

Spring 2019

## SAT<sup>®</sup> SCHOOL DAY

# Accommodated Testing Manual

### Look inside for:



ACCOMMODATED TESTING  
ROOM PROCEDURES



ACCOMMODATED TEST  
DAY SCRIPTS



SECURITY REQUIREMENTS

# About the College Board

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

For further information, visit [collegeboard.org](http://collegeboard.org).

## Contact Us

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

**MICHIGAN SCHOOL DAY SUPPORT HOTLINE:** 866-870-3127  
(option 1)

- General SAT School Day questions and policies, press 1
- Test material questions or issues, press 2
- Services for Students with Disabilities (SSD) questions about testing with accommodations, press 3
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions, press 4

**EMAIL:** [michiganadministratorsupport@collegeboard.org](mailto:michiganadministratorsupport@collegeboard.org)

**MICHIGAN DEPARTMENT OF EDUCATION:** 877-560-8378

- Select correct option for questions about Secure Site, eligibility to test, and accountability
- For assessment questions,  
**EMAIL:** [mde-oeaa@michigan.gov](mailto:mde-oeaa@michigan.gov)
- For accountability questions,  
**EMAIL:** [mde-accountability@michigan.gov](mailto:mde-accountability@michigan.gov)

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### Test Day Complaints

**EMAIL:** [testcenter@info.collegeboard.org](mailto:testcenter@info.collegeboard.org)

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### Test Question Ambiguity/Error

**EMAIL:** [satquestion@collegeboard.org](mailto:satquestion@collegeboard.org)

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# Introduction

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

The Michigan Department of Education is offering the SAT to all Michigan public school 11th-grade and eligible 12th-grade students. Michigan will deliver the SAT with Essay as part of the Michigan Merit Examination (MME) during the SAT School Day administration on April 9.

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## Using This Manual

This manual is for proctors' use for the Michigan-provided SAT School Day testing only (not Saturday or Sunday testing) in April 2019. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with **tasks** (what you need to do), followed by **key information** (what you need to know) related to those tasks. For example, **tasks** related to room set up are followed by **key information** about seating requirements.

## Before the Test

Before the test you'll need to participate in training provided by your test coordinator, and you'll need to prepare your room and materials. Completing the tasks in this section prepares you for testing.

## During the Test

You'll administer the test by reading aloud the scripts exactly as they appear in this manual. Scripts appear in shaded areas; all other text is for your information and not to be read aloud.

## After the Test

After the test you'll have a few things to do to wrap up the administration, such as accounting for all materials and returning them to the test coordinator. Completing the tasks in this section ensures that students receive their scores.




## Appendix Resources

We provide the following sample forms, schedules, and other resources in the Appendix of this manual (see the Table of Contents for a complete list with page references):

- Overview of Accommodated Timing and Breaks
- Standard SAT Section Timing Chart—Nonstandard Administration
- Standard SAT Section Timing Chart—with Extra Breaks
- 50% Extended Time SAT Section Timing Chart—One- or Two-Day Testing
- 100% Extended Time SAT Section Timing Chart
- MP3 Audio Format SAT Section Timing Chart
- Sample Nonstandard Administration Report (NAR)
- Sample Nonstandard Test Day Schedule
- Acceptable Calculators
- Photo ID Requirements (for testing students not familiar to you or who don't attend your school)
- Sample Seating Plans
- School Day Irregularity Chart
- Sample Irregularity Report (IR)
- Testing Room Materials Report Form

## Typographical Icons

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

-  *Contact by phone*
-  *Procedures or information for providing accommodations to students with disabilities*
-  *Security requirement*

## New for Spring 2019

### Important Changes

The College Board has made a number of improvements for this school year to make administration easier for students and for schools.

1. We have changed the staff titles for SAT School Day to better align with other College Board programs and general educational practice.
  - a. The test supervisor will now be known as the SAT School Day coordinator, or simply the **test coordinator**. We've revised the titles of forms to support this change. The Supervisor's Irregularity Report has become the **Irregularity Report** and the Supervisor's Report Form has become the **Coordinator Report Form**.
  - b. Associate supervisors will now be known as **proctors**.
  - c. Hall and room proctors will now be known as **hall and room monitors**.
  - d. Here's a summary of the new titles:

#### TITLE CHANGES

Past Title	Current Title
test supervisor	test coordinator
associate supervisor	proctor
hall proctor	hall monitor
room proctor	room monitor

2. The answer sheets have changed:
  - a. The set of answer sheets that you receive for administering the SAT with Essay will be labeled "SAT Answer Sheet." Before the test begins, students will be instructed to fill in "SAT with Essay" as the test they are taking.
  - b. Students will be directed to copy the single-character Essay Code from the back of their Essay books onto their answer sheets before starting the Essay portion of the test.
  - c. We have also improved the sequence of fields on the answer sheet.
3. The covers of the multiple-choice test books have changed. They will show the title "The SAT Test Book" and no longer have an essay icon.
4. The answer sheets will come with a new Mobile Opt-In Policies document that students will use to help them decide whether to share their mobile phone number and that they can take home for reference.
5. We continue to expand the supports offered for English Learners.

- a. Eligible EL students may now test with 50% extended time. Students entered in SSD Online for this support will receive college-reportable scores.
- b. EL students testing with 50% extended time will use the same materials as students with disabilities approved for 50% extended time testing, and they can be tested in the accommodated room as long as no additional accommodations are being administered with different timing or break schedules.

## Testing Basics

### About the SAT

The SAT is part of the SAT Suite of Assessments, closely aligned assessments that reflect what students are already learning in their classrooms and help educators monitor student progress. Visit [sat.org](http://sat.org) to learn more about the SAT Suite.

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

### Standardized Testing

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

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

As the proctor, you are responsible for conducting a secure, valid administration. You are accountable for everyone in the testing room and everything that takes place there. You will account for all testing materials, conduct the testing, appropriately document irregularities, and monitor students to ensure a fair administration.

If you also serve as the SSD coordinator for your school, you will have other responsibilities as well. The SSD coordinator works with students to apply for College Board-approved accommodations and EL students who require 50% extended time through the SSD Online portal. In addition, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day coordinator in determining testing rooms and staff needed for administering the test with accommodations. All testing materials, including accommodated materials for use during the

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

## Test Sections and Timing

Everyone testing on the primary test date will need to begin testing at the same time. Use the sample schedules in the Appendix to aid in planning.

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

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

Time allotted:

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

**Math:** Includes one portion that permits calculator use and one that does not. Each portion is composed of multiple-choice and student-produced response questions.

Time allotted:

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

**SAT Essay (in separate book):** Students are asked to read a passage and analyze how the author builds an argument to persuade an audience.

Time allotted:

- 50 minutes

## Accommodated Testing Overview

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

See Preparing for Testing with Accommodations on page 14 for more information.

Most students will test in one or two days, and the schedules in this manual reflect that. There may however be some students who will require more than two days for testing (for example, if they require more than 100% extended time or if testing time is limited).

## Terminology

See the Glossary of Terms for definitions of frequently used terms and acronyms.

## SAT Test Materials

The test coordinator will provide all the materials needed on test day for your room.

### Test Books

All test books display the title “The SAT Test Book,” along with important notes for the student. Essay books will still be separate from the multiple-choice test books.

The test books for students required to test on the primary test date have covers with purple accents. Students testing with accommodations may use standard test books with purple accents or accommodated materials with blue or lime-green accents, depending on their approved accommodations or supports. See a copy of the NAR or Testing Materials Distribution on page 7 for more information.

**IMPORTANT:** *Some EL students may be approved to test with 50% extended time. Proctors will use the 50% extended time script for 2-day testing (Script 5) for testing these students, and they will use blue test books.*

### Rosters

Each proctor will receive a roster for their room from the test coordinator. This roster will be used to confirm who should be in your testing room and record any absences. The information from the room roster will be used by the test coordinator to plan for any students who require a makeup administration.

### Testing Materials Distribution

Your Nonstandard Administration Report (NAR) will include the materials, rooms, and scripts for each individual student testing with accommodations. The chart that follows provides a summary of the different room types and what accommodations or supports are administered in each type of room.

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

GUIDE FOR TESTING WITH ACCOMMODATIONS				
	Standard Room(s)		Accommodated Room(s)	
Number of Testing Days	One day	One day	One day	One- or two-day testing during the accommodated testing window
Test Book Color	Purple	Purple	Purple	Blue (or lime green for SAAs)
Accommodation Examples	No accommodations	<ul style="list-style-type: none"> <li>▪ 14-point large-print test book</li> <li>▪ Large-block answer sheet</li> <li>▪ Magnifier</li> <li>▪ Written copy of oral instructions</li> <li>▪ Permission for food/ medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Use of colored overlay</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Sign language interpreter for test directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ Four-function calculator on Math Test – No Calculator section</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small group setting</li> <li>▪ 50% Extended time for math (Math Test only)</li> <li>▪ 50% Extended time for writing (Essay only)</li> <li>▪ 50% Extended time for math and for writing (Math Test and Essay only)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20-point (or larger) large print</li> <li>▪ Magnifying machine</li> <li>▪ Braille</li> <li>▪ Braille writer</li> <li>▪ Reader</li> <li>▪ MP3 audio test format</li> <li>▪ Writer/scribe to record responses</li> <li>▪ Assistive technology-compatible (ATC) format</li> <li>▪ Computer for Essay</li> <li>▪ Breaks as needed</li> <li>▪ One-to-one testing</li> <li>▪ Late start time</li> <li>▪ Home/hospital testing</li> <li>▪ Limited testing time</li> <li>▪ 50% Extended time for reading (entire assessment)</li> <li>▪ 50% Extended time as EL support (entire assessment)</li> <li>▪ 100% Extended time for reading (entire assessment)</li> <li>▪ 100% Extended time for math (Math Test only)</li> <li>▪ 100% Extended time for writing (Essay only)</li> <li>▪ 100% Extended time for math and writing (Math Test and Essay only)</li> <li>▪ State-allowed accommodations</li> </ul>
Roster	Master Student List or Room Roster	NAR in SSD Online or Room Roster	NAR in SSD Online or Room Roster	NAR in SSD Online or Room Roster
Testing Manual	<i>SAT School Day Standard Testing Manual</i>	<i>SAT School Day Standard Testing Manual</i>	<i>SAT School Day Accommodated Testing Manual, Scripts 1–3</i>	<i>SAT School Day Accommodated Testing Manual, Scripts 1–6</i>

**IMPORTANT:** Students using the 50% extended time EL support receive extended time on the entire assessment.

Refer to the Supports and Accommodations Table at [www.michigan.gov/mme](http://www.michigan.gov/mme). Refer to the NAR for additional information on testing these students.



## Forms and Reporting

You need to be familiar with the reports and forms used in the testing room.

### Testing Room Materials Report Form

The Testing Room Materials Report form is provided on the back cover of this manual.

- The test coordinator uses the Testing Room Materials Report form to indicate testing room information, including the proctor assigned to the room, the testing room code, and the test materials issued to the proctor.
- Inside the testing room, the proctor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.
- The proctor should check the number of Essay books received from the test coordinator and record the number returned to the test coordinator.
- As indicated in the scripts, the proctor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of the multiple-choice test book distributed to each seat in the room.
- If possible, staff should include the last name of each student. If any issues arise, the chart will be used in investigating reported irregularities.

### Request to Cancel Test Scores Form

Students use this form to request score cancellation, which means their scores will not be reported to them or to any colleges. Direct students to fill out the form with exactly the same information that's given on their answer sheets or pre-ID labels.

Inform the student that their scores will still be provided to their state and district and may be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations.

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

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

Scores cannot be canceled by email or phone.

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

### SAT School Day Irregularity Report (IR)

You will receive at least one blank IR to use in the event an irregularity occurs during School Day testing. The testing staff performs a critical role in reporting irregularities and affected students.

Without information, the College Board can't resolve issues that arise. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart in the Appendix for instruction on when to fill out an IR.

# Before Test Day

## Prepare Yourself

### TASKS

- Participate in training if you haven't already.
- Read this entire manual.
- Uniform testing conditions depend on your reading the scripts exactly as written in this manual. Take time to study the scripts and timing before test day.
- Meet with your test coordinator to ensure you have plans in place for testing students with accommodations and EL supports.
- Review and sign the Testing Staff Agreement form provided by your test coordinator.
- Conduct a preadministration session at your test coordinator's direction.

## Prepare to Serve as SSD Coordinator

If you are the SSD coordinator for your school, you will have some additional tasks to complete to ensure that students who need accommodations can test successfully.

### Request Accommodations and EL Supports

The SSD coordinator will manage the approval process for your students. All accommodations must be approved in advance in SSD Online. Some requests will be automatically approved upon submission, while others will require documentation. Requests that require documentation review may take approximately seven weeks to process from the date we receive all documentation.

- The SSD coordinator will work with the test coordinator to determine which students will be using the EL support of 50% extended time and submit the request in SSD Online by the EL deadline. Refer to the Supports and Accommodations Guidance Document available at [michigan.gov/mme](http://michigan.gov/mme).
- Each school must have 1 SSD coordinator but may have more.
- For detailed instructions on how to get access, see [collegeboard.org/ssdonline](http://collegeboard.org/ssdonline).
- If a student needs temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the SSD office. The support must be requested and approved before test day.

## Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but who doesn't appear on the NAR can be selected through SSD Online.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List. This includes any students who will be using the 50% extended time EL support. See Plan for Seating Accommodated Students on page 15 for more information about specific accommodations.
- A list of needed support staff for accommodated students.
- Help with setting up any computers for typed essays or computer-based formats (e.g., flash drives for ATC or MP3 format).
- Assistance with planning for rooms and materials.

## Review Approved Students

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.
- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.
- For students with previously approved accommodations, verify the following information. If updates are needed, submit a change request in SSD Online.
  - ◆ The accommodations approved match the student's current identified accommodation needs.
  - ◆ The student's name, birth date, and graduation date are correct.
- For any students no longer at your school, note the information on the eligibility roster. Mail or fax the roster to the SSD office to have students removed from your dashboard and reports. Contact information is provided at [collegeboard.org/ssdonline](http://collegeboard.org/ssdonline).

- Students with previously approved accommodations who recently transferred to your school can be transferred to your school's SSD dashboard by submitting a request in SSD Online. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

## Download and Verify the NAR

The SSD coordinator will need to supply the test coordinator with the NAR in the weeks leading up to the test administration. The NAR will be available beginning about 30 days before the primary test date. The NAR will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

## Plan for Support Staff for Accommodated Students

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

### Here are some general notes about support staff:

- Students assisted by a reader or a scribe:
  - ◆ Will test with 50% extended time, unless approved for more extended time.
  - ◆ Will test over 2 days.
  - ◆ Must have their own reader or scribe (these support staff cannot be shared).
- Students who are deaf or hearing-impaired may:
  - ◆ Have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions to the student, not of test content.
  - ◆ Be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

### Help the test coordinator identify support staff:

- Use the NAR to determine which students require support staff.
- Develop a list of support staff for the test coordinator to assign to students approved for them. Any staff selected must meet all SAT staff requirements.
- Never suggest a person to assist a student who is a relative of that student.
- List a single reader or scribe for each student (students may not share support staff).
- Notify scribes and readers that their students will take the test with 50% extended time for reading unless a student is already approved for 100% (or more) extended time.

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

- Students may use the *Guide to the Nemeth Code* if they are taking the braille format of the SAT.
- Students who use readers or audio files in conjunction with other formats will find that the texts may differ slightly because the script read by a reader or recorded on the audio file describes the figures in greater detail than given in other formats.

## Materials Provided for Accommodated Testing

As SSD coordinator, you will assist the test coordinator in confirming that you've received all the materials required for accommodated students as well as students using the 50% extended time EL support.

For some accommodations, you'll receive regular and large-type test books and/or regular and large-block answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable. The test coordinator will return any unused materials with the test book returns after all testing is completed.

**IMPORTANT:** Refer to the NAR to see which test book type to use with specific accommodations.

ACCOMMODATED MATERIALS	
Accommodation	Materials Provided for Each Approved Student
<ul style="list-style-type: none"> <li>▪ 50% extended time                             <ul style="list-style-type: none"> <li>– Math only</li> <li>– Writing only</li> </ul> </li> <li>▪ Auditory amplification/FM system</li> <li>▪ Extra or extended breaks</li> <li>▪ Use of basic four-function calculator on Math Test – No Calculator</li> <li>▪ Permission for food/medication</li> <li>▪ Permission to test blood sugar</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Sign language interpreter</li> <li>▪ Small-group setting</li> <li>▪ Use of colored overlay</li> <li>▪ Wheelchair accessibility</li> <li>▪ Written copy of oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purple (or lime green) regular-type multiple-choice book</li> <li>▪ Essay book with purple (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
<ul style="list-style-type: none"> <li>▪ 50% extended time for reading (includes EL support)</li> <li>▪ 100% extended time</li> <li>▪ Breaks as needed</li> <li>▪ Computer for essay</li> <li>▪ Home/hospital testing</li> <li>▪ Late start time</li> <li>▪ Limited testing time</li> <li>▪ One-to-one testing</li> <li>▪ Writer/scribe</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blue (or lime green) regular-type multiple-choice test book</li> <li>▪ Regular-type Essay book with blue (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
Assistive technology-compatible (ATC)	<ul style="list-style-type: none"> <li>▪ Flash drive with multiple-choice and Essay ATC files</li> <li>▪ Blue (or lime green) regular-type multiple-choice test book</li> <li>▪ Regular-type Essay book with blue (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-block answer sheet</li> <li>▪ Large-print answer sheet instructions</li> </ul>
<p>Braille</p> <p>Students might be separately approved to use a braille graphs and figures supplement in conjunction with a test format such as an audio version of the test, or with a reader. This is not the same as testing with a braille test.</p>	<p>Braille kit:</p> <ul style="list-style-type: none"> <li>▪ Braille Book 1—Reading, Writing and Language</li> <li>▪ Braille Book 2—Math Test – No Calculator, Math Test – Calculator</li> <li>▪ <i>Guide to the Nemeth Code</i></li> <li>▪ <i>Braille Reference Information</i> for use with the Math Test</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>▪ Braille Essay book</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Standard answer sheet</li> <li>▪ Reader script</li> <li>▪ Blue (or lime green) regular-type multiple-choice test book</li> <li>▪ Regular-type Essay book with blue (or lime green) accents</li> </ul>
Braille graphs and figures	<i>Braille Figure Supplement</i> book

Accommodation	Materials Provided for Each Approved Student
Large-block answer sheet	<ul style="list-style-type: none"> <li>▪ Large-block answer sheet</li> <li>▪ Purple (or lime green) regular-type multiple-choice test book unless approved for another format</li> <li>▪ Regular-type Essay book with purple (or lime green) accents</li> </ul>
Large type—14 point (primary test day, not window testing)	<ul style="list-style-type: none"> <li>▪ Purple (or lime green) large-type—14-point multiple-choice test book</li> <li>▪ Large-type—14-point Essay book with purple (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Large-block answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet instructions</li> </ul>
<ul style="list-style-type: none"> <li>▪ Large type—14 point (for testing window)*</li> <li>▪ Large type—20 point</li> <li>▪ Large type—24 point</li> <li>▪ Large type—other format</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blue (or lime green) large-type—14-point/20-point/24-point/other point size multiple-choice book</li> <li>▪ Large-type—14-point/20-point/24-point/other point size Essay book with blue accents (or lime green)</li> <li>▪ Standard answer sheet (14-point only)</li> <li>▪ Large-block answer sheet</li> <li>▪ Standard answer sheet instructions (14-point only)</li> <li>▪ Large-print answer sheet instructions</li> </ul>
MP3 audio	<ul style="list-style-type: none"> <li>▪ Flash drive with multiple-choice and Essay MP3 files provided for use on a computer</li> <li>▪ Blue (or lime green) regular-type multiple-choice test book</li> <li>▪ Regular-type Essay book with blue (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet instructions</li> </ul>
Reader	<ul style="list-style-type: none"> <li>▪ Reader script</li> <li>▪ 2 blue (or lime green) regular-type multiple-choice test books</li> <li>▪ 2 regular-type Essay books with blue (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>

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

## Preparing for Testing with Accommodations

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

The College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated. To help ensure that the students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

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

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

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

The NAR will list each group in its own section. For general guidelines, refer to Testing Materials Distribution on page 7 for a list of the accommodations that typically fall into each group along with which manuals and rooms the test coordinator should assign students with accommodations to.

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

## TASKS

### Prepare to Use the Scripts

Your test coordinator will provide a copy of the NAR or room roster with the students assigned to your room and their accommodations. A day or two before test day, review the list and make sure all of the students in your room are taking the same test with the same timing. There are 6 test scripts for the SAT based on the type of accommodation(s) a student is approved for, and the NAR will tell you which one(s) to use. The first three scripts may be used with either the standard (purple) materials on the primary test day or with specific accommodated (blue or lime green) materials during the accommodated testing window. The second three scripts are used with the specific accommodated (blue or lime green) materials during the accommodated testing window. Take time to study the NAR and the Key Information later in this section to make sure you are ready to use the correct script(s) for the students assigned to your room.

Review the chart Overview of Accommodated Timing and Breaks, and map out any shifts from one script to another that might be needed in your room.

These are the scripts:

- Script 1: Standard Time for Accommodated Students
- Script 2: Standard Time with Extra Breaks
- Script 3: 50% Extended Time for 1-Day Testing
- Script 4: 100% Extended Time
- Script 5: 50% Extended Time for 2-Day Testing
- Script 6: MP3 Audio Format

### Plan for Computer Usage

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

- Computer use for the Essay
- MP3 audio format
- ATC format
- Electronic braille writer (braille notetaker)

Make sure the appropriate computers are provided.

- For students using flash drives (e.g., for ATC or MP3 format), make sure the computers have USB ports.
- For students approved to use a computer for the Essay, make sure the computer has word processing software. The computer must be attached to a working printer.
- Provide a monitor to connect to a braille notetaker so the proctor can see what the student is typing.

Test the equipment before test day and ensure that important precautions for electronic equipment are followed. For tips and practice tests in MP3 audio and ATC format, go to [collegeboard.org/students-with-disabilities/after-approval](http://collegeboard.org/students-with-disabilities/after-approval). See Prepare Your Room for Test Day on page 19 for related tasks and information.

### Plan for Seating Accommodated Students

Your test coordinator may need assistance assigning accommodated students to appropriate rooms. The testing group on the NAR indicates students who may test together. See Sample Nonstandard Administration Report (NAR).

- Students with the same type of timing may be seated together, if so noted on your NAR.
- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Use of more than one test room is required if a student's accommodations would disturb other students or if the student is approved for 1-to-1 testing. Students who are approved for a reader or scribe must test in a 1-to-1 setting. These scenarios are noted on your NAR.
- For students approved for use of MP3 audio and ATC formats, a computer must be provided.
  - ◆ These formats are provided on flash drives. Any computer used for testing with these formats must have a USB port to accept the flash drive.
  - ◆ Students using text-to-speech software or MP3 audio formats who do not have earphones must test in separate rooms.
- For students using a computer, see the requirements in Plan for Computer Usage earlier in this section.

**IMPORTANT:** *If students are testing with SAAs, they need to be tested in separate rooms from other students listed on the NAR.*

For testing students with accommodations or supports, bear in mind that students can be seated in the same room only if they will be using the same color testing materials and the same testing scripts and schedule. For example:


- Students with disabilities approved for 50% extended time for reading receive extended time for the entire assessment using blue test materials. These students can test in the same room as students using the EL support of 50% extended time.
- Students with disabilities approved for 50% extended time for math only are tested with purple test materials and both Script 1 and Script 3, while

students approved for 50% extended time for reading are tested with blue materials and Script 5. These students cannot test in the same room.

Please note that some accommodations may be provided in a standard testing room. These include:

- Preferential seating
- Wheelchair access
- Use of a large-block answer sheet
- Permission for food or medication
- Use of a 14-point large-print test book, a magnifier, or a sign language interpreter for oral instructions
- Auditory amplification or FM system
- A colored overlay
- Approval to record answers in the test book

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

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

The proctor should seat students using a large-print test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

### Plan for Transcribing Answers

For students using braille writers or other devices, or who are approved to write their answers in test books, the proctor, the SSD coordinator, or the support staff person assigned to the student must transfer the answers (except for the essay) to the answer sheet after the student completes the test.

- For braille writers:
  - ◆ Make sure the student's identifying information on the answer sheet is complete.
  - ◆ Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - ◆ Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.
- For students who are approved to write the answers in their test books:
  - ◆ Make sure the student's identifying information on the answer sheet is complete.
  - ◆ Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.

- ◆ Write “Answers in Book” on the front cover of the student’s test book.
- ◆ Clip the answer sheet to the test book for inclusion in the white Accommodated Testing Envelope.

## KEY INFORMATION

### Types of Accommodations and Materials

The College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these accommodations follows.

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

### Accommodated Timing and Breaks

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

- Students will get extended time only for the subject area(s) they’re approved for (e.g., math only or writing only). **Exception: Students approved for extended time for reading and EL students testing with 50% extended time will receive extended time for the entire test.**
- You may need to use combinations of scripts for some students. See the Overview of Accommodated Timing and Breaks in the Appendix for detailed information about which scripts to use for various accommodations. The NAR also has instructions for which script(s) to use for each student.
- A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodation are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Administer accommodated breaks as follows:

- **Extra Breaks:** Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section, and an extra break in the middle of Sections 1 and 4, and the SAT Essay.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner,

they may, but you shouldn’t prompt students to end their breaks early.

- **Breaks as Needed:** When a student is approved for breaks as needed, they may take a break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time (that is, the testing clock stops).

### When Accommodated Students Test

As shown in the Testing Materials Distribution on page 7, many accommodated students will use standard test books to test in one day. These students must test on the primary test date along with other students using standard materials.

There are six scripts in this manual. Scripts 1–3 will be used for one-day testing, while any of Scripts 1–6 will be used on their own or in combination to support students testing over two days.

Use the NAR to determine when each student will test, the type of room needed, and the materials and script(s) to use. You may also refer to the timing charts in the Appendix.

### Accommodated Testing Over Two Days

Students may only test over 2 days if they are approved for an accommodation or support that requires 2-day testing. All students testing over 2 days should be tested as early in the window as possible and over consecutive days whenever possible. Students who are absent on the second day should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. You will return the materials to your test coordinator for secure overnight storage. Students will complete the test on the second day.

### Large Print

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

### Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
- To supplement each braille test and accompanying braille Essay book, a regular-type test book and Essay book are included for your use as a reference. A reader’s script will also be sent in case the student asks to have a question read.



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

### Braille Graphs and Figures

Some students who don't read braille may be approved to use the accommodation of braille graphs and figures (along with a reader or MP3 audio format). Labels and numbers given with braille figures can be found in corresponding locations in both the regular-type and large-type tests.

### MP3 and ATC

The MP3 audio and ATC test formats are delivered as computer files on flash drives. To use either format, a student must have a school-provided computer. Chromebook, Mac®, and Windows formats are supported. For flash drives, a USB port is required, so a tablet may not be used to take the test. The school must provide suitable computers for MP3 audio and ATC formats. Schools can also provide earphones (which are required for the MP3 audio format and for use with any text-to-speech software used with the ATC format).

**The MP3 audio format** is an audio recording of the test. It consists of read-only files and a built-in player to deliver the test content.

- Setup for MP3 testing should be done in advance of test day to ensure a smooth administration.
- The MP3 audio format provides the actual test as an audio recording for the student to listen to. All sections of the test, including the Essay, are included in 1 set of MP3 audio files.

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

doesn't offer enough functionality to be used for the SAT. If your student has a device that is not listed, use the practice test to verify that it is supported. Practice materials can be found at [collegereadiness.collegeboard.org/sat/practice/full-length-practice-test-assistive-technology](http://collegereadiness.collegeboard.org/sat/practice/full-length-practice-test-assistive-technology).

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

### State-Allowed Accommodations

State-allowed accommodations (SAAs) are available. SAAs allow students to use defined accommodations or supports; however, they do not result in college- or scholarship-reportable scores. When administering SAAs, students must be tested with lime-green materials in separate rooms. However, you will follow the standard testing procedures as defined for purple or blue test books.

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## Prepare Computers for Accommodated Testing

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

- When a student is approved for the use of a computer for the SAT Essay, they are approved only for the use of a word processor to complete the Essay task.
- Software or assistive technology, such as screen readers, may only be used when specifically approved in SSD Online.
- Make sure that computers are not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).

## TASKS

### Typed Essays

Typed essays must comply with certain guidelines to be properly scored and for the students to receive online images of their essays. Set up and test the computer and word processor to meet the following criteria:

- Computer is connected to a working printer.
- Access to the internet is disabled as well as all assistive features noted earlier. If you cannot disable these features, you must monitor students to ensure that they do not use them.
- Page setup requirements are met. (Refer to Page Settings for Printing Essays on page 19 for specific fonts and other formatting details.)

### Braille Writers

Manual braille writers (for example, Perkins Braille) may be used for all test sections, but electronic braille writers/notetakers (for example, Braille Note) may only be used for essay writing and math calculations. An electronic braille writer may not be connected to any network, but it must be connected to a monitor so that the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.


### Flash Drives

The MP3 audio and ATC test formats are delivered on flash drives; therefore a student must have a computer with a USB port. Chromebook, Mac, and Windows formats are supported. Since a USB port is required, a tablet may not be used to take the test.

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

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. From time to time, a license may fail on specific machines or USB ports. If you experience error messages referring

to media authorization or unlocking of media and/or licenses, follow the instructions under Troubleshooting for Flash Drive Formats later in this section.

 If you have any questions or would like support in this process, please contact SSD.

### Set Up Computers for MP3 Audio Users

The MP3 audio flash drive contains read-only files and a built-in player to deliver the test content.

1. Print the student's last name, first name, and middle initial on the back of the MP3 package, and on the back cover of the accompanying regular- or large-print test book.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port.

### Set Up PCs or Macs

- Open the flash drive:
  - ◆ On both PCs and Macs, find the icon in the lower left of your screen.
  - ◆ On a Mac, click on the icon to open **Finder**.

You should see a description of the drive in the pop-up list.

- On a PC, right click on the icon and select **File Manager** or **File/Windows Explorer**. The flash drive will appear in the list labeled **This PC** or **Computer**.
- Double-click the name of the drive.
- Start the software: Double-click the software application icon, which is labeled **Start** (".exe" on PC or ".app" on Mac).
  - ◆ A media player named **Flux Player** will launch.
  - ◆ When you launch the application, a table of contents will display the sections of the test.

### Set Up Chromebooks

Start the software: Click the **Launcher**, the icon on the far left of the taskbar.

- Select **Files**, which will bring up another taskbar.
- Find the flash drive in the task list and click it to display a list of file folders on the drive.
- Open the folder called **Chrome\_Version** to access the test sections.

### Set Up Computers for ATC Users

1. Print the student's last name, first name, and middle initial on the back of the ATC package.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port on a computer that has Microsoft Word and the student's usual assistive software installed (JAWS or ZoomText for example).

4. You will be asked to enter a password. Enter the password that is on the label in the package containing the flash drive. You must share the password with the student testing and make sure they have access to it during testing.

## KEY INFORMATION

### Troubleshooting for Flash Drive Formats

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

- From within the Flux Player, select the **Help** drop-down menu.
- Click **Contact support**.
- In the **Describe your issue** box, type “Failed to apply license file” or any other message that describes the problem.
- Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
- Check the box for “I agree to collect support-related information about this computer” (this step identifies which license you need).
- Click **Send**.

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

If technical difficulties are encountered during the test, the proctor should pause the test timing and instruct the student to step away from the computer. Once they have resolved the issue, they can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD Office.

### Page Settings for Printing Essays

Use the page settings below to help you set up the essays to print properly for accurate scoring.

- Letter-size paper, portrait style.
- Margins:
  - ◆ Top margin: 2 inches
  - ◆ Bottom margin: 1 inch
  - ◆ Side margins: 1 inch
- Double spacing between lines
- Fonts:
  - ◆ Times New Roman
  - ◆ Arial

- Font size:
  - ◆ 10 point (most students)
  - ◆ 14 point (approved large print)
  - ◆ 20 point (approved large print)
- Page limits:
  - ◆ 4 pages (for 10-point font size)
  - ◆ 6 pages (for 14-point font size)
  - ◆ 10 pages (for 20-point font size)

## Prepare Your Room for Test Day

Your test coordinator will provide you with information to post on the board for test day. Prior to test day, the test coordinator selected rooms that met College Board testing room and seating requirements. As the proctor, you should review the requirements under Key Information to make sure your room and seating arrangements still meet them on test day.

## TASKS

### Prepare to Collect Student Belongings

The College Board requires testing staff to collect mobile phones, wearable technology, and other prohibited electronic devices before administering the SAT. Plan ahead for collecting electronic devices and backpacks (if allowed by school policy or directed by your test coordinator) as students enter the testing room.

During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label items collected so they can be returned after testing. If your school is not allowed to collect devices, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don't have a bag or backpack with them.) More information is given under Preventing Issues Involving Phones and Electronic Devices on page 31.

## KEY INFORMATION

### Testing Room Requirements

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

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - ◆ A working clock, visible to students
  - ◆ Proper lighting
  - ◆ Proper ventilation

- ◆ Proper seating that follows the seating requirements given in this section
- ◆ No materials related to test content on display (these can be removed or covered)

## Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart (measured from the center of the table) and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns (such as alphabetical order). If using a homeroom as a testing room, make sure students are seated at random.

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

## Prepare Your Students

Your test coordinator should ensure that all students receive a copy of the *SAT School Day Student Guide* to help them learn about and prepare for the test. In addition, students will be advised about how to mark their answers and what to bring on test day. Accommodated students may need additional information, depending on their approved accommodations.

- Inform students who are testing in the accommodated testing window of when and where to report for testing.
- Tell students testing with MP3 audio format:
  - ◆ To bring earphones for taking the test (unless the school is providing earphones).

- ◆ That they will test over 2 days.
- ◆ That they will use the MP3 format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
- ◆ To practice to become familiar with the software before testing. For tips and practice tests, go to [collegeboard.org/students-with-disabilities/after-approval](http://collegeboard.org/students-with-disabilities/after-approval).
- Tell students using the ATC format to bring earphones if they are using text-to-speech software (unless the school is providing earphones). Remind them that they will use the ATC format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
- Tell students with College Board approval to use a calculator on the Math Test – No Calculator portion of the SAT to bring a separate four-function calculator for this purpose. (Percentage and square-root functions are permitted.)
- Tell students who are approved for extended time that they will need to stay for the entire test. They cannot move on to the next section or leave early if they finish before time is up.

## Prepare Your Preadministration Session

### TASKS

Your test coordinator will provide these materials for your session:

- *Student Answer Sheet Instructions*, a copy for each student
- Answer sheets affixed with students' pre-ID labels
- Large-block answer sheets (if applicable) affixed with students' pre-ID labels
- Extra blank answer sheets for any students without pre-ID labels
- Mobile Opt-In Policies document, a copy for each student
- A list of students with the type of answer sheet needed (large-block or standard)

**IMPORTANT:** *Even when a pre-ID label is affixed, students must still bubble in their name, date of birth, and state student ID number (UIC) for data verification purposes. We recommend students bubble in all required fields as an additional precaution. When distributing answer sheets, make sure to correctly match any answer sheet having a pre-ID label to the correct student.*

## Conduct the Preadministration Session

There are three parts to the preadministration session: required student information for scoring, score sends, and the optional questionnaire.

### TASKS

- Before starting the session, post any information the students will need, such as the 6-digit school (AI) code, school name, city, and state.
- Give each student the correct answer sheet and a copy of the *Student Answer Sheet Instructions* and Mobile Opt-In Policies document (which is already in large print). A large print version of the *Student Answer Sheet Instructions* is provided for students with approved accommodations that necessitate large print. Make sure you correctly match any labeled answer sheet to the student whose information is on the label. Give any student who doesn't have a labeled answer sheet a blank answer sheet. Some students may be using large-block answer sheets. This accommodation will be noted on the NAR.
- Read aloud the scripts in shaded areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the proctors that shouldn't be read aloud appear outside the shaded areas.
  - ◆ Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for their names, addresses, and other personal information.
  - ◆ Although we recommend that students bubble in all information on their answer sheet, if a pre-ID label is affixed, students are only required to bubble their first and last names (field 1), student ID number (field 5), and date of birth (field 7). Adjust the preadministration and test day scripts to direct students to skip fields 2, 3, 4, 6, and 8. If students do not have a pre-ID label affixed, they should be pre-ID'ed in the Secure Site and a label should be printed locally. Homeschooled students should still fill out fields 2, 3, and 4.
  - ◆ Students should skip fields A–E on the answer sheet because these sections are completed on test day.
  - ◆ If any students' labels have an incorrect legal first, middle, or last name; date of birth; or gender, students can still use the answer sheet. Have students bubble in the correct information.

**IMPORTANT:** Do not hand out test books during the preadministration session.

## Preadministration Scripts

### To all students, say:

Take out the *Student Answer Sheet Instructions* booklet that I gave you. Follow along in this booklet as I read instructions to you.

- SSD *Students using braille, MP3 audio, or ATC formats may need you to read instructions from the Student Answer Sheet Instructions.*

Fill in the school code in the script before beginning.

### When students are ready, say:

Today we will complete the identifying information portion of the SAT answer sheet. You'll have the opportunity to opt in to Student Search Service® and provide information about yourself to help connect you with colleges. You'll be able to take advantage of your 4 free score sends by indicating which colleges or scholarship programs to send your scores to.

### To students who are using large-block answer sheets, say:

If you're using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles.

### To all students, say:

Please check to make sure your correct legal name appears on the label on your answer sheet. Please also check your date of birth and gender listed on the label. Raise your hand if any of these fields is not correct.  
*[pause]*

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, give them blank answer sheets for the session.

If the first name or last name listed on the label does not correctly reflect the student's legal name, make a note on your room roster (your test coordinator will need to notify the appropriate person to update the student's profile in the Michigan Student Data System, or MSDS). If a student's date of birth or gender is incorrect, also make a note for the coordinator. If any other information is incorrect, students can use the answer sheet—they will enter their correct information during the session.

---

**For field 1, say:**

Begin by filling in your legal last name, first name, and middle initial, if you have one, in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. [pause]

---

**For fields 2 and 3, say:**

Move on to field 2. Fill in the bubble for "Yes" if you are testing at your school. Then print our school's name, city, and state in field 3. Look up when you're done. [pause]

---

**For field 4, say:**

In field 4, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you're done. [pause]

---

**For field 5, say:**

In field 5, print and bubble the 10-digit state student ID number, your UIC, from the top left corner of the label on the front of your answer sheet, starting with the first column to the left. If you don't know your UIC, raise your hand. Look up when you're done. [pause]

If a student doesn't know their UIC and you have UICs available, provide the number to the student to grid on the answer sheet. If you don't have access to UICs, tell the student to leave field 5 blank. Work with the test coordinator to complete it on the student's behalf after the session.

---

**For field 6, say:**

In field 6, fill in the bubble for your current grade.

---

**For field 7, say:**

In field 7, fill in all 3 parts of your date of birth. Any 2-digit fields need to start with a zero if the number is less than 10. Fill in only the last 2 digits of the year you were born. Raise your hand if you have any questions. [pause]

---

**For field 8, say:**

In field 8, mark the correct bubble.

---

**For fields 9–13, say:**

Turn to page 2 of your answer sheet, and fill in your address in fields 9–12. Leave field 13 blank. Raise your hand if you have any questions. Look up when you're done. [pause]

---

**When everyone is ready, say:**

We'll come back to field 14 later.

---

**For field 15, say:**

Turn to page 3 of your answer sheet. Field 15 asks if you would like to opt in to Student Search Service. This service can help you connect with opportunities. Saying "Yes" to this service allows eligible colleges and universities and scholarship and other educational programs to send you information about the educational and financial aid opportunities they offer. Colleges and educational programs that request it will receive information you provide on the answer sheet, but they will not receive your actual test scores or phone number. There is more information about Student Search Service in your *Student Answer Sheet Instructions*. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection.

---

**For field 16, say:**

If you'd like to get information from the College Board via email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 16. Indicate at the top of the field whether this is your own email address or a parent's or guardian's address. If you give your own email address and opted in to Student Search Service, you may also get information from colleges sent to your email address. Please look up when you're finished. [pause]

---

**For field 17, say:**

Field 17 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. Please review the document I gave you about the Mobile Opt-In Policies before deciding whether to give your number. You will be able to take this document home with you for later reference. By providing your number, you agree to receive text messages from the College Board about the SAT, about participating in research surveys, and about

getting free information on college planning services. Standard text messaging rates apply. You may opt out at any time. The College Board will not share your phone number with other organizations.

This field is optional. If you agree to these terms, enter your phone number. Please look up when you're done. *[pause]*

## Script for Student Answer Sheet Instructions

Make sure students have approximately 45 minutes to complete the remaining fields on the answer sheet. You may need to assist students who are using the large-print instructions.

**IMPORTANT:** *Students using state-allowed accommodations will not be eligible to send scores to colleges, universities, or scholarship programs.*

### For field 14, say:

We're now going to skip back to field 14 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as four colleges, universities, or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply.

Open your *Student Answer Sheet Instructions* booklet and find the Score Reporting Code List. Use this list to find the 4-digit number for the schools or scholarship programs you want to send your scores to. U.S. colleges and universities are listed first in order by state, and then alphabetically by name. Institutions in U.S. territories come next, followed by international ones. The final list in this document shows scholarship programs listed by state or country, in alphabetical order.

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you're done. *[pause]*

### When everyone is ready, say:

Now we'll complete the rest of the fields, starting on page 3 of your answer sheet (pages 8–15 on a large-block answer sheet).

There are certain advantages for you to complete this optional information. It's important that you know the

College Board will be able to use this information and provide it to others for additional uses, such as research.

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

### For fields 18–21, say:

Using your instructions booklet, complete fields 18–21. Look up when you are done. *[pause]*

### For fields 22–38, say:

Now, turn to page 11 of your answer sheet to complete fields 22–38 using your instructions booklet. Look up when you are done. *[pause]*

### When students are ready, say:

Leave fields A–E unmarked. When you're finished, close your *Student Answer Sheet Instructions* booklet and place it next to your answer sheet on your desk. Please wait quietly while others finish. Raise your hand if you have any questions.

## Complete the Preadministration Session

- After the session, collect an answer sheet and *Student Answer Sheet Instructions* booklet from every student. Notify students that their answer sheets will be returned to them on test day. Students should keep the Mobile Opt-In Policies document for future reference.
- Confirm students have bubbled their UIC accurately. For any students who left field 5 blank, work with the test coordinator to enter and bubble their UIC on the answer sheet.
- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and *Student Answer Sheet Instructions* as directed by your test coordinator and return them to the test coordinator for secure storage until test day.
- Notify the test coordinator of any students whose legal name, date of birth, or gender was incorrect on their labels. The test coordinator will need to notify the appropriate person to update the student's record in the Michigan Student Data System.

# During the Test

## Get Started

### TASKS

#### Follow Your Test Day Schedule

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

#### Prepare the Testing Room

Be sure to:

- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. (See Sample Seating Plans in the Appendix.)
- Cover or remove any instructional material, such as maps and charts, if not done previously.
- Check the clock to make sure it's working properly.
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Post the following information for students:
  - ◆ Test date
  - ◆ School name, city, and state
  - ◆ 6-digit school (AI) code assigned to your school
  - ◆ 3-digit testing room code (or other room identifier)
  - ◆ "SAT with Essay"
  - ◆ "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."
- If provided in your testing room packet (see Account for Testing Materials later in this section), post the "No Electronic Devices" flyer in the room and the "Quiet Please" flyer on the outside of your testing room door.
- Plan to collect electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

If applicable, post this information for students using MP3 audio format as relevant to the equipment students are using:

- To start and navigate the test on a PC or Mac:
  - ◆ Test Directions: Select to listen to directions
  - ◆ Start Section: Select **Section** icon
  - ◆ Next Section: Click the black **Stop** square at the bottom of the screen to return to **Section Library**
  - ◆ Change Volume: Click and drag slider bar at the bottom center of the screen

- Keyboard navigation:
  - ◆ Pause or Play: **Ctrl/Command-P**
  - ◆ Back: **Ctrl/Command-B**
  - ◆ Forward: **Ctrl/Command-F**
- To start and navigate the test on a Chromebook:
  - ◆ In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.
  - ◆ To select a section, select the test section folder (e.g., **SAT Section 1 Reading Test**).
  - ◆ To start the files in a section playing, press **Ctrl-A** to highlight all files in the folder, then press **Enter**.
  - ◆ Chromebook navigation uses the mouse on the media player menu to pause or play.

#### Study and Prepare Scripts Before Testing

Review the script that you'll read before starting the test.

- Some of the instructions have alternative scripts to read depending on options in use by your school. Review these scripts in advance and mark the appropriate ones for your testing room.
- Refer to the NAR to know which test script(s) to use.
- Before admitting students, fill in the appropriate information where a blank line " \_\_\_\_\_ " appears in the text.
- If you are administering the test to MP3 audio format users, review Script 6. If students in your room are using one type of computing device, mark the scripts for easier reading. (For example, if they are all using Chromebooks, cross out directions for PCs and Macs.)

#### Account for Testing Materials

Your test coordinator will provide a packet of testing materials containing:

- A room roster or copy of the NAR showing students assigned to your room
- A Testing Room Materials Report form listing the test materials for your room
- Multiple-choice test books, Essay books, and any additional testing materials and alternate test formats that your students require
- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session



- Some blank answer sheets, Mobile Opt-In Policies documents, and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets
- 2 optional testing room flyers (“No Electronic Devices” and “Quiet Please”)
- Translated test directions and/or word-to-word glossaries for EL students, if needed
- Blank forms, including an IR and at least 1 Request to Cancel Tests Scores form

Count all of your testing materials when you receive them from your test coordinator, when you distribute them to students, and when testing is complete.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet. You’ll also record the number of Essay books received.
- Later, after testing has begun, you will show the distribution of test books in your room by recording the serial numbers on the seating chart (Part B of the form).
- After testing, when you prepare to return materials to the test coordinator, you will record the serial numbers of the test books that you are returning in Part A of the form, along with the number of answer sheets and Essay books being returned.
- If you discover that a test book is missing, follow these procedures:
  - ◆ 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, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it’s 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 coordinator to call Michigan School Day Support immediately. Report the incident on an IR.*

## Distribute Materials

**IMPORTANT:** *Do not distribute any test materials until instructed to in the scripts.*

Check the NAR to ensure that you have the right test materials:

- Purple test books are for 1-day testing on the primary test date.
- Students approved to test during the accommodated testing window will have specific materials with blue or lime green covers.

Each flash drive (for MP3 audio or ATC format) provides all sections of the test, including the Essay.

**IMPORTANT:** *Essay books will have a colored bar that matches the other materials (purple, blue, or lime green) as well as an Essay icon. Essay books should be distributed only after students have completed all 4 sections of the SAT test.*

**IMPORTANT:** *Testing students with incorrect materials may invalidate scores. Refer to the NAR for information about which color test book to use.*

## KEY INFORMATION

### Preparing for ATC and MP3 Audio Formats

In the ATC or MP3 room, set up the computers and insert the flash drives before admitting students. See Prepare Computers for Accommodated Testing on page 17 for step-by-step procedures.

You will need to distribute test books to these students in case they need to reference them during testing.

## Using the Scripts

Decide ahead of test day which script or combination of scripts to use for the students in your room. Use the NAR to plan ahead for the script(s) you need to use for the students in your room. If your students require more than one script (e.g., for math-only extended time), review the instructions in advance. See the key information for an explanation of how the scripts are used.

If you are testing students using the ATC format, you’ll need to add special instructions to all places where you tell students to start and stop testing. Before each section, tell students to locate the password on the inside flap of their test packaging so that they can open the file for the section. Give students time to enter the password and open the file before starting the timed section. Once a student has successfully entered the password for a test section, the student should be instructed to place the ATC packaging under their

desk. When the timing of each section ends, students need to close the file. See the script under Specific Format Instructions on page 37 for more information.

**IMPORTANT:** *Students approved for writing-only extended time receive extended time only on the SAT Essay.*

## TASKS

- Use Script 1 for students who are approved for accommodations that do not require extended time—for example, breaks as needed, extended breaks, computer for essays, or permission to test blood sugar—or who are approved for extended time on only some sections of the test (e.g., math only).
- Use Script 2 for students who are approved for accommodations that do not require extended time, or who receive standard time on only some sections of the test, and who are also approved for extra breaks.
- Use Script 3 for students who are approved for 50% extended time for:
  - ◆ Math only (start with Script 1 or 2).
  - ◆ Writing only (start with Script 1 or 2).
  - ◆ Combined math and writing (start with Script 1 or 2).

Scripts 4–6 are for use during the accommodated testing window. The testing of students with nonstandard (blue or lime green) materials is not confined to these scripts. Some students may require standard timing (Script 1 or 2) for one or more sections of the test, for example.

- Use Script 4 for students who are approved for 100% extended time for:
  - ◆ Reading. These students test over 2 days.
  - ◆ Math only (start with Script 1 or 2). These students test in 1 day.
  - ◆ Writing only (start with Script 1 or 2). These students test in 1 day.
  - ◆ Combined math and writing (start with Script 1 or 2). These students test over 2 days.
- Use Script 5 for students who are approved for 50% extended time on the entire test (for reading, use of a reader or scribe, or the 50% extended time EL support). These students will test over 2 days.
- Use Script 6 for students who are using the MP3 audio format. These students test over 2 days. Day 1 testing stops after Section 2 for these students.

## Administer the Test

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

If allowed in your school, before you collect any phones, backpacks, or other personal belongings from students, ask students to take out any snacks or drinks to store under their desks during testing. These items must stay under the desks during testing. Instruct students to completely power off all cell phones and electronic devices before turning them in.

**IMPORTANT:** *Students will be dismissed from testing if they are seen with a phone or their cell phone makes noise during the test (including breaks) while in their possession. Phones that are on or under the desk are considered in their possession.*

**Check that students are in the correct testing room.** Students testing in your room must appear on the NAR and your room roster, if any.

## TASKS

### Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

- Write a “P” (present) next to the name of each student who checks in.
- If you don't recognize a student, ask them for identification. Send any student who can't present acceptable ID to the coordinator.
- After you have closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster if the coordinator has provided a note indicating the student has been added to the room.

If a student arrives late, you can admit them as long as you have not yet begun the timed sections of the test.

### Time the Test

- Accurately time each test section. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called.
- Record the start and stop times on the lines provided in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.

- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

### Monitor Breaks

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

For the breaks:

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

### Complete the Count of Materials

- On the Testing Room Materials Report form in the back of this manual or provided to you by the test coordinator, account for all test materials (used and unused) in Part A of the form. If a book appears to be missing, follow procedures in Account for Testing Materials earlier in this section.
- Make a note of the count of Essay books in Part A as well.
- Use the chart in Part B of the Testing Room Materials Report form (also printed on the back of this manual) to record the serial numbers of the test books distributed to students and the order in which you handed out the test books.

## KEY INFORMATION

### Calculator Policies and Guidelines

Calculators may be used only on the Math Test – Calculator portion of the SAT, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the top of each test book page in the Math Test – No Calculator portion has a crossed-out calculator symbol. Similarly, each page of the Math Test – Calculator

portion has a calculator symbol. Students may have calculators on their desks only when working on these questions. See Acceptable Calculators on page 96.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend that students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators. If your school provides calculators, you must ensure that the devices are on the list of acceptable calculators in the Appendix, have working batteries, and are otherwise functional. Be sure that students are familiar and comfortable with how to use them.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor's permission to use the backup.

### Calculator Malfunction

Students should raise their hands if their calculator malfunctions before or during the test and they wish to use a backup. Allow them to use an acceptable backup calculator or batteries that they brought and to continue to test.

Students without backup equipment may continue testing, since all questions can be solved without a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room. Tell students that if they cancel their scores, the scores will still be sent to the state and district and will be accessible to your school, but the scores will not be sent to their chosen colleges or scholarship organizations.

### Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators.

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

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

## Scheduled Breaks

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

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

- a 10-minute break after Section 1
- a 5-minute break after Section 3
- a 2-minute break after Section 4

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

Some students may be approved for extra and/or extended breaks (see *Administering Accommodated Breaks* for details). Students approved for extended time on some or all of the assessment receive extra breaks (see *Administering Extended Time* for details). Specific timing instructions may be noted on the NAR.

The Overview of Accommodated Timing and Breaks in the Appendix provides a visual guide to these requirements. This manual includes specific instructions for accommodated breaks, and the scripts include break timing.

## Unscheduled Breaks

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

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

## Administering Accommodated Breaks

Some students may be approved for extra and/or extended breaks. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

- Students who are approved for extra breaks receive a break between each test section, and a break in the middle of Sections 1 and 4, and for the SAT Essay. These breaks are noted in the scripts. Use Script 2 for students who are approved for extra breaks, and who are not approved for extended time.
- Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- For students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you should not prompt students to end their breaks early.
- When a student is approved for breaks as needed, they may break during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time. Use Script 1 unless the student is approved for other accommodations.

## Administering Extended Time

The SAT is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called. This manual includes timing charts for each script in the Appendix. Students who are approved for extended time are also provided extra breaks, as included in each script.

You should plan ahead for which scripts apply to the students in your room. Students approved for math-only or writing-only extended time will be tested with a combination of scripts. EL students testing with 50% extended time test with Script 5.

Students approved for extended time receive extra breaks:

- Students approved for extended time on the entire test (for reading, use of a reader or scribe, or as an EL support) receive an extra break halfway through Section 1, Section 4, and if applicable, the SAT Essay. They also receive an extra 5-minute break before Section 3.
- Students approved for math-only extended time receive standard time on the first 2 sections of the test, but should receive an extra 5-minute break before Section 3 and halfway through Section 4.
- Students approved for writing-only extended time receive an extra 5-minute break halfway through the SAT Essay portion of the test. They receive extended time only on the SAT Essay, not on Section 2.

Once you have begun each test section, record the start and stop times in this manual in the space provided in the scripts, then post the times on the board for students to see. Use the Timing Charts in the Appendix to ensure

that you have correctly calculated the stop time based on the minutes after the hour that you started the section. Each script indicates when to announce the time elapsed and when to take an extra break for longer sections when testing with extended time.

### **Administering Large-Print Tests**

Students who are approved for large-print test books are approved for a specific font size, such as 14 point, 20 point, or larger. Make sure that each student is given their correct test book. Students who test with the 14-point test will test on the primary test date unless approved for additional accommodations that require window testing. Students who are approved for the 20-point or larger font test must test during the window. Refer to the NAR for more information.

Students approved for use of a large-print test book are tested with standard time, unless also approved for extended time.

### **General Notes for Electronic Devices**

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

To be scored, all typed essays must be printed out according to the guidelines outlined in Page Settings for Printing Essays on page 19. All written responses must be deleted from the equipment following successful printout.

### **Administering MP3 and ATC**

Students using the MP3 audio format must be given 100% extended time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over two days.

Students using the ATC format should be tested with standard time unless they have also been approved in SSD Online for extended time. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices. A student approved for more than 100% extended time should test with that time allowance. Administer the test one section at a time, with strict timing, just as you would a paper test.

Monitor students to be sure they're not accessing any other sites while working on the test.

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

The Essay file can be found on the same USB flash drive as the multiple-choice sections.

### **Administering Braille Test Formats**

The braille test is divided into several books, which you will distribute one at a time. The braille type used is Unified English Braille (UEB). The Math Test uses the 1972 revised Nemeth Code.

Users of braille will receive a supplemental reference, *Braille Reference Information*. The *Braille Reference Information* contains math reference material required for the braille test. All labels and numbers in that book are in braille. (As with the test itself, the braille type used is UEB, and the math material uses the 1972 revised Nemeth Code.) Braille users will also receive the *Guide to the Nemeth Code*.

A blue multiple-choice test book, Essay book, and a reader's script are also provided to help interpret labels and numbers in the braille reference book.

Students recording answers on a braille device may also use scratch paper.

### **Administering Braille Graphs and Figures**

Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions refer to figures, students may refer to either the regular-type or large-type test or to the book of braille graphs and figures (the *Braille Figure Supplement*).

If a student doesn't read braille but is approved to use the book of braille graphs and figures, you may help them find their place. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

### **Administering Readers**

Distribute any supplemental materials to the reader: a reader's script for the reader's use, a regular-type test book for the student's use (unless the student is approved for large print), a separate Essay book, and additional test materials for student use as approved in SSD Online (for example, braille materials).

Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats. Students testing with a reader must test in a one-to-one setting.

### Administering Scribes

Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in the script to a personal assistant who is writing answers for a student.


Students should dictate punctuation, but they do not need to dictate spelling unless the spelling is in question. Students testing with a scribe must test in a 1-to-1 setting.

---

## Maintain Security in the Testing Room

Make sure you understand and follow these policies:

- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking or texting on phones, using a computer, or grading papers.
- Ensure that at least 1 staff member is in the testing room at all times.
- Ensure that students do not use calculators, phones, or prohibited aids during breaks.
- Monitor test materials at all times; do not leave them unattended under any circumstances.
- Guard against test materials being removed from the room.
- No one is permitted to access or use phones in the testing room, or to eat or drink during testing unless they have an approved accommodation.

 *Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.*

### TASKS

#### Prohibited Aids

During the opening scripts you read to students, you're directed to check desks for prohibited aids and devices, which cannot be on the desks or used during testing, including breaks. Because electronic devices, including phones, can be used to record test questions and answers, you must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices. Anyone using other prohibited aids during

any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an IR.

Prohibited aids include, but are not limited to:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord

#### Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. For other medications or medical devices, contact the SSD office. Follow your district's policies regarding EpiPens.

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless they are also approved for a cell phone.) In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode, when the student is accessing the share app under direct supervision of the proctor, and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. In no cases may a student keep their phone at their desk.

## Preventing Issues Involving Phones and Electronic Devices

Discourage students from bringing phones or other prohibited electronic devices to the testing room. At the beginning of testing, proctors will read scripts reminding students to turn off their phones and other electronic devices and to turn them in to the proctor, if allowed under school policy. If your school does not permit the collection of devices, proctors must instruct students to store their powered-down devices in a bag or backpack placed to the side of the room away from the testing area.

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device makes noise or is being used, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device is given in the incidents listed under Security Violations/Student Misconduct in the Irregularity Chart.) If a student's phone makes noises while in the proctor's possession or stored away from the student's desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device makes noise while in a student's possession, follow instructions in the Irregularity Chart in the Appendix for collection and checking of electronic devices. A student doesn't need to be holding a phone for it to be considered in their possession—a phone is also considered to be in the student's possession if it's on or under the student's desk. The test coordinator should contact Michigan School Day Support immediately for further instructions if a device has been collected.

### Suggested Collection Procedures:

If your school already collects phones and electronic devices, we encourage you to continue using the methods that work for you and your students. If you do not currently collect students' electronic devices, here are some suggestions for doing so:

- Instruct students to disable alarms and power off cell phones and electronic devices when they enter the testing room.
- Collect students' cell phones and wearable technology in a basket, envelope, or bag before testing begins.
- Give students sticky notes and/or small envelopes to label their items with their name.
- Collect labeled items from students once they're seated. If possible, keep student items in the order they were collected in, for easier return after testing.
- Keep the devices at the front of the room on the proctor's desk for the duration of testing.

## Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student loses their place on the answer sheet, resulting in misplaced answers, follow the instructions in the Irregularity Chart in the Appendix.
- Make sure students do not use any prohibited aids, as instructed in the scripts.

## Monitor Students Approved to Type Their Essays

- Have students use the print layout view so that they can properly limit the length of their essays.
- Monitor students to make sure that they do not:
  - ◆ Exceed the page limit
  - ◆ Use any special word-processing features or access the internet (see General Notes for Electronic Devices on page 29)
- When time is called for the SAT Essay, tell students to stop typing and send the essay to the printer. Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Page Settings for Printing Essays on page 19.
- Once the essay is printed, you will read a script instructing students to write their full name on the back of each sheet (in the center of the sheet), before they are collected.
- Check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer.

## Prevent Copying and Communication

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

- Watch for use of cell phones or other prohibited items, or for "cheat sheets" written on paper, calculators, or clothing and shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

Staff must always note any such activities on the IR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. If the Irregularity Chart indicates to call Michigan School Day Support, report the situation immediately.

## Report Irregularities

- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR).

## Complete the Irregularity Report (IR)

The IR 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 print all information neatly and fill in bubbles completely.

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

- For all irregularities, fill in fields 1–4 (page 1) and field 10 (page 3) of the form.
  - ◆ In field 4a, write your 6-digit school (AI) code.
  - ◆ In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you're reporting.
  - ◆ In field 4c, fill in the bubble if the irregularity has occurred during a makeup administration.
  - ◆ Leave field 4d blank.
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You'll need to note the date of birth and answer sheet litho code for each affected student.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.
- In all situations, provide as much detail as possible. Do not attach answer sheets to the IR, but return them to your test coordinator.

## KEY INFORMATION

### Test Observers and Visitors

Staff from the Michigan Department of Education, the College Board, Educational Testing Service (ETS), or administrators from your district may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification and a letter of authorization from the College Board, ETS, or the Michigan Department of Education.

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

### Using the Irregularity Chart

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

Use the IR to record an irregularity, including:

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

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 proctors must be countersigned by the test coordinator, 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 to file a complaint.



# SAT Scripts for Testing Accommodated Students

## TASKS

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.

**Read scripts in shaded areas aloud exactly as written.**

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

**IMPORTANT:** *If you are administering the test with the ATC or MP3 audio format, you must complete setup of the computers before you begin testing. See Prepare Computers for Accommodated Testing on page 17 for complete instructions.*

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

## Begin the Test Here

Before starting the test, check the roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

**At all administrations, say:**

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

If you have questions about any of the instructions I give you, please ask them so that you can be sure of doing your best. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

**Continue by saying:**

The College Board has designed policies to give each of you an equal opportunity to show your skills and knowledge. We will dismiss, and the College Board will invalidate the scores of, anyone who tries to gain an unfair advantage by:

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

Engaging in any of these activities may affect your ability to take College Board tests in the future.

You may also be dismissed for:

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

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

**Collection of personal belongings:**

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.

**READ ONLY ONE OPTION.**

**A** If your school is collecting personal belongings, say:

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

**B** If your school does not allow collection of personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. *[pause]*

Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing. *[pause]*

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

**Confirm that no phones are allowed by saying:**

If I see any student with a phone from this point on, I will dismiss that student.

**Now say:**

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

- Remove everything from your desk except your pencils and acceptable calculator.
- 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 and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and keep them under your desk until the test is over. *[pause]*

**IMPORTANT:** *EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while they use the device.*

**SSD** *Some students with diabetes may be accustomed to using a cell phone to check their blood sugar. The cell phone must be specifically preapproved to remain at the proctor's desk during testing. Ensure that the phone is in airplane mode and set to make sounds only when required for monitoring purposes.*

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

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

Walk around the room to make sure no one has the following unauthorized materials or aids on their desk (unless approved by the College Board for use on a test as an accommodation).

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

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

**Then say:**

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

Make sure that students have put their calculators under their desks and that any phones have either been collected or placed in a bag to the side of the room, not in a pocket.

## Distribute Answer Sheets

Distribute the answer sheets. If your school held a preadministration session, make sure that each student receives their own answer sheet with identifying information complete. Give any students who did not participate in a preadministration session their pre-labeled answer sheet. If you do not have a pre-labeled answer sheet for a student testing in your room, provide them with a blank answer sheet.

### After distributing answer sheets, say:

These are the answer sheets that you will use to mark your answers on the test. If you're using a large-block answer sheet, read the directions on the front page for how to mark your answers. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You'll mark the squares with an X instead of filling in bubbles.

Please check to make sure your correct legal name appears on the answer sheet. If your answer sheet has a label on it, please check that it shows your correct legal name. Raise your hand if you have the wrong answer sheet or your name is incorrect on the label.

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distribute Test Books on page 36.

Otherwise, if there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, or if a student has the incorrect name on their answer sheet, give them a blank answer sheet.

Note any discrepancies, including answer sheets with no pre-ID labels, on your roster.

### To all students, say:

If your answer sheet has your correct name and other information filled out on it, please sit quietly for a few minutes while I direct other students to fill out required fields on their answer sheets.

### Next, say:

If field 1 is blank, fill in your legal last name, first name, and middle initial (if you have one). Include spaces, hyphens, or apostrophes if these are part of your name.

Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

### For field 2, say:

If field 2 is blank and you attend this school, fill in the bubble for "Yes." If you are homeschooled, fill in the bubble for "No, I am homeschooled." *[pause]*

### For fields 3 and 4, say:

If you're homeschooled, leave field 3 blank and raise your hand. I will come over to give you the correct code to enter in field 4. Everyone else, print our school's name, city, and state in field 3. Then, in field 4, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. Look up when you are done. *[pause]*

If you have homeschooled students, tell them to enter "970000" in field 4.

### For field 5, say:

In field 5, print and bubble the 10-digit state student ID number, your UIC, from the top left corner of the label on the front of your answer sheet, starting with the first column to the left. If you don't know your UIC, raise your hand. Look up when you're done. *[pause]*

If a student doesn't know their UIC and you have UICs available, provide the number to the student to grid on the answer sheet. If you don't have access to UICs, tell the student to leave field 5 blank. Work with the test coordinator to complete it on the student's behalf after testing.

### For field 6, say:

If field 6 is blank, fill in the bubble for your current grade.

### For field 7, say:

If field 7 is blank, fill in all 3 parts of your date of birth. Any 2-digit fields need to start with a zero if the number is less than 10. Fill in only the last 2 digits of the year you were born. Raise your hand if you have any questions. *[pause]*

### For field 8, say:

If field 8 is blank, mark the correct bubble.

**Before distributing test books, say:**

If you have other fields to complete in the nontest part of your answer sheet, you'll have a chance to complete them after the test is over.

## Distribute Test Books

**IMPORTANT:** *Place the Essay books aside in a location where students can't access them (these will be distributed after test books are collected as prompted in the SAT Essay script).*

**Now say:**

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

Distribute to each student the appropriate test materials in serial-number order. Students testing with computer-based formats (ATC or MP3 audio) should receive test books at this time. Their computers should already have the test installed and ready to be administered.

**Continue by saying:**

When you get the test book, turn it over and print your last name, first name, and middle initial, if you have one.

Then print this school's code \_\_\_\_\_, school name \_\_\_\_\_, and this room's number (or name) \_\_\_\_\_. If you are using a flash drive format, you need to make sure this information is on your flash drive package as well. *[pause]*

Check that students have filled in these fields, including room number/name, on their test books and any flash drive package. (Note that students should not write on braille books.)

**Then say:**

Now read the back cover. It has important information about marking answers and scoring. When you have finished reading, please look up. *[pause]*

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

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

The following instructions are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score. Listen carefully.

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

**IMPORTANT:** *For the next set of instructions, students must correctly copy codes from their test books onto their answer sheets. Students must fill in the test book information on the back of their answer sheets (fields A–C and E as prompted in the scripts); without this information, their answer sheets cannot be scored.*

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

On the back cover of your test book, find the field labeled Form Code. Copy the letters and numbers onto field A on the back of your answer sheet exactly as shown on the back of your test book or flash drive package and fill in the bubbles. If you are using a large-block answer sheet, this is on page 16. *[pause]*

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

Now find the field labeled Test ID. Copy the number onto your answer sheet in field B. *[pause]*

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

Look at the front cover of your test book or flash drive package. Find the number in the upper right corner labeled Test Book Serial Number and enter it into field C on your answer sheet. Fill in the corresponding bubbles. *[pause]*

**To all students, say:**

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

Check that students are filling in the correct codes.

**Testing room code:**

If your school has assigned testing room codes, read script **A**. If your school has not assigned testing room codes, read script **B**.

**READ ONLY ONE OPTION.****A** If your school is using testing room codes, say:

In field D on your answer sheet, fill in the 3-digit testing room code, \_\_\_\_\_, which I have posted for you. *[pause]*

**B** If your school is not using testing room codes, say:

Leave field D blank on your answer sheet.

**For field E, Test Type, say:**

In field E, bubble in “SAT with Essay” as the test that you are taking today.

**To all students, say:**

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

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

Finally, answer sheets and test books must never be removed from the testing room.

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

Remember, after the test has ended, no one may leave the room until I dismiss you. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. *[pause]*

## Specific Format Instructions

If you have students who are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions that follow before proceeding to the script that is appropriate for the students in your room.

For all other students, turn now to Proceed to Appropriate Script on page 38.

**To a scribe, say:**

Please follow these instructions:

- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.
- When a student is dictating the essay, if the student uses a word that is unfamiliar to you or that you don't know how to spell, ask the student to spell it.
- When a student is dictating the essay, the student doesn't have to dictate spelling (unless you have a question), but they should dictate punctuation.

**To a student who is using a scribe, say:**

Your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? *[pause]*

**To a reader, say:**

If you are reading the script to a student, please read questions as often as requested. It's important to read only what is in the script. Do not elaborate beyond what is in the script, even if the student asks for it. If a student using the braille graphs and figures doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? *[pause]*

**For students using braille format, say:**

The braille test is divided into several books. You will be given one book at a time. The Reading and Writing and Language sections are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3, with runovers beginning in cell 5.

The braille type used is Unified English Braille (UEB), and the Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you're working on. Type the question number as well as your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures?  
[pause]

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

**To students using the ATC format, say:**

Today you will be taking the test in a format that is compatible with your screen reader or other software. I have loaded this Assistive Technology Compatible or "ATC" format onto the computer that is on your desk.

Please prepare for testing now by opening and reading the electronic document called Beginning Directions and Information for Users of ATC. When you are finished reading the document, please click the minimize button and look up. [pause]

During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures that I read apply to you. When I tell you to start testing in a section, open the correct section file and type in your password, which is printed under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk. When I call time, stop testing and close the file. Are there any questions? [pause]

**IMPORTANT:** Be sure to leave the ATC packaging at the student's desk. Students will need it to refer to the password before starting each section of their test.

**At the beginning of each test section, to students using the ATC format, say:**

Open the file for section \_\_\_\_ and type in your password. Your password appears under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk.

**At the end of each test section, to students using the ATC format, say:**

Stop testing and close the section file. Do not open the file for any other section.

## Proceed to Appropriate Script

Turn to the correct script to begin testing the students in your room.

**IMPORTANT:** Students with SAAs that do not involve using specific formats or nonstandard timing should be tested with Script 1.

### SCRIPTS TO USE FOR TESTING

Title and Page Number	Description
<b>Script 1: Standard Time for Accommodated Students (No Extra Breaks) on page 39</b>	Standard timing and breaks
<b>Script 2: Standard Time with Extra Breaks on page 44</b>	Standard timing and extra breaks
<b>Script 3: 50% Extended Time for One-Day Testing on page 50</b>	50% Extended timing and extra breaks
<b>Script 4: 100% Extended Time on page 57</b>	100% Extended timing and extra breaks
<b>Script 5: 50% Extended Time for Two-Day Testing on page 65</b>	50% Extended timing and extra breaks for 2-day testing (for entire SAT with Essay)
<b>Script 6: MP3 Audio Format on page 72</b>	Specialized timing, extra breaks, and instructions for MP3 audio format

## SCRIPT 1: Standard Time for Accommodated Students (No Extra Breaks)

Use this script to administer the following accommodations:

- Students with standard timing accommodations (e.g., small-group setting or permission to test blood sugar).
- Students testing with extended breaks or breaks as needed.
- Students testing with accommodations for extended time in math only and/or writing only. You will see instructions for where to switch to Script 3 (for 50%) or 4 (for 100%).
- Students with SAAs who don't receive extended time or extra breaks.

### SECTION 1: Reading Test

<b>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</b>	
 <b>65 MINUTES</b>	
<b>START TIME</b> _____	<b>STOP TIME</b> _____

**When everyone is ready, say:**

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will take a short break when this section is finished. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

### Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

**After 30 minutes, say:**

You have 35 minutes remaining in this section.

**After 60 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 65 minutes, say:**

Stop work and put your pencil down. *[pause]* Close your answer sheet and place it inside the front of your test book. Close your test book and leave it on your desk. We'll now stop for a 10-minute break.

You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms.

We will start testing again in exactly 10 minutes.

### For the Break

- Post the break time of 10 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat.

### Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**When everyone is ready, say:**

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

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

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

**SECTION 2:  
Writing and Language Test**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

35 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**FOR STUDENTS USING ATC FORMAT**

- To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to **Script 4 for Section 2: Writing and Language Test** on page 58, then follow the directions to continue with the appropriate script for Section 3—Math – No Calculator.

**FOR ALL OTHER STUDENTS**

- Continue with the following script.

**When everyone is ready, say:**

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won’t need it for this section.

Keep your answer sheet and test book flat on your desk.

Now find Section 2 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2, read the directions, and begin work. Time starts now.

**After 15 minutes, say:**

You have 20 minutes remaining in this section.

**After 30 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 35 minutes, say:**

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

Place your answer sheet on the page in your test book where you stopped working. Close your test book.

**SECTION 3:  
Math Test – No Calculator**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**FOR STUDENTS WITH  
EXTENDED TIME ON MATH**

- Important: For students approved for 50% extended time on math, you will use Script 3 for both parts of the Math Test. Turn to **Script 3 and start at Break Before Section 3** on page 52.
- Important: For students approved for 100% extended time on math, you will use Script 4 for both parts of the Math Test. Turn to **Script 4 and start at Break Before Section 3** on page 58.

**FOR ALL OTHER STUDENTS**

- Continue below.

**IMPORTANT:** *Some students may be approved to use a four-function calculator on this section as an accommodation. If you are asked to test a student with this accommodation, confirm that the calculator the student uses is not a scientific or graphing calculator. (Percentage and square root functions are permitted.)*



**When everyone is ready, say:**

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

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 approved accommodation to use a four-function calculator. Are there any questions? *[pause]*

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work in this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

Walk around the room to check that students do not have calculators on their desks.

**After 10 minutes, say:**

You have 15 minutes remaining in this section.

**After 20 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 25 minutes, say:**

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

Put your answer sheet on the page in your test book where you stopped working. Close your test book, and leave it on your desk. We'll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. We'll start testing again in exactly 5 minutes.

**For the Break**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. *[pause]*

**SECTION 4:  
Math Test – Calculator**

<b>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</b>	
	<b>55 MINUTES</b>
<b>START TIME</b> _____	<b>STOP TIME</b> _____

If your school is providing calculators for students, distribute them now.

**When everyone is ready, say:**

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

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

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

#### After 25 minutes, say:

You have 30 minutes remaining in this section.

#### After 50 minutes, say:

You have 5 minutes remaining in this section.

#### After exactly 55 minutes, say:

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

#### Now say:

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. [pause]

Collect each test book 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. Place the test books where students cannot access them.

### For the Break

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.

**IMPORTANT:** *If you are testing students using the ATC format, do not collect the drives until after administering the SAT Essay. The flash drive includes the SAT Essay.*

#### After collecting and counting test books, say:

Place your calculator under your desk. We'll take a break now to stretch for 2 minutes. You may not leave the room or discuss test questions.

Post the break time of 2 minutes and the time testing will resume.

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

Please take your seat. [pause]

## SAT ESSAY

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

### FOR STUDENTS WITH EXTENDED TIME FOR WRITING

- For 50% extended time for writing only, turn to **Script 3, SAT Essay** on page 55.
- For 100% extended time for writing only, turn to **Script 4, SAT Essay** on page 63.

### FOR ALL OTHER STUDENTS

- Continue with the script that follows.

#### To all students, say:

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

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

#### Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

#### Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in

the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. *[pause]*

Check that students have filled in the Essay Code.

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

#### When all students have an Essay book, say:

Once we begin, you'll have 50 minutes to work on the SAT Essay. You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

#### To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay. Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

#### Continue by saying:

Read the directions on your Essay book cover, and then open your Essay book and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)

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

You have 25 minutes remaining in this section.

#### After 45 minutes, say:

You have 5 minutes remaining in this section.

#### After exactly 50 minutes, say:

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

#### If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. *[pause]*

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

#### To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.



Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.

**IMPORTANT:** *Testing is now complete. Proceed to After the Test on page 82 to collect test materials and dismiss students.*

# SCRIPT 2: Standard Time with Extra Breaks

**IMPORTANT:** Use this script to test students who have been approved for extra breaks with standard timing. Students with extended breaks or breaks as needed should be tested with Script 1.

## SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 33 MINUTES STANDARD TIME	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 32 MINUTES STANDARD TIME	
START TIME _____	STOP TIME _____

**When everyone is ready, say:**

Once we begin, you will have 65 minutes to work on Section 1, the Reading Test. We will have a 5-minute break after 33 minutes.

Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Time starts now. Good luck.

### Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

**After 15 minutes, say:**

You have 50 minutes remaining in this section and 18 minutes until the break.

**After 28 minutes, say:**

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

**After exactly 33 minutes, 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 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 a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

### For the Break

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. 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 (from the break), say:**

You have 15 minutes remaining in this section.

**After 27 minutes (from the break), say:**

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. Close your answer sheet and put it inside your test book. Close your test book and leave it on your desk. *[pause]*

**For the break, say:**

We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone. Be considerate of those in other rooms. We will start testing again in exactly 5 minutes.

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

**For the Break**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat.

**Certification Statement**

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**When everyone is ready, say:**

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

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

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

**SECTION 2:  
Writing and Language Test**

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



**35 MINUTES STANDARD TIME**

**START TIME** \_\_\_\_\_

**STOP TIME** \_\_\_\_\_

**FOR STUDENTS USING ATC FORMAT**

- To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use **Script 4 for Section 2: Writing and Language Test** on page 58, then follow the directions to continue with the appropriate script for Section 3—Math Test – No Calculator.

**FOR ALL OTHER STUDENTS**

- Continue with the following script.

**To all students, say:**

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Find Section 2 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat on your desk.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

**After 15 minutes, say:**

You have 20 minutes remaining in this section.

**After 30 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 35 minutes, say:**

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

Place your answer sheet on the page in your test book where you stopped working. Close your test book.

**Break Before Section 3****For the break, say:**

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

**SECTION 3:  
Math Test – No Calculator**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**IMPORTANT:** *If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.*

**FOR STUDENTS WITH  
EXTENDED TIME ON MATH**

- For students approved for 50% extended time on math only, you will use Script 3 for both parts of the Math Test. Turn to **Script 3, Section 3: Math Test – No Calculator** on page 52.
- For students approved for 100% extended time on math only, you will use Script 4 for both parts of the Math Test. Turn to **Script 4, Section 3: Math Test – No Calculator** on page 59.

**FOR ALL OTHER STUDENTS**

- Continue with the script that follows.

**When everyone is ready, say:**

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

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 approved accommodation to use a four-function calculator.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

**After 10 minutes, say:**

You have 15 minutes remaining in this section.

**After 20 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 25 minutes, say:**

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

Put your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk. *[pause]*

We’ll take a break now for 5 minutes. If you brought a snack, you may eat it in designated areas only. As before, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.



**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

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

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 <b>28 MINUTES STANDARD TIME</b>	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 <b>27 MINUTES STANDARD TIME</b>	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

**When everyone is ready, say:**

Once we begin, you will have 55 minutes to work on Section 4, the Math Test with Calculator. We will take a short break after 28 minutes.

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

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

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

**After 10 minutes, say:**

You have 45 minutes remaining in this section and 18 minutes until the break.

**After 23 minutes, say:**

You have 32 minutes remaining in this section and 5 minutes until the break.

**After exactly 28 minutes, say:**

Stop work and put your pencil down. *[pause]* 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 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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 (from the break), say:**

You have 15 minutes remaining in this section.

**After 22 minutes (from the break), say:**

You have 5 minutes remaining in this section.

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

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

**Now say:**

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. [pause]When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

**For the Break**

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.

**IMPORTANT:** *If you are testing students using the ATC format, the flash drives include the SAT Essay; do not collect the drives until after administering the SAT Essay.*

Post the break time of 2 minutes and what time testing will resume.

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

Please take your seat. [pause]

**SAT ESSAY**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

5-MINUTE BREAK



25 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**FOR STUDENTS WITH EXTENDED TIME FOR WRITING**

- For 50% extended time for writing only, turn to **Script 3, SAT Essay** on page 55.
- For 100% extended time for writing only, turn to **Script 4, SAT Essay** on page 63.

**FOR ALL OTHER STUDENTS**

- Continue with the following script.

**To all students, say:**

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

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

**Continue by saying:**

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

**Next, say:**

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored. [pause]



Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. *[pause]*

Check that students have filled in the Essay Code.

**IMPORTANT:** *Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.*

#### Then say:

Once we begin, you'll have 50 minutes to work on the SAT Essay. We will take a 5-minute break after 25 minutes.

You may make notes and plan your essay on the unlined Planning Page in your answer sheet, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

#### To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay. Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

#### To all students, say:

Read the directions on your Essay book cover, then open your Essay book, and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)

#### After 10 minutes, say:

You have 40 minutes remaining in this section and 15 minutes until the break.

#### After 20 minutes, say:

You have 30 minutes remaining in this section and 5 minutes until the break.

#### After 25 minutes, say:

Stop work and put your pencil down. Put your answer sheet in your Essay book. Close your Essay book and leave it 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. We will start testing again in exactly 5 minutes.

#### For the Break

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all Essay books are closed and that answer sheets are inside the Essay books.

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

Please take your seat. You have an additional 25 minutes remaining in the SAT Essay. 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 10 minutes (from the break), say:

You have 15 minutes remaining in this section.

#### After 20 minutes (from the break), say:

You have 5 minutes remaining in this section.

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

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

**If you have students using a computer for writing the Essay, say:**

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. [pause]

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

**To all students, say:**

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.


Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.

**IMPORTANT:** *Testing is now complete. Proceed to After the Test on page 82 and follow the instructions to collect test materials and answer sheets before dismissing students.*

# SCRIPT 3: 50% Extended Time for One-Day Testing

**IMPORTANT:** *If you are administering the SAT with Essay to students approved for 50% extended time for reading, for use of EL supports, or for use of a reader/scribe, use Script 5: 50% Extended Time for Two-Day Testing on page 65.*

## SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	<b>49 MINUTES 50% EXTENDED TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>49 MINUTES 50% EXTENDED TIME</b>
START TIME _____	STOP TIME _____

**When everyone is ready, say:**

Once we begin, you will have 1 hour and 38 minutes to work on Section 1, the Reading Test. We will stop halfway through, after 49 minutes, for a 5-minute break. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the correctly numbered spaces in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Time starts now. Good luck.

## Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

### After 30 minutes, say:

You have 68 minutes remaining in this section and 19 minutes until the break.

### After 44 minutes, say:

You have 54 minutes remaining in this section and 5 minutes until the break.

### After 49 minutes, 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 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 a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

## For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 49 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 24 minutes (from the break), say:

You have 25 minutes remaining in this section.

### After 44 minutes (from the break), say:

You have 5 minutes remaining in this section.

### After 49 minutes, say:

Stop work and put your pencil down. *[pause]* Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

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

## For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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

## Certification Statement

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

### When everyone is ready, say:

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

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

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

## SECTION 2: Writing and Language Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES 50% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

### FOR STUDENTS USING ATC FORMAT

- To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use **Script 4 for Section 2: Writing and Language Test** on page 58, then follow the directions to continue with the appropriate script for Section 3—Math Test – No Calculator.

### FOR ALL OTHER STUDENTS

- Continue with the following script.

#### To all students, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

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

Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

#### After 30 minutes, say:

You have 23 minutes remaining in this section.

#### After 48 minutes, say:

You have 5 minutes remaining in this section.

#### After exactly 53 minutes, say:

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

Place your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk.

## Break Before Section 3

### For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

## SECTION 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES 50% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**IMPORTANT:** *If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.*

### When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a short 5-minute break when this section is over.

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 approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your

answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

**After 20 minutes, say:**

You have 18 minutes remaining in this section.

**After 33 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 38 minutes, say:**

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

## Break Before Section 4

**For the break, say:**

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.


### For the break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 42 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 41 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

**To all students, say:**

Once we begin, you will have 1 hour and 23 minutes to work on Section 4, the Math Test with Calculator. We will stop after 42 minutes and take a 5-minute break.

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

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

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answer to the questions labeled "Student-Produced Responses" are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your

desk. Find Section 4 on your answer sheet. Now turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

---

**After 15 minutes, say:**

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

---

**After 37 minutes, say:**

You have 46 minutes remaining in this section and 5 minutes until the break.

---

**After 42 minutes, 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 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

---

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

Please take your seat. 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 (from the break), say:**

You have 20 minutes remaining in this section.

---

**After 36 minutes (from the break), say:**

You have 5 minutes remaining in this section.

---

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

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

---

**Now say:**

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. *[pause]*

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. *[pause]* When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

**For the Break**

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.

**IMPORTANT:** *If you are testing students using the ATC format, the flash drives include the SAT Essay; do not collect the drives until after administering the SAT Essay.*

Post the break time of 2 minutes and what time testing will resume.

---

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

Please take your seat. *[pause]*

## SAT ESSAY

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 38 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 37 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____

### FOR STUDENTS WITH STANDARD TIME FOR WRITING

- To administer the SAT Essay with standard time and no extra breaks, turn to **Script 1, SAT Essay** on page 42.
- To administer the SAT Essay with standard time with extra breaks, turn to **Script 2, SAT Essay** on page 48.

### FOR ALL OTHER STUDENTS

- Continue with the script that follows.

#### To all students, say:

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

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

#### Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

#### Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in

the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

**IMPORTANT:** *Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.*

#### To all students, say:

Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes.

#### To students writing the essay on the answer sheet, say:

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

#### To students using a computer for the Essay, say:

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

**To all students, say:**

Now read the directions, then open your Essay book and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)

**After 20 minutes, say:**

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

**After 33 minutes, say:**

You have 42 minutes remaining in this section and 5 minutes until the break.

**After 38 minutes, 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 Essay book. Close your Essay book and leave it 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 37 minutes remaining in the SAT Essay. 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 17 minutes (from the break), say:**

You have 20 minutes remaining in this section.

**After 32 minutes (from the break), say:**

You have 5 minutes remaining in this section.

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

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

**If you have students using a computer for writing the Essay, say:**

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. *[pause]*

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

**To all students, say:**

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.



**IMPORTANT:** *Testing is now complete. Proceed to After the Test on page 82 and follow the instructions to collect test materials and answer sheets before dismissing students.*



## SCRIPT 4: 100% Extended Time

**IMPORTANT:** The following script is for 100% extended time students. Start here for students with extended time for reading. If you are testing students with math- or writing-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2).

### SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

#### To students, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will stop for a short break after 65 minutes. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Be sure to mark your answers in the correctly numbered spaces in Section 1. Now find Section 1 of your answer sheet. Do not begin work until I tell you to.

Now turn to Section 1 in your test book, read the directions, and begin work. Time starts now. Good luck.

### Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

#### After 30 minutes, say:

You have 1 hour and 40 minutes remaining in this section and 35 minutes until the break.

#### After 60 minutes, say:

You have 1 hour and 10 minutes remaining in this section and 5 minutes until the break.

#### After 65 minutes, say:

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

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 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 a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

### For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 65 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 30 minutes (from the break), say:

You have 35 minutes remaining in this section.

#### After 60 minutes (from the break), say:

You have 5 minutes remaining in this section.

**After 65 minutes, say:**

Stop work and put your pencil down. *[pause]* Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

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

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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

**Certification Statement**

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**When everyone is ready, say:**

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

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

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

**SECTION 2:  
Writing and Language Test**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES 100% EXTENDED TIME

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

**To all students, say:**

Once we begin, you will have 1 hour and 10 minutes to work on Section 2, the Writing and Language Test. We will have a break after the section is finished.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correctly numbered spaces in Section 2. Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

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

**After 35 minutes, say:**

You have 35 minutes remaining in this section.

**After 65 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 70 minutes, say:**

Stop work and put your pencil down. Place your answer sheet on the page in your test book that you have just finished. Close your test book and leave it on your desk.

**Break Before Section 3****For the break, say:**

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. Do not open your test book until I tell you to. Keep your answer sheet and test book flat in the center of your desk. *[pause]*

**FOR STUDENTS USING THE ATC FORMAT**

- For standard time, no extra breaks, turn to **Script 1, Section 3: Math Test – No Calculator** on page 40.
- For standard time and extra breaks, turn to **Script 2, Section 3: Math Test – No Calculator** on page 46.
- For 50% extended time for math only, turn to **Script 3, Section 3: Math Test – No Calculator** on page 52.
- For 50% extended time for reading, turn to **Script 5, Section 3: Math Test – No Calculator** on page 67.

**FOR ALL OTHER STUDENTS**

- Continue as follows for 100% extended time.

## SECTION 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES 100% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**IMPORTANT:** If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

**When everyone is ready, say:**

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator.

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 approved accommodation to use a four-function calculator.

Directions for how to grid your answers to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

**After 25 minutes, say:**

You have 25 minutes remaining in this section.

**After 45 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 50 minutes, say:**

Stop work and put your pencil down.

**END OF DAY 1 TESTING**

- For students who are approved for 100% extended time for reading, proceed to End of Day 1.
- For students taking the SAT with Essay who are approved for 100% extended time for combined math and writing proceed to End of Day 1.

**CONTINUATION OF DAY 1 TESTING**

- For students testing with 100% extended time on math only, continue with break that follows for one-day testing.

## Break Before Section 4 for One-Day Testing

**For the break, say:**

Put your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

We will now stop for a 5-minute break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone.

We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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

**Proceed to Section 4: Math Test – Calculator on page 61 to administer the next test section to students testing with extended time on math only.**

**End of Day 1****To students who are ending Day 1, say:**

Close your answer sheet and place it inside the front of your test book.

We have completed testing for today. You will take the rest of the test tomorrow. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Return any collected cell phones once you are sure you have all testing materials, then read the following script to dismiss students.

**When all materials have been accounted for, say:**

When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at \_\_\_\_\_.

Please gather your belongings and exit the room quietly.

**On Day 2, continue as follows.**

**On Day 2 of Testing**

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

**Powering Off and Storing Devices****Collection of personal belongings:**

*Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.*

**READ ONLY ONE OPTION.****A If your school is collecting personal belongings, say:**

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

**B If your school does not allow collection of personal belongings, say:**

Good morning. At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. *[pause]*

Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing. *[pause]*

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

**Confirm that no phones are allowed by saying:**

If I see any student with a phone from this point on, I will dismiss that student.

**Preparing to Test**

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

**Continue by saying:**

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

- Remove everything from your desk except your pencils with erasers and any items you're approved to use as an accommodation. *[pause]*
- Put all calculators and extra batteries under your seat in plain sight. *[pause]*
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

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

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

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

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

**Then, say:**

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

**SECTION 4:  
Math Test – Calculator**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

**To all students, say:**

Once we begin, you will have 1 hour and 50 minutes to work on Section 4, the Math Test with Calculator. We will stop for a short break after 55 minutes.

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

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn

to Section 4 in your test book, read the directions, and begin work. Time starts now.

**After 30 minutes, say:**

You have 1 hour and 20 minutes remaining in this section and 25 minutes until the break.

**After 50 minutes, say:**

You have 1 hour remaining in this section and 5 minutes until the break.

**After 55 minutes, 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 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 55 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 30 minutes (from the break), say:**

You have 25 minutes remaining in this section.

**After 50 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes (from the break), say:**

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

**Now say:**

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. *[pause]*

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. *[pause]* When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

**For the Break**

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.



**IMPORTANT:** *If you are testing students using the ATC format, the flash drives include the SAT Essay; do not collect the drives until after administering the SAT Essay.*

Post the break time of 2 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

## SAT ESSAY

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 50 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 50 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

**FOR STUDENTS WITH STANDARD TIME FOR WRITING**

- To administer the SAT Essay to students with standard time, no extra breaks, turn to **Script 1, SAT Essay** on page 42.
- To administer the SAT Essay to students with standard time with extra breaks, turn to **Script 2, SAT Essay** on page 48.

**FOR ALL OTHER STUDENTS**

- Continue with the script that follows.

**To all students, say:**

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

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

**Continue by saying:**

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

**Next, say:**

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the

corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. *[pause]*

Check that students have filled in the Essay Code.

**IMPORTANT:** *Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.*

**To all students, say:**

Once we begin, you'll have 1 hour and 40 minutes to work on the Essay. We will stop for a short break after 50 minutes.

**To students writing the essay on the answer sheet, say:**

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

**To students using a computer for the Essay, say:**

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

**To students, say:**

Now read the directions, then open your Essay book, and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)

**After 25 minutes, say:**

You have 1 hour and 15 minutes remaining in this section and 25 minutes until the break.

**After 45 minutes, say:**

You have 55 minutes remaining in this section and 5 minutes until the break.

**After 50 minutes, 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 Essay book. Close your Essay book and leave it 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume. Students may stand and stretch but should not leave the room without your permission.

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

Please take your seat. You have an additional 50 minutes remaining in the SAT Essay. 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 25 minutes (from the break), say:**

You have 25 minutes remaining in this section.

**After 45 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 50 minutes (from the break), say:**

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

**If you have students using a computer for writing the Essay, say:**

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. *[pause]*

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

**To all students, say:**

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.



**IMPORTANT:** *Testing is now complete. Proceed to After the Test on page 82 and follow the instructions to collect test materials and answer sheets before dismissing students.*



## SCRIPT 5: 50% Extended Time for Two-Day Testing

**IMPORTANT:** The following script is for 50% extended time on the entire test (for reading or use of a reader/scribe) for students who are taking the SAT with Essay. If you are testing students with 50% extended time on the SAT (no Essay), turn to Script 3: 50% Extended Time for One-Day Testing on page 50.

### SECTION 1: Reading Test

<b>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</b>	
	<b>49 MINUTES 50% EXTENDED TIME</b>
<b>START TIME</b> _____	<b>STOP TIME</b> _____
<b>5-MINUTE BREAK</b>	
	<b>49 MINUTES 50% EXTENDED TIME</b>
<b>START TIME</b> _____	<b>STOP TIME</b> _____

#### When everyone is ready, say:

Once we begin, you will have 1 hour and 38 minutes to work on Section 1, the Reading Test. We will stop halfway through, after 49 minutes, for a 5-minute break. Do not open your test book until I tell you to. Please keep your calculator under your desk; you won't need it for this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Now turn to Section 1 in your test book, read the directions, and begin work. Time starts now. Good luck.

### Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

#### After 30 minutes, say:

You have 68 minutes remaining in this section and 19 minutes until the break.

#### After 44 minutes, say:

You have 54 minutes remaining in this section and 5 minutes until the break.

#### After 49 minutes, 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 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 a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

### For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 49 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 24 minutes (from the break), say:

You have 25 minutes remaining in this section.

#### After 44 minutes (from the break), say:

You have 5 minutes remaining in this section.

**After 49 minutes, say:**

Stop work and put your pencil down. *[pause]* Close your answer sheet and put it inside the front of your test book. Close your test book and leave it on your desk. We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Do not go anywhere other than designated areas, the hallway, or the restroom. We will start testing again in exactly 5 minutes.

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

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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

**Certification Statement**

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**When everyone is ready, say:**

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

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

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

**SECTION 2:  
Writing and Language Test**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES 50% EXTENDED TIME

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

**FOR STUDENTS USING THE ATC FORMAT**

- To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, use **Script 4 for Section 2: Writing and Language Test** on page 58, then return to this script and resume at Break Before Section 3.

**FOR ALL OTHER STUDENTS**

- Continue with the script that follows.

**To all students, say:**

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will stop for a 5-minute break after the section is over.

Now find Section 2 of your answer sheet. Do not begin work until I tell you to.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2.

Now, open your test book to Section 2, read the directions, and begin work. Time starts now.

**After 30 minutes, say:**

You have 23 minutes remaining in this section.

**After 48 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 53 minutes, say:**

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

Place your answer sheet on the page in your test book that you have just finished working on. Close your test book and leave it on your desk.

## Break Before Section 3

### For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

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

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

Please take your seat. Do not open your test book until I tell you to. Keep your test book, with your answer sheet inside, flat in the center of your desk. *[pause]*

## SECTION 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES 50% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**IMPORTANT:** *If a student has College Board approval to use a four-function calculator as an accommodation on this portion of the Math Test, be sure to confirm that the calculator is not a scientific or graphing calculator. Percentage and square root function keys are permitted.*

### When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a short break when this section is over.

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 approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters. Be sure to mark your

answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 3 on your answer sheet. Now turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

### After 20 minutes, say:

You have 18 minutes remaining in this section.

### After 33 minutes, say:

You have 5 minutes remaining in this section.

### After exactly 38 minutes, say:

Stop work and put your pencil down. Close your answer sheet and place it inside the front cover of your test book. *[pause]*

## End of Day 1

### To students, say:

We have completed testing for today. You will take the rest of the test tomorrow. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed.

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Return any collected cell phones once you are sure you have all testing materials. Note in the following script what time students should report for testing on Day 2, then read the script to dismiss students.

### When all materials have been accounted for, say:

When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at \_\_\_\_\_.

Please gather your belongings and exit the room quietly.

## On Day 2 of Testing

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

### Powering Off and Storing Devices

#### Collection of personal belongings:

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.

**READ ONLY ONE OPTION.**

#### **A** If your school is collecting personal belongings, say:

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

#### **B** If your school does not allow collection of personal belongings, say:

Good morning. At this time, if you have a phone or any other electronic device in your possession, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. *[pause]*

Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing. *[pause]*

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

#### Confirm that no phones are allowed by saying:

If I see any student with a phone from this point on, I will dismiss that student.

### Preparing to Test

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

#### Continue by saying:

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

- Remove everything from your desk except your pencils with erasers and any items you're approved to use as an accommodation. *[pause]*
- Put all calculators and extra batteries under your seat in plain sight. *[pause]*
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

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

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

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



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

#### Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 42 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 41 MINUTES 50% EXTENDED TIME	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

### To all students, say:

Once we begin, you will have 1 hour and 23 minutes to work on Section 4, the Math Test with Calculator. We will stop after 42 minutes and take a 5-minute break.

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

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet. Now turn

to Section 4 in your test book, read the directions, and begin work. Time starts now.

### After 15 minutes, say:

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

### After 37 minutes, say:

You have 46 minutes remaining in this section and 5 minutes until the break.

### After 42 minutes, 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 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. We will start testing again in exactly 5 minutes.

## For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. 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 (from the break), say:

You have 20 minutes remaining in this section.

### After 36 minutes (from the break), say:

You have 5 minutes remaining in this section.

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

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

### Now say:

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-block answer sheet) and check that you have filled

in the form code in field A. This form code is required for scoring your test. [pause]

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. [pause] When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

### For the Break

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.



**IMPORTANT:** *If you are testing students using the ATC format, the flash drive includes the SAT Essay; do not collect the drives until after administering the SAT Essay.*

Post the break time of 2 minutes and what time testing will resume.

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

Please take your seat. [pause]

## SAT ESSAY

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 <b>38 MINUTES 50% EXTENDED TIME</b>	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 <b>37 MINUTES 50% EXTENDED TIME</b>	
START TIME _____	STOP TIME _____

#### To all students, say:

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

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

#### Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

#### Next, say:

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

**IMPORTANT:** *Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.*

#### To all students, say:

Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes. [pause]

#### To students writing the essay on the answer sheet, say:

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

**To students using a computer for the Essay, say:**

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

**To all students, say:**

Now read the directions, then open your Essay book and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)

**After 20 minutes, say:**

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

**After 33 minutes, say:**

You have 42 minutes remaining in this section and 5 minutes until the break.

**After 38 minutes, 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 Essay book. Close your Essay book and leave it 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. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 37 minutes remaining in the SAT Essay. 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 17 minutes (from the break), say:**

You have 20 minutes remaining in this section.

**After 32 minutes (from the break), say:**

You have 5 minutes remaining in this section.

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

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

**If you have students using a computer for writing the Essay, say:**

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. *[pause]*

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

**To all students, say:**

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.

**IMPORTANT:** *Testing is now complete. Proceed to After the Test on page 82 and follow the instructions to collect test materials and answer sheets before dismissing students.*

## SCRIPT 6: MP3 Audio Format

The following script is for MP3 audio format users. You should have already inserted flash drives and distributed test materials to students. If this hasn't been done yet, turn back to SAT Scripts for Testing Accommodated Students on page 33.

**IMPORTANT:** *Be sure to write the student's name on the MP3 packaging.*

### To all MP3 audio format users, say:

The test is recorded on a flash drive and has been loaded onto your computer. The test takes place over 2 days. Today we will finish the first 2 sections. I will go over the navigation with you now. Do not begin the test until I tell you to.

### To students who are using a PC or a Mac, say:

If you are using a PC, your keyboard navigation will use the Control key. If you are using a Mac, your keyboard navigation will use the Command key.

### To students who are using Chromebooks, say:

You will use the mouse to navigate the media play menu.

### To all students, say:

Plug in your earphones or headphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Control- or Command-P to pause, take off your earphones, and look up to signal that you are ready to continue with the test. Now select Directions to hear the introduction.  
[pause]

### When all students are ready, say:

Each test question will be on a separate track. The media player screen displays a list of all the tracks for

the test section being played. The list is organized by track number, and each track has a brief descriptive title. Gray shading indicates which track is currently playing. If you cannot easily see the track names, widen the title column.

I have written the keyboard and other navigation commands on the board. The audio recording will play continuously through the entire test section unless you manually pause the playback. To play or pause the audio on a PC or Mac, click the play icon or the pause icon at the bottom of the media player window, or use the keyboard command by pressing Control- or Command-P. On a Chromebook, click the pause or play icon on the media player menu.

You can move forward and backward within a track by clicking a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Select a track in the list to skip directly to the beginning of that track. If you are using a PC or Mac, you can also use keyboard commands for skipping tracks. Press Control- or Command-B to skip back to a previous track, and Control- or Command-F to skip forward to the next track.

Click and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback will stop automatically at the end of the last track for the section. If your track ends before time is called, you can return to any tracks within the section to review your work.



During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it is time to stop and take off your earphones.

Are there any questions about the information that I have just read? [pause]

Answer all questions about procedure and then continue with the script.



## SECTION 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
 65 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

### When students are ready, say:

Once we begin, you will have 2 hours and 10 minutes to work on Section 1, the Reading Test. We will take a brief break after 65 minutes.

Please keep your calculator under your desk; you won't need it on this section.

Make sure you are using a Number 2 pencil and that you fill in the entire bubble for your answer darkly and completely. If you change your response, erase it as completely as possible.

Remember that you receive points for correct answers, but you don't lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Find Section 1 on your answer sheet. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. When I signal you to stop, take off your earphones so that you can hear my directions. Your computer screen should show the section table of contents.

### To students who are using a PC or a Mac, say:

When I tell you to start, you will select the icon for Section 1.

### To students who are using a Chromebook, say:

Select the Section 1 folder and press Control-A to highlight all the tracks. When I tell you to start, you will press Enter.

### To all students, say:

When I say “time starts now,” put on your earphones, start Section 1, listen to the directions, and begin work. Good luck. Time starts now.

## Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Follow the procedures given earlier in this manual:

- Time the Test on page 26
- Monitor Students on page 31
- Complete the Count of Materials on page 27
- Monitor Breaks on page 27

### After 30 minutes, say:

You have 1 hour and 40 minutes remaining in this section and 35 minutes until the break.

### After 60 minutes, say:

You have 1 hour and 10 minutes remaining in this section, and 5 minutes until the break.

### After 65 minutes, signal students to take off their earphones and say:

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the desk. *[pause]*

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 a phone or any other electronic device during this or any other break. We will start testing again in exactly 5 minutes.

## For the Break

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. You have an additional 65 minutes remaining in Section 1. Open your answer sheet to where you were working and open your test book to Section 1 in case you need to refer to it. Place your answer sheet flat on your desk. When I say “time starts now,” put on your earphones and resume the question you were working on by using the keyboard command

or selecting the play icon on the media play menu. Time starts now.

**After 30 minutes (from the break), say:**

You have 35 minutes remaining in this section.

**After 60 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 65 minutes (from the break), signal students to take off their earphones and say:**

Stop the test by selecting the **Stop** button or **x** to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. *[pause]*

**To all students, say:**

We will now stop for a 5-minute break. You may not use a phone or any other electronic device during this or any other break. If you brought a snack, you may eat it in designated areas only. Don't go anywhere other than the designated areas, the hallway, or the restroom. Please don't talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

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

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat.

**Certification Statement**

Before beginning Section 2, students must complete and sign the Certification Statement. Students whose disabilities prevent them from writing the statement should leave it blank. However, they should be encouraged to sign their names.

**When everyone is ready, say:**



When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the

testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are spelled out in the *SAT School Day Student Guide* and online at [sat.org](http://sat.org).

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

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

**SECTION 2:  
Writing and Language Test**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	<b>58 MINUTES EXTENDED TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>57 MINUTES EXTENDED TIME</b>
START TIME _____	STOP TIME _____

**When students are ready, say:**

Once we begin, you will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will stop for a short break after 58 minutes. If you finish before time is called, you may check your work on this section, but you may not turn to any other section. Please keep your calculator under your desk; you won't need it for this section.

Find Section 2 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. Open your test book to Section 2 in case you need to refer to it. Your computer screen should show the section table of contents.

**To students who are using a PC or a Mac, say:**

When I tell you to start, select the icon for Section 2.

**To students who are using a Chromebook, say:**

Select Section 2, then press Control-A to highlight the list of tracks in Section 2. When I tell you to start, you will press Enter.

**To all students, say:**

When I say “time starts now,” put on your earphones, start Section 2, listen to the directions, and begin work. Time starts now.

**After 30 minutes, say:**

You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

**After 53 minutes, say:**

You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the break.

**After 58 minutes, signal students to take off their earphones and say:**

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the desk. *[pause]*

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

**For the Break**

Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]* You have an additional 57 minutes remaining in Section 2. Open your answer sheet to where you were working and open your test book to Section 2 in case you need to refer to it. Place your answer sheet flat on your desk. When I say “time starts now,” put on your earphones, and select play or press Control- or Command-P to resume the question you were working on. Time starts now.

**After 32 minutes (from the break), say:**

You have 25 minutes remaining in this section.

**After 52 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 57 minutes (from the break), signal students to take off their earphones and say:**

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Close your answer sheet. *[pause]*

This concludes Day 1 of testing. Close your test book and place your answer sheet on top of it. I will now collect your answer sheet, test book, and flash drive. Please sit quietly until you are dismissed. Remember, after testing has ended, no one may leave the room until I announce dismissal.

**Collect Test Materials**

Keep students seated until you are sure you have an answer sheet and all test materials from each student. Walk around the room to close each media player and collect materials.

First, collect the answer sheets, test books, and any scratch paper from each student in the same order in which they were distributed.

1. Close the media player as follows:
  - ◆ For PCs, click the **Account** drop-down menu and click **Exit**.
  - ◆ For Macs, click the **Flux Player** drop-down menu and click **Quit Flux Player**.
  - ◆ For Chromebooks, click the **x** in the top right corner of the media player window.
2. Eject the USB drive by doing the following:
  - ◆ For PCs, in the notification area in the lower right corner of the monitor, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then click on **Eject USB Disk**.
  - ◆ For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under **Devices**.
  - ◆ For Chromebooks, click on the **eject** icon next to the USB drive in the devices list.
3. Place each drive in the original package for each student.
4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

**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. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at \_\_\_\_\_.

Please gather your belongings and exit the room quietly.

Return any collected cell phones and dismiss students.

**Day 2 of Testing****Before Admitting Students for Day 2 of Testing**

1. Power on all computers.
2. Use the seating chart on the back of the Testing Room Materials Report to place each flash drive in the same computer that a student used on the first day of testing.
3. Repeat the steps given in Prepare Computers for Accommodated Testing on page 17.
4. Ensure that navigation notes are posted for students to see (as given in Prepare the Testing Room on page 24).

**Admitting Students**

Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

**Powering Off and Storing Devices****Collection of personal belongings:**

Most schools will be collecting students' phones, electronic devices, and/or backpacks. Read script **A** if this is the case in your school. Read script **B** if your school does not allow collection of students' belongings.

**READ ONLY ONE OPTION****A If your school is collecting personal belongings, say:**

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

**B If your school does not allow collection of personal belongings, say:**

Good morning. At this time, if you have a phone or any other electronic device in your possession, you must

disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If your cell phone makes a noise while in your possession, you'll be dismissed from testing. [pause]

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

**Confirm that no phones are allowed by saying:**

If I see any student with a phone from this point on, I will dismiss that student.

**Preparing to Test**

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

**Continue by saying:**

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

- Remove everything from your desk except your pencils with erasers and any items you're approved to use as an accommodation. [pause]
- Put all calculators and extra batteries under your seat in plain sight. [pause]
- Place any water bottles or snacks under your desk. Close all bags and backpacks and put them under your desk until the test is over.

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

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

- Mobile phones, smartphones, or any wearable technology
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils

- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord

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

#### Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

## SECTION 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	50 MINUTES 100% EXTENDED TIME
START TIME _____	STOP TIME _____

**IMPORTANT:** 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 is not a scientific or graphing calculator. Percentage and square root function keys are permitted.

#### Remind students of how to use the MP3 audio file by saying:

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones or headphones. Raise your hand if you need me to review how to navigate the test on your computer. [pause]

#### When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will

have a short break when this section is over. 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 approved accommodation to use a four-function calculator.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions may be shorter, but not longer, than 4 characters.

Find Section 3 of your answer sheet. Do not begin work until I tell you to. Keep your answer sheet and test book flat in the center of your desk. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Open your test book to Section 3 in case you need to refer to it. Your computer should show the section table of contents.

#### To students who are using a PC or a Mac, say:

When I tell you to start, select the icon for Section 3.

#### To students who are using Chromebooks, say:

Select Section 3, then press Control-A to highlight the list of tracks in Section 3. When I tell you to start, you will press Enter.

#### To all students, say:

When I say “time starts now,” put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

### During Testing

Check that no calculator applications are running on student computers unless the student has been approved to use the computer-based calculator as an accommodation.

#### After 20 minutes, say:

You have 30 minutes remaining in this section.

#### After 45 minutes, say:

You have 5 minutes remaining in this section.

#### After exactly 50 minutes, signal test takers to take off their earphones and say:

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page

you are working on in your answer sheet, and close your answer sheet. *[pause]*

#### For the break, say:

You will now have 5 minutes to stretch. If you have brought a snack, you may eat it in designated areas only. You may not use any electronic device, including a phone, during this or any other break. Do not go anywhere other than the designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. We will start testing again in exactly 5 minutes.

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

#### For the Break


Post the break time of 5 minutes and what time testing will resume.

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

Please take your seat. *[pause]*

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

## SECTION 4: Math Test – Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____
5-MINUTE BREAK	
 55 MINUTES 100% EXTENDED TIME	
START TIME _____	STOP TIME _____

If your school is providing calculators for students, distribute them now.

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

You will have 1 hour and 50 minutes to work on Section 4, the Math Test with Calculator. We will stop for a short break after 55 minutes. You may use a calculator for this section. Please take your calculator out and place it in the center of your desk. *[pause]*

When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them 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.

Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. Your answers to these questions can be shorter, but not longer, than 4 characters. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

#### Continue by saying:

If you finish before time is called, you may check your work on this section, but you may not turn to any other section.

Please open your test book and take out your answer sheet. Keep your answer sheet and test book flat on your desk. Find Section 4 on your answer sheet.

#### To students using a PC or Mac, say:

When I tell you to start, select the icon for Section 4.

#### To students using a Chromebook, say:

Select Section 4, then press Control-A to highlight the list of tracks in Section 4. When I tell you to start, you will press Enter.

#### To all students, say:

When I say “time starts now,” put on your earphones, start Section 4, listen to the directions, and begin work. Time starts now.

#### During Testing

Periodically post the time remaining and signal that you have done so to students who are wearing earphones.

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

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the break.

**After 50 minutes, say:**

You have 1 hour remaining in this section, and 5 minutes until the break.

**After 55 minutes, signal test takers to take off their earphones and say:**

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the desk. *[pause]*

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

**For the Break**

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

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

Please take your seat. Do not open your test file until I tell you to do so. You have an additional 55 minutes remaining in Section 4. Open your answer sheet to where you were working and open your test book to Section 4 in case you need to refer to it. When I say “time starts now,” put on your earphones and select play or press Control- or Command-P to resume the question you were working on. Time starts now.

**After 30 minutes (from the break), say:**

You have 25 minutes remaining in this section.

**After 50 minutes (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes (from the break), signal students to take off their earphones and say:**

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. *[pause]* Close your answer sheet and your test book. Place your answer sheet next to your test book.

**Now say:**

Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you’re using a

large-block answer sheet) and check that you have filled in the form code in field A. This form code is required for scoring your test. *[pause]*

Check that you have also completed fields B–E. Please raise your hand if you need help completing any fields. *[pause]* When you are finished checking, place your answer sheet face up on your desk.

Collect each test book from each student in the same order in which the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students cannot access them.

**For the Break**

Do not distribute Essay books until after all test books are collected and accounted for and you have begun the script for the SAT Essay.



**IMPORTANT:** *The flash drive includes the SAT Essay; do not collect the drives until after administering the SAT Essay.*

Post the break time of 2 minutes and what time testing will resume.

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

Please take your seat.

**SAT ESSAY**

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS	
	<b>50 MINUTES 100% EXTENDED TIME</b>
START TIME _____	STOP TIME _____
<b>5-MINUTE BREAK</b>	
	<b>50 MINUTES 100% EXTENDED TIME</b>
START TIME _____	STOP TIME _____

**To all students, say:**

I will now give an Essay book to each of you. Don’t open your Essay book until I tell you to do so.

Hand an Essay book to each student. If a student is approved to use a large-type test book, give them the appropriate large-type Essay book. Record the number of Essay books distributed for later reporting on the Testing Room Materials Report form.

Before reading the next script, fill in the school and room information to give to students.

**Continue by saying:**

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number \_\_\_\_\_, school name \_\_\_\_\_, and this room number (or name) \_\_\_\_\_.

**Next, say:**

Now, open your answer sheet to page 6. If you are using a large-block answer sheet, open to page 30. On the back of your Essay book, find the Essay Code. Copy the Essay Code into the field on your answer sheet exactly as it appears on the back of your Essay book and fill in the corresponding bubble. This field must be correctly filled in, or your essay might not be scored.

Keep your answer sheet open to this page, and take a moment to read the statement about the use of your essay, then decide whether or not to mark the bubble (or square). When you've finished reading, please look up. [pause]

Check that students have filled in the Essay Code.

**IMPORTANT:** *Unless approved for an accommodation, students must write their essays on their answer sheets and should not use scratch paper for the Essay.*

**To all students, say:**

Once we begin, you will have 1 hour and 40 minutes to work on the SAT Essay. We will stop for a short break after 50 minutes. [pause]

**To all students writing the Essay on an answer sheet, say:**

You may make notes and plan your essay on the unlined Planning Page, but anything written there will not be scored. When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." You must write your essay on the appropriate answer sheet pages and within the marked margins. Don't write past the word "STOP" on the last lined page, because anything written past that point will not be scored. No extra pages are allowed. You must write your essay using a Number 2 pencil. If you don't use a Number 2 pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

**To students using a computer for the Essay, say:**

When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay.

Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.

Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? [pause]

See Prepare Computers for Accommodated Testing on page 17 if you need to adjust computers for the Essay.

**To all students, say:**

Keep your answer sheet flat on your desk. Open your Essay book in case you need to refer to it.

**To students using a PC or a Mac, say:**

When I tell you to start, select the icon for Essay Directions. After you listen to the Essay Directions, press the square Stop button to go back to the section table of contents, then select Essay to continue.

**To students using a Chromebook, say:**

Select the Essay Directions, then press Control-A to highlight the list of tracks. When I tell you to start, you will press Enter. After you hear the directions, click the x in the upper right corner of the media player to go back to the section table of contents. Select the Essay folder, highlight the tracks by pressing Control-A, then click Enter to continue.

**To all students, say:**

When I say "time starts now," put on your earphones, start the Essay Directions, listen to the directions, and begin work. Time starts now.

Use this time to confirm that you have a serialized test book for each student and to record the number of Essay books distributed on the Testing Room Materials Report form. (Essay books aren't serialized.)



## During Testing

- Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.
- Walk around the room to check that everyone is working on their essays.
- Check to see that students are using a No. 2 pencil to write their essays.

### After 25 minutes, say:

You have 1 hour and 15 minutes remaining in this section, and 25 minutes until the break.

### After 45 minutes, say:

You have 55 minutes remaining in this section and 5 minutes until the break.

### After 50 minutes, say:

Pause the question you are currently working on. Put your pencil down. Put your Essay book on top of the answer sheet page that you are currently working on and close your answer sheet. Place your earphones on the desk. *[pause]*

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We'll start testing again in exactly 5 minutes.

## For the Break

Post the break time of 5 minutes and what time testing resumes. Students may stand and stretch but should not leave the room without your permission.

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

Please take your seat. Do not open your Essay file until I tell you to do so. You have an additional 50 minutes remaining in the SAT Essay. Open your answer sheet and place it flat on your desk. Open your Essay book in case you need to refer to it. When I say "time starts now," put on your earphones and select play or press Control or Command-P to resume your work on the Essay. Time starts now.

### After 25 minutes (from the break), say:

You have 25 minutes remaining in this section.

### After 45 minutes (from the break), say:

You have 5 minutes remaining in this section.

### After exactly 50 minutes (from the break), say:

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Close your answer sheet and your Essay book, and place your answer sheet next to your Essay book.

### If you have students using a computer for writing the Essay, say:

Stop typing and send your essay to the printer. Once your essay is printed, write your full name on the back and in the center of each sheet. When you are finished, place the typed sheets in the back of your answer sheet. *[pause]*

Whether printing from a computer or other electronic aid, print the pages according to the page settings given in Prepare Computers for Accommodated Testing on page 17. After students have written their full name on the back of each sheet (in the center of the sheet), they should place the typed sheets inside their answer sheet.

### To all students, say:

Congratulations, you have finished the test! Please sit quietly while I collect your Essay books.

Collect an Essay book from each student. Count them to make sure you have accounted for all books distributed to your room, and place them where students can't access them.

**IMPORTANT:** *Testing is now complete. Proceed to After the Test and follow the instructions to collect test materials and answer sheets before dismissing students.*

# After the Test

**To all students (except SAA 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. Eastern Time on the fourth weekday from today.

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

If you cancel your scores, they will still be sent to the state and district and will be accessible to your school, but they will not be sent to your chosen colleges or scholarship organizations or be available in the College Board's reporting system.

**IMPORTANT:** *Because students testing with lime-green materials are not eligible to send scores to colleges and scholarship programs, score cancellation does not apply to them.*

## Collect Test Materials

### TASKS

#### Collect Test Books and Other Test Materials

Collect other test materials except for answer sheets, including scratch paper and any translated instructions, at this time. Place materials where students cannot access them.

#### Collect Flash Drives

1. If testing students using MP3 audio or ATC format, collect the flash drives. Walk around the room to close each media player. Click on the **X** in the upper right corner of the media player window, or click on **File** and select **Exit** from the drop-down menu. Then eject the USB flash drive by doing the following:
  - a. For PCs, in the notification area in the lower right corner of the monitor, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then click on **Eject USB Disk**.
  - b. For Mac computers, eject the flash drive by clicking on the up arrow next to the icon under **DEVICES**.
  - c. For Chromebooks, click on the eject icon next to the flash drive in the devices list.

2. Place each drive in the original package for each student.
3. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

#### Before Collecting Answer Sheets

Read this script to determine if any students need to complete nontest information on their answer sheets.

**To all students, say:**

If you still have nontest information to fill out on your answer sheet, including any new score sending selections that you want to make, please open your answer sheet to page 2 (or page 5 for a large-block answer sheet). Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I'll help you complete your answer sheets.

If you have already completed all the nontest information on your answer sheet, leave your answer sheet face up on your desk.


For students who have completed nontest information on the answer sheets, proceed to Collect Answer Sheets on page 84. When you have dismissed these students, return to Completing the Answer Sheets below for any students remaining.

#### Completing the Answer Sheets

Distribute a copy of the *Student Answer Sheet Instructions* and Mobile Opt-In Policies document to students remaining in the room for completing the nontest information on their answer sheets. Students may keep the Mobile Opt-In Policies, but check that the student has not recorded any test questions or information on it.

**To all students, say:**

Follow along in the *Student Answer Sheet Instructions* booklet as I read instructions to you.

 *Students using braille, MP3 audio, or ATC formats may need you to read instructions from the Student Answer Sheet Instructions.*

**For fields 9–13, say:**

Turn to page 2 (or page 4 in the large-block answer sheet), and fill in your address in fields 9–12. Leave field 13 blank. Raise your hand if you have any questions. Look up when you're done. *[pause]*

Students using large-print instructions may need your help with the list for field 14.

**IMPORTANT:** *Students using state-allowed accommodations will not be eligible to send scores to colleges, universities, or scholarship programs.*

#### For field 14, say:

Find field 14 on page 2 of your answer sheet (page 5 of the large-block answer sheet). When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as 4 colleges or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply.

Find the Score Reporting Code List in your *Student Answer Sheet Instructions* booklet. Use this list to find the 4-digit number for the schools or scholarship programs you want to send your scores to. The U.S. colleges and universities are listed first in order by state, and then alphabetically by name. Institutions in U.S. territories come next, followed by international ones. The final list in this document shows scholarship programs listed by state or country, in alphabetical order.

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles (if using a large-block answer sheet, print the digits as clearly as you can). Let me know if you have any questions.

Look up when you're done. *[pause]*

#### Now say:

If you have no other information to include on your answer sheet, close the *Student Answer Sheet Instructions* and your answer sheet, and place the answer sheet face up on your desk. I will help other students start completing the rest of the answer sheet, and while they are working, I will dismiss anyone who is finished testing.

Read the remaining scripts below if you have students who need to complete fields 15–38. Proceed to Collect Answer Sheets on page 84 if no one needs to complete these fields.

#### For field 15, say:

Turn to page 3 (or stay on page 5 if using a large-block answer sheet). Field 15 asks if you would like to opt in to Student Search Service. This service can help you connect with opportunities. Saying “Yes” to this service allows eligible colleges, scholarship programs, and other educational programs to send you information about

the educational and financial aid opportunities they offer. Colleges and universities and scholarship and other educational programs that request it will receive information you provide on the answer sheet, but they will not receive your actual test scores or phone number. There is more information about the Student Search Service in your *Student Answer Sheet Instructions*. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection.

#### For field 16, say:

If you'd like to get information from the College Board via email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 16. This is on page 6 if you are using a large-block answer sheet. Indicate at the top of the field whether this is your own email address or a parent or guardian's address. If you give your own email address and opted in to Student Search Service in field 15, you may also get information from colleges sent to your email address. *[pause]*

#### To all students, for field 17, say:

Field 17 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. Please review the document I gave you about the Mobile Opt-In Policies before deciding whether to give your number. You will be able to take this document home with you for later reference. By providing your number, you agree to receive text messages from the College Board about the SAT, to participate in research surveys, and to get free information on college planning services. Standard text messaging rates apply. You may opt out at any time. The College Board will not share your phone number with other organizations.

This field is optional. If you agree to these terms, enter your phone number and fill in the corresponding bubbles. Please look up when you're done. *[pause]*

#### When everyone is ready, say:

Now we'll complete the rest of the nontest questions, which ask for more information about you, your educational background, experiences, and outside school activities and interests.

There are certain advantages for you to complete this optional information. If you opted in to Student Search Service, it's provided to colleges, universities, and

scholarship providers, and used to identify students who may be interested in the opportunities they offer. However, it's important that you know the College Board will also be able to use this information and provide it to others for additional uses, such as research.

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

Instructions for how to complete these fields are provided in your *Student Answer Sheet Instructions* booklet starting on page 3. Follow the instructions to complete fields 18–21. Then turn to the inside back cover of your answer sheet (or page 8 in your large-block answer sheet) to complete fields 22–38. Raise your hand if you have any questions. *[pause]*

When you're finished, close your *Student Answer Sheet Instructions* booklet and place it next to your answer sheet on your desk. Place your answer sheet face up on your desk. Please wait quietly while others finish.

**IMPORTANT:** *If you have students who only asked to change their score sends, you can dismiss them while others are completing the additional fields.*

When you are ready to dismiss students, continue with the instructions under Collect Answer Sheets.

### Collect Answer Sheets

Collect an answer sheet (and *Student Answer Sheet Instructions* booklet, if applicable) from each student who is ready for dismissal—these students should have their answer sheets placed face up on their desks.

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

- Make sure students have completed all fields on the front page of the answer sheet (fields 1–8) and the test information on the back of their answer sheets (A–E). For students with a pre-ID label, we recommend bubbling in all required fields; at a minimum, however, students must have bubbled in their name, date of birth, and state student ID number on their answer sheet for data verification purposes. If an answer sheet does not have a pre-ID label, tell your test coordinator that the answer

sheet needs a locally printed pre-ID label. (On the large-block answer sheet, the fields have the same numbers/letters, but different locations on the answer sheet). These fields must be completed for a student to receive a score report.

- If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document this on an IR.
- If you suspect impersonation, note the student's name on the IR. Notify the test coordinator immediately.

Proceed to Before Dismissing Students.

## Before Dismissing Students

Make sure answer sheets are not inserted in or between test books or Essay books.

- Verify by count that you have a multiple-choice test book, an Essay book, and answer sheet for each student being dismissed.
- Verify by serial number that you have collected the test books assigned to your room.
- Keep students seated until you are sure you have an answer sheet and the testing materials assigned to each student.
- Make sure students have completed all fields on the front page of the answer sheet (fields 1–8) and the test information on the back of their answer sheets (A–E). For students with a pre-ID label, we recommend bubbling in all required fields; at a minimum, however, students must have bubbled in their name, date of birth, and state student ID number on their answer sheet for data verification purposes. (On the large-block answer sheet, the fields have the same numbers/letters, but different locations on the answer sheet.) These fields must be completed for a student to receive a score report.
- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students' personal and test information for fields 1–8 and A–C and E before dismissing students. You must transcribe their answers after students are dismissed. If you do not have enough answer sheets to complete the transcription, return without transcribing to your test coordinator.
- Make sure you noted on your roster any students who had an incorrect name, date of birth, or gender on their pre-ID label. Your test coordinator will need to update their record in the Michigan Student Data System.

**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.

**Returning collected items:**

*If you have collected personal belongings from students, read script **A**. If you have not collected any belongings, read script **B**.*

**READ ONLY ONE OPTION****A To students who need to collect their belongings, say:**

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

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

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

**If all students have left the room:** Continue with the tasks under After Students Leave the Room.

**If students remain in the room:** Return to Completing the Answer Sheets on page 82 to guide them in completing the nontest information on their answer sheets.

## After Students Leave the Room

### TASKS

**Transcribe Student Responses for Scoring**

A completed answer sheet must be submitted for a student to receive a score report.

- If you have any students approved to write their answers in the test book, do the following:
  - ♦ On the test book, write the student's name, 6-digit school (AI) code, and litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
  - ♦ On the front cover of the test book, write "Answers in book."
  - ♦ Transfer responses from the test book to the regular answer sheet pages. If you do not have enough answer sheets to complete the transcription, return without transcribing to your test coordinator.
- For students approved to use braille writers or computers to record answers, you or a monitor or support staff member must:
  - ♦ Transfer multiple-choice and student-produced responses from braille or computer pages to the regular answer sheet pages. (Typed essays do not need to be transcribed, and should be returned according to the instructions under Prepare the Typed Essay for Scoring.)
  - ♦ On the materials from which you transferred answers, write the student's name, 6-digit AI code, and answer sheet litho code.
- Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.

**Prepare the Typed Essay for Scoring**

If you have tested students who were approved for a computer to type their essays, prepare the typed essay for scoring as follows:

- Ensure that each essay page includes identifying information so that the essay can be matched with the student's answer sheet. On the back of each page—leaving a minimum of a 2-inch margin at the top and a 1-inch margin at the bottom, left, and right of the page—write the following information:
  - ♦ Name (if not already printed by the student)
  - ♦ 6-digit school (AI) code
  - ♦ Original answer sheet litho code (shaded box in the bottom right corner of page 1)

- Attach the typed essay page(s) by paper clip to the student's answer sheet and place both into the white Accommodated Testing Envelope.
- Print and save an extra copy of the typed essay with the student's name written on it and give it to the coordinator for their records.
- If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an IR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

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**IMPORTANT:** *After you have printed and saved a copy of the essay, check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer.*

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- Make sure the Essay Code has been gridded in on the answer sheet (page 6).

## Finish Up

- Complete and sign the Testing Room Materials Report form and seating chart.
- Fill out an IR if you encountered an irregularity.
- Include all materials from which you transferred answers with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster or NAR identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Check that all flash drive formats have been returned to their packaging.
- Ensure that all temporary files are deleted from computers.
- Return the annotated room roster or NAR, the completed Testing Room Materials Report form, and all test materials and forms to the test coordinator.

# Appendix

## Overview of Accommodated Timing and Breaks

OVERVIEW OF ACCOMMODATED TIMING AND BREAKS							
	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total SAT with Essay—testing + breaks	
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay		
<b>Script 1</b> Standard Time (Accommodated Room)	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break	4 hours, 7 minutes	
							50 minutes
	10-min. break				5-min. break		
<b>Script 2</b> Standard Time with Extra Breaks	33 minutes	35 minutes	25 minutes	28 minutes	2-min. break	4 hours, 22 minutes	
	5-min. break						25 minutes
	32 minutes			5-min. break	5-min. break		
	5-min. break	5-min. break	5-min. break	27 minutes	25 minutes		
<b>Script 3</b> 50% Extended Time One-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2-min. break	(N/A—Script 3 is only used in combination with other scripts for the SAT with Essay)	
	5-min. break						38 minutes
	49 minutes			5-min. break	5-min. break		
	5-min. break	5-min. break	5-min. break	41 minutes	37 minutes		
<b>Script 4</b> 100% Extended Time	65 minutes	70 minutes	50 minutes	55 minutes	2-min. break	8 hours, 7 minutes	
	5-min. break						50 minutes
	65 minutes			5-min. break	5-min. break		
	5-min. break	5-min. break	<b>End Day 1</b>	55 minutes	50 minutes		
<b>Script 5</b> 50% Extended Time Two-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2-min. break	6 hours, 14 minutes	
	5-min. break						38 minutes
	49 minutes			5-min. break	5-min. break		
	5-min. break	5-min. break	<b>End Day 1</b>	41 minutes	37 minutes		
<b>Script 6</b> MP3 Audio Users	65 minutes	58 minutes	50 minutes	55 minutes	2-min. break	8 hours, 57 minutes	
	5-min. break	5-min. break					50 minutes
	65 minutes	57 minutes		5-min. break	5-min. break		
	5-min. break	<b>End Day 1</b>	5-min. break	55 minutes	50 minutes		

## Timing That Requires Combined Scripts

TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS							
	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total SAT with Essay—testing + breaks	
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay		
<b>Scripts 1 &amp; 4</b> 100% Extended Time for Math and Writing on SAT with Essay	SCRIPT 1		SCRIPT 4				6 hours, 27 minutes
	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break		
				5-min. break	50 minutes		
	10-min. break	5-min. break	<b>End Day 1</b>	55 minutes	5-min. break		
<b>Scripts 1 &amp; 4</b> 100% Extended Time for Writing Only on SAT with Essay	SCRIPT 1		SCRIPT 4				5 hours, 2 minutes
	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break		
					50 minutes		
	10-min. break		5-min. break		5-min. break		
<b>Scripts 1 &amp; 4</b> 100% Extended Time for Math Only	SCRIPT 1		SCRIPT 4		SCRIPT 1	5 hours, 37 minutes	
	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break		
				5-min. break	50 minutes		
	10-min. break	5-min. break	5-min. break	55 minutes			
<b>Scripts 1 &amp; 3</b> 50% Extended Time for Math and Writing Only on SAT with Essay	SCRIPT 1		SCRIPT 3				5 hours, 28 minutes
	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break		
				5-min. break	38 minutes		
	10-min. break	5-min. break	5-min. break	41 minutes	5-min. break		
<b>Scripts 1 &amp; 3</b> 50% Extended Time for Writing Only on SAT with Essay	SCRIPT 1		SCRIPT 3				4 hours, 37 minutes
	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break		
					38 minutes		
	10-min. break		5-min. break		5-min. break		
<b>Scripts 1 &amp; 3</b> 50% Extended Time for Math Only	SCRIPT 1		SCRIPT 3		SCRIPT 1	4 hours, 58 minutes	
	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break		
				5-min. break	50 minutes		
	10-min. break	5-min. break	5-min. break	41 minutes			

**IMPORTANT:** Combine these times with the standard time sections in Script 1. Use Script 2, standard time with extra breaks, for students approved for extra breaks.



## Standard SAT Section Timing Chart— Nonstandard Administration

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS					
Start Time	Section 1	Section 2	Section 3	Section 4	SAT Essay
	65 min.	35 min.	25 min.	55 min.	50 min.
: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

## Standard SAT Section Timing Chart—with Extra Breaks

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS								
Start Time	Section 1		Section 2	Section 3	Section 4		SAT Essay	
	33 min.–break–32 min.		35 min.	25 min.	28 min.–break–27 min.		25 min.–break–25 min.	
: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

## 50% Extended Time SAT Section Timing Chart—One- or Two-Day Testing

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR 50% EXTENDED TIME SECTION TIMING								
Start Time	Section 1		Section 2	Section 3	Section 4		SAT Essay	
	49 min.–break–49 min.		53 min.	38 min.	42 min.–break–41 min.		38 min.–break–37 min.	
:00	:49	:49	:53	:38	:42	:41	:38	:37
:01	:50	:50	:54	:39	:43	:42	:39	:38
:02	:51	:51	:55	:40	:44	:43	:40	:39
:03	:52	:52	:56	:41	:45	:44	:41	:40
:04	:53	:53	:57	:42	:46	:45	:42	:41
:05	:54	:54	:58	:43	:47	:46	:43	:42
:06	:55	:55	:59	:44	:48	:47	:44	:43
:07	:56	:56	:00	:45	:49	:48	:45	:44
:08	:57	:57	:01	:46	:50	:49	:46	:45
:09	:58	:58	:02	:47	:51	:50	:47	:46
:10	:59	:59	:03	:48	:52	:51	:48	:47
:11	:00	:00	:04	:49	:53	:52	:49	:48
:12	:01	:01	:05	:50	:54	:53	:50	:49
:13	:02	:02	:06	:51	:55	:54	:51	:50
:14	:03	:03	:07	:52	:56	:55	:52	:51
:15	:04	:04	:08	:53	:57	:56	:53	:52
:16	:05	:05	:09	:54	:58	:57	:54	:53
:17	:06	:06	:10	:55	:59	:58	:55	:54
:18	:07	:07	:11	:56	:00	:59	:56	:55
:19	:08	:08	:12	:57	:01	:00	:57	:56
:20	:09	:09	:13	:58	:02	:01	:58	:57
:21	:10	:10	:14	:59	:03	:02	:59	:58
:22	:11	:11	:15	:00	:04	:03	:00	:59
:23	:12	:12	:16	:01	:05	:04	:01	:00
:24	:13	:13	:17	:02	:06	:05	:02	:01
:25	:14	:14	:18	:03	:07	:06	:03	:02
:26	:15	:15	:19	:04	:08	:07	:04	:03
:27	:16	:16	:20	:05	:09	:08	:05	:04
:28	:17	:17	:21	:06	:10	:09	:06	:05
:29	:18	:18	:22	:07	:11	:10	:07	:06
:30	:19	:19	:23	:08	:12	:11	:08	:07
:31	:20	:20	:24	:09	:13	:12	:09	:08
:32	:21	:21	:25	:10	:14	:13	:10	:09
:33	:22	:22	:26	:11	:15	:14	:11	:10
:34	:23	:23	:27	:12	:16	:15	:12	:11
:35	:24	:24	:28	:13	:17	:16	:13	:12
:36	:25	:25	:29	:14	:18	:17	:14	:13
:37	:26	:26	:30	:15	:19	:18	:15	:14
:38	:27	:27	:31	:16	:20	:19	:16	:15
:39	:28	:28	:32	:17	:21	:20	:17	:16
:40	:29	:29	:33	:18	:22	:21	:18	:17
:41	:30	:30	:34	:19	:23	:22	:19	:18
:42	:31	:31	:35	:20	:24	:23	:20	:19
:43	:32	:32	:36	:21	:25	:24	:21	:20
:44	:33	:33	:37	:22	:26	:25	:22	:21
:45	:34	:34	:38	:23	:27	:26	:23	:22
:46	:35	:35	:39	:24	:28	:27	:24	:23
:47	:36	:36	:40	:25	:29	:28	:25	:24
:48	:37	:37	:41	:26	:30	:29	:26	:25
:49	:38	:38	:42	:27	:31	:30	:27	:26
:50	:39	:39	:43	:28	:32	:31	:28	:27
:51	:40	:40	:44	:29	:33	:32	:29	:28
:52	:41	:41	:45	:30	:34	:33	:30	:29
:53	:42	:42	:46	:31	:35	:34	:31	:30
:54	:43	:43	:47	:32	:36	:35	:32	:31
:55	:44	:44	:48	:33	:37	:36	:33	:32
:56	:45	:45	:49	:34	:38	:37	:34	:33
:57	:46	:46	:50	:35	:39	:38	:35	:34
:58	:47	:47	:51	:36	:40	:39	:36	:35
:59	:48	:48	:52	:37	:41	:40	:37	:36

## 100% Extended Time SAT Section Timing Chart

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR 100% EXTENDED TIME SECTION								
Start Time	Section 1		Section 2	Section 3	Section 4		SAT Essay	
	65 min.–break–65 min.		70 min.	50 min.	55 min.–break–55 min.		50 min.–break–50 min.	
:00	:05	:05	:10	:50	:55	:55	:50	:50
:01	:06	:06	:11	:51	:56	:56	:51	:51
:02	:07	:07	:12	:52	:57	:57	:52	:52
:03	:08	:08	:13	:53	:58	:58	:53	:53
:04	:09	:09	:14	:54	:59	:59	:54	:54
:05	:10	:10	:15	:55	:00	:00	:55	:55
:06	:11	:11	:16	:56	:01	:01	:56	:56
:07	:12	:12	:17	:57	:02	:02	:57	:57
:08	:13	:13	:18	:58	:03	:03	:58	:58
:09	:14	:14	:19	:59	:04	:04	:59	:59
:10	:15	:15	:20	:00	:05	:05	:00	:00
:11	:16	:16	:21	:01	:06	:06	:01	:01
:12	:17	:17	:22	:02	:07	:07	:02	:02
:13	:18	:18	:23	:03	:08	:08	:03	:03
:14	:19	:19	:24	:04	:09	:09	:04	:04
:15	:20	:20	:25	:05	:10	:10	:05	:05
:16	:21	:21	:26	:06	:11	:11	:06	:06
:17	:22	:22	:27	:07	:12	:12	:07	:07
:18	:23	:23	:28	:08	:13	:13	:08	:08
:19	:24	:24	:29	:09	:14	:14	:09	:09
:20	:25	:25	:30	:10	:15	:15	:10	:10
:21	:26	:26	:31	:11	:16	:16	:11	:11
:22	:27	:27	:32	:12	:17	:17	:12	:12
:23	:28	:28	:33	:13	:18	:18	:13	:13
:24	:29	:29	:34	:14	:19	:19	:14	:14
:25	:30	:30	:35	:15	:20	:20	:15	:15
:26	:31	:31	:36	:16	:21	:21	:16	:16
:27	:32	:32	:37	:17	:22	:22	:17	:17
:28	:33	:33	:38	:18	:23	:23	:18	:18
:29	:34	:34	:39	:19	:24	:24	:19	:19
:30	:35	:35	:40	:20	:25	:25	:20	:20
:31	:36	:36	:41	:21	:26	:26	:21	:21
:32	:37	:37	:42	:22	:27	:27	:22	:22
:33	:38	:38	:43	:23	:28	:28	:23	:23
:34	:39	:39	:44	:24	:29	:29	:24	:24
:35	:40	:40	:45	:25	:30	:30	:25	:25
:36	:41	:41	:46	:26	:31	:31	:26	:26
:37	:42	:42	:47	:27	:32	:32	:27	:27
:38	:43	:43	:48	:28	:33	:33	:28	:28
:39	:44	:44	:49	:29	:34	:34	:29	:29
:40	:45	:45	:50	:30	:35	:35	:30	:30
:41	:46	:46	:51	:31	:36	:36	:31	:31
:42	:47	:47	:52	:32	:37	:37	:32	:32
:43	:48	:48	:53	:33	:38	:38	:33	:33
:44	:49	:49	:54	:34	:39	:39	:34	:34
:45	:50	:50	:55	:35	:40	:40	:35	:35
:46	:51	:51	:56	:36	:41	:41	:36	:36
:47	:52	:52	:57	:37	:42	:42	:37	:37
:48	:53	:53	:58	:38	:43	:43	:38	:38
:49	:54	:54	:59	:39	:44	:44	:39	:39
:50	:55	:55	:00	:40	:45	:45	:40	:40
:51	:56	:56	:01	:41	:46	:46	:41	:41
:52	:57	:57	:02	:42	:47	:47	:42	:42
:53	:58	:58	:03	:43	:48	:48	:43	:43
:54	:59	:59	:04	:44	:49	:49	:44	:44
:55	:00	:00	:05	:45	:50	:50	:45	:45
:56	:01	:01	:06	:46	:51	:51	:46	:46
:57	:02	:02	:07	:47	:52	:52	:47	:47
:58	:03	:03	:08	:48	:53	:53	:48	:48
:59	:04	:04	:09	:49	:54	:54	:49	:49

# MP3 Audio Format SAT Section Timing Chart

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

## START AND STOP TIMES FOR MP3 AUDIO SECTIONS

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

## Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a listing of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a listing of students with accommodations who will complete testing during the accommodated testing window. Any students with SAAs who will test during the accommodated testing window will be listed last. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing 2 of these groups of accommodated students.

Test Date: April 09, 2019

### **SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMMODATED TESTING WINDOW**

#### **Information about window testing:**

- All students in this section are eligible to complete testing during the accommodated testing window. Testing can begin as early as the primary test date and can extend through the timeline indicated in your Coordinator Manual.
- All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they can resume testing on the day they return to school.

#### **Instructions:**

- Work with the test coordinator to identify which testing rooms students will be assigned to before the test day.
- Students with the same **testing group** can be tested together. Be sure to place students with different **testing groups** into separate rooms.
  - Note : Students in the following **testing groups** cannot test together and must test in their own, individual room **(1:1 setting): SB1, SB2, SB3, SB4, SB15 and SB28**. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).
- If your school is using testing room codes, your test coordinator will provide you with the three-digit code for each of your testing rooms. Write in the testing room code and Proctor assigned to each student/group.
- On test day, mark an "A" next to any student who is absent.
- Test scripts are located in your *SAT School Day Accommodated Testing Manual*. All staff will **BEGIN** reading from the section labeled "*SAT Scripts for Testing Accommodated Students*" and then **PROGRESS** to the script name listed for each student on your roster.
- Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

Testing Group	Last Name, First Name (Mark A if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Testing Room Code and Proctor
SB20	Elfral, Malvea SSD #0007025886	Large Print Test Book - 20 point , Braille Writer , Preferential seating	SAT with Essay	Blue	One day	Script 1	
<b>Additional Instructions</b>		<b>Braille Writer:</b> Test linkraml ; <b>Preferential seating:</b> Front of room <b>Refer to Appendix for instructions for the following accommodations:</b> Braille Writer					
SB30	Actionlin, Dreomalksa SSD #0007023720	Reading +50% (time and 1/2) , Magnifier	SAT with Essay	Blue	Two days	Script 5	

## Sample Accommodated Test Day Schedule

(Times are approximate—extended times shown are for reading, which applies to the entire test.)

### EXAMPLE OF AN ACCOMMODATED TEST DAY SCHEDULE

Time	Task
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.

Time	Task
8:30 a.m.	Begin testing.
Noon	First day of testing ends after Section 3 for 50% extended time (reading) administration of SAT with Essay.
12:55 p.m.	Testing ends for students testing with standard time. First day of testing ends after Section 3 for 100% extended time (reading) administration.
<b>2nd Day</b>	Start testing at 8 a.m., resuming with Section 4.
11:05 a.m.	Testing ends for 50% extended time administrations.
Noon	Testing ends for most 100% extended time administrations of SAT with Essay.

## Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable. Check the list of acceptable graphing calculators below for models that are permitted.

**IMPORTANT:** Contact Michigan School Day Support if you are unsure whether a calculator is acceptable.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

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

#### HEWLETT-PACKARD

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

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### RADIO SHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	NumWorks
Micronta	Smart <sup>2</sup>

## Unacceptable Calculators

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

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

- Models that have a QWERTY (typewriter-like) keypad, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

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



# Photo ID Requirements

## Acceptable IDs

### ID Requirements

Photo IDs aren't required for SAT testing unless a student is testing at a school they do not normally attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2017-18 is valid through December 31, 2018, and is not acceptable for spring 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

### Examples of Acceptable ID

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

## Unacceptable IDs

### Types of Identification to Reject

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

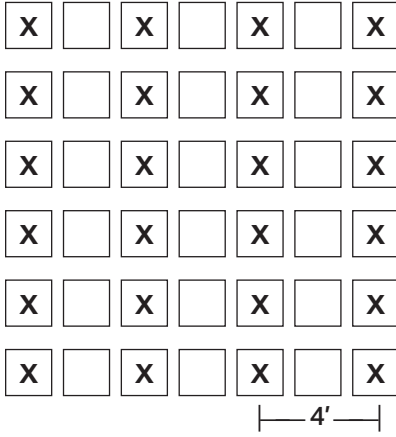
### Examples of Unacceptable ID

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

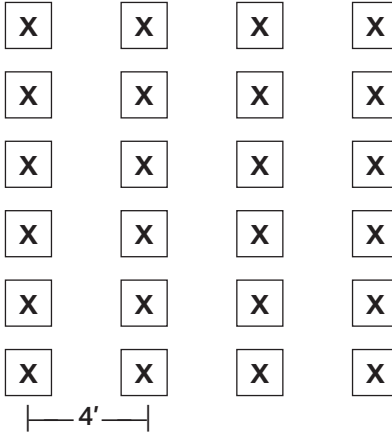
## Sample Seating Plans

The following sample plans show how to configure seating in various situations.

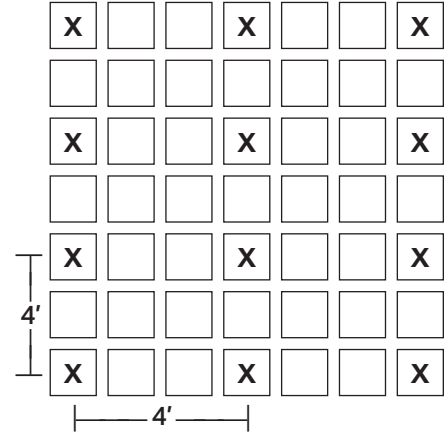
Plan IA: level seating



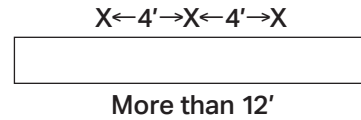
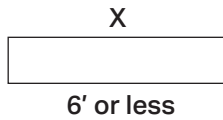
Plan IB: level seating



Plan II: elevated seating




Plan III: tables






# Irregularity Chart

## HOW TO HANDLE IRREGULARITIES



Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/cancellation of testing</b>  Call Michigan School Day Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day, your test coordinator will: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> </ul>	Explain circumstances and impact of issue. Bubble Page 1, Section 6—“Disturbance/interruption.” Include a list of students affected.
<b>Interruption</b>  Call Michigan School Day Support if the interruption (e.g., fire alarm) can't be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for student and staff safety.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> <li>▪ If testing must be canceled, your primary test date materials cannot be kept or used for makeup testing. Do the following:                Notify students that they will take a makeup test.</li> </ul>	Note the source, length, and impact of the interruption and the section(s) affected. Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in 6a and the testing room code in field 6b. If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes in Section 11.
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<b>Materials missing or damaged before testing</b>  Call Michigan School Day Support immediately.	Before testing begins, if you discover that a test book is missing and you are unable to locate it, notify the test coordinator immediately.	Note any such irregularity. Bubble Page 1, Section 6—“Missing materials.”
<b>Missing materials during testing</b>  Call Michigan School Day Support immediately.	<ul style="list-style-type: none"> <li>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>▪ Do not allow any student to leave the testing room until materials are accounted for.</li> <li>▪ If materials aren't located, put monitor in charge of the testing room and contact coordinator.</li> </ul>	Bubble Page 1, Section 6—“Missing materials.” In the Comments section, note the serial number of any missing test books.
<b>Insufficient number of answer sheets</b>  Call Michigan School Day Support immediately.	<ul style="list-style-type: none"> <li>▪ Instruct students to write their name, school number, and test date on the back covers of their test books. Tell them to circle multiple-choice answers and write student-produced responses in their test books.</li> <li>▪ On front cover of test book, write “Answers in test book need to be transcribed.”</li> </ul>	Bubble Page 2, Section 7b, Other Issue—“Other” and write “Insufficient answer sheets.”

Irregularity	What you should do	How to fill out the IR
<p><b>Defective answer sheet</b></p>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.                             <ul style="list-style-type: none"> <li>– If testing time is lost because of defective answer sheet, allow the student to make up the time, and complete the demographic information, at the end of test administration.</li> <li>– <b>Important:</b> After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), sex (8), and fields A–E on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</li> <li>– Return with other used answer sheets.</li> </ul> </li> <li>▪ If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.”</li> </ul>	<p>Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR.</p> <p>Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe in the Comments section on page 3.</p> <p>If there are two answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue—“Student needed second answer sheet.”</p>
<p><b>Defective test book</b></p> <p></p> <p>Call Michigan School Day Support immediately if the defect appears in several test books.</p>	<ul style="list-style-type: none"> <li>▪ Replace the defective book if you have an extra book with the same cover that doesn’t have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet.</li> <li>▪ If the test book can’t be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials.</li> <li>▪ If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.</li> <li>▪ On front cover of the test book, print “Defective” and identify error, school number, and location and nature of defect.</li> </ul>	<p>Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.</p> <p>Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe.</p>
<b>Admission/Identification Issues</b>		
<p><b>Student changing from standard to accommodated</b></p>	<p>The test coordinator may allow a student to change from standard to accommodated testing when they have confirmed the student’s eligibility approval. The test coordinator will follow these steps as long as they have appropriate materials and enough staff and space available:</p> <ul style="list-style-type: none"> <li>▪ Mark the student as moved on the standard room list.</li> <li>▪ Add the student to the NAR and note their SSD eligibility number.</li> <li>▪ Write a note for the student to present to you, asking that you add them to your room roster.</li> <li>▪ Provide the appropriate testing materials for the student.</li> </ul>	<p>No IR is needed.</p>





Irregularity	What you should do	How to fill out the IR
<p><b>Student sent to wrong room</b></p>  <p>Call Michigan School Day Support immediately.</p>	<ul style="list-style-type: none"> <li>▪ Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity.</li> <li>▪ If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given in the Misadministration section of this chart.</li> </ul>	<p>Explain the reason for the change.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student seated in wrong room.”</p>
<b>Security Violations/Student Misconduct</b>		
<p><b>Observed misconduct</b></p>  <p>Call Michigan School Day Support immediately.</p>	<p>If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing:</p> <ul style="list-style-type: none"> <li>▪ Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Attempted to impersonate,” “Attempted theft of test book,” or “Left building,” as appropriate.</li> <li>▪ If pages are missing or damaged, indicate which pages on the IR.</li> </ul>	<p>Attach test book to IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student removed or attempted to remove test materials,” or “Student impersonated another student,” or “Student left early/left without permission.” Note test book serial number and, if applicable, pages and sections.</p>
<p><b>Test book misuse/working on the wrong section</b></p>	<p>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</p> <ul style="list-style-type: none"> <li>▪ Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Looking through test book,” “Wrong section,” or “Working past time,” as appropriate. Fill out an IR.</li> <li>▪ Return answer sheets with other used answer sheets.</li> </ul>	<p>If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student worked after time called,” or “Student worked on wrong section,” or “Student obtained improper access to test/part of test.”</p> <p>Note the duration of the violation if applicable.</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Use or possession of test content through answer keys or images of test pages</b></p>  <p>Call Michigan School Day Support.</p>	<p>If a student is observed using or distributing test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>▪ Collect the device, answer key, or other prohibited aid.</li> <li>▪ Follow procedures to dismiss the student from the testing room:                             <ul style="list-style-type: none"> <li>– If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled.</li> <li>– Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> <li>– On front cover of test book, note the student’s name and write the infraction on the book (e.g., “Prohibited electronic device” or “Student gave or received help”).</li> </ul> </li> <li>▪ Do not return any written answer keys to student.</li> </ul>	<p>Bubble Page 2, Section 7b Student Errors/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.”</p>
<p><b>Noises made by prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p><b>If a student’s prohibited device makes noise while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Tell the student to turn it off and hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Prohibited electronic device.”</li> <li>▪ Complete an IR.</li> </ul> <p><b>If a student’s phone makes noises while in the proctor’s possession or stored away from the student’s desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</li> <li>▪ The proctor should turn off the phone in order to prevent additional disturbances during testing.</li> <li>▪ The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</li> <li>▪ You do not need to report these actions on an IR.</li> </ul>	<p>Note that the device made noise while in the student’s possession. Attach the test book to the IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Observed with prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Prohibited electronic device.”</li> </ul> <p><b>Test coordinator:</b> If you have any suspicion that the device was used to share test information, immediately call Michigan School Day Support while the student is still in your charge.</p>	<p>Note that the device made noise or was in use. Attach the test book to the IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”</p>
<p><b>Calculator misuse/prohibited aids, including:</b></p> <ul style="list-style-type: none"> <li>▪ Highlighters or colored pencils</li> <li>▪ Books, dictionary, or references</li> <li>▪ Compass, ruler, protractor, or cutting device</li> <li>▪ Scratch paper or notes</li> <li>▪ Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features</li> </ul> <p>(Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ Tell the student that a subsequent violation will be grounds for dismissal.</li> <li>▪ If the student continues, collect the test book and answer sheet and dismiss the student.</li> <li>▪ On the front cover of the test book, note the student’s name and write “Prohibited item.”</li> <li>▪ If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures listed in this chart under “Observed with prohibited electronic devices.”</li> </ul>	<p>Attach the test book to the IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”</p> <p>For students using a calculator on a non-calculator section, bubble Page 2, Section 7b, Student Errors/Issue—“Student used calculator on a non-calculator section.”</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Refusal to follow instructions</b></p> <p></p> <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test or Essay questions:</p> <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores will be invalidated.</li> <li>▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Refusing to follow instructions.”</li> </ul>	<p>For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the IR.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.”</p>
<b>Misadministration</b>		
<p><b>Accommodations given that were not approved</b></p>	<ul style="list-style-type: none"> <li>▪ Stop testing and collect the student’s test materials and answer sheet.</li> <li>▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date.</li> <li>▪ Dismiss the student.</li> </ul>	<p>Provide the student’s name. Note accommodation given and actions taken.</p> <p>Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”</p>
<p><b>Approved accommodations not given</b></p>	<ul style="list-style-type: none"> <li>▪ Advise the student that their approved accommodations were inadvertently not provided.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.</li> </ul>	<p>Provide the student’s name. Note accommodation not given and actions taken.</p> <p>On Page 2, Section 7a, Student Information, indicate whether student completed testing or not.</p> <p>Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”</p>
<p><b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b></p> <p></p> <p>Call Michigan School Day Support if guidance is needed or the problem can’t be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students.</p> <p>If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>▪ If evacuation is required, refer to “Interruption” earlier in this chart.</li> <li>▪ Note stop time and inform students that the testing time will be adjusted.</li> <li>▪ Once testing resumes, adjust testing time.</li> <li>▪ Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected.</li> <li>▪ If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.</li> </ul>	<p>Note the length and impact of the disturbance.</p> <p>Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section.</p>



Irregularity	What you should do	How to fill out the IR
<b>Undertiming</b>  Call Michigan School Day Support.	<ul style="list-style-type: none"> <li>▪ If a section has not yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>▪ Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed.</li> </ul>	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was undertimed” (for an individual).
<b>Overtiming</b>  Call Michigan School Day Support.	Make no adjustment.	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6, “Overtiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was overtimed” (for an individual). Complete the Comments section and student information, and sign.
<b>Testing staff issues</b>  If staff actions potentially have caused a misadministration, call Michigan School Day Support.	In the case of distracting behavior or incorrect directions, you should quietly point out the behavior and ask the staff member to correct it. If the behavior persists, notify the test coordinator for next steps. In the case of incorrect materials, notify the test coordinator immediately.	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—“Test Delivery Issue” (for individual irregularities)—choose correct issue from list. Complete the Comments section and the student information and sign.
<b>Student Issues</b>		
<b>Excessive breaks</b> This irregularity does not apply to students approved for “breaks as needed.”  Call Michigan School Day Support if there is a security concern.	<ul style="list-style-type: none"> <li>▪ Ask the student the reason for excessive breaks (Is the student ill?).</li> <li>▪ If the student is ill, follow the instructions in this chart under “Illness.”</li> <li>▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>▪ Have the room or hall monitor check where the student is going during breaks.</li> </ul>	Note the student’s name. Bubble Page 2, Section 7b, Other Issue—“Other.”
<b>Illness</b>	<ul style="list-style-type: none"> <li>▪ Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time.</li> <li>▪ If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may order makeup testing materials, counting the student as an absentee.</li> <li>▪ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.</li> <li>▪ If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.</li> </ul>	Note length of absence, the student name(s), and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble Page 2, Section 7b, Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a, “Did student complete testing?” (Yes or No). You may also add a comment if the student plans to test on the makeup date.

Irregularity	What you should do	How to fill out the IR
<b>Using pen or wrong type of pencil</b>	If you see any student using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn't be dismissed from testing if they use a mechanical pencil.	Explain the circumstances fully on the IR. Note section(s) affected.  Bubble Page 2, Section 7b, Student Errors/Issue—"Student used an unauthorized aid."
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>▪ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>▪ If no extra answer sheets are available, follow the procedures under "Insufficient number of answer sheets" earlier in this chart.</li> <li>▪ Tell the student to print their name on the new answer sheet, then continue in the appropriate place.</li> <li>▪ <b>Important:</b> After the test is over, have the student grid their name (1), and date of birth (7), and form code (A) on the back of answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</li> </ul>	Provide the student's name on the IR.  Bubble Page 2, Section 7b, Student Errors/Issue—"Student misplaced/misgridded answers" (1 answer sheet only), or "Student needed second answer sheet."
<b>Answers written in test book, but not recorded on answer sheet</b> This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	<ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to the answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.</li> <li>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless the College Board has approved this accommodation).  Bubble Page 2, Section 7b, Student Errors/Issue—"Student recorded answers in book without approved accommodation."
<b>Answer sheet left blank or completely erased</b>	<ul style="list-style-type: none"> <li>▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</li> <li>▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.</li> <li>▪ If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it.</li> <li>▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.</li> </ul>	Explain the circumstances fully. Note the student's name.  Bubble Page 2, Section 7b, Student Errors/Issue—"Student failed to follow test administration regulations."

Irregularity	What you should do	How to fill out the IR
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student should continue to test. Do not allow extra time.</li> <li>▪ If the student decides to cancel, inform the student that their scores will still be sent to the state and district and may be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations.</li> <li>▪ Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</li> </ul>	<p>Document the malfunction on the Irregularity Report.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student had calculator malfunction."</p>
<b>Test question ambiguity</b>	Report the type of question ambiguity.	<p>Add any student information if possible on the IR, as full a description as possible, and your contact information.</p> <p>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.</p>

# Sample Irregularity Report (IR)

**IMPORTANT:** This sample may not match your testing room or your school's test date.

## SAT SCHOOL DAY IRREGULARITY REPORT (IR)

**2. Testing Start Date**

Month	Day	Year
<input type="radio"/> Jan		
<input type="radio"/> Feb	09	2019
<input type="radio"/> Mar		
<input checked="" type="radio"/> Apr	1	1
<input type="radio"/> May	2	2
<input type="radio"/> Jun	3	3
<input type="radio"/> Jul	4	4
<input type="radio"/> Aug	5	5
<input type="radio"/> Sep	6	6
<input type="radio"/> Oct	7	7
<input type="radio"/> Nov	8	8
<input type="radio"/> Dec	9	9

**1. GENERAL INSTRUCTIONS TO COORDINATOR:** Form  /  of  /

Refer to the Irregularities Chart in your manual for when to use this form and when to call the School Day support line. **IMPORTANT: Call the School Day support line in your manual immediately if test materials are missing or damaged.** Report each irregularity on a separate IR, and return all IRs immediately after testing ends.

- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign the form in section 10.
- Clip (but do NOT staple) any defective materials to the IR.
- 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.

**3. PROGRAM**  SAT  Standard  Accommodated Room Number 210

Indicate the type of testing room and room number:

**4. SCHOOL INFORMATION:**

School/Institution Name and Address:

Name: Home Town H.S.

Address: 200 Main St.

City: Home Town

State/Province: MA

Postal Code: 01001

Country: U.S.A.

**4a. School Code**

Print and fill in your 6-digit school (A) code from left to right.

9	9	9	9	9	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**4b. Scheduled Administration Date**

Fill in the circle for the scheduled administration date.

Oct 10, 2018

Oct 24, 2018

Mar 6, 2019

Mar 27, 2019

Apr 9, 2019

Apr 23, 2019

**4d. Test Center Code**

Complete ONLY if assigned a test center code for SAT School Day testing in 2018-19.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**5. TEST BOOK INFORMATION:** Test Section Section 4

SAT  SAT with Essay

Test ID 1234567 Form Code ABCD123 Test Book Serial Number 909090 Essay Code W

(Numeric) (Alphanumeric) (Numeric) (Alphabetic)

**6. GROUP IRREGULARITIES INFORMATION:**

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

Write the names of involved students on the last page of the IR.

To report incorrect/missing materials, indicate details on the shipping notice and clip it (no staples) to the IR. Always call the School Day support line immediately in such situations.

Use the COMMENTS section on page 3 to describe the events and actions taken.

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

Did group complete testing?  Yes  No

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

**6a. Number of Affected Students**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**6b. Testing Room Code**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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

DO NOT WRITE IN THIS AREA

Page 1

Q4673/1

**7. INDIVIDUAL IRREGULARITIES INFORMATION:**

Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe all events and actions taken.

**7a. Student Information: (MUST be completed)**

Name: Senior Tester

(Print exactly as entered on answer sheet.)

Name of attending high school: Home Town H.S.

Date of birth: 05-10-02 Answer Sheet Litho Code: 90909090

(Print exactly as entered on answer sheet.)

(8-digit serial code on bottom right corner of answer sheet.)

Sex:  Male  Female  
 Grade Level:  12th  11th  10th  Other grade  
 Action Taken:  Warned  Dismissed  None  
 Did student complete testing?  Yes  No

State				
<input type="radio"/> AL	<input type="radio"/> IL	<input type="radio"/> MT	<input type="radio"/> RI	<input type="radio"/> PR
<input type="radio"/> AK	<input type="radio"/> IN	<input type="radio"/> NE	<input type="radio"/> SC	<input type="radio"/> AA
<input type="radio"/> AZ	<input type="radio"/> IA	<input type="radio"/> NV	<input type="radio"/> SD	<input type="radio"/> AE
<input type="radio"/> AR	<input type="radio"/> KS	<input type="radio"/> NH	<input type="radio"/> TN	<input type="radio"/> AP
<input type="radio"/> CA	<input type="radio"/> KY	<input type="radio"/> NJ	<input type="radio"/> TX	<input type="radio"/> AS
<input type="radio"/> CO	<input type="radio"/> LA	<input type="radio"/> NM	<input type="radio"/> UT	<input type="radio"/> FM
<input type="radio"/> CT	<input type="radio"/> ME	<input type="radio"/> NY	<input type="radio"/> VT	<input type="radio"/> GU
<input type="radio"/> DE	<input type="radio"/> MD	<input type="radio"/> NC	<input type="radio"/> VA	<input type="radio"/> MH
<input type="radio"/> DC	<input checked="" type="radio"/> MA	<input type="radio"/> ND	<input type="radio"/> WA	<input type="radio"/> MP
<input type="radio"/> FL	<input type="radio"/> MI	<input type="radio"/> OH	<input type="radio"/> WV	<input type="radio"/> PW
<input type="radio"/> GA	<input type="radio"/> MN	<input type="radio"/> OK	<input type="radio"/> WI	<input type="radio"/> UM
<input type="radio"/> HI	<input type="radio"/> MS	<input type="radio"/> OR	<input type="radio"/> WY	<input type="radio"/> VI
<input type="radio"/> ID	<input type="radio"/> MO	<input type="radio"/> PA		

**7b. Issue Information:**

**Check-in Issue:**

- Student arrived late
- Student refused to turn in/turn off electronic device(s)
- Student waived nonstandard accommodations
- Student had questionable/unacceptable ID

**Defective Materials Issue**

Complete COMMENTS section on page 3:

- Smudges/ink blots
- Holes in pages
- Torn pages
- Missing pages
- Pages repeated
- Pages stuck together
- Blank MP3 audio or ATC test format
- Intermittent problems with MP3 audio or ATC test format
- Incorrect directions
- Duplicate/missing serial numbers
- Serial number in wrong spot
- Other \_\_\_\_\_

**Test Delivery Issue:**

- 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 (not including students who opted out of their accommodations)
- Staff did not announce remaining time

**Environment Issue:**

- Problem with lighting, temperature, noise, etc.

**Other Issue:**

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

**Student Errors/Issue:**

- Student seated in wrong room
- Student misplaced/misgridded answers
- Student recorded answers in book without approved accommodation
- Student needed second answer sheet
- Student became ill
- Student left the SAT with essay testing room early
  - before the distribution of essay
  - after the distribution of essay book
- Student had calculator malfunction
- Student impersonated another student (Provide other student's name in COMMENTS section on page 3)
- Student worked after time called Minutes: \_\_\_\_\_
- Student worked on wrong section Minutes: \_\_\_\_\_
- Student used an unauthorized aid (e.g., dictionary)
- Student left early/left without permission
- Student gave or received help (Provide other student's name in COMMENTS section on page 3)
- Student used a phone or prohibited device, or it made noise
- Student used calculator on non-calculator section
- Student removed or attempted to remove test materials
- Student obtained improper access to test/part of test
- Student failed to follow test administration regulations
- Student disrupted test, causing testing to start/end late
- Student filled in answers on answer sheet with another student's pre-ID information
  - Test was overtimed }  1-2 minutes
  - Test was undertimed }  3-4 minutes
  - 5 minutes or more

**8. TEST QUESTION AMBIGUITY INFORMATION:**

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

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

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

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

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

**9. COMMENTS:**

Fully describe the irregularity or student's concern and any action(s) taken.

*Student gridded Section 3 SPRs in Section 4.*

*Issued blank answer sheet at beginning of Section 4.*

*Student lost approx. 3 minutes of time on Section 4.*

**10. SCHOOL 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. Do not provide student information in this section.

Staff Member Name: *Mary B. Proctor*

Email Address: *mbproctor@hometownhs.edu*

Phone #: *311-555-1212*

Staff Member Signature: *Mary Proctor*

SAT Coordinator Signature: *David Coordinator*





## Glossary of Terms

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

**100% extended time:** A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the Essay only).

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

**Additional score report:** Students may request that score reports be sent to colleges, universities, and scholarship programs. Students are charged an additional fee for score reports beyond the four free ones that can be ordered on the answer sheet. Additional score reports may be ordered online through the student's account.

**Advanced Placement Program (AP®):** A College Board program that enables high school students to take college-level courses and exams.

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

**Alternate forms:** Different editions (forms) of the same test, written to meet the same specifications and comparable in most respects, except that some or all of the questions are different. Students at the same test administration may be working on different forms.

**Alternate test format (ATF):** An accommodated format of the test, such as braille or MP3 audio.

**Ancillary materials:** Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

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

**Canceled score:** A score that a student has requested to be nonreportable. Canceled scores will be shared with the state or district for accountability purposes.

**College Board–approved accommodation:** A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

**College score report:** A student score report released to a college. The report contains the entire student record and also includes the student's essay, if any.

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

**CSR:** Customer service representative.

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

**District coordinator:** Responsible for overseeing all testing at the district level and acting as backup support at the school or building level.

**Eligibility roster:** List of all students in a school who are approved for accommodations. May be printed from SSD Online and used for submitting changes to student information in SSD Online.

**EL:** English learner.

**Essay prompt:** The official term used for an Essay question.

**ETS:** Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.

**Extended breaks:** A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks.

**Extra breaks:** A preapproved accommodation where students are given a break halfway through longer sections and a break after every section.

**Fee waiver service:** A service that offers benefits such as unlimited score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.

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



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

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

**Home/hospital testing:** A preapproved accommodation that allows a student who has a disability that prevents them from attending school to test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

**Invalidated score:** A score that has been removed from or never posted to a student's record, or designated as nonreportable by ETS or the College Board for testing irregularities, misconduct, or score invalidity. See "Irregularity." Invalidated scores will be shared with your state or district for accountability purposes.

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

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

**Large-block answer sheet:** A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet. Must be approved.

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

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

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

**Michigan Student Data System (MSDS):** Where changes to a student's name, date of birth, or gender can be updated if found to be incorrect on the student's pre-ID label.

**Misconduct:** Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

**MP3 audio:** An accommodated test format that delivers an audio version of the test on a USB flash drive.

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

**OEAA:** Office of Educational Assessment and Accountability

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

**Pre-ID label:** Label provided for each student included in the bulk registration (preidentification) file submitted. The pre-ID label is applied to the answer sheet before the test.

**Preadministration session:** A session held before test day where students fill out information about themselves on the answer sheet.

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

**PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test):** An assessment cosponsored by the College Board and National Merit Scholarship Corporation that enters students in the National Merit® Scholarship Program. The PSAT/NMSQT is part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT™ 10, and PSAT™ 8/9.

**Question-and-Answer Service (QAS):** An optional service available to students who have registered for, or have recently taken, selected (disclosed) administrations of the SAT. The student receives a guide to scoring the test, a copy of the questions that were counted in scoring the test, and a report that lists the correct answer; whether their answer was correct, incorrect, or omitted; and the question type and level of difficulty for each question.

**Reader:** A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students automatically get 50% extended time and extra breaks on all sections.

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

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

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

**SAT questionnaire:** Also referred to as student information questions, a term applied to the questions that students answer on their answer sheets as part of participating in Michigan-provided SAT School Day. Included is information such as the courses the student has taken in high school, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

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

**Secure Site:** A web-based application used for Michigan state assessments and accountability.

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

**Small-group testing:** A preapproved accommodation where the student tests in a setting with a small number of students.

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

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

**SSD Eligibility Form:** A paper form that a student can use to request College Board approval for accommodations on College Board assessments without the assistance of their school.

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

**State-allowed accommodation (SAA):** An accommodation or support that may be available to your students that doesn't result in a college- or scholarship-reportable score, and is only applicable to Michigan-provided SAT School Day testing.

**Student Answer Service (SAS):** A service for students who have taken the SAT; it provides a report that lists the question types and levels of difficulty and the student's response to each question (correct, incorrect, or no response).

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

**Student score report:** Students may request their scores be sent to colleges or scholarship organizations of their choosing. Students receive up to four free score sends with the test. Additional score sends may be requested for a fee (which is waived if the student qualifies for an SAT fee waiver).

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

**Test coordinator:** See SAT School Day coordinator.

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

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

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

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

**Writer/scribe:** A staff member who records answers on the answer sheet for a student who is approved for this accommodation. Students automatically receive 50% extended time and extra breaks on all sections.

# Testing Room Materials Report for SAT® School Day Testing

## Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in blocks 1, 2, and 3.
- If necessary, remove the completed form from the back of the manual when the proctor returns it to you.
- Enclose all copies of this form in the gray-bordered envelope and return with used answer sheets.

## Directions for Proctor:

- 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 coordinator.

### 1 TESTING ROOM INFORMATION

Test Date: \_\_\_\_\_ 6-digit School (AI) Code: \_\_\_\_\_

Room Number: \_\_\_\_\_ Room Type:  Standard  Accommodated

*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.*

Proctor: \_\_\_\_\_  
Name (please print) Signature

## Part A: Accounting for Test Materials

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

# Part B: Distribution of Test Materials

You or a monitor 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 6-digit school code 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.

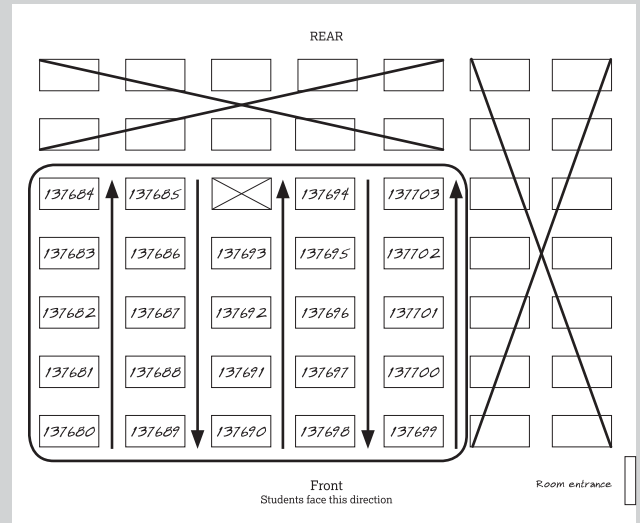
Name \_\_\_\_\_

School Code \_\_\_\_\_

Date \_\_\_\_\_

Seating Chart for Room # \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



Sample Seating Chart

- For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the student's name or initials.
- For each row, draw directional arrows to indicate the direction in which the books were distributed.
- Cross out any unused seats.
- Indicate the location of the entrance doors.
- If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which they were moved. Complete an Irregularity Report explaining the reason for the change.

REAR


Front  
Students face this direction

