today's date. . . .
- » Next, print your home address. . . .
- » Print your phone number, including the area code. . . .
- » Print the city and state of this high school as posted on the board. . . . Look up when you are done.

To all students, say:

If you already have filled in items 2-5 on your answer sheet, please sit quietly while I read the next instructions.

- » **In item 2:** Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The order and spelling of your name must exactly match your pre-ID label. Fill in the corresponding circles. . . .
- » **In item 3:** Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the two-digit numbers for the day and year of your birth. Start with a zero if the number is less than 10 (for example, for the number 3, write 0 followed by 3). Fill in the circles. . . . Look up when you are done.
- » **In item 4:** Print your UIC number and fill in the circles. Copy the UIC number that is printed on the upper left-hand corner of your pre-ID label. Make sure you provide this information correctly and completely. . . .
- » **In item 5:** Write in the U.S. ZIP code of your home address and fill in the corresponding circles. . . .

Continue by saying:

Now everyone must fill out the testing information beginning with item 6.

- » **In item 6:** Print the number of this test center as posted and fill in the circles. . . . Look up when you are done.
- » **In item 7:** Turn to the front cover of your test book. Find the area in the upper right-hand corner labeled "Test Book Serial Number" and enter the number printed onto item 7 on your answer sheet. Fill in the circles. . . .
- » **In item 8:** Turn to the back cover of your test book. Find the box labeled "8. Form Code" and enter the code onto item 8 on your answer sheet. Fill in the circles exactly as shown. . . .
- » **In item 9:** Copy the number from the box labeled "9. Test ID" exactly as shown. . . . Look up when you are done.

Take a moment to ensure that items 8 and 9 on your answer sheet are completed correctly. It is critical that you enter the correct codes on your answer sheet. For your test to be scored, items 1 to 9 must be correctly filled in.

Check that students are filling in the correct codes.

Testing Script

When all students are ready, say:

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify the College Board in writing no later than 11:59 p.m. on the third business day from today. Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call. Once canceled, scores cannot be reinstated at a later date.

Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

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

During testing, keep your answer sheet, test book, and other allowed materials flat in the center of your desk. If you find a defect with either your test book or answer sheet, or if you realize that you've been writing answers in the wrong section of your answer sheet, raise your hand at that time. You will only receive credit for answers recorded on your answer sheet. This applies to all of you unless you have approval from the College Board to record your answers differently. You may not use your answer sheet for scratch work.

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

Answer sheets and test books must never be removed from the testing room. In addition, if you are using other allowed materials, these must remain on your desk. Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. . . .

Throughout testing, follow these procedures:

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

Time the section:

- » As you begin each section, once students are all working on the test, enter the start and stop times; post the times for students to see. Announce the remaining time at the prescribed intervals. This is particularly important if your room clock malfunctions.
- » Before you call stop, check your watch against the time you have written down.
- » Verify the time with the proctor, if applicable.
- » Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 16.

Account for materials as follows:

- » On the Testing Room Materials Report form provided to you by the supervisor:
 - › Account for all test materials (used and unused). If a book appears to be missing, follow procedures in "Accounting for Test Materials" in Section A of this manual.
 - › Make a note of the count of Essay books.
 - › Complete the seating chart on the back of the Testing Room Materials Report form provided to you.

Section 1 – Reading Test



STANDARD TIME

65 MINUTES

START TIME _____ STOP TIME _____

When all questions are answered, say:

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section. Turn to Section 1 of your answer sheet. Keep your answer sheet, test book, and other allowed materials flat on your desk. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

The standard time for Section 1, Reading, is 65 minutes. Now, open your test book to Section 1, read the directions, and begin work.

During Testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes, say:

Stop work and put your pencil down. . . . We will now stop for a 10-minute break.

Close your answer sheet and place it inside your test book. Close your test book and leave it on your desk. Leave translated instructions and word-for-word bilingual glossaries on your desk, if applicable. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 10 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

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

When everyone is ready, say:

Take out your answer sheet, but leave your test book closed. Turn to the back page, or page 27 if you're using a large block answer sheet, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. If you don't complete it, your scores may be delayed or canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. The quality of your handwriting will not be used to calculate your score. . . .

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet. These conditions are spelled out in the *Registration and Questionnaire Booklet* and online at sat.collegeboard.org. Look up when you are done. . . .

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

Section 2 – Writing and Language Test

When everyone is ready, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk. If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

Be sure to mark your answers in the correctly numbered spaces in Section 2.

The standard time for Section 2, Writing and Language, is 35 minutes. Now, open your test book to Section 2, read the directions and begin work.



STANDARD TIME

35 MINUTES

START TIME _____ STOP TIME _____

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down. . . . Close your test book and other allowed materials.

Section 3 – Math Test – No Calculator

Test-takers with calculator accommodation: In very rare instances, you may be asked by the College Board to test a student in the standard room who is approved to use a four-function calculator on this section as an accommodation. (In almost all situations, these students will be tested in the nonstandard room.) If you have a student with this accommodation in your standard room, please replace the script that follows with this italicized statement: “*Although this is a math section, you are NOT allowed to use a calculator on this portion of the test unless preapproved to use a calculator on this portion of the test by the College Board.*”

When everyone is ready, say:

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test. Please keep your calculator under your desk.

Turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk.



STANDARD TIME

25 MINUTES

START TIME _____ STOP TIME _____

Continue by saying:

Be sure to mark your answers in the correctly numbered spaces in Section 3. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers may be shorter, but not longer, than four numerals.

The standard time for Section 3, the Math Test – No Calculator section, is 25 minutes. Now, open your test book to Section 3, read the directions, and begin work.

During testing:

- » Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to ensure that no test-taker has a calculator on the desk.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down. . . .

Put your answer sheet inside your test book where you just completed working. Close your test book and leave it and other allowed materials on your desk. We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. As before, do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

At the end of the break, say:

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

Section 4 – Math Test – Calculator**STANDARD TIME****55 MINUTES****START TIME** _____**STOP TIME** _____

If students will be using a school-provided calculator, distribute them now if you haven't already.

When everyone is ready, say:

For this section, Math Test – Calculator, you may use a calculator. Please take your calculator out and place it in the center of your desk. . . .

When using a calculator, follow these guidelines:

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

For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

Be sure to mark your answers in the correctly numbered spaces in Section 4. If you finish before time is called, you may NOT turn to any other section.

Open your test book to where your answer sheet is inserted, take out your answer sheet, and open it to Section 4. Keep your answer sheet, test book, and other allowed materials flat on your desk.

The standard time for Section 4, the Math Test – Calculator section, is 55 minutes. Now open your test book to Section 4, read the directions, and begin work.

During testing:

Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to make sure you have correctly calculated the stop time.

After 25 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes, say:

Stop work and put your pencil down. . . .

When everyone is ready, say:

Close your test book, answer sheet, and other allowed materials. Place your calculator under your desk. We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

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

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

Do not distribute Essay books until all test books are collected and accounted for. Place the test books where students cannot access them.

Section 5 – SAT Essay

To all students, say:

Now, open your answer sheet to page 6 or page 15 in the large block answer sheet. Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up. . . .

I will now give an Essay book to each of you. Do not open your Essay book until I tell you to do so.

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

NOTE: *Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.*



STANDARD TIME

50 MINUTES

START TIME _____ STOP TIME _____

When all students have an Essay book, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____.

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you are ready, you'll need to start writing your essay on page 7 of the answer sheet and can continue on pages 8 through 10, if needed. If you are using a large-block answer sheet, you must write your essay on pages 17 to 23 of your answer sheet. You must fit your essay into those pages and within the margins marked. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. If you finish before time is called, you may NOT turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled. If you leave the essay blank, you will receive an Essay score of zero.

Continue by saying:

You have 50 minutes to work on Section 5, the SAT Essay. Read the directions on the front of your Essay book, then open the book and begin work.

During testing:

- » Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately.
- » Use this time to confirm that you have a serialized test book for each student.

After 25 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 45 minutes have elapsed, say

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work. Put your pencil down. . . . Close your answer sheet, your Essay book, and other allowed materials.

After testing**To all students say:**

Place your answer sheet next to your Essay book. I will now collect your test materials. Please sit quietly.

Collect an Essay book and any translated instructions or word-for-word bilingual glossaries from each student in the order in which they were distributed.

If all students in the room participated in a preadministration session, proceed to “Collecting and Checking Answer Sheets.”

To all students, say:

We will now complete item 10, “Score Reporting,” on the answer sheet. Turn over your answer sheet and locate item 10. If using a large-block answer sheet, turn to page 4. If you have already filled this item in, please sit quietly while others complete it. Please raise your hand if you need to complete item 10.

Distribute one copy of the *SAT School Day Score Reporting Code List* to each student who needs it.

Now say:

When you take the SAT as a part of the Michigan Merit Exam, you are entitled to send your scores at no charge to as many as four colleges or programs. Completing this section is optional. If you do not know where you would like to send your scores at this time, you may use the online score send process. To send your scores at no charge, you must do so no later than April 20, 2017.

You can submit up to four score sends. If you’ve already submitted all four score sends online, wait quietly now while others fill in their selections. However, if you submitted fewer than four score sends, you can add more now on the answer sheet. For example, if you only submitted two score sends online, you may select an additional two on the answer sheet now.

Use the *SAT School Day Score Reporting Code List* to find the appropriate 4-digit code corresponding to the school or program you wish to send your scores to. In the booklet, scholarship programs are listed first, in alphabetical order. Colleges and universities come next, and are organized alphabetically within state.

For each place you want to send scores, copy the 4 digits in the boxes, AND then fill in the corresponding circles (if using a large-block answer sheet print the digits as clearly as you can).

If you change your mind about where to send your scores, you have until 11:59 p.m. Eastern Time April 20 to change your selections. Use your online account at collegeboard.org/mysat (or call Customer Service by 8 p.m.). Look up when you are done. . . .

Collecting and Checking Answer Sheets

Now say:

I am now going to collect your answer sheets. Please sit quietly until I dismiss you.

As you collect from each student, before moving on to the next person, do the following:

- » Check to see that all the identifying information on the front page (or starting on the second page of the large-block answer sheet) of the answer sheet is complete and that it matches the information on the pre-ID label. Ensure that the letters in “YOUR NAME” (Item 2) correspond to the filled circles in each column.
- » If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.
- » If you suspect impersonation, note the student's name, ID type, and number on the SIR. Notify the test center supervisor immediately.

Before dismissing students:

- » Make sure answer sheets are not inserted in or between Essay books.
- » Verify by count that you have an Essay book, multiple-choice test book, and answer sheet for each student.
- » Verify by serial number that you have collected the test books assigned to your room.
- » Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- » An answer sheet with items 1 to 9 completed must be submitted for a student to receive a score report. If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information (items 1 to 9) before dismissing students.

After all materials are accounted for, say:

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

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

To all students, say:

This test administration is now over. Gather your belongings and quietly exit the room. Please keep in mind that students in other rooms may still be testing. Thank you for your cooperation.

After students leave the room:

- » Complete and sign the Testing Room Materials Report form and Seating Chart.
- » If you have any students approved to write their answers in the test book, do the following:
 - » On the test book, write the student's name, UIC number, test center code, and answer sheet litho code from the shaded box on the bottom right of the answer sheet.
 - » On the front cover of the test book, write “Answers in book.”
 - » Include the test books with the used answer sheets.
- » Describe any discrepancy on the SIR.
- » Return the completed Testing Room Materials Report form with all test materials and forms to the supervisor.

SAT Standard Section Timing Chart

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

STOPTIME Standard Time

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

Section C: Nonstandard SAT Script for Testing Accommodated Students Listed on the Roster

Testing in the Nonstandard Room



The scripts in this section are for testing in the nonstandard rooms with students testing with certain SSD accommodations who are listed on the online Attendance Roster. Every student taking the SAT in this room must have a test book with a pink cover.

NOTE: *If students with accommodations are not listed on your room roster, they may be testing with accommodations listed on the NAR, or they may have minor accommodations that allow testing in the standard room with the purple script. Send these students to the SSD Coordinator, who can work with the test center supervisor to reassign them to appropriate rooms.*

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

If you have students approved to test with accommodations, they cannot elect to test without those accommodations unless they present a written statement signed by a parent/guardian or by the student, if over 18 years of age.

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

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

Using These Scripts

Test scripts are divided into three categories based on the type of accommodation a student is approved for. An overview of timing is given in the chart on the next page.

IMPORTANT: *Students with 50% extended time for reading test over two days and must be tested with the scripts in the SSD Coordinator Manual.*

Script 1: 50% Extended Time for Math Only

Use Script 1 (starting on page 36) for students who are approved for 50% extended time for math only.

Script 2: 50% Extended Time for Writing Only

Use Script 2 (starting on page 43) for students who are approved for 50% extended time for writing.

Script 3: Standard Time for Accommodated Students

Use Script 3 (starting on page 49) for students who are approved for standard timing and breaks with nonstandard accommodations such as permission to test blood sugar or using a four-function calculator on the Math Test – No Calculator section.

Script 4: Standard Time with Extra Breaks

Use Script 4 (starting on page 55) for students who receive standard time on all sections of the test and are approved for extra breaks.

Combined Scripts for Students with Math- and Writing-Only Extended Time

For students approved for both 50% extended time in math and writing:

- » Use Script 1 (page 36) for Sections 1 through 4 (Reading Test, Writing and Language Test, Math – No Calculator, and Math – With Calculator).
- » Use Script 2 (page 46) for Section 5 (SAT Essay).

Extended Breaks

Script 3 can be used for test-takers who are approved for extended breaks without extended time. Simply give a 10-minute break whenever instructed to give a 5-minute break. Extend the 2-minute break before Section 5 to 5 minutes.

Timing Chart

Section		50% Extended Time for Math Only	50% Extended Time for Writing Only	Standard Time (Nonstandard Room)	Standard Time with Extra Breaks
		Use Script 1 (p. 36)	Use Script 2 (p. 43)	Use Script 3 (p. 49)	Use Script 4 (p. 55)
1	Reading Test	65 minutes	65 minutes	65 minutes	33 minutes
					5-minute break
					32 minutes
		10-minute break	10-minute break	10-minute break	5-minute break
2	Writing and Language Test	35 minutes	35 minutes	35 minutes	35 minutes
		5-minute break			5-minute break
3	Math Test – No Calculator	38 minutes	25 minutes	25 minutes	25 minutes
		5-minute break			
4	Math Test – Calculator	42 minutes	55 minutes	55 minutes	28 minutes
		5-minute break			5-minute break
		41 minutes			27 minutes
		2-minute break			
5	Essay	50 minutes	38 minutes	50 minutes	25 minutes
			5-minute break		5-minute break
			37 minutes		25 minutes

* The scripts in this section do not apply to students taking the SAT with Essay with extended time for reading. The SSD Coordinator will administer the SAT with Essay to these students over two days of testing, using scripts in the School Day SSD Coordinator Manual.

Checklist

Post this information for students.

- » Test date
- » Test month and “SAT with Essay”
- » Five-digit test center number assigned to your school (example: 82000) (or off-site location, if applicable)
- » Center (school) name, city, and state
- » Room number and name (e.g., “Auditorium”)
- » “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”

Ensure that all materials are for nonstandard roster room testing.

! Distribute ELL support aids such as translated test directions and word-for-word bilingual glossaries. Do not distribute any other test materials until instructed to do so in the scripts.

- » Ensure that the test books you have in the testing room have a pink cover (not purple, blue, or lime-green).
- » In addition, the test books should match the administration in your room — “SAT with Essay.”
- » If using school-provided calculators, have them in the testing room.

NOTE: *Essay books will have a purple stripe. Essay test books should be distributed only after test-takers have completed all four sections of the SAT test.*

Check that students are in the correct testing room and confirm that the pre-labeled answer sheets match the students assigned to the room.

Read scripts in tinted boxes aloud EXACTLY as written.

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

If you have students approved for different testing schedules, i.e., extended time and/or extra or extended breaks, they should be seated in different testing rooms. The Roster will indicate the groups of students who can be tested together.

- » Do not distribute test materials to students until instructed to do so in the scripts.

At all administrations, say:

Good morning. Today you are going to take the SAT with Essay. This is your chance to show how prepared you are for college and career. If you have questions about any of the instructions I give you, please ask them, so that you can be sure you understand the directions and can do your best.

If applicable, confirm with students who do not appear on your room roster that they have properly changed from standard to nonstandard testing with College Board-approved accommodations. Ask them to verify by showing you a notification signed by the supervisor. Send any students who belong in the standard room or in the nonstandard NAR room to the supervisor for the appropriate room assignment.

Continue by saying:

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

- » Taking the test with extended time if you are not approved for it
- » Taking the test with an accommodation if you are not approved for it
- » Giving or receiving help of any kind
- » Looking through the test book before the start of the test
- » Working on the wrong section or referring to a previous or future section in the test book or answer sheet
- » Marking answers after time is called
- » Sharing test questions with anyone during or after the test
- » Attempting to remove test materials from the testing room
- » Using any unauthorized testing aids, including phones, during testing or on breaks
- » Attempting to take the test for someone else

Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

You may also be dismissed for:

- » Eating or drinking (unless an approved accommodation) during testing
- » Causing a disturbance of any kind
- » Failing to follow testing procedures
- » Going to your locker or leaving the building during the test

You will have until 11:59 p.m. on the third business day after the test to file a test day complaint. If you see any behaviors that cause you concern, please notify the test center supervisor, who will explain how to notify the College Board. You can also get this information online. Are there any questions? . . .

After all questions are answered, say:

Please listen carefully to the following information about phones and other electronic equipment. The use of phones or other prohibited electronic devices at any time in this test center is prohibited. At this time, if you still have a phone, watch alarm, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test center.

If your phone or other prohibited device makes any noise or you are seen using it at any time, including breaks, you will be dismissed and your scores will be canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. In addition, any electronic device that is not turned off and put away may have its contents inspected.

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

- » Remove everything from your desk except your pencils with erasers and acceptable calculator. . . .
- » Remove any earplugs, which may not be worn during testing, any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper — these are all prohibited unless you have College Board approval for their use as an accommodation. . . .
- » If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk. . . .
- » Place any water bottles under your desk. Close all bags and backpacks and put them under your desk until the test is over. . . .

Once desks are cleared of prohibited items, say:

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

Walk around the room to make sure no one has the following unauthorized devices or aids on his or her desk or person.

- » Cell phones or smartphones
- » Audio players or recorders
- » Tablets, laptops, notebooks, or any other personal computing device, including wearable technology
- » Separate timers of any type
- » Cameras or any other photographic equipment
- » Smartwatches or any other devices that can be used to record, transmit, receive, or play back audio, photographs, text, or video content, and wearable technology must be taken off and stored away.
- » Pens, highlighters, mechanical or colored pencils
- » Books, dictionaries, or references of any kind
- » Compasses, rulers, protractors, or cutting devices
- » Notes, pamphlets, or papers of any kind, including scratch paper (excluding translated test directions and word-for-word bilingual glossaries)
- » Earplugs
- » Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

NOTE: *If unauthorized devices or aids are displayed, have students remove them from their desks. If a student has a mechanical pencil, hand him or her a No. 2 pencil. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly.*

Then, say:

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

I am going to give a test book to each of you now. Do not open your test book.

When you get the test book, turn it over and read the back cover. It has important information about timing, marking answers and scoring.

Make sure that test-takers have put their calculators under their desks, and that any phones and wearable technology are placed under the desk, not in a pocket.

Place Essay books aside in a location where students cannot access them. (These will be distributed after test books are collected, before Section 5 begins.)

Distribute to each student one regular or large-print test book in serial-number order, along with any ELL support aids that are needed.

Then say:

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

Are there any questions about the information you just read? . . .

When all students are ready, say:

On the back of your test book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____ . . .

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

Distribute the pre-labeled answer sheets. Make sure each student receives the answer sheet with their correctly matching pre-ID label. If any students in the room do not have a pre-labeled answer sheet, give them a blank answer sheet. You will need to pre-ID the student and locally produce a label in the BAA Secure Site. Before returning materials, print a label and affix it to the answer sheet.

When all students are ready, say:

Please listen carefully to these instructions, because they are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score. Now look at the front page of your answer sheet (or page two of your large-block answer sheet). I will walk you through filling out items 1 through 9.

Make sure you are using a Number 2 pencil to mark your answer sheet in the spaces provided. If you will be filling in circles, make sure you fill in the circles completely and darkly. If you are using a large-block answer sheet, you will be marking boxes. Be sure your X is dark and marks one box only. Otherwise your answers, which are scored electronically, will not register correctly. The page numbers will be different than those on the standard answer sheet.

Are there any questions about your answer sheet? . . .

Then say:

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

Resolve any discrepancies with incorrectly distributed answer sheets.

NOTE: *If the pre-ID label matches the student but has some incorrect information (for example, date of birth), instruct students to fill in the correct information in the appropriate answer sheet items.*

Continue by saying:

Now look at the front page of your answer sheet. If you are using a large-block answer sheet, turn to page 2. You are going to enter personal information on this page.

- » **In item 1:** Print your last name, first name, and middle initial, if you have one, exactly as they appear on your pre-ID label. . .
- » Read the statement below where you wrote your name, then sign your full name. Look up when you are done. . .
- » Today's date is _____. Write the numbers for the month, day, and year for today's date. . .
- » Next, print your home address. . .
- » Print your home phone number, including the area code. . .
- » Print the city and state of this test center. Look up when you are done. . .

To all students, say:

If you already have filled in items 2-5 on your answer sheet, please sit quietly while I read the next instructions.

- » **In item 2:** Print the first six letters of your last (or family) name, the first four letters of your first (or given) name, and your middle initial, if you have one. Include blanks, dashes, or apostrophes if these are part of your name. The spelling of your name must exactly match your pre-ID label. Fill in the corresponding circles. . .
- » **In item 3:** Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the two-digit numbers for the day and year of your birth. Start with a zero if the number is less than 10 (for example, for the number 3, write 0 followed by 3). Fill in the circles. Look up when you are done. . .

- » **In item 4:** Print your UIC number and fill in the circles. Copy the 10-digit UIC number that is printed on the upper left corner of your pre-ID label. Make sure you provide this information correctly and completely. . . .
- » **In item 5:** Write in the U.S. ZIP code of your home address and fill in the corresponding circles. . . .

Continue by saying:

Now everyone must fill out the testing information beginning with item 6.

- » **In item 6:** Print the number of this test center as posted and fill in the circles. . . . Look up when you are done. . . .
- » **In item 7:** Turn to the front cover of your test book. Find the area in the upper right-hand corner labeled “Test Book Serial Number” and enter the number printed onto item 7 on your answer sheet. Fill in the circles. . . .
- » **In item 8:** Turn to the back cover of your test book. Find the box labeled “8. Form Code” and enter the code onto item 8 on your answer sheet. Fill in the circles exactly as shown. . . .
- » **In item 9:** Copy the number from the box labeled “9. Test ID” exactly as shown. . . . Look up when you are done.

Take a moment to ensure that items 8 and 9 on your answer sheet are completed correctly. It is critical that you enter the correct codes on your answer sheet. For your test to be scored, items 1 to 9 must be correctly filled in.

Check that students are filling in the correct codes.

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

To all students say:

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete before you leave the room. To cancel your scores later, you must notify the College Board in writing no later than 11:59 p.m. on the third business day from today. Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email message or phone call. Once canceled, scores cannot be reinstated at a later date. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

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

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

You will only receive credit for answers recorded on your answer sheet. This applies to all of you unless you have approval from the College Board to record your answers differently. You may not use your answer sheet for scratch work.

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

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

Throughout testing, follow these procedures:

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

Time the section:

- » As you begin each section, once students are all working on the test, enter the start and stop times; post the times for students to see. Announce the remaining time at regular intervals. This is particularly important if your room clock malfunctions.
- » Before you call stop, check your watch against the time you have written down.
- » Verify the time with the proctor, if applicable.
- » Refer to the charts on pages 42 (50% extended time for math only), 48 (50% extended time for writing only), and 54 (standard times in a nonstandard room) to ensure that you have correctly calculated the stop time(s).

Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 16.

After testing begins, account for materials as follows:

- » On the Testing Room Materials Report form provided to you by the supervisor:
 - › Account for all test materials (used and unused). If a book appears to be missing, follow procedures in “Accounting for Test Materials” in Section A of this manual.
 - › Include a count of Essay books.
- » Complete the seating chart (on the back of the Testing Room Materials Report form provided to you).

Script 1: 50% Extended Time for Math Only

- !** The following script is for 50% extended time on math only. Students with 50% extended time for writing only should use Script 2 on page 43.

Section 1 – Reading Test

Begin the test by saying:

Do not open your test book until I tell you to do so. If you finish before time is called, you may NOT turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled.

Now, open your answer sheet to Section 1. Do not begin work until I tell you to. You are not allowed to use a calculator in this section of the test. Please keep your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1. . . .

**STANDARD TIME****65 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

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

During Testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside your test book. Close your test book and leave it and any allowed materials on your desk.

For the break, say:

We will now stop for a 10-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 10 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

Post the break time of 10 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and any ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

For the Certification Statement, if students are approved with an accommodation for a disability that prevents them from writing the statement, encourage them to sign their names.

When everyone is ready, say:

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet, or page 27 if you are using a large block answer sheet, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. If you don't complete it, your scores may be delayed or canceled. The quality of your handwriting will not be used to calculate your score. . . .

Continue by saying:

When you submit your answer sheet, you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the Registration and Questionnaire Booklet and online at sat.org. Look up when you are done. . . .

Walk around the room and ensure that all students are writing the Certification Statement. Note that cursive writing is NOT required.

Section 2 – Writing and Language Test

Begin by saying:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk.

If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

Be sure to mark your answers in the correctly numbered spaces in Section 2.



STANDARD TIME

35 MINUTES

START TIME _____

STOP TIME _____

During Testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

To test-takers, say:

You have 35 minutes to work on Section 2, Writing and Language. Now, open your test book to Section 2, read the directions, and begin work.

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . . .

For the break, say:

Put your answer sheet inside the front of your test book. Close your test book and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes. . . .

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat.

Section 3 – Math Test – No Calculator

NOTE: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.

To all students, say:

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an accommodation that approves you to use a four-function calculator on this section.

For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 3.



50% EXTENDED TIME

38 MINUTES

START TIME _____ STOP TIME _____

To test-takers, say:

You will have 38 minutes to work on Section 3, Math Test – No Calculator. You will have a 5-minute break at the end of this section. Now, open your test book to Section 3, read the directions, and begin work.

During Testing:

- » Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to ensure that no test-taker has a calculator on the desk unless approved to use a four-function calculator on Section 3.

After 20 minutes have elapsed, say:

You have 18 minutes remaining in this section.

After 33 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside the front of your test book. Close your test book and leave it and other allowed materials on your desk.

We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic devices, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

At the end of the break, say:

Please take your seat. . . . Do not open your test book until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Section 4 – Math Test – Calculator

If students will be using a school-provided calculator, distribute them now if you haven't already.

When everyone is ready, say:

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

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

- » Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- » Do not share or exchange your calculator.

- » If you brought a backup calculator, keep it on the floor underneath your desk.
- » If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Turn to Section 4 of your answer sheet. Do not begin work until I tell you to. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4. If you finish before time is called, you may NOT turn to any other section.



50% EXTENDED TIME

42 MINUTES

START TIME _____ STOP TIME _____

5 MINUTE BREAK



50% EXTENDED TIME

41 MINUTES

START TIME _____ STOP TIME _____

To test-takers, say:

You will have one hour and 23 minutes to work on Section 4, Math Test – Calculator. We will stop after 42 minutes to take a 5-minute break. Now, open your test book to Section 4, read the directions, and begin work.

During Testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 68 minutes remaining in this section and 27 minutes before the break.

After 37 minutes have elapsed, say:

You have 5 minutes left before the break.

After 42 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 41 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 21 minutes have elapsed (from the break), say:

You have 20 minutes remaining in this section.

After 36 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 41 minutes have elapsed (from the break), say:

Stop work and put your pencil down. . . .



If testing students with extended time on math and writing, turn to Script 2, page 46, to administer Section 5 with extended time.

To all students say:

Place your calculator under your desk. Close your answer sheet and test book and leave them and other allowed materials on your desk. We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Place your closed test book next to your answer sheet, and sit quietly while I collect your test books. . . .

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

Do not distribute Essay books until after all test books are collected and accounted for. Place the test books where students cannot access them.

Section 5 – SAT Essay**To all students, say:**

Now, open your answer sheet to page 6 (or page 15 in the large block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . . . I will now give an Essay book to each of you. Do not open your Essay book until I tell you to do so.

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

NOTE: *Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.*

Once Essay books have been distributed, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and use pages 8 through 10 if needed. If you are using a large-block answer sheet, you must write your essay on pages 17 to 23 of your answer sheet. You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. If you finish before time is called, you may NOT work on any other section. If you try to work on a different section of the answer sheet, I will need to report it, and your scores may be canceled. Canceled scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

**STANDARD TIME****50 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 50 minutes to work on Section 5, the Essay. Now read the directions, and begin work.

During testing:

- » Enter the start and stop times and post them for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).
- » Use this time to verify that you have all serialized test books that were distributed to students. You will need to note this information on the Testing Room Materials Report form.

After 25 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

Stop work and put your pencil down. . . . Close your Essay book and answer sheet and any allowed materials.

- ① **Proceed to “After the Test” on page 63.**
Testing has concluded and you need to follow the instruction to collect answer sheets, test books, and other test materials and dismiss test-takers.

50% Extended Time SAT Section Timing Chart Math Only

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

STOPTIME 50% ExtendedTime						
Start Time	For a 65-minute section (Section 1)	For a 35-minute section (Section 2)	For a 38-minute section (Section 3)	For an 83-minute section (Section 4) 42 mins.—break —41 mins.		For a 50-minute section (Section 5)
:00	:05	:35	:38	:42	:41	:50
:01	:06	:36	:39	:43	:42	:51
:02	:07	:37	:40	:44	:43	:52
:03	:08	:38	:41	:45	:44	:53
:04	:09	:39	:42	:46	:45	:54
:05	:10	:40	:43	:47	:46	:55
:06	:11	:41	:44	:48	:47	:56
:07	:12	:42	:45	:49	:48	:57
:08	:13	:43	:46	:50	:49	:58
:09	:14	:44	:47	:51	:50	:59
:10	:15	:45	:48	:52	:51	:00
:11	:16	:46	:49	:53	:52	:01
:12	:17	:47	:50	:54	:53	:02
:13	:18	:48	:51	:55	:54	:03
:14	:19	:49	:52	:56	:55	:04
:15	:20	:50	:53	:57	:56	:05
:16	:21	:51	:54	:58	:57	:06
:17	:22	:52	:55	:59	:58	:07
:18	:23	:53	:56	:00	:59	:08
:19	:24	:54	:57	:01	:00	:09
:20	:25	:55	:58	:02	:01	:10
:21	:26	:56	:59	:03	:02	:11
:22	:27	:57	:00	:04	:03	:12
:23	:28	:58	:01	:05	:04	:13
:24	:29	:59	:02	:06	:05	:14
:25	:30	:00	:03	:07	:06	:15
:26	:31	:01	:04	:08	:07	:16
:27	:32	:02	:05	:09	:08	:17
:28	:33	:03	:06	:10	:09	:18
:29	:34	:04	:07	:11	:10	:19
:30	:35	:05	:08	:12	:11	:20
:31	:36	:06	:09	:13	:12	:21
:32	:37	:07	:10	:14	:13	:22
:33	:38	:08	:11	:15	:14	:23
:34	:39	:09	:12	:16	:15	:24
:35	:40	:10	:13	:17	:16	:25
:36	:41	:11	:14	:18	:17	:26
:37	:42	:12	:15	:19	:18	:27
:38	:43	:13	:16	:20	:19	:28
:39	:44	:14	:17	:21	:20	:29
:40	:45	:15	:18	:22	:21	:30
:41	:46	:16	:19	:23	:22	:31
:42	:47	:17	:20	:24	:23	:32
:43	:48	:18	:21	:25	:24	:33
:44	:49	:19	:22	:26	:25	:34
:45	:50	:20	:23	:27	:26	:35
:46	:51	:21	:24	:28	:27	:36
:47	:52	:22	:25	:29	:28	:37
:48	:53	:23	:26	:30	:29	:38
:49	:54	:24	:27	:31	:30	:39
:50	:55	:25	:28	:32	:31	:40
:51	:56	:26	:29	:33	:32	:41
:52	:57	:27	:30	:34	:33	:42
:53	:58	:28	:31	:35	:34	:43
:54	:59	:29	:32	:36	:35	:44
:55	:00	:30	:33	:37	:36	:45
:56	:01	:31	:34	:38	:37	:46
:57	:02	:32	:35	:39	:38	:47
:58	:03	:33	:36	:40	:39	:48
:59	:04	:34	:37	:41	:40	:49

Script 2: 50% Extended Time for Writing Only

⚠ **The following script is for 50% extended time for writing only. Students with 50% extended time for math only should use Script 1 on page 36. Accommodated students testing with standard time should use Script 3 on page 49.**

Section 1 – Reading Test

Begin the test by saying:

Do not open your test book until I tell you to do so. If you finish before time is called, you may NOT turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled.

Now, open your answer sheet to Section 1. Do not begin work until I tell you to. You are not allowed to use a calculator in this section of the test. Please keep your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1. . . .



START TIME _____ **STOP TIME** _____

To test-takers, say:

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

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside your test book. Close your test book and leave it and other allowed materials on your desk.

For the break, say:

We will now stop for a 10-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 10 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

Post the break time of 10 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

For the Certification Statement, if students are approved with an accommodation for a disability that prevents them from writing the statement, encourage them to sign their names.

When everyone is ready, say:

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet or page 27 on your large-block answer sheet, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. If you don't complete it, your scores may be delayed or canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. The quality of your handwriting will not be used to calculate your score. . . .

Continue by saying:

When you submit your answer sheet, you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the *Registration and Questionnaire Booklet* and online at sat.collegeboard.org. Look up when you are done. . . .

Walk around the room and ensure that all students are writing the Certification Statement. Note that cursive writing is NOT required.

Section 2 – Writing and Language Test**Begin by saying:**

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk.

If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

Be sure to mark your answers in the correctly numbered spaces in Section 2.

**STANDARD TIME****35 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You have 35 minutes to work on Section 2, Writing and Language. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

Enter the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . . .

Section 3 – Math Test – No Calculator

NOTE: *If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.*

To all students, say:

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and any allowed materials flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an accommodation that approves you to use a four-function calculator on this section. Please keep your calculator under your desk.

For the questions labeled “Student-Produced Responses,” which is at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 3.

**STANDARD TIME****25 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 25 minutes to work on Section 3, Math Test – No Calculator. Now, open your test book to Section 3, read the directions, and begin work.

During testing:

- » Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to ensure that no test taker has a calculator on their desk.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside the front of your test book. Close your test book and leave it and other allowed materials on your desk.

We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic devices, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

At the end of the break, say:

Please take your seat. . . . Do not open your test book until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Section 4 – Math Test – Calculator

If students will be using a school-provided calculator, distribute them now if you haven't already.

When everyone is ready, say:

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

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

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

Open your test book to where your answer sheet is inserted and turn to Section 4 of your answer sheet. Place your answer sheet flat on your desk. Do not begin work until I tell you to. Be sure to mark your answers in the correct rows. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4. If you finish before time is called, you may NOT turn to any other section.

**STANDARD TIME****55 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 55 minutes to work on Section 4, Math Test – Calculator. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 25 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes have elapsed, say:

Stop work and put your pencil down. . . .

Section 5 – SAT Essay

NOTE: Administer the Essay with the following script only to students approved for 50% extended time in writing.

To all students, say:

Place your calculator under your desk. Close your answer sheet, test book, and other allowed materials. We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Place your closed test book next to your answer sheet, and sit quietly while I collect your test books. . . .

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

Do not distribute Essay books until after all test books are collected and accounted for. Place the test books where students cannot access them.

To all students, say:

Now, open your answer sheet to page 6 (or page 15 in the large block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . . . I will now give an Essay book to each of you. Do not open your Essay book until I tell you to do so.

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

NOTE: Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.

Once Essay books have been distributed, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and use pages 8 through 10 if needed. If using a large-block answer sheet, you must write the essay on pages 17 through 23. You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Canceled scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. If you finish before time is called, you may NOT work on any other section. If you try to work on a different section of the answer sheet, I will need to report it, and your scores may be canceled.



50% EXTENDED TIME

38 MINUTES

START TIME _____ STOP TIME _____

5 MINUTE BREAK



50% EXTENDED TIME

37 MINUTES

START TIME _____ STOP TIME _____

To test-takers, say:

You will have one hour and 15 minutes to work on Section 5, the Essay. We will take a 5-minute break after 38 minutes. Now read the directions, and begin work.

During testing:

- » Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).
- » Use this time to verify that you have all serialized test books that were distributed to students. You will need to note this information on the Testing Room Report form.

After 20 minutes have elapsed, say:

You have 55 minutes remaining in this section and 18 minutes until the break.

After 33 minutes have elapsed, say:

You have 5 minutes left before the break.

After exactly 38 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet inside your Essay book. Close your Essay book and leave it and other allowed materials on your desk.

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

You may not use any electronic device, including a phone. Any device must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat. Do not open your Essay book until I tell you to do so. You have an additional 37 minutes remaining in Section 5. Open your Essay book and take out your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 17 minutes have elapsed (from the break), say:

You have 20 minutes remaining in this section.

After 32 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 37 minutes have elapsed (from the break), say:

Stop work and put your pencil down. . . . Close your Essay book, answer sheet, and other allowed materials.



Proceed to "After the Test" on page 63. Testing has concluded and you need to follow the instructions to collect answer sheets, test books, and testing materials and dismiss test-takers.

50% Extended Time SAT Section Timing Chart Writing Only

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

STOPTIME 50% ExtendedTime

Start Time	For a 65-minute section (Section 1)	For a 35-minute section (Section 2)	For a 25-minute section (Section 3)	For a 55-minute section (Section 4)	For a 75-minute section (Section 5) 38 mins.—break —37 mins.	
:00	:05	:35	:25	:55	:38	:37
:01	:06	:36	:26	:56	:39	:38
:02	:07	:37	:27	:57	:40	:39
:03	:08	:38	:28	:58	:41	:40
:04	:09	:39	:29	:59	:42	:41
:05	:10	:40	:30	:00	:43	:42
:06	:11	:41	:31	:01	:44	:43
:07	:12	:42	:32	:02	:45	:44
:08	:13	:43	:33	:03	:46	:45
:09	:14	:44	:34	:04	:47	:46
:10	:15	:45	:35	:05	:48	:47
:11	:16	:46	:36	:06	:49	:48
:12	:17	:47	:37	:07	:50	:49
:13	:18	:48	:38	:08	:51	:50
:14	:19	:49	:39	:09	:52	:51
:15	:20	:50	:40	:10	:53	:52
:16	:21	:51	:41	:11	:54	:53
:17	:22	:52	:42	:12	:55	:54
:18	:23	:53	:43	:13	:56	:55
:19	:24	:54	:44	:14	:57	:56
:20	:25	:55	:45	:15	:58	:57
:21	:26	:56	:46	:16	:59	:58
:22	:27	:57	:47	:17	:00	:59
:23	:28	:58	:48	:18	:01	:00
:24	:29	:59	:49	:19	:02	:01
:25	:30	:00	:50	:20	:03	:02
:26	:31	:01	:51	:21	:04	:03
:27	:32	:02	:52	:22	:05	:04
:28	:33	:03	:53	:23	:06	:05
:29	:34	:04	:54	:24	:07	:06
:30	:35	:05	:55	:25	:08	:07
:31	:36	:06	:56	:26	:09	:08
:32	:37	:07	:57	:27	:10	:09
:33	:38	:08	:58	:28	:11	:10
:34	:39	:09	:59	:29	:12	:11
:35	:40	:10	:00	:30	:13	:12
:36	:41	:11	:01	:31	:14	:13
:37	:42	:12	:02	:32	:15	:14
:38	:43	:13	:03	:33	:16	:15
:39	:44	:14	:04	:34	:17	:16
:40	:45	:15	:05	:35	:18	:17
:41	:46	:16	:06	:36	:19	:18
:42	:47	:17	:07	:37	:20	:19
:43	:48	:18	:08	:38	:21	:20
:44	:49	:19	:09	:39	:22	:21
:45	:50	:20	:10	:40	:23	:22
:46	:51	:21	:11	:41	:24	:23
:47	:52	:22	:12	:42	:25	:24
:48	:53	:23	:13	:43	:26	:25
:49	:54	:24	:14	:44	:27	:26
:50	:55	:25	:15	:45	:28	:27
:51	:56	:26	:16	:46	:29	:28
:52	:57	:27	:17	:47	:30	:29
:53	:58	:28	:18	:48	:31	:30
:54	:59	:29	:19	:49	:32	:31
:55	:00	:30	:20	:50	:33	:32
:56	:01	:31	:21	:51	:34	:33
:57	:02	:32	:22	:52	:35	:34
:58	:03	:33	:23	:53	:36	:35
:59	:04	:34	:24	:54	:37	:36

Script 3: Standard Time for Accommodated Students

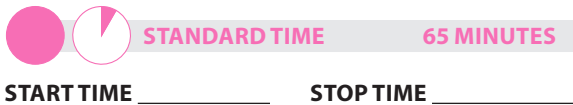
ⓘ The following script is for accommodated students testing with standard time (for example, small group setting or permission to test blood sugar). Students with 50% extended time for math only should use Script 1 on page 36. Students with 50% extended time for writing only should use Script 2 on page 43.

Section 1 – Reading Test

Begin the test by saying:

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

Now, open your answer sheet to Section 1. Do not begin work until I tell you to. You are not allowed to use a calculator in this section of the test. Please keep your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1. . . .



To test-takers, say:

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

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside your test book. Close your test book and leave it and other allowed materials on your desk.

For the break, say:

We will now stop for a 10-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 10 minutes. Return promptly. I cannot give extra time if you are late returning. If you have ID, be sure to take it with you if you leave the room.

For the break:

Post the break time of 10 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

For the Certification Statement, if students are approved with an accommodation for a disability that prevents them from writing the statement, encourage them to sign their names.

When everyone is ready, say:

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet or page 27 of your large-block answer sheet, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. If you don't complete it, your scores may be delayed or canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. The quality of your handwriting will not be used to calculate your score. . . .

Continue by saying:

When you submit your answer sheet, you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the *Registration and Questionnaire Booklet* and online at sat.collegeboard.org. Look up when you are done. . . .

Walk around the room and ensure that all students are writing the Certification Statement. Note that cursive writing is NOT required.

Section 2 – Writing and Language Test**Begin by saying:**

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk.

If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

Be sure to mark your answers in the correctly numbered spaces in Section 2.

**STANDARD TIME****35 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You have 35 minutes to work on Section 2, Writing and Language. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . . .

Section 3 – Math Test – No Calculator

NOTE: *If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.*

To all students, say:

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an accommodation that approves you to use a four-function calculator on this section. Please keep your calculator under your desk.

For the questions labeled “Student-Produced Responses,” which is at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 3.

**STANDARD TIME****25 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 25 minutes to work on Section 3, Math Test – No Calculator. Now, open your test book to Section 3, read the directions, and begin work.

During testing:

- » Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- » Walk around the room to ensure no one is using a calculator.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside the front of your test book. Close your test book and leave it and other allowed materials on your desk.

We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic devices, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

At the end of the break, say:

Please take your seat. . . . Do not open your test book until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Section 4 – Math Test – Calculator

If students will be using a school-provided calculator, distribute them now if you haven't already.

When everyone is ready, say:

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

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

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

Open your test book to where your answer sheet is inserted and turn to Section 4 of your answer sheet. Place your answer sheet flat on your desk. Do not begin work until I tell you to. Be sure to mark your answers in the correct rows. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4. If you finish before time is called, you may NOT turn to any other section.

**STANDARD TIME****55 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 55 minutes to work on Section 4, Math Test – Calculator. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 25 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes have elapsed, say:

Stop work and put your pencil down. . . .

To all students, say:

Place your calculator under your desk. Close your answer sheet, test book, and other allowed materials. We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Place your test book next to your answer sheet. Sit quietly while I collect your test books. . . .

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

Do not distribute Essay books until after all test books are collected and accounted for. Place the test books where students cannot access them.

Section 5 – SAT Essay

To all students, say:

Now, open your answer sheet to page 6 (or page 15 in the large block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . . . I will now give an Essay book to each of you. Do not open your Essay book until I tell you to do so.

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

NOTE: *Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.*

Once Essay books have been distributed, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and use pages 8 through 10 if needed. If using a large-block answer sheet, you must write the essay on pages 17 through 23. You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Canceled scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. If you finish before time is called, you may NOT work on any other section. If you try to work on a different section of the answer sheet, I will need to report it, and your scores may be canceled.

During testing:

- » Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).
- » Use this time to verify that you have all serialized test books that were distributed to students. You will need to note this information on the Testing Room Report form.



STANDARD TIME

50 MINUTES

START TIME _____ **STOP TIME** _____

To test-takers, say:

You will have 50 minutes to work on Section 5, the Essay.
Now read the directions, and begin work.

During testing:

Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 25 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

Stop work and put your pencil down. . . . Close your Essay book and answer sheet and other allowed materials.

! Proceed to “After the Test” on page 63.
Testing has concluded and you need to follow the instructions to collect answer sheets, test books, and testing materials and dismiss test-takers.

SAT Standard Section Timing Chart – Nonstandard Administration

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

STOPTIME Standard Time

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

Script 4: Standard Time with Extra Breaks



! Use this script to test test-takers who have been approved for extra breaks with standard timing.

Section 1 – Reading Test

Begin the test by saying:

Do not open your test book until I tell you to do so. If you finish before time is called, you may NOT turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled. Your scores will be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

Now, open your answer sheet to Section 1. Do not begin work until I tell you to. You are not allowed to use a calculator in this section of the test. Please keep your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1. . . .

	STANDARD TIME	33 MINUTES
START TIME _____		STOP TIME _____
5 MINUTE BREAK		
	STANDARD TIME	32 MINUTES
START TIME _____		STOP TIME _____

To test-takers, say:

You have 65 minutes to work on Section 1, Reading. We will stop for a short break after 33 minutes. Now, open your test book to Section 1, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 18 minutes left before the break, and 50 minutes remaining in this section.

After 28 minutes have elapsed, say:

You have 5 minutes left before the break and 37 minutes remaining in this section.

After 33 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 32 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 17 minutes have elapsed (from the break), say:

You have 15 minutes remaining in this section.

After 27 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 32 minutes have elapsed (from the break), say:

Stop work and put your pencil down. . . . Put your answer sheet inside your test book. Close your test book and leave it and other allowed materials on your desk.

We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

For the Certification Statement, if students are approved with an accommodation for a disability that prevents them from writing the statement, encourage them to sign their names.

When everyone is ready, say:

Take out your answer sheet, but leave your test book closed. Turn to the back page of your answer sheet or page 27 of your large-block answer sheet, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. If you don't complete it, your scores may be delayed or canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations. The quality of your handwriting will not be used to calculate your score. . . .

Continue by saying:

When you submit your answer sheet, you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet. In addition, you agree not to discuss or share the essay question with anyone until after your scored essay is available online. These conditions are spelled out in the *Registration and Questionnaire Booklet* and online at sat.collegeboard.org. Look up when you are done. . . .

Walk around the room and ensure that all students are writing the Certification Statement. Note that cursive writing is NOT required.

Section 2 – Writing and Language Test

To all test-takers, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat on your desk.

If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

Be sure to mark your answers in the correctly numbered spaces in Section 2.

**STANDARD TIME****35 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You have 35 minutes to work on Section 2, Writing and Language. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . . .

Section 3 – Math Test – No Calculator

For the break, say:

Close your answer sheet and put your answer sheet on top of the page that you just finished working on in your test book. Close your test book, and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes. . . .

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. Keep your answer sheet, test book, any translated directions, and word-for-word bilingual glossaries flat in the center of your desk.

NOTE: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.

To all students, say:

Now turn to Section 3 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Although this is a math section, you are NOT allowed to use a calculator on this portion of the test and must keep your calculator under your desk unless you have an accommodation that approves you to use a four-function calculator on this section. Please keep your calculator under your desk.

For the questions labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 3.

**STANDARD TIME****25 MINUTES****START TIME** _____ **STOP TIME** _____**To test-takers, say:**

You will have 25 minutes to work on Section 3, Math Test – No Calculator. Now, open your test book to Section 3, read the directions and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. . . . Put your answer sheet inside the front of your test book. Close your test book and leave it and other allowed materials and other allowed materials on your desk.

We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic devices, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

After the break:

For students who leave the room, recheck IDs before resuming the test.

At the end of the break, say:

Please take your seat. . . . Do not open your test book until I tell you to do so. Keep your answer sheet, test book, and other allowed materials flat in the center of your desk.

Section 4 – Math Test – Calculator

If students will be using a school-provided calculator, distribute them now if you haven't already.

When everyone is ready, say:



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

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

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

Continue by saying:

Turn to Section 4 of your answer sheet. Do not begin work until I tell you to. Be sure to mark your answers in the correct rows. For the questions labeled "Student-Produced Responses," which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4. If you finish before time is called, you may NOT turn to any other section.

	STANDARD TIME	28 MINUTES
START TIME _____		STOP TIME _____
5 MINUTE BREAK		
	STANDARD TIME	27 MINUTES
START TIME _____		STOP TIME _____

To test-takers, say:

You will have 55 minutes to work on Section 4, Math Test – Calculator. We will take a short break after 28 minutes. Now, open your test book to Section 4, read the directions, and begin work.

During testing:

Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.

After 15 minutes have elapsed, say:

You have 13 minutes before the break and 40 minutes remaining in this section.

After 23 minutes have elapsed, say:

You have 5 minutes left before the break.

After 28 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 27 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 12 minutes have elapsed (from the break), say:

You have 15 minutes remaining in this section.

After 22 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 27 minutes have elapsed (from the break), say:

Stop work and put your pencil down. . . . Close your test book and answer sheet. Leave them and other allowed materials on your desk.

To all students, say:

We will now stop for a 2-minute stretch break. You may not leave the room or discuss test questions. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks.

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Place your closed test book next to your answer sheet, and sit quietly while I collect your test books. . . .

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

Do not distribute Essay books until after all test books are collected and accounted for. Place the test books where students cannot access them.

After Section 4

! If testing students with extended time for writing only, turn to Script 1, page 40 and continue with the script for Section 5 with 50% extended time.

Section 5 – SAT Essay

To all students, say:

Now, open your answer sheet to page 6 (or page 15 in the large block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . . . I will now give an Essay book to each of you. Do not open your Essay book until I tell you to do so.

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

NOTE: *Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.*

Once Essay books have been distributed, say:

On the back of your Essay book, print your last name, first name, and middle initial, if you have one. Then print this test center's number _____, test center name _____, and this room number (or name) _____



You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and use pages 8 through 10 if needed. If using a large-block answer sheet, you must write the essay on pages 17 through 23. You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. If you finish before time is called, you may NOT work on any other section. If you try to work on a different section of the answer sheet, I will need to report it, and your scores may be canceled. Your scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to your chosen colleges or scholarship organizations.

During testing:

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

- » Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).
- » Use this time to verify that you have all serialized test books that were distributed to students. You will need to note this information on the Testing Room Materials Report form.

	STANDARD TIME	25 MINUTES
START TIME _____		STOP TIME _____
5 MINUTE BREAK		
	STANDARD TIME	25 MINUTES
START TIME _____		STOP TIME _____

To test-takers, say:

You will have 50 minutes to work on Section 5, the Essay. We will stop for a short break after 25 minutes. Now open your Essay book, read the directions, and begin work.

After 15 minutes have elapsed, say:

You have 35 minutes remaining in this section and 10 minutes before the break.

After 20 minutes have elapsed, say:

You have 5 minutes left before the break.

After 25 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it and other allowed materials on your desk. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch, but must ask permission to leave the testing room.

During the break:

Walk around the room to check that all test books are closed, answer sheets are inside test books, and ELL support aids remain on desks.

Just before the end of the break, say:

Please take your seat. Do not open your Essay book until I tell you to do so. You have an additional 25 minutes remaining in Section 5. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 15 minutes have elapsed (from the break), say:

You have 10 minutes remaining in this section.

After 20 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed (from the break), say:

Stop work and put your pencil down. . . . Close your answer sheet, Essay book, and other allowed materials.



Proceed to “After the Test” on page 63.

Testing has concluded and you need to follow the instruction to collect answer sheets and test books and dismiss test-takers.

SAT Standard Section Timing Chart — with Extra Breaks

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

STOPTIME Standard Time

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

After the Test

To all students, say:

We will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

Collect an Essay book, any translated instructions and word-for-word bilingual glossaries individually from each student in the same order in which they were distributed. For each student, before moving on to the next person, do the following:

To all students, say:

We will now complete item 10, “Score Reporting,” on the answer sheet. If using a large-block answer sheet, turn to page 4. Turn over your answer sheet and locate item 10. If you have already filled this item in, please sit quietly while others complete it. Please raise your hand if you need to complete item 10.

Distribute one copy of the SAT School Day Score Reporting Code List to each student who needs it.

Now say:

When you take the SAT as a part of the Michigan Merit Exam, you are entitled to send your scores at no charge to as many as four colleges or programs. Completing this section is optional. If you do not know where you would like to send your scores at this time, you may use the online score send process. To send your scores at no charge, you must do so no later than April 20, 2017. You can submit up to four score sends. If you’ve already submitted all four score sends online, wait quietly now while others fill in their selections. However, if you submitted fewer than four score sends, you can add more now on the answer sheet. For example, if you only submitted two score sends online, you may select an additional two on the answer sheet now.

Use the *SAT School Day Score Reporting Code List* to find the appropriate 4-digit code corresponding to the school or program you wish to send your scores to. In the booklet, scholarship programs are listed first, in alphabetical order. Colleges and universities come next, and are organized alphabetically within state.

For each place you want to send scores, copy the 4 digits in the boxes, AND then fill in the corresponding circles (if using a large-block answer sheet print the digits as clearly as you can). If you change your mind about where to send your scores, you have until 11:59 p.m. Eastern Time April 20 to change your selections. Use your online account at collegeboard.org/mysat (or call Customer Service by 8 p.m.). Look up when you are done. . . .

Collecting and Checking Answer Sheets

Now say:

I am now going to collect your answer sheets. Please sit quietly until I dismiss you.

As you collect from each student, before moving on to the next person, do the following:

- » Check to see that all the identifying information on page 1 of the answer sheet is complete and that it matches the information on the pre-ID label. Ensure that the letters in “YOUR NAME” (Item 2) correspond to the filled circles in each column.
- » If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.
- » If you suspect impersonation, note the student’s name, ID type, and number on the SIR. Notify the test center supervisor immediately.

Before dismissing students:

- » Make sure answer sheets are not inserted in or between test books or Essay books.
- » Verify by count that you have an Essay book multiple-choice test book, and answer sheet for each student.
- » Verify by serial number that you have collected the test books assigned to your room.
- » Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- » An answer sheet with items 1 to 9 completed must be submitted for a student to receive a score report. If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students’ personal and test information (items 1 to 9) before dismissing students.

After all materials are accounted for, say:

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

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

This test administration is now over. Gather your belongings and exit the building quietly. Please keep in mind that students in other rooms may still be testing. Thank you for your cooperation.

After students leave the room:

- » Complete and sign the Testing Room Materials Report form given to you by your supervisor.
- » If you have any students approved to write their answers in the test book, do the following:
 - › On the test book, write the student's name, UIC number, 5-digit test center code, and answer sheet code.
 - › On the front cover of the test book, write "Answers in book."
 - › Include the test books with the used answer sheets.
- » Describe any discrepancy on the SIR.
- » Return the completed Testing Room Materials Report form with all test materials and forms to the supervisor.

Appendix

Guide to SAT Accommodation Codes Listed on the Roster

Accommodations in the Standard Room

Students with ONLY these accommodations are tested in the standard “purple” book testing room.

Code	Accommodation
002	Large print test book - 14 point
005	Large-block answer sheet
006	Magnifier
041	Written copy of oral instructions
042	Permission for food/medication
043	Wheelchair accessibility
051	Preferential seating
052	Record answers in test book
053	Use of colored overlay
056	Other assistance—SSD staff or College Board will confirm
066	Auditory Amplification/FM System

Accommodations in the Nonstandard “Pink” Room

Students listed on the Roster with any of these accommodations must be tested in the nonstandard “pink” book testing room.

Code	Accommodation
039	Extended breaks
040	Extra breaks (without extended time)
151	Four-function calculator on Math – No Calculator section
068	Permission to test blood sugar
069	Small group setting

Code	Extended-Time Accommodation	Extended-Time Applicability
017	50% Writing extended testing time	Extended time for Essay Test only
018	50% Mathematics extended testing time	Extended time for Math Test only

If the Roster includes an accommodation code that is not on this list, contact the SSD office.

SAT

SUPERVISOR'S IRREGULARITY
REPORT (SIR)

1. GENERAL INSTRUCTIONS TO SUPERVISOR:

Form 1 of 1

Refer to the Irregularities Chart in your manual for when to use this form, when to check test-taker's ID, and when to call Test Administration Services (TAS). **IMPORTANT: Call 800-257-5123 immediately if test materials are missing or damaged.** Report each irregularity on a separate SIR, and return all SIRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2–5, 6–9, and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign the form in section 10.
- Attach (but do NOT staple) any defective materials to the SIR.
- As a last step, on each form, fill in "Form ___ of ___" (e.g., "1 of 3") at the top of this box.

Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred.

2. Testing Start Date		
Month	Day	Year
<input type="radio"/> Jan	<input type="radio"/> 1	<input type="radio"/> 2017
<input type="radio"/> Feb	<input type="radio"/> 2	<input type="radio"/> 2017
<input type="radio"/> Mar	<input type="radio"/> 3	<input type="radio"/> 2017
<input type="radio"/> Apr	<input type="radio"/> 4	<input type="radio"/> 2017
<input type="radio"/> May	<input type="radio"/> 5	<input type="radio"/> 2017
<input type="radio"/> Jun	<input type="radio"/> 6	<input type="radio"/> 2017
<input type="radio"/> Jul	<input type="radio"/> 7	<input type="radio"/> 2017
<input type="radio"/> Aug	<input type="radio"/> 8	<input type="radio"/> 2017
<input type="radio"/> Sep	<input type="radio"/> 9	<input type="radio"/> 2017
<input type="radio"/> Oct	<input type="radio"/> 10	<input type="radio"/> 2017
<input type="radio"/> Nov	<input type="radio"/> 11	<input type="radio"/> 2017
<input type="radio"/> Dec	<input type="radio"/> 12	<input type="radio"/> 2017

3. PROGRAM

☒ SAT®☐ Standard☐ NonstandardRoom Number 508

4. TEST CENTER INFORMATION:

Test Center/Institution Name and Address:

Name: Sally SupervisorAddress: 123 Main StreetCity: AnytownState/Province: StatePostal Code: 12345Country: USA

4a. Test Center Number/School Code	
<input type="radio"/> 9	<input type="radio"/> 9
<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

Print and fill in your 5-digit test center number or 6-digit school code from left to right.

Fill in the circle for the month. Then print and fill in the year of the administration date. Fill in the circle to indicate if this is a School Day administration.

4b. Scheduled Administration Date	
Month	Year
<input type="radio"/> Jan	<input type="radio"/> 2017
<input type="radio"/> Feb	<input type="radio"/> 2017
<input type="radio"/> Mar	<input type="radio"/> 2017
<input type="radio"/> Apr	<input type="radio"/> 2017
<input type="radio"/> May	<input type="radio"/> 2017
<input type="radio"/> Jun	<input type="radio"/> 2017
<input type="radio"/> Jul	<input type="radio"/> 2017
<input type="radio"/> Aug	<input type="radio"/> 2017
<input type="radio"/> Sep	<input type="radio"/> 2017
<input type="radio"/> Oct	<input type="radio"/> 2017
<input type="radio"/> Nov	<input type="radio"/> 2017
<input type="radio"/> Dec	<input type="radio"/> 2017

5. TEST BOOK INFORMATION:

Test Section/Subject

SAT

☐

Test ID

☐

(Numeric)

Form Code

☐

(Alphanumeric)

Test Book Serial Number

SAT with Essay

☐

Book Code

☐

(Alphanumeric)

Book ID

☐

(Alphanumeric)

Test Book Serial Number

SAT Subject Tests*

☐

6. GROUP IRREGULARITIES INFORMATION:

- Fill in the circle in front of each case that applies.

Did group complete testing? ☒ Yes ☐ No

- Write the names and registration numbers of involved test-takers on the last page of the SIR; alternatively, place a check mark on the Roster by the name of each affected test-taker, photocopy the Roster, and attach it (no staples) to the SIR.

☐ Overtiming:
☐ Undertiming:

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

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

- To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call TAS immediately in such situations.

☐ Defective/incorrect materials
☒ Disturbance/interruption
☐ Missing materials☐ Staff gave incorrect, unapproved, or no accommodations☐ Test center environment issue☐ Staff gave incorrect instructions☐ Staff behavior was distracting☐ Staff did not give breaks☐ Staff distributed incorrect material☐ Staff did not announce remaining time☐ Staff seated students in wrong room☐ Testing started late. Time testing started: _____☐ Staff did not post signs or directions☐ Test materials were distributed/collected incorrectly☐ Other: _____

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

6a. Number of Affected Test-Takers	
<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

Page 3 to describe all events and actions taken.

Print and fill in the registration number of the test-taker who was affected by the irregularity.

Registration Number									
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

Issue:

- Test-taker seated in wrong room
- Test-taker misplaced/misgridded answers
- Test-taker recorded answers in book without approved notation
- Test-taker needed second answer sheet
- Test-taker became ill
- Test-taker had a CD player or calculator malfunction
- Test-taker impersonated another test-taker
- Test-taker worked after time called Minutes: _____
- Test-taker worked on wrong section Minutes: _____
- Test-taker used an unauthorized aid (e.g., dictionary)
- Test-taker left early/left without permission
- Test-taker gave or received help
- Test-taker gave another test-taker's name in COMMENTS section on page 3
- Test-taker used a cell phone prohibited device, or it made noise
- Test-taker used calculator on non-calculator section
- Test-taker removed or attempted to remove test materials
- Test-taker obtained improper access to test/part of test

Page 1

DO NOT WRITE IN THIS AREA

Q4182/1

- Staff behavior was distracting
- Staff distributed incorrect material
- Test materials were distributed/collected incorrectly
- Staff gave incorrect instructions
- Staff did not give breaks
- Staff gave incorrect, unapproved, or no accommodations
- Staff did not announce remaining time

Test Center Environment Issue:

Problem with lighting, temperature, noise, etc.

- Test-taker failed to follow test administration regulations
- Test-taker disrupted test, causing testing to start/end late
- Test was overtimed 1–2 minutes
- Test was undertimed 3–4 minutes
- Test was undertimed 5–7 minutes
- Test was undertimed 8 minutes or more

Other Issue:

Other: _____

8. TEST QUESTION AMBIGUITY INFORMATION:

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

No correct answer

Wording is ambiguous

Other: _____

More than one correct answer

Not enough information to answer question

Test-Taker's Name: _____

Test-Taker's Email Address: _____

Test-Taker's Mailing Address: _____

Serial #: _____

Test Section #: _____

Test Question #: _____

9. COMMENTS:

Fully describe the irregularity or test-taker's concern and any action(s) taken. If the irregularity pertains to the SAT Subject Tests, please identify the affected Subject Test(s).

Student had a nosebleed. Proctor escorted her to nurse. She was gone about 10 minutes.

10. TEST CENTER STAFF CONTACT INFORMATION:

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident.

Name: Sally Proctor

Email Address: sproctor@anytown.net

Phone #: 987-555-1417

Mobile Phone #: 987-555-7417

Staff Member Signature: Sally Proctor

Test Center Supervisor Signature: Sally Supervisor

Page 3

You may also attach a copy (no staples) of the test-taker's SIR and any attachments with your shipment.

TEST-TAKER REGISTRATION NUMBER

ETS USE ONLY

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

789296



Page 4

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112931-71084 • UNLWEB716

Notes

Notes

Notes

Notes

Notes

Part B: Distribution of Test Materials

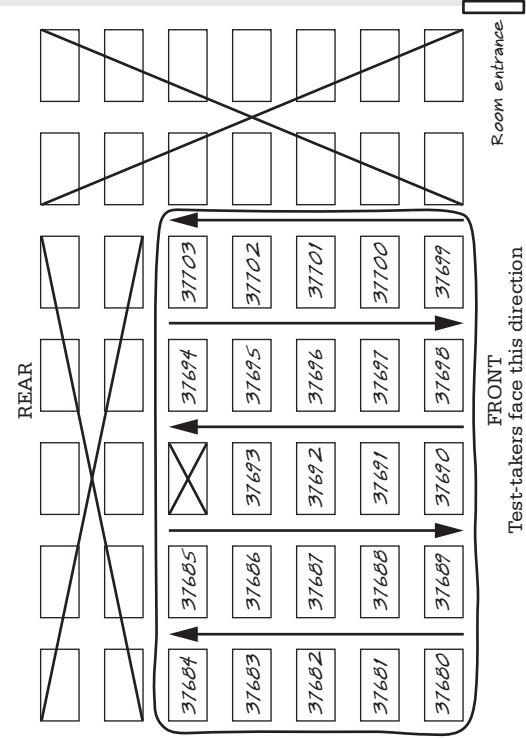
You or a proctor should use the chart below to indicate how test books were distributed to students seated in your testing room. Do not record distribution (if any) of Essay books.

Print the name of the person completing the seating chart below, along with the center or school number and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name _____
5-digit test center number _____
Date _____
Seating Chart for Room # _____
Page _____ of _____

- 1. For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the test-taker's name or initials.
- 2. For each row, draw directional arrows to indicate the direction in which the books were distributed.
- 3. Cross out any unused seats.
- 4. Indicate the location of the entrance doors.

If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved. Complete a Supervisor's Irregularity Report explaining the reason for the change.



Sample Seating Chart

REAR									
FRONT									
Test-takers face this direction									

Testing Room Materials Report for SAT® School Day Testing

SAT®

Directions for Test Center Supervisor or SSD Coordinator:

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

Directions for Associate Supervisor:

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

1 TESTING ROOM INFORMATION

Test Date: _____ Five-Digit Test Center Number*: _____

*SSD Coordinators: Enter your 6-digit school number (AI code).

Room Number: _____ Room Type: ☐ Standard ☐ Nonstandard

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

Room Supervisor _____
Name (please print) Signature

Part A: Accounting for Test Materials

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

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