

**Spring 2022**

## **SAT<sup>®</sup> SCHOOL DAY**

# Coordinator Manual

### Look inside for:



ADMINISTRATION SETUP  
AND MANAGEMENT



STAFF AND FACILITY  
REQUIREMENTS



SECURITY REQUIREMENTS



RECEIVING AND  
RETURNING MATERIALS

# About College Board

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

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

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

MICHIGAN DEPARTMENT OF EDUCATION: 877-560-8378

- Select correct option for questions about Office of Assessment and Accountability (OEAA) 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 Inquiries

Students who have inquiries about potential ambiguities or errors in test questions can email [satquestion@collegeboard.org](mailto:satquestion@collegeboard.org).

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# Introduction

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

The Michigan Department of Education (MDE) 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 13.

## Using This Manual

This manual is for test coordinators' use for the Michigan-provided SAT School Day testing only (not Saturday or Sunday testing) in April 2022. 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 setup are followed by **key information** about seating requirements.

## Before Test Day

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

## During the Test

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

## After the Test

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

## Appendix Resources

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

## Typographical Icons

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



Contact by phone



Procedures or information for providing accommodations to students with disabilities



Security requirement

## New for 2021-22

### Important Changes and Reminders

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

- Some instructions for preparing for accommodated testing that were previously in both the *SAT School Day Coordinator Manual* and *SAT School Day Accommodated Testing Manual* will now only appear in the coordinator manual. Make sure that your SSD coordinator or any other staff responsible for preparing for accommodated testing prior to test day have access to the relevant instructions in this manual. Instructions for proctors administering accommodations on test day are still included in the *SAT School Day Accommodated Testing Manual*.
- Schools can start testing earlier and/or later than the previously recommended start times and split their students across multiple testing groups:
  - All requirements for timing and breaks still apply, and all testing must be completed within the same school day (unless students are approved for a multiday testing accommodation).
  - No group of students can begin testing after another group has completed the test.
  - Mobile phones may be returned to exiting groups of students as they complete testing only after the last group of students has begun testing.
  - Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments (e.g., SAT School Day and PSAT™ 10).
  - Local health and safety guidelines may require that only a limited number of students may access the restroom or hallways at a time. In such cases, you may elect to double the time of scheduled breaks (including accommodated breaks) to ensure that students can access the restroom or hallway in an orderly fashion. You may allow students to consume snacks and drinks while standing behind their desks (away from test materials).

- f. Assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.
- 3. For students taking the SAT with Essay in 1 day, testing staff may give students up to a 30-minute lunch break between Section 4 and the Essay. This policy does not apply to students who are testing over more than 1 day. Additional information and guidance is included in this manual and in test day scripts.
- 4. For proctors administering the assistive technology-compatible (ATC) format, we have provided standalone scripts for use in the testing room. The test coordinator or SSD coordinator will download and print a copy of the applicable script for each ATC room, based on the timing accommodations of students in the room. The standalone scripts also include specific ATC instructions and a timing chart.

## Testing Basics

### About the SAT

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

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

### Standardized Testing

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

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

### Test Sections and Timing

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

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

Time allotted:

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

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

Time allotted:

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

**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

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

See Prepare to Test with Accommodations on page 23 for more information.

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

State-allowed accommodations (SAAs) are unique student circumstances that may require additional documentation or discussion with College Board and the Office of Educational Assessment and Accountability (OEAA). The unique accommodation needs of students may be met on an exception basis and may be beyond the college reportable supports provided. These SAAs must be requested each academic year for students who need them.

## Terminology

See the Glossary of Terms on page 83 for definitions of frequently used terms.

## Staff Roles and Responsibilities

The SAT coordinator, backup coordinator, and SSD coordinator roles should have been designated in the Educational Entity Master (EEM) in the fall as part of establishment activities. If updates need to be made, request that your district authorized user do so as soon as possible.

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

## SAT School Day Coordinator

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

Mandatory training is provided for all SAT School Day coordinators. Even if you've already completed training in previous years, training is required because procedures can change from year to year. Be sure to complete it well before test day.

## Backup SAT School Day Coordinator

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

## SSD Coordinator

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

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

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

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

For students approved to use the pre-recorded audio (MP3) format, the SSD coordinator plays a significant role in gaining and granting access to the audio streaming application (through SSD Online). See Set Up Computers for Pre-recorded Audio on page 28 for more information.

## Proctors

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

## Hall and Room Monitors

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

# SAT Test Materials

## SAT School Day Materials Table

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

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

Review the table that follows to plan for receiving and checking materials and to find information about the various forms and publications you'll use for administering the Michigan-provided SAT School Day.

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



## STAFF MATERIALS - MANUALS AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s)
<i>SAT School Day Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the SAT School Day administration.	<ul style="list-style-type: none"> <li>Coordinator Planning Kit</li> <li>Preadministration Shipment</li> <li>Test Shipment</li> </ul>
<i>SAT School Day Standard Testing Manual</i>	Detailed instructions and scripts for the proctor to hold the preadministration session and administer the SAT with Essay in the standard room.	<ul style="list-style-type: none"> <li>Coordinator Planning Kit</li> <li>Preadministration Shipment</li> <li>Test Shipment</li> </ul>
<i>SAT School Day Accommodated Testing Manual</i>	Detailed instructions to help the SSD coordinator prepare for accommodated testing. Includes scripts for the proctor to hold the preadministration session and administer the SAT with Essay to accommodated students.	<ul style="list-style-type: none"> <li>Coordinator Planning Kit</li> <li>Preadministration Shipment</li> <li>Test Shipment</li> </ul>
Testing Materials Kit	A packet sent with the test shipment containing manuals, flyers, forms, and material return envelopes. Used by the test coordinator to administer the test on the primary test date and to report on the administration.	<ul style="list-style-type: none"> <li>Test Shipment</li> <li>Makeup Test Shipment</li> </ul>
Testing Materials Kit for Accommodated Testing Window	A packet sent with the test shipment containing manuals, flyers, forms, and material return envelopes for testing students during the accommodated window. Used by the test coordinator to administer the test to accommodated students and to report on the administration.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>

## STAFF MATERIALS - REPORTS AND FORMS

Material	What It Is and How It's Used	Shipment(s)
Testing in Progress flyers	Flyers to be posted by staff to remind students that testing is in progress and no electronic devices are allowed. They can be photocopied if needed.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>
SAT School Day Poster	Poster to announce the test date, posted by staff for students' information.	<ul style="list-style-type: none"> <li>Coordinator Planning Kit</li> </ul>
SAT Request to Cancel Test Scores form	Form for students to request score cancellation for college reporting purposes.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>
SAT School Day Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>
SAT School Day Coordinator Report Form (CRF)	Scannable form for the test coordinator to report the number of used answer sheets and other materials being returned with each shipment for scoring.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>
SAT Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the SAT.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>
Testing Room Materials Report	Form for staff to list test books and related test materials distributed to and returned by each proctor, including the serial number ranges of test materials. Used by the proctor to record serial numbers on the materials distribution chart (back side of form). Also appears on the back cover of both testing manuals.	<ul style="list-style-type: none"> <li>Test Shipment</li> </ul>



**STAFF MATERIALS - ENVELOPES AND LABELS**

Material	What It Is and How It's Used	Shipment(s)
Answer Sheet Return Materials	Preaddressed (labeled) carton(s) and/or UPS Express Pak(s) for test coordinators to return used answer sheets and reports immediately after testing is completed.	▪ Test Shipment
Gray-Bordered Envelope	Envelope for test coordinator to return reports and forms needed for scoring standard answer sheets and any defective materials.	▪ Test Shipment
White Accommodated Testing Envelope	Envelope for returning the NAR, answer sheets for students listed on the NAR, and other score-related materials for accommodated students.	▪ Test Shipment
Test Book Return Materials	2 types of return labels provided in a packet: UPS return label(s) and red label(s). Test coordinators should affix 1 of each label to boxes reused from the original test book shipment to return test books after testing is completed.	▪ Test Shipment

**STUDENT MATERIALS**

Material	What It Is and How It's Used	Shipment(s)
Pre-ID Labels	Preidentification labels printed with student information both spelled out and included in barcode form.  Applied to the answer sheet by the test coordinator to ensure accurate data for each student.	▪ Preadministration Shipment
SAT School Day Answer Sheet	Scannable form, in bundles or loose, for students to record answers to personal and test questions.	▪ Preadministration Shipment
SAT School Day Answer Sheet – Large Print	Large-print form for students to record answers to personal and test questions.	▪ Preadministration Shipment
<i>SAT School Day Student Answer Sheet Instructions</i>	Booklet of instructions to help students complete demographic and nontest questions on the answer sheet. May be bundled with answer sheets or loose.	▪ Preadministration Shipment
<i>SAT School Day Student Answer Sheet Instructions – Large Print</i>	Booklet of large-print instructions to help students complete demographic and nontest questions on the answer sheet. Used by students approved for large print.	▪ Preadministration Shipment
<i>SAT School Day Student Guide</i>	A booklet for students explaining the assessment, including test directions, sample test questions, test-taking tips, and SAT School Day Terms and Conditions.	▪ Preadministration Shipment
SAT School Day Test Books	Serialized test books, in bundles, distributed to students by the proctor on test day. Separate Essay books, also in bundles, are provided for administering the SAT with Essay.	▪ Test Shipment
SAT School Day Alternate Test Formats	Specific formats of the test as needed for approved accommodations (e.g., large-print test book, reader's script, or braille). Separate Essay books are provided for administering the SAT with Essay.  Distributed by the proctor to specific students listed on the NAR.	▪ Test Shipment

## Manuals and Scripts

This *SAT School Day Coordinator Manual* gives complete instructions for preparing your school for SAT School Day testing. You'll also receive 2 other testing manuals: 1 for standard testing and 1 for accommodated testing. Both testing manuals include preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the *SAT School Day Accommodated Testing Manual* provides several different test administration scripts. See Prepare to Test with Accommodations on page 23 for details.

## Test Books

All test books display the title "The SAT Test Book," along with important notes for the student. Essay books are 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. Please refer to a copy of the NAR or the Guide for Testing with Accommodations later in this section for more information.

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

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## Alternate Test Formats

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

Students testing with SAAs, if applicable, will test with materials that have lime green accents on the cover and may also test during the accommodated testing window.

Both blue and lime green alternate test formats may include test books in regular or large print, braille materials and supplements (e.g., braille with raised line drawings), or formats for computer use (e.g., flash drives). See Materials Provided for Accommodated Testing on page 33 for a list of alternate formats available.

## Rosters

For your own management of testing at your school, you'll need to develop a Master Student List, or roster, of test takers for SAT School Day. Recommendations for compiling your Master Student List for standard and accommodated test takers are given in the Before Test Day section later in this manual. Each proctor will need a roster for their room.

Before returning your Master Student List in your used answer sheet shipment, make a copy to store in a safe location for 3 years after test day. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from Educational Testing Service (ETS) or College Board during an investigation.

## Forms and Reporting

### Nonstandard Administration Report (NAR)

The SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations, state-allowed accommodations, and EL time and one-half. The SSD coordinator will need to review the NAR for all students and, if needed, add any additional students who have been approved for accommodations. Staff should record whatever accommodations are used during testing on the NAR.

We recommend that you use copies of the NAR as room rosters for your accommodated students, as the NAR gives instructions about which scripts and specific materials, if any, to use. Several days before test day, print and distribute copies of the NAR to proctors so they can plan to use the appropriate scripts. Instruct the proctor to note their own name on the NAR, annotate it with attendance and accommodations used, and return it with other materials.

### Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you're agreeing to. See Staff Policies on page 14 for more information.

All staff with a role in the administration of the SAT must also complete and sign the OEAA Assessment Security Compliance Form. Information on this form can be found in the Assessment Integrity Guide located on the MME webpage.

## Testing Room Materials Report Form

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

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

## Request to Cancel Test Scores Form

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

The test scripts inform students that if they request score cancellation, their scores will still be provided to their state, but College Board will not send them to 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 test day.
- Fax the form to the number indicated on the form no later than 11:59 p.m. ET on the fourth weekday following the date testing ends. (For example, the fourth weekday following a test administered on a Tuesday would be the next Monday.)
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

A student may cancel their scores using the SAT Request to Cancel Test Scores form in instances of illness. **Fill out an IR in these cases.** Students will

be eligible for a makeup administration. An IR isn't necessary for other situations where students elect to cancel their scores.

## SAT School Day Irregularity Report (IR)

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

Without complete information, College Board can't resolve issues that arise. Please review the IR form with all proctors. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 69 for instruction on when to fill out an IR. A sample annotated IR is included in the Appendix.

## Coordinator Report Form

You'll receive a Coordinator Report Form (CRF) in each testing materials kit (for testing on the primary test date and during the accommodated testing window, and for the makeup test date if you administer makeup testing). Use this form to report the total number of answer sheets being returned for each return shipment. See Complete the CRF on page 51 for more information.

## Standard and Accommodated Testing Rooms

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

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will indicate the testing group, scripts to use, testing materials, and test type for all students testing with accommodations. The table that follows provides an overview. Check your NAR to make sure all students with approved accommodations or supports are identified correctly.

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

Students approved for extended time for reading will use extended time on the entire assessment. This means students will test over 2 days for the SAT with Essay with time and one-half. All students testing with double time will test over 2 days.

## GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	Accommodated Room(s)	
Number of Testing Days	1 day (primary or makeup date)	1 day (primary or makeup date)	1- or 2-day testing during the accommodated testing window
Test Book Color	Purple	Purple	Blue (or lime green for SAAs)
Testing Manual	<i>SAT School Day Standard Testing Manual</i>	<i>SAT School Day Accommodated Testing Manual</i> , Scripts 1–3	<i>SAT School Day Accommodated Testing Manual</i> , Scripts 1–6
Accommodation Examples	<ul style="list-style-type: none"> <li>14-point large-print test book</li> <li>Large-print answer sheet</li> <li>Magnification device (non-electronic)</li> <li>Printed copy of verbal 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>4-function calculator on Math Test – No Calculator section</li> <li>Permission to test blood sugar</li> <li>Small-group setting</li> <li>Time and one-half (+50%) for math (Math Test only)</li> <li>Time and one-half (+50%) for writing (Essay only)</li> <li>Time and one-half (+50%) 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>Magnification device (electronic)</li> <li>Braille with raised line drawings</li> <li>Braille writer</li> <li>Human reader</li> <li>Pre-recorded audio (MP3 via streaming) 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>Time and one-half (+50%) for reading and/or EL (entire assessment)</li> <li>Double time (+100%) for reading (entire assessment)</li> <li>Double time (+100%) for math (Math Test only)</li> <li>Double time (+100%) for writing (Essay only)</li> <li>Double time (+100%) for math and writing (Math Test and Essay only)</li> <li>State-allowed accommodations</li> </ul>

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

Refer to the Supports and Accommodations Table at [michigan.gov/mme](https://michigan.gov/mme) for additional guidance on testing with accommodations or supports. Refer to the NAR for additional information on testing these students.

## Test Coordinator's Checklist

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

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it approximately 6 weeks before test day.)	<a href="https://collegeboard.org/ptat">collegeboard.org/ptat</a>
<input type="checkbox"/> Distribute the <i>SAT School Day Student Guide</i> and encourage students to visit <a href="https://sat.org/practice">sat.org/practice</a> to get ready for test day.	Prepare Your Students on page 35
<input type="checkbox"/> Identify students required to test and create a Master Student List.	Build Your Master Student List for Testing on page 12
<input type="checkbox"/> If using MDE's or a locally developed notice/consent form for participating in Student Search Service®, distribute with copies of the student guide if not done previously. Students should discuss with their parents or guardians and then return signed consent forms before the preadministration session.	Prepare Your Students on page 35
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL time and one-half support, are included.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 12 SSD Online: <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and storing your test materials.	Plan Your Space on page 13
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility or off-site location can be used for testing.	Plan Your Space on page 13
<input type="checkbox"/> Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 14
<input type="checkbox"/> Work with the SSD coordinator to identify students, if any, who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 14
<input type="checkbox"/> Review the sample Testing Staff Agreement with anyone you intend to recruit to serve on the testing staff, including support staff.	Sample Testing Staff Agreement on page 59
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Also assign testing room codes and note these on the room rosters.	Build Your Room Rosters on page 16
<input type="checkbox"/> Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Plan activities for students who won't be testing.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 19
<input type="checkbox"/> If you have students approved for the pre-recorded audio format, work with the SSD coordinator and school technology lead to make sure the streaming application has been installed and tested on all computers to be used for testing. Ensure proctors have necessary access to the streaming application.	Set Up Computers for Pre-recorded Audio on page 28

**TWO WEEKS BEFORE THE TEST DATE**

Activity	Where to Learn More
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 19
<input type="checkbox"/> Confirm consent. Apply pre-ID labels to answer sheets and help staff conduct your preadministration session.	Conduct the Preadministration Session on page 40
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 16
<input type="checkbox"/> Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing on page 16
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 19

**ONE WEEK BEFORE THE TEST DATE**

Activity	Where to Learn More
<input type="checkbox"/> Review and print your NAR to make sure you've planned for all students approved to test with accommodations and supports.	SSD Online: <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Revise room rosters if needed.	Build Your Room Rosters on page 16
<input type="checkbox"/> If students are using student provided dictionaries, collect them and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 23
<input type="checkbox"/> Make sure computers are provided in testing rooms for students approved to use them and (if needed) install all required applications. Computers must be school provided; students can't use their own computers for testing.	Prepare to Test with Accommodations on page 23
<input type="checkbox"/> Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students on page 35 Post Testing Room Assignments on page 17
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 19
<input type="checkbox"/> Help your staff conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 40
<input type="checkbox"/> Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Staff Room Assignments on page 20
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 35
<input type="checkbox"/> In order for student answer sheets to be scored, make sure all student answer sheets have a valid pre-ID (barcode) label attached.	Prepare Your Answer Sheets on page 40
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 55 UPS website: <a href="https://ups.com">ups.com</a>
<input type="checkbox"/> Have staff test the equipment to be used for pre-recorded audio or ATC testing.	Prepare to Test with Accommodations on page 23
<input type="checkbox"/> Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 36
<input type="checkbox"/> Check that all staff have signed the SAT Testing Staff Agreement.	Plan Your Staff on page 14
<input type="checkbox"/> Ensure testing room arrangements align with seating policies.	Plan Your Space on page 13



**ON TEST DAY**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Make sure all announcements and bells are discontinued for the duration of testing.	Manage Test Day Impacts on page 19
<input type="checkbox"/> Complete your testing room packets for proctors by adding multiple-choice test books in serial-number order and Essay books.	Prepare Your Materials on page 36
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 20
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 43
<input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters or NARs as students check in.	Admit Students to the Testing Area on page 43
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 45
<input type="checkbox"/> Report test administration irregularities (if any).	Your Role During Testing on page 45

**AFTER TESTING IS COMPLETED**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 49
<input type="checkbox"/> Make copies of key forms and store securely.	Sort Materials on page 50
<input type="checkbox"/> Return test materials.	Return Materials on page 55
<input type="checkbox"/> No more than 2 days after the test, identify students who require makeup testing and complete the makeup survey.	Makeup Ordering on page 55



# Before Test Day

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

## Prepare Yourself

### TASKS

- Participate in training if you haven't already.
- Read this entire manual.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations and EL supports.
- Review the contents of the Coordinator Planning Kit and distribute testing room manuals to proctors for their review.
- Begin the Test Coordinator's Checklist on page 9.
- Sign the Testing Staff Agreement.

## Build Your Master Student List for Testing

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

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

### TASKS

#### Compile Lists of Students

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

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

1. Generate a list of preidentified students from the OEAA Secure Site. Refer to [michigan.gov/securesitetraining](https://michigan.gov/securesitetraining) for assistance on generating this list.
  - a. All students must be preidentified in the Secure Site before testing. If a student was not preidentified by the February deadline, or enrolled after that date, preidentify them in the OEAA Secure Site as soon as possible.

- b. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.

2. You may be asked to test homeschooled students. Make sure these students are preidentified in the OEAA Secure Site and accounted for as part of the Master Student List.
3. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.
4. Ask your SSD coordinator to print a copy of the NAR after they have confirmed that all students approved to test with accommodations or the EL time and one-half support have been included. Use the NAR to identify the appropriate accommodations and/or EL supports and add the test book and group type from the NAR to the Master Student List.

You'll now have a single Master Student List to use to compile room and staffing information. Check your list against the Sample Master Student List on page 58 to confirm your list has all the information you'll need for planning rooms and staff.

### KEY INFORMATION

#### Accessing the NAR to Determine Room Needs for Accommodated Students

About 30 days before test day, the SSD coordinator can access the NAR in SSD Online to help you organize testing for students using accommodations or supports. For each student approved for testing with accommodations, the NAR includes the testing group, student name, College Board SSD number, test type, test book color, whether they're eligible to test in the accommodated testing window, and which script(s) the proctor will use. It will also tell you which accommodated students can test in the same test room.

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

## Plan Your Space

### TASKS

#### Designate a Secure Area for Materials

Designate a secure location for receiving, checking, and storing your test materials. See Prepare Your Materials on page 36 for more information.

#### Evaluate Rooms for Testing

- Work with your administration to identify which of the available rooms will be used for testing.
- Make a list of available rooms and how many students each room can hold, based on the seating requirements given in Key Information later in this section.
- If you are using 1 or more off-site testing locations, identify the number of rooms needed and confirm they meet the facility and seating requirements.

#### Identify the Number of Rooms You Need for Testing

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

### KEY INFORMATION

#### Facility Requirements

To prepare for test day, you will need:

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

#### Testing Room Requirements

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

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

### Room Selection Tips and Recommendations

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

### Seating Requirements

The following seating requirements apply for all testing rooms:

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

The following seating arrangements are not allowed:

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

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

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### Additional Requirements for Accommodated Testing

The testing group on the NAR indicates which students may test together. See Sample Nonstandard Administration Report (NAR) on page 61.

- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Students with the same type of timing may be seated together, if noted on your NAR. EL students receiving time and one-half can be seated with other time and one-half students as long as they use the same color testing materials and the same testing schedule (e.g., same breaks).

- An additional test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing. Students approved for breaks as needed, a human reader, or scribe must test in a one-to-one setting. These scenarios are noted on your NAR.
- For students approved for use of pre-recorded audio (MP3) and ATC formats, a computer must be provided. These 2 formats also require specialized timing and must be administered in separate rooms from each other. See the requirements in Plan for Computer Usage on page 24.

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

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

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

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

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

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

## Plan Your Staff

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

### TASKS

#### Identify Staff for Testing

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD Online for accommodations, SAAs, or the EL time and one-half support, work with your SSD coordinator to ensure you have the proper staffing to meet students' needs.
- Make a list of available staff and their roles. Be sure to include any additional support staff needed for accommodated testing.

#### Assign Staff to Testing Rooms

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

### KEY INFORMATION

#### Staff Policies

To qualify for the test administration team, individuals must be high school graduates, be at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a school staff member. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner. Refer to the Assessment Integrity Guide at [michigan.gov/mme](http://michigan.gov/mme) for additional information.

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

2. When making staff assignments, adhere to these policies:

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

Before accepting assignment to the testing staff, all individuals you recruit, including any backup coordinator, must review, agree to, and sign the SAT Testing Staff Agreement. You're also required to sign the form as test coordinator. See the Sample Testing Staff Agreement on page 59 for more information.

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

## Supplementing Testing Staff

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

## Proctors Needed

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

## Room Monitors Needed

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

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

### FOR EACH STANDARD TESTING ROOM

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

### FOR EACH ACCOMMODATED TESTING ROOM

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

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

## Hall Monitors Needed

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

### NUMBER OF HALL MONITORS NEEDED

Number of Rooms	Number of Hall Monitors Needed
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 hall monitor for each additional 5 rooms)

## Support Staff Needed for Accommodated Testing

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

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



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

## Build Your Room Rosters

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

### TASKS

#### Assign a Testing Room Code to Each Testing Room

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

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 13. When using codes shorter than 3 digits, include leading zeros (e.g., 001, 020).
- Record the testing room code on each room roster you created. The staff will give the testing room code to students to enter on their answer sheets on test day.
- If you will use 1 or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you will be using more than 1 testing room at a location, assign a testing room code to each room.)

#### Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students testing with accommodations or supports into the testing groups indicated on your NAR. Remember that students testing in the same room must have the same color testing materials and the same testing schedule. Students with SAAs must test separately from other accommodated students.

- Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- Add each student's testing room assignment to your Master Student List by recording the testing room code.
- Also record accommodated students' testing room assignments on the NAR. The NAR separates students by testing group to aid the process.

### Create Individual Room Rosters

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

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

### Update and Finalize Your Room Rosters

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

## Build Your Plan for Testing

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

### TASKS

#### Plan for Preadministration

The preadministration session allows students to take advantage of SAT benefits, including Student Search Service and their 4 free score reports, and prepare their answer sheet for testing by prefilling their demographic information in advance of test day.

- Schools will receive preadministration materials in the month before the test, including answer sheets, *Student Answer Sheet Instructions*, copies of the *SAT School Day Student Guide*, and pre-ID labels.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place under school supervision.

- Filling out the personal information fields may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields.
- Think about how to best prepare students in advance. They will need to know the colleges they wish to send scores and should talk to their parents if they wish to participate in Student Search Service. The *Student Guide* provides a link to College Board's privacy policies, which explain how student data, including mobile phone numbers, are used. Plan to distribute the *SAT School Day Student Guide* and consent forms in advance of the preadministration session. If students are encouraged to complete the optional questionnaire online, parents must be notified by the school.
- We highly recommend conducting the session before test day. If students are absent for your preadministration, plan a session with them at some other time before test day.

See Prepare Your Preadministration Session on page 39 for detailed instructions.

## Plan Training Sessions

Training is required each year for SAT School Day coordinators. Other test day staff must either take the online training provided or be trained by the test coordinator. Make sure any test coordinators and proctors for off-site locations are provided with training. Schools can determine the best way to train other test day staff. Additional requirements for MDE Assessment Security Training are documented in the Assessment Integrity Guide found on the MME webpage.

See Train Your Staff on page 19 for a list of topics your staff should review prior to testing.

## Plan Test Day Schedule

- Select a start time for testing that allows for the full time for testing within the normal school day. You'll need about 5 hours for admission, administrative activities, and actual testing of standard time test takers.
- Plan for extended time testing: Use the Overview of Timing and Breaks on page 67 to plan for testing students with extended time on the test or portions of the test.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.
- If your school is testing groups of students at different times, all testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.

- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT 10, the group of SAT School Day testers could begin first, with PSAT 10 testers starting at a later time.)

## Plan Accommodated Testing Window Schedule

- Ask your SSD coordinator for a list of students testing during the accommodated testing window. This is also listed on the NAR.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- For students who require 2 days of testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms that are needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for accommodated testing. Materials for students testing during the accommodated testing window must be held until all accommodated testing has been completed before you can return answer sheets for scoring.

## Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 43 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

## Post Testing Room Assignments

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

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

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

## Plan for Breaks

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

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

## Plan for Pre-Essay Lunch Break

This spring, College Board is implementing increased flexibility for students taking the SAT with Essay in 1 day. Testing staff may opt to administer the customary 2-minute break between Section 4 and the Essay, or they may administer a longer break of up to 30 minutes before the Essay so students can break for lunch.

This policy is only applicable for students who are taking the SAT with Essay in 1 day of testing. Students with accommodations who are testing over 2 days will continue to have the customary 2-minute break between Section 4 and the Essay.

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**IMPORTANT:** Make sure to tell proctors whether they are expected to provide a lunch break for students testing in 1 day.

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Testing staff opting to take advantage of the lunch break option should consider the following:

- Students may bring a packed lunch with them into the testing room, but it must be placed under their desk or to the side of the room during testing.
- Students should eat lunch together in the testing room or another secure designated lunch area(s).
- For students taking the extended lunch break, all testing must be completed in a single day. Students with accommodations testing over 2 days will have a customary 2-minute break before the Essay.
- The lunch break should not exceed 30 minutes.
- Policies and guidelines for the lunch break are the same as for other breaks as described in this manual.
- All test materials must be left in the testing room during the lunch break, and each testing room must be watched by the proctor or another member of the testing staff to ensure all testing materials are secure.

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**IMPORTANT:** Do not leave testing materials unguarded or unsecured during the lunch break.

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- Proctors should review scripts in the Standard Testing Manual prior to test day. As directed in the scripts, proctors should begin the break for lunch after Section 4 is completed.

## Plan for Makeup Testing

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

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

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

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Request materials. (You'll get an email before the makeup test day with instructions.)
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 49.

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**IMPORTANT:** If a makeup is necessary because of a misadministration (see the Irregularity Chart in the Appendix), consult both the IEP team and the parents before scheduling a makeup for an accommodated student who is under 18.

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## Plan for Off-Site Testing

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

- We highly recommend assigning testing room codes to rooms at off-site testing locations. Staff at off-site testing locations should keep a record of their testing room codes for the completion of IRs and in case they are needed in an investigation.
- Make sure any test coordinators and proctors for off-site testing locations receive training. Each off-site testing location is required to have its own dedicated test coordinator.



- Plan for secure transport of materials to off-site testing locations as all materials will be shipped to the primary school site.
- Each location's test coordinator is responsible for ensuring that the off-site testing location meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

## Manage Test Day Impacts

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

### TASKS

#### Prepare to Collect Student Belongings

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) as students enter the testing room.

More information is given under Prohibited Devices Policies on page 20.

#### Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes (if not providing an optional lunch break for 1-day test takers).
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- For test day, the school may need to cancel or relocate classes and/or schedule study halls, field trips, practice testing, or other activities for students not testing.
- Create a list of test day activities or assignments for nontesting students. A few days before test day, share with staff, post in offices, and create individual room signs for display in all affected classrooms.

#### Establish a Signaling System

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

### Minimize Distractions

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

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

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

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

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## Train Your Staff

### TASKS

#### Hold Training Sessions

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

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

If you haven't already done so, have prospective staff read and sign the Testing Staff Agreement (see Sample Testing Staff Agreement on page 59).

During the training, be sure to review the following:

- General responsibilities of each position
- Timing of the test and breaks
- Signaling plan for test day
- Using the correct testing materials
- Testing room forms and reports
- Equipping the testing room
- Maintaining security in the testing room
- Procedures for collecting personal belongings

- Seating policies
- Calculator, mobile phone, and other electronic devices policies
- Administering applicable accommodations

### Share Staff Room Assignments

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

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room.
- What script(s) they'll be using and approximate timing of the test. For accommodated testing, the NAR includes information about which scripts to use for students. Your proctors should familiarize themselves with any shifting of scripts that needs to take place on test day.
- Where and when to report on test day.
- General setup of rooms.
- Contents of the testing room packet they'll receive on test day. (See Prepare Your Materials on page 36 for more information.)
- Who the backup test coordinator is, in case of your absence.

## Maintain Security

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

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

## TASKS

### Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Plan ahead for collecting electronic devices (if permitted under school policy) or having students power off and store electronic devices in bags/backpacks as they enter the testing room so they can't access the devices. Be ready to label items collected so they can be returned after testing or to provide clear plastic bags for students who need them for storing devices to the side of the testing room.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing or that are disruptive to students, such as using a phone or computer or grading papers.
- Make sure at least 1 staff member is in the testing room at all times and students are monitored during scheduled and unscheduled breaks.
- Make sure students don't use unapproved calculators, phones, or prohibited aids during testing or breaks.

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

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



*Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to Michigan School Day Support. See the Irregularity Chart on page 69 for more information.*

## KEY INFORMATION

### Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.

- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score invalidation. **Some alarms are set to sound even when the device is powered off.**
- Before testing begins, students have 1 more chance to power off and turn in their phones and other electronic devices if they haven't already.
- **Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should collect the device, inspect the device for test-related content, and dismiss the student.** (Refer to the Irregularity Chart in the Appendix for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student who owns the phone that additional disturbances will result in dismissal.
- The Irregularity Chart provides full direction on how to address students caught using prohibited devices and aids. Note any such activities on the IR. Contact Michigan School Day Support immediately for further instructions if a device has been collected and test content is detected on the device.

### Prohibited Devices and Aids

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

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

### Students with Service Animals

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

### Device Collection Procedures

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

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

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

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

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

Returning devices:

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

## Medical Devices

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

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

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

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

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

## Seating Policies

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

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

## Calculator Policies and Guidelines

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

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT (if they choose to use a calculator).
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in Acceptable Calculators on page 63, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor's permission to use the backup.

## Monitoring Equipment Use

Follow instructions in the scripts to monitor calculator use.

- Only battery-operated, handheld equipment can be used for testing.
- Students may not share calculators.
- All scientific and most graphing calculators are acceptable. (See Acceptable Calculators on page 63.)
- 4-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

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

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## Calculator Malfunction

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

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



## Prepare to Test Students with English Learner Supports

College Board provides supports for English learners approved by their school to use them. The supports used for testing should align to the supports students use for classroom tests. The available EL supports include translated test directions, use of approved word-to-word bilingual dictionaries, and time and one-half.

(Students using time and one-half must be entered in SSD Online.) Students can use any of the supports alone or in combination with one another. Refer to the guidance provided by the Michigan Department of Education on appropriate use of English learner supports at [michigan.gov/mme](https://michigan.gov/mme).

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

### TASKS

Once you identify the students who require EL supports and the languages they need, you'll need to obtain the supports and plan for time and one-half for those who need it. This support must be requested in SSD Online each academic year for students who need it.

### Provide Translated Instructions and Dictionaries

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

- Print the translations and review the list of approved dictionaries available at [michigan.gov/mme](https://michigan.gov/mme). Translations and dictionaries aren't shipped with the test materials.
- Students may supply their own dictionaries; however, you should confirm any dictionaries are on the approved list and plan to collect them for your review a few days before testing. This is an important precaution to minimize the chances of dictionaries being used to bring notes or test aids into the testing room.
- Store translated directions and/or dictionaries securely until you're ready to assemble testing room packets for proctors.

### Prepare for Extended Time EL Support

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

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

## Prepare to Test with Accommodations

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

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

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

Students approved for accommodations will fall into these groups:

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

Your NAR will list each group in its own section. For general guidelines, refer to Standard and Accommodated Testing Rooms on page 7 for a list of the accommodations that typically fall into each group, along with which manuals and rooms to assign to students with accommodations.

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

Students testing with blue or lime green test books who are absent on test day must test later in the accommodated testing window using the same testing materials. They can't test with makeup materials. If you have accommodated students testing within the window who require a makeup because of an irregularity, contact the SSD office as soon as possible.

## TASKS FOR TEST COORDINATORS

### Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations or supports. See Build Your Room Rosters on page 16 for more information. Proctors testing in accommodated rooms should closely review the *SAT School Day Accommodated Testing Manual* for additional details about administering the test with accommodations.

### Plan for Computer Usage

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

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

The SSD coordinator will work with the test coordinator to make sure the appropriate computers are provided. If administering the pre-recorded audio format, make sure to provide access to any additional proctors who need it. See Prepare Computers for Accommodated Testing before Test Day on page 27 for more information.

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

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

- For students using pre-recorded audio (MP3) format, you'll need computers with access to the internet for downloading the application and test content. On test day, the SSD coordinator or proctor will need to access the test content. Internet availability will be disabled by the application once testing begins and is not needed during the test itself. If your school is unable to connect to the internet, contact the SSD office as soon as possible.
- If you require staff other than the SSD coordinator to proctor the pre-recorded audio administration, you'll need to work with your SSD coordinator to provide proctors access to the audio streaming application. The SSD coordinator will receive an access code to set up additional proctors if needed.
- For students approved to use a computer for the Essay, make sure the computer has word processing software. The computer must be attached to a working printer.

**SSD** *Students using MP3 audio streaming who are approved to use a computer for the Essay will be able to type their essay directly within the streaming application.*

- For students approved to use a braille notetaker, provide a display monitor to connect to the notetaker so the proctor can see what the student is typing.

Instruct the staff testing these students to test the equipment before test day and ensure important precautions for electronic equipment are followed. See Administer Accommodations on page 48 for related tasks and information.

### Ensure Approved Transcription Is Planned

For students using braille writers or other devices, or students approved to write their answers in test books, testing staff must transfer the answers (except for the essay) to the answer sheet after the student completes the test. Large-print answer sheets shouldn't be transcribed.

### Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as human readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 14).
- Don't assign a relative of the student testing to act in a supportive capacity to that student.
- Assign a single human reader or scribe to each student. (Human readers and scribes can't be shared.) Notify readers or scribes that their students will take the test with time and one-half for reading unless they're already approved for double (or more) extended time. Students assisted by a human reader or scribe will test over 2 days. Students assisted by a human reader or scribe must test in a one-to-one setting.

### Continue to Check for Approvals and Plan for Testing Needs

Work with the SSD coordinator to keep checking for late approvals and for newly enrolled students who need accommodations. The SSD coordinator will receive an email confirming late approvals or may check their SSD Online dashboard.

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students. Be sure to allow for rooms needed for 2-day testing.

## TASKS FOR SSD COORDINATORS

### Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but doesn't appear on the NAR can be added in SSD Online.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List. This includes any students who will be using the time and one-half EL support. See Additional Requirements for Accommodated Testing on page 13 for more information about specific accommodations.
- A list of needed support staff for accommodated students.
- Help setting up any computers for typed essays or computer-based formats (e.g., pre-recorded audio or ATC format).
- Assistance planning for accommodated rooms and materials.
- Assistance providing access to pre-recorded audio if staff other than the SSD coordinator will be proctoring the pre-recorded audio format.

### Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance in SSD Online. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date College Board receives all documentation.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half must be requested each school year for students who need it. This is the only EL support that must be requested in SSD Online. Refer to the Supports and Accommodations Guidance Document available at [michigan.gov/mme](http://michigan.gov/mme) for appropriate use of EL supports.

- Each school must have at least 1 SSD coordinator with access to SSD Online.
- For instructions to get access, see [collegeboard.org/ssdonline](http://collegeboard.org/ssdonline).

- If a student needs temporary assistance for an injury such as a broken arm or concussion, download and submit a Support for Students with Temporary Physical/Medical Conditions form as soon as possible. The form is available online at [accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf](http://accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf). Don't submit these requests in SSD Online.

### Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.
- Use the SSD Online dashboard to look up students.
- Submit a request in SSD Online for new students or students who need accommodations that haven't yet been requested.
- Verify the following information for students with previously approved accommodations:
  - ◆ Students with approved accommodations still have IEPs/504s that reflect those needs. (Use the Change Request Form in SSD Online to remove unneeded accommodations.)
  - ◆ The student's name, birth date, and graduation date are correct.
- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.
- Submit requests in SSD Online for newly enrolled transfer students with previously approved accommodations.

**SSD** *If accommodations are approved close to test date, or if requests for supports, including SAAs or extended time for EL students, are submitted after the deadline, call the SSD office to confirm that materials can arrive in time for testing.*

### Download and Verify the NAR

As noted under Continue to Check for Approvals and Plan for Testing Needs on page 24, the SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. 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 human reader to dictate test questions, a sign language interpreter (for directions only), or a scribe to record responses. When students are approved for these accommodations, the SSD coordinator and test coordinator should work together to make sure sufficient staff and rooms are provided.



Here are some general notes about testing with support staff:

- Students assisted by a human reader or a scribe:
  - ◆ Will test in a one-to-one setting. (The human reader or scribe can act as the proctor for their student.)
  - ◆ Will test with time and one-half, unless approved for more extended time.
  - ◆ Will test over 2 days.
  - ◆ Must have their own human reader or scribe. (These support staff cannot be shared.)
- Students who are deaf or hard of hearing:
  - ◆ May be approved to have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions, not of test content, to the student.
  - ◆ May be approved to have a printed copy of verbal directions and/or blank paper for communicating with the test administrator available on test day.

Help the test coordinator identify support staff:

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

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

## Preparing for Testing with Accommodations

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

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

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

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

- Those who will use standard (purple) testing materials must test on the primary SAT School Day test date.
- Those who will use accommodated (blue) testing materials may test on any day during the accommodated testing window.
- 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 Standard and Accommodated Testing Rooms on page 7 for a list of the accommodations that typically fall into each group, along with which manuals to use and which rooms students should be assigned 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 can't elect to test without those accommodations unless they present a written statement signed by a parent/guardian or by the student if over 18 years of age. File these letters in the students' records. (Don't return them to College Board.)

## Plan for Seating 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) on page 61. Please review the information on your NAR for detailed guidelines and policies about seating requirements.

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

- Students with disabilities approved for time and one-half for reading receive extended time for the entire assessment using blue test materials. These students can test in the same room as students using the time and one-half EL support.
- Students with disabilities approved for time and one-half for math only are tested with purple test materials and both Script 1 and Script 3, while students approved for time and one-half for reading are tested with blue materials and Script 5. These students can't test in the same room.

For more information on accommodated seating requirements, see Additional Requirements for Accommodated Testing on page 13.

## Plan for Transcribing Answers

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

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

## Prepare Computers for Accommodated Testing before Test Day

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

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

## 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 in addition to all assistive features noted earlier.
- Page setup requirements are met. (Refer to Page Settings for Printing Essays on page 32 for specific fonts and other formatting details.)

## Flash Drives

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

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

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

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

## Set Up Computers for ATC Users

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

- Print the student's last name, first name, and middle initial on the back of the ATC packaging.
- Remove each USB flash drive from its packaging.

- Insert the USB flash drive into a USB port on a computer that has Microsoft Word and the student's usual assistive software installed (e.g., JAWS or ZoomText).
- **Enter the password printed on the flash drive package.** Students will need access to the password when taking the test.

### Download Scripts for ATC Users

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

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

### Set Up Computers for Pre-recorded Audio

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

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

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

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

1. The SSD coordinator receives and shares an access code (used in SSD Online) with proctors administering the pre-recorded audio format. The access code is sent via email a few days before the test.
2. The SSD coordinator works with technology staff to download and install the application, creating a desktop icon on all PCs or Macs. (The application is launched from the Apps link on Chromebooks.)

3. Staff downloads and launches the sample form to confirm functionality on all testing devices.
4. Each day of testing and for the Essay section, the proctor will launch the application for each student.
5. Either the proctor or the student will download and launch the relevant test content before testing begins.

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

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It is critical to ensure each person who will proctor the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.
2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Share the detailed installation instructions with your IT staff. They are available under the mass install instructions link in SSD Online through the pre-recorded audio streaming access instructions page.
3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account the student will use to sign in on test day (if login required).
4. Proctors will need a College Board account and an access code to access the relevant pre-recorded audio information in SSD Online. The SSD coordinator will receive proctor access codes that can be shared with up to 10 additional proctors. Proctors won't have access to all information provided in SSD Online; they will only have access to administer the test content.
5. Print the NAR before testing. You'll need to have each student's College Board SSD number on test day to download the test content.
6. On test day, the SSD coordinator or proctor will launch the streaming application. This needs to be repeated for each student prior to the start of testing.

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

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

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### Download the Streaming Application on Single PCs and Macs

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

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

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



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

### Run the Sample Test Form on Each Computer

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

## KEY INFORMATION

### Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, pre-recorded audio (MP3), 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. See Materials Provided for Accommodated Testing on page 33 for a list of the materials provided for specific accommodations.

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

### Accommodated Timing and Breaks

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

- Students approved for extended time in math or writing only will get extended time only for the subject area(s) they're approved for. **However, extended time for reading and EL time and one-half apply to the entire test. These students will receive extended time for all sections of the test.**
- Your proctors may need to use combinations of scripts for some students. See the Overview of Timing and Breaks on page 67 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. These students are still subject to the same regulations that apply to students with standard breaks. Proctors should post break times for them as noted in the scripts.

### When Accommodated Students Test

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

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

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

### Accommodated Testing Over 2 Days

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

- Time and one-half for entire SAT with Essay
- Double time for math and writing on the SAT with Essay
- Double time for entire SAT with Essay
- Pre-recorded audio format
- Students approved for limited-time testing if the time of the exam exceeds the approved time

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

### Test Aids and Support Staff

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

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

- A sign language interpreter to translate test directions from spoken English.



- A printed copy of the verbal directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double (or more) extended time. These students will test over 2 days.
- Test in a one-to-one setting. (The human reader can act as the proctor for their student.)
- Will be provided a reader script (for use by the human reader), a regular-type test book for student use, and a separate Essay book. If approved for other accommodations, the student may also be provided additional test materials (e.g., raised line drawings).

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

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

Students assisted by a scribe:

- Take the test with time and one-half unless already approved for double (or more) extended time. These students will test over 2 days.
- Test in a one-to-one setting. (The scribe can act as the proctor for their student.)
- Must provide punctuation as they dictate the essay.
- Do not need to dictate spelling unless the spelling is unclear or the word is unfamiliar to the scribe.
- Cannot receive any grammatical or usage corrections from the scribe.

When students are approved for the use of a computer for the SAT with Essay:

- They are approved only for the use of a word processor to complete the Essay question.
- The computer can't be used for the multiple-choice portion of the test.

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

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

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

## General Notes for Electronic Devices

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

To be scored, all typed essays must be printed out according to the guidelines outlined in Administering Computer Use for the SAT Essay. All written responses must be deleted from the equipment following successful printout.

## Administering Computer Use for the SAT Essay

Students approved to use a computer for the SAT Essay must use a school-provided computer with word processing software that is connected to a working printer. Students may not use their personal computer or one belonging to their family. Use the page settings below to help you set up the essays to print properly for accurate scoring.

- Use letter-size paper, printing portrait style with double spacing between lines.
- The top margin should be 2 inches; bottom and side margins should be 1 inch.
- Use Times New Roman or Arial font.
- Font sizes and page limits should match the student's approved accommodations:
  - ◆ Standard size (most students): 10-point font and 4-page limit
  - ◆ Large Type—14 point: 14-point font and 6-page limit
  - ◆ Large Type—20 point: 20-point font and 10-page limit

After testing, the proctor should print and save an extra copy of the typed essay with the student's name written on it, and give it to you for your records.

**IMPORTANT:** The MP3 streaming application allows students to type their essay directly into the application. All page and font settings are automatically preselected by the application, and no additional setup is required.

## Large Print

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

## Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math. You may see these materials referred to as “Braille with raised line drawings,” indicating that raised line drawing of graphs and figures are provided when graphs and figures are included in the test.
- To supplement each braille test 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 (or raised line drawings) supplement may refer to the guide during the test. The *Braille Reference Information* contains math reference material required for the braille test.

## Raised Line Drawings

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

## Braille Writers

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

## Pre-recorded Audio and ATC Formats

The school must provide suitable computers for pre-recorded audio and ATC formats. Schools can also provide earphones (which are required for the pre-recorded audio format and for use with any text-to-speech software used with the ATC format). Whenever possible, students should use earphones when testing with an audio format or text-to-speech software.

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

- Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. Setup information is included in this manual and on the MP3 streaming access instructions page accessed by the SSD coordinator in SSD Online.
- Setup requires 2 steps: installing and testing the application prior to test day, and downloading the actual test content during each day of testing.
- If your school’s computers require login credentials, the person who installed the program before test day must also be present on each day of testing to sign in to each computer and start the application.
- To launch the test form, students will need their College Board SSD number. Your SSD coordinator can locate this number through the SSD Online dashboard; it’s also listed on the NAR.
- All students using pre-recorded audio format will test with double time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.
- If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day, as instructed in this manual. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix of the *SAT School Day Accommodated Testing Manual*.

The ATC format is composed of 5 Microsoft Word files created to work with students' assistive technology, such as screen magnification or screen readers. You may need to install Word on any computers being used. The ATC format has been tested with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have a student using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Kurzweil doesn't offer enough functionality to be used for the SAT. If your student has a device that isn't listed, use the practice test to verify it is supported. Practice materials can be found at [collegereadiness.collegeboard.org/sat/practice/full-length-practice-test-assistive-technology](https://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.
- The proctor should allow these students to keep the ATC packaging at their desks and be ready to help students locate the password on the inside flap of the envelope and give them time to open the file before starting the timed section. Once a student has successfully entered the password for a test section, they should be instructed to place the ATC packaging under their desk.

ATC standalone scripts for specific timings are available for download from SSD Online. For more information, see Download Scripts for ATC Users on page 28.

## Troubleshooting for Pre-recorded Audio Streaming

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

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

## Page Settings for Printing Essays

For students approved to type their essays, use the page settings below to help you print the essays properly for accurate scoring.

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**IMPORTANT:** *The pre-recorded audio streaming application allows students to type their essay directly into the application. All page and font settings are automatically preselected by the application, and no additional setup is required. (Students may not type their essays unless they have been approved to do so by College Board.)*

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- 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)

## State-Allowed Accommodations

When administering SAAs, students must be tested with lime green materials in separate rooms. However, you will follow the regular testing procedures as defined for purple or blue test books. Refer to the NAR for script information.



## Materials Provided for Accommodated Testing

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

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

ACCOMMODATED MATERIALS	
Accommodation	Materials Provided for Each Approved Student
<ul style="list-style-type: none"> <li>Time and one-half               <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 4-function calculator on Math Test – No Calculator</li> <li>Permission for food/drink/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>Printed copy of verbal instructions (available for download from SSD Online only)</li> <li>Use of a handheld magnification device (non-electronic)</li> </ul>	<ul style="list-style-type: none"> <li>Purple (or lime green) regular-print multiple-choice test book</li> <li>Regular-print 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>Time and one-half for reading (includes EL support)</li> <li>Double time</li> <li>Braille writer</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> <li>Use of an electronic magnification device</li> </ul>	<ul style="list-style-type: none"> <li>Blue (or lime green) regular-print multiple-choice test book</li> <li>Regular-print 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-print multiple-choice test book</li> <li>Regular-print 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</li> <li>Large-print answer sheet instructions</li> <li>ATC standalone script (available for download from SSD Online only)</li> </ul>

Accommodation	Materials Provided for Each Approved Student
<p>Braille with raised line drawings</p> <p>Students might be separately approved to use a raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a human reader. This is not the same as testing with a braille test.</p>	<p>Braille kit:</p> <ul style="list-style-type: none"> <li>▪ Braille Book 1—Reading Test, Writing and Language Test</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-print multiple-choice test book</li> <li>▪ Regular-print Essay book with blue (or lime green) accents</li> </ul>
Raised line drawings	<i>Braille Figure Supplement</i> book
Large-print answer sheet	<ul style="list-style-type: none"> <li>▪ Large-print answer sheet</li> <li>▪ Purple (or lime green) regular-print multiple-choice test book unless approved for another format</li> <li>▪ Regular-print Essay book with purple (or lime green) accents</li> </ul>
Large print—14 point (primary test day, not accommodated window testing)	<ul style="list-style-type: none"> <li>▪ Purple (or lime green) large-print—14-point multiple-choice test book</li> <li>▪ Large-print—14-point Essay book with purple (or lime green) accents</li> <li>▪ Standard answer sheet</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet instructions</li> </ul>
<ul style="list-style-type: none"> <li>▪ Large print—14 point (for accommodated testing window)*</li> <li>▪ Large print—20 point</li> <li>▪ Large print—24 point</li> <li>▪ Large print—other format</li> </ul>	<ul style="list-style-type: none"> <li>▪ Blue (or lime green) large-print—14-point/20-point/24-point/other font size multiple-choice test book</li> <li>▪ Large-print—14-point/20-point/24-point/other font size Essay book with blue accents (or lime green)</li> <li>▪ Standard answer sheet (14-point only)</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> <li>▪ Standard answer sheet instructions (14-point only)</li> <li>▪ Large-print answer sheet instructions</li> </ul>
Pre-recorded audio (MP3 via streaming) format	<ul style="list-style-type: none"> <li>▪ Streaming application with multiple-choice and Essay MP3 files provided for use on a computer**</li> <li>▪ Blue (or lime green) regular-print multiple-choice test book</li> <li>▪ Regular-print 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>
Human reader	<ul style="list-style-type: none"> <li>▪ Reader script</li> <li>▪ Blue (or lime green) regular-print multiple-choice test book</li> <li>▪ Regular-print Essay book 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.

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

# Prepare Your Students

## TASKS

### Inform Students About SAT School Day

Several weeks before test day, meet with students, including those with accommodations, to review important information for test day. Let them know their schedule and that lunch won't be served until after testing ends for the day (unless your school is providing a lunch break before the Essay for 1-day testers).

Distribute the *SAT School Day Student Guide*, delivered in your preadministration shipments, to your students as soon as possible. The *SAT School Day Student Guide* is a national publication and is not specific to Michigan. For the MME, the SAT with Essay is required.

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

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

### Inform Families About SAT School Day

We suggest you inform students' families of what students can expect on test day and what the SAT means to students' college and career planning. Be sure they understand that the Essay is required by Michigan. Let them know about free practice from Khan Academy. Also make them aware of the 4 free score reports and additional privacy policies described in the *SAT School Day Student Guide* so they can discuss them with their child before the preadministration session. In addition, please share that students may now opt in and participate in Student Search Service online at [studentsearch.collegeboard.org](https://studentsearch.collegeboard.org) using their personal College Board account. Once students have opted in, colleges and scholarship programs can send them information by mail and email. If you encourage students to complete the optional questionnaire at home, you must notify parents and guardians.

## KEY INFORMATION

### When and Where to Report

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

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

### What to Bring on Test Day

On test day, students should bring the following:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Acceptable photo ID if a student is unfamiliar to testing staff or is a homeschooled student.
- Signed and notarized SAT School Day Student ID Form with an acceptable photo if a student doesn't have an acceptable photo ID.
- Earphones, if the student is approved for use of an ATC or pre-recorded audio format.

We also recommend that students bring:

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

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

### What Not to Bring on Test Day

Students may not have any of the items listed under Prohibited Devices and Aids on page 21, except in the case of approved accommodations.

### Marking the Answer Sheet

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

- No. 2 pencils with soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead don't scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-print answer sheet must mark Xs darkly in the squares. If students need to erase a response, they must do so as completely as possible.

- Students may not use a pen to mark or write on their answer sheet. Information written or gridded in ink will scan as blank.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless College Board has approved this accommodation).

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

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## Important Reminders for ATC and Pre-recorded Audio Users

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

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

## Protecting Student Privacy

We are committed to protecting student data:

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

When students take a College Board assessment such as the SAT, they have the option to participate in Student Search Service. If they decide to opt in, College Board will share information from [collegeboard.org](https://collegeboard.org) and from the optional assessment questionnaires (such as college major), as well as score ranges for College Board

assessments with eligible colleges, scholarship, and other nonprofit education programs. These education organizations may contact students who may be a good fit for their programs by mail or email. The service is free to students; education organizations contacting students pay College Board for the service. To learn more, visit [studentsearchservice.org](https://studentsearchservice.org).

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

For more information about privacy practices, please visit:

- [collegeboard.org/privacy-policy](https://collegeboard.org/privacy-policy)
- [khanacademy.org/about/privacy-policy](https://khanacademy.org/about/privacy-policy)

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## Prepare Your Materials

### TASKS

#### Identify Authorized Staff

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

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

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#### Check the Preadministration Materials Shipment

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


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


## Check the Test Materials Shipment

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than 3 authorized individuals.

You should receive testing materials approximately 3 weeks before test day. Standard and accommodated materials will be shipped separately to the test coordinator. Tracking information will be available in the OEAA Secure Site, and you'll receive an email with tracking information for each shipment.

Each shipment may include more than 1 box.

 *Check the contents of the test materials shipments within 24 hours of delivery to allow enough time to get missing or extra materials to you, if needed. Use the packing list(s) to make sure all items are accounted for. Do not remove any testing materials from the test site without the consent of the Office of Testing Integrity (OTI).*

 *If you do not receive testing materials by the expected date, call Michigan School Day Support immediately.*


See SAT School Day Materials Table in the introductory section for further information about each shipment. Remember that all multiple-choice test books will show the title "The SAT Test Book."

Your shipments may include:

- ☐ Shipment-level shipping notice. 1 box will contain a summary list of all materials in the shipment.
- ☐ Standard SAT test books and Essay books.
- ☐ Accommodated materials, for individual students approved to use them.
- ☐ Lime green materials for individual students testing with SAAs, if necessary.
- ☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets (including materials for returning both standard and accommodated testing).
- ☐ A packet of loose preprinted UPS label(s) and loose red labels for returning all test books.
- ☐ School Day Testing Materials Kit:
  - ◆ Extra copy of the *SAT School Coordinator Manual*.
  - ◆ Extra copy of the *SAT School Day Standard Testing Manual*.
  - ◆ Forms and posters.
  - ◆ Envelopes for returning other critical materials.
  - ◆ Tape to seal the boxes when you return materials.
- ☐ School Day Testing Materials Kit for Accommodated Testing:
  - ◆ Extra copy of the *SAT School Day Accommodated Testing Manual*.
  - ◆ Forms and envelopes for returning critical materials.
  - ◆ Tape to seal the boxes when you return materials.


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

- SAT multiple-choice test books with purple-accented covers, in bundles.
- Essay books with a purple bar and Essay icon, in bundles.
- SAT alternate test formats with blue or lime green covers and Essay books with a blue or lime green bar and Essay icon. Includes formats such as braille, pre-recorded audio (MP3), ATC format, reader scripts, etc., and large-print answer sheets (if necessary).

 *For flash drive formats (such as ATC format), you'll receive just 1 flash drive for each student that contains questions for all 5 sections of the test, including the Essay prompt.*

For security reasons, do not unseal or open the test book wrapping until test day. Check them as follows:


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

 *Call OTI immediately if materials, including Essay books, are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice. Also note any such irregularities on the IR.*

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

**IMPORTANT:** *Upon receipt of your testing materials, if you need additional standard test books, standard answer sheets, or coordinator's manuals, these can be ordered in the OEAA Secure Site during the additional materials ordering window, as specified in the Important Dates listed on [michigan.gov/mme](https://michigan.gov/mme).*

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

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



## Secure Materials for Off-Site Testing

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

- Record the off-site testing location name.
- Record beginning and ending serial numbers of the multiple-choice test books for each location and keep on file for 3 years (you won't need to open the shrinkwrap to do this).

## Create a Testing Room Cover Sheet

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

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

## Assemble Testing Room Packets

As close to test day as possible, you'll need to create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend placing the packets into bins. Sort materials to create a packet for each testing room. Include the correct materials for each room—standard or accommodated, and by parental consent category (yes or no).

Use the following items to create your testing room packets:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- A copy of the room roster you created or NAR showing students assigned to the testing room and whether students have consent or not.
- Answer sheets (for the students assigned to each testing room):
  - ◆ Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Prelabeled answer sheets and/or large-print answer sheets for students who have not participated in preadministration session.

- ◆ Blank answer sheets or large-print answer sheets, if necessary (be sure to print pre-ID labels in the OEAA Secure Site and adhere them to the answer sheets before you return them).

- *Student Answer Sheet Instructions* booklets. These will be used by students who didn't participate in a preadministration session or who want to change their score report selections on test day. (A large-print version of the instructions booklet is available for approved users.)
- Irregularity Report (IR) forms.
- SAT Request to Cancel Test Scores forms (at least 1 per testing room; make copies if you need more).
- Testing in Progress flyer. Make copies if you need more.
- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*, if not already distributed prior to test day.
- If applicable, printed copy of spoken test directions for any students approved for this accommodation. (The SSD coordinator can download the appropriate file for each student from SSD Online.)
- If applicable, EL supports (translated directions and/or word-to-word dictionaries) for students who need them.
- Clear plastic bags for storage of any epinephrine injectors (e.g., EpiPens) as well as electronic devices (if students need them to store devices to the side of the room). If the school allows collection of devices, also include any other materials needed, such as sticky notes or envelopes.
- For accommodated rooms testing with the pre-recorded audio format, individual index cards or sticky notes with each student's SSD number (required to access the test).
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script (for details, see Download Scripts for ATC Users on page 28).



*Test books must be kept securely stored until test day. Don't add them to the kits until the morning of the test (unless required for off-site testing locations). See Equip Testing Rooms on page 43 for associated tasks.*

## Assemble Packets for Off-Site Testing

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

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

If you plan to deliver all test materials to the off-site testing locations before test day, follow the instructions under Provide Materials to Off-Site Testing Locations on page 43 to add the serialized test books and additional test day materials to the packets before delivering to the off-site testing locations.

## Prepare Your Preadministration Session

### Plan the Session

The preadministration session is designed to save time on test day. There are 3 parts to the preadministration session: completing student information, taking advantage of the free score reports by providing up to 4 colleges or scholarship programs, and choosing to participate in Student Search Service and the questionnaire, which is voluntary and optional. If your school does not already collect parental consent, MDE has provided a parental consent form (“SAT Suite of Assessments Participation in College Planning Options Consent Form”) that may be printed and sent home to parents. The form can be accessed on the MME webpage ([michigan.gov/mme](http://michigan.gov/mme)). Note that if parents provided consent for fall testing, additional consent isn’t required for spring testing.

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

### TASKS

- Use your Master Student List of who will be testing (both standard and accommodated).
- Work with your SSD coordinator to identify which students on the NAR should receive a large-print answer sheet instead of a standard one. If you’re waiting for approval to use large-print answer sheets for any students, don’t have those students participate in the session. Have them fill in their information on test day instead, or in a later preadministration session if you have enough students to warrant one.
- Read Prepare Your Answer Sheets later in this section. Then apply pre-ID labels to the correct answer sheet type (standard or large print), taking care to check for inaccuracies.
- Share the *Student Guide* and MDE Consent Form along with information about the preadministration session in advance to all students so they can discuss with their families. **Please note that students must fill out answer sheets under supervision in school.**
- Inform students of the planned sessions. Tell students they’ll need No. 2 pencils with soft erasers for the preadministration session. Explain that the preadministration session allows students to take advantage of the benefits of the SAT including opting in to Student Search Service and identifying colleges to receive their score reports. Alert them in advance to come prepared with:
  - ◆ A list of up to 4 colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day free of charge. (Students may also make score report requests after test day for a small fee.)
- Determine how you will conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Determine staffing needs prior to preadministration. Depending on how you plan to conduct the preadministration session and the number of students you’re testing, the preadministration session may be conducted by you, or you may need one or more staff to conduct multiple sessions.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
  - ◆ Review the materials students will use during the session: answer sheets with pre-ID labels and *Student Answer Sheet Instructions*.
  - ◆ Instruct staff to display the 6-digit school (AI) code in a prominent place in the preadministration room for students to see.
  - ◆ Instruct staff to sort the answer sheets alphabetically before returning them to you. You’ll need to organize the answer sheets for test day by placing them in the correct testing room packets.

### Collect Consent Before the Session

Schools should collect consent from parents for students who wish to participate in Student Search Service and complete the optional questionnaire.

- Consent is only required to opt in to Student Search Service and the questionnaire. Students can still take the SAT and identify their 4 free score reports without completing the questionnaire.
- Follow your district or school policy for collecting consent. Schools and districts may opt to use the consent forms provided by MDE or may choose to use their own. Consent should be collected prior to the preadministration session.

- If a student's parents have not approved them to participate in Student Search Service and the optional questionnaire, follow the preadministration script for students without consent.
- Consent forms should remain at the school for 3 years and do not need to be returned to College Board.

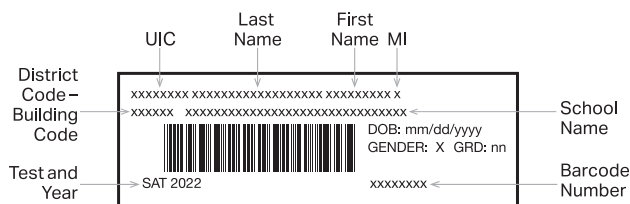
## Prepare Your Answer Sheets

### TASKS

#### Check the Pre-ID Labels

You'll receive 1 pre-ID label for each student preidentified in the OEAA Secure Site before the deadline.

The labels are sorted alphabetically by grade and look like this:



The data provided on the labels will include:

- First name, last name, and middle initial
- UIC
- School name
- Date of birth
- Gender
- Grade
- Assessment and year

All of the data fields provided for a student appear on the label. Some data fields are shortened on the label, although the complete data are captured in the barcode. For example, very long student names may be cut off due to space constraints.

#### Verify and Apply Labels

- As soon as possible after you get the labels, check them to see if they're correct:
  - ◆ Do the students named attend your school?
  - ◆ Is the grade level correct?
  - ◆ Do you have labels for all of your students, including any homeschooled students you will be testing?
- If the grade level listed on a student's label is incorrect, notify the appropriate person to update their profile in the OEAA Secure Site.
- If you're missing labels for any students you expect to test, print a pre-ID label from the OEAA Secure Site using the extra blank labels provided in your preadministration shipment.

- If you receive labels for students no longer enrolled in your school, please shred or destroy these labels in a secure manner.
- If you have requested but not yet received College Board approval for any students to use a large-print answer sheet, don't apply labels to their answer sheets until the SSD coordinator is notified of their accommodations approval.
- Once the labels have been verified, apply the labels in the shaded box on page 1 of the answer sheets (or the back page for large-print answer sheets). Place each label as accurately as possible within the box. See Plan the Session for how best to organize the labeled answer sheets for a smooth preadministration session.
- All answer sheets **must** have a pre-ID label for scoring.

## Conduct the Preadministration Session

There are 3 parts to the preadministration session: completing student information, taking advantage of the free score sends by providing up to 4 colleges or scholarship programs, and participating in Student Search Service and the optional questionnaire. All students will participate in the first 2 activities. **Only students with parental consent should participate in the optional questionnaire portion of the session.**

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

### TASKS

- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- Staff will give each student their prelabeled answer sheet and a copy of the *Student Answer Sheet Instructions*.
  - ◆ Some students on the NAR may be using large-print answer sheets.
  - ◆ Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

- ◆ If a student doesn't have a label, locally print one from the OEAA Secure Site.
- Those conducting the session will need to use the scripts in the *SAT School Day Standard Testing Manual* under the heading Conduct the Preadministration Session. Be sure to distribute copies of the manual to staff who need them. Note that the *SAT School Day Accommodated Testing Manual* also contains the preadministration instructions and can be used for this purpose as well as the standard manual.
- In the *SAT School Day Standard Testing Manual*, staff will read aloud the scripts in shaded areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the proctors that shouldn't be read aloud appear outside the shaded areas.
  - ◆ Ensure pre-ID labels are printed from the OEAA Secure Site prior to test day and affixed to student answer sheets.
  - ◆ For students with a pre-ID label, we recommend bubbling in all required fields; at a minimum, students must bubble in their name, date of birth, and state student ID number (UIC) on their answer sheet for data verification purposes.
- ◆ Students without a pre-ID label and homeschooled students must fill in the appropriate bubbles (or squares on a large-print answer sheet) for their names and other required personal information. The required fields include:
  - Name
  - School Code (AI)
  - School
  - Student ID Number (UIC)
  - Grade Level
  - Date of Birth
  - Gender
  - Test Type
- ◆ Students will need to reference the *Student Answer Sheet Instructions* for some questions on their answer sheet. Large-print versions are available.
- ◆ Students have the opportunity to add or change their 4 free score sends on test day.
- ◆ Students will skip fields A–D on the answer sheet because these sections are completed on test day.
- After the session is complete, collect all answer sheets and *Student Answer Sheet Instructions* from staff. We recommend you sort answer sheets by testing room, as described in Assemble Testing Room Packets. Answer sheets must be securely stored until test day. Keep the *Student Answer Sheet Instructions* to add to the testing room packets for test day distribution in the event that students need to add or change their 4 free score sends.

# During the Test

## Follow Your Test Day Schedule

### TASKS

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

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

### KEY INFORMATION

#### Timing of the Test and Breaks

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

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

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

### Scheduled Breaks

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

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

- a 10-minute break after Section 1
- a 5-minute break after Section 3
- 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. Students approved for extended time on some or all of the assessment receive extra breaks. Specific timing instructions may be noted on the NAR.

The Overview of Timing and Breaks on page 67 in the Appendix provides a visual guide to these requirements.

### Unscheduled Breaks

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

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



## Equip Testing Rooms

### TASKS

#### Provide Materials to Proctors

The morning of test day:

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



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

- Complete your testing room packets:
  - Break the shrinkwrap and add the multiple-choice test books (standard or accommodated) in serial-number order, along with Essay books (standard or accommodated), to each testing room packet.
  - Fill out the Testing Room Materials Report forms.
- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.
- In addition to the testing room packets you provide to proctors, other items needed in the testing room are:
  - A pencil sharpener
  - A supply of No. 2 pencils
  - Extra calculators (if your school is providing them)
  - Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes)

#### Provide Materials to Off-Site Testing Locations

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

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

#### Post Signs

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

#### Information for Posting in Testing Rooms

Be sure to supply the 6-digit school (AI) code and the 3-digit testing room code (if any) to your proctors as part of the materials you give them on test day.

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

- Test date
- School name, city, state
- 6-digit school (AI) code

**IMPORTANT:** *Homeschooled students should record "970000" as the school code.*

- 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."

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

## Admit Students to the Testing Area

### TASKS

#### Manage Central Check-In

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

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

## Manage Classroom Check-In

If you're having students check in at their testing room, plan to have proctors use the room rosters and/or the NAR in accommodated testing rooms to check in students as they arrive. You'll use this information to request materials for a possible makeup administration.

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

Staff should:

- Check ID for students they don't recognize. If a student can't present acceptable ID, send them to the coordinator.
- Write a "P" (present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (absent) next to the name of any student who is absent.
- Add student information for any student not on the original room roster or NAR when a note is provided by the test coordinator.

## Manage Late Arrivals

See Admitting Latecomers on page 45 for more information.

- Follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.
  - ◆ Note the change on your Master Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
  - ◆ Deliver test materials for the student to the late-arrivals room, and remember to update the Testing Room Materials Report form.
- Students who arrive after the timed test has begun in the late-arrivals room cannot test. They should be marked as absentees on your Master Student List for follow-up actions (e.g., add them to the list of students requiring a makeup).

## Manage Requests to Change to Accommodated Testing on Test Day

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

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

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

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

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

## Manage Requests to Waive Accommodations on Test Day

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

- Ensure the student has a signed letter indicating this request to waive approved accommodations (must be signed by the student or by a parent/guardian if the student is younger than 18). Keep the letter in the student's file for future reference. (Don't send it back to College Board.)
- Note the change on your Master Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.

- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's name and UIC to the room roster.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

## KEY INFORMATION

### Admitting Extra Students

Some students who recently enrolled in your school may not have a pre-ID label or appear on your Master Student List. You can accommodate these students as long as you have enough materials, staff, and seats. If unable to test them, include these students in your list of absentees. Be sure to locally print and affix a pre-ID label for each student prior to returning answer sheets.

Photo ID is not required for students who are familiar to you. If you're asked to test homeschooled students, you'll need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 66.

### Admitting Latecomers

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

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

A few things to note about admitting latecomers:

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



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

## Your Role During Testing

### Maintain School Security

#### TASKS

#### Test Observers and Visitors

Staff from the Michigan Department of Education, College Board, Educational Testing Service (ETS), or administrators from your district may visit your school the day of the test or in the weeks preceding it. Verify that visitors have government issued identification and a letter of authorization from 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 and away from secure testing materials until testing is complete. Limit access to the testing rooms and adjoining hallways.

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

#### Handle Escalations

As a test coordinator, you'll be called on to address many kinds of situations, most of which can be resolved on the spot. Always refer to the Irregularity Chart in the Appendix for more instructions on what to do if you encounter:

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

## Handle Dismissals

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



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

Refer to the Irregularity Chart on page 69 for further instructions on handling specific dismissals.

## Handle Student Complaints

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

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

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

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

## Report Test Administration Irregularities

### TASKS

#### Complete the Irregularity Report (IR)

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

**IMPORTANT:** Always include the names of students and the answer sheet litho codes (8-digit serial number from bottom right corner of answer sheet) involved in an irregularity. (See the Sample Irregularity Report (IR) on page 79.)

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

### KEY INFORMATION

#### Using the Irregularity Chart

The Irregularity Chart on page 69 in the Appendix lists the most common irregularities along with the procedures and actions you should use in response to them. Where the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

**IMPORTANT:** Contact Michigan School Day Support immediately for timing irregularities or other issues, as indicated in the Irregularity Chart.



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 1 form for each issue, even if it affects more than 1 student (such as mistiming).

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

## Proctor Role During Testing

### Administer the Test

#### TASKS

##### Prepare the Testing Room

Make sure proctors:

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

### Count and Distribute Materials

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

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

Proctors and SSD coordinators must count the Essay books:

- After receiving them from you
- Before dismissing students from the testing room

### Admit Students to the Testing Room

If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room, following the instructions in their manuals (see Manage Classroom Check-In on page 44). The proctor admits students 1 at a time, taking care to assign them seats at random or by prearrangement. The proctor verifies students have powered off their mobile phones as they are admitted to the room.

### Monitor and Time the Test

- The proctor times the test following the instructions in their manuals (see Timing of the Test and Breaks on page 42).
- Once testing has begun, the proctor completes the seating chart on the back of the Testing Room Materials Report form.
- The proctor walks around the room at regular intervals to check that students are working on the correct section in the test book and on the answer sheet.

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

## Maintain Security in the Testing Room

### KEY INFORMATION


#### Preventing Copying and Communication

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

- Ensure proper spacing between students and watch for roaming eyes to prevent copying and communication during testing.
- Watch for possession of mobile phones or other prohibited items.
- Be on the lookout for "cheat sheets" written on paper, calculators, or skin/clothing and shoes/footwear.



- Carefully observe students using calculators. A mobile phone can be disguised as a calculator.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

## Monitor Breaks

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

## Report Irregularities

If proctors encounter security breaches or other situations that affect the test, they need to follow the reporting procedures provided in their manuals. These procedures are similar to those followed by the test coordinator, as explained in Report Test Administration Irregularities on page 46.

# SSD Coordinator Role During Testing

## Administer Accommodations

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

## TASKS

### Prepare Computers for Accommodated Testing


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

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

- **For the pre-recorded audio (MP3 via streaming) format:** Ensure each student's computer is powered on and connected to the internet.
  - ◆ Confirm the volume on each computer is unmuted.
  - ◆ Launch the application on each computer and follow any other instructions for preparing computers before admitting students to the testing room.

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

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

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

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

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

## KEY INFORMATION

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

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

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

# After the Test

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

**Always keep materials in secure storage until pickup.**

## Collect Testing Materials

You'll need to collect all the materials you provided to proctors in the testing room materials packets. Use your Testing Room Materials Report forms to ensure all serialized multiple-choice test books and Essay books have been returned.

The off-site test coordinator must follow these same procedures with materials distributed to off-site testing locations.

### TASKS

#### Collect Materials from Proctors

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

Also perform these tasks:

- ☐ Using the Testing Room Materials Report forms, verify the materials returned by each proctor match the materials you initially issued to them.
- ☐ Ensure the proctor or support staff have transcribed answers to a scannable answer sheet when necessary: for answers recorded in the test book, use of a braille device, or use of a computer to record answers.
- ☐ **Count materials by hand.** Record your counts for use on the CRF. As you count, do a spot check to ensure that pre-ID labels are included and all required information is filled out on the front (Name, Date of Birth, Student ID Number, and Test Type) and back (fields A–C) of the answer sheets.
- ☐ Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.



*If a test book or Essay book is discovered missing after students have been dismissed, contact Michigan School Day Support immediately. Report the incident on an IR. Speak with Michigan School Day Support before returning any test materials.*

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

### KEY INFORMATION

#### What Is a Used Answer Sheet?

An answer sheet is considered used if:

- It has 1 or more answers to test questions gridded in for the test.
- It has anything written on the lined pages of the SAT Essay.
- It has a label or gridded student information.

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

## Sort Materials

### TASKS

#### Sort Answer Sheets, Test Books, and Forms

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

##### Answer Sheets

Verify all answer sheets have a pre-ID label. If not, print a label and affix it to the answer sheet before returning.

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

To be placed in storage:

1. Completely blank, unused answer sheets. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. Destroy any blank, unused answer sheets once makeup testing is complete.
2. Answer sheets that have student information (i.e., a pre-ID label and/or student's gridded information) but no answers marked for the test questions. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. If not used for testing, return them with other used answer sheets after all accommodated and makeup testing is completed.
3. Used answer sheets for accommodated testing with students listed on the NAR who need to complete Day 2 of testing. Include in this group the answer sheets for EL students testing with time and one-half. Place these answer sheets in secure storage for the next day of testing in the accommodated window.

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

1. Used answer sheets for standard testing with no accommodations.
2. Used answer sheets for students listed on the NAR who completed testing on the primary test date. Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.

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

##### Test Books

- Separate multiple-choice test books from Essay books.
- Separate standard test books from alternate test formats.
  - ◆ Keep any blue or lime green accommodated materials for use in the window separate, and securely store them for later testing.
- Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets. Ensure the test book says "Answers in Test Book" on the cover.
- Set aside all other unused test books for return (new materials will need to be requested for makeup testing).

**IMPORTANT:** *Scores will be invalidated for students who test on the makeup date with a purple test book from the primary April 13 test date.*

##### Forms and Other Materials

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

**Make copies of any forms if necessary.** Refer to Store Materials for Your Records on page 56 for guidance.

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

## Prepare Documentation

### TASKS

#### Complete the CRF

Fill out a CRF for the shipment of testing materials you're returning. See How to Fill Out the Coordinator Report Form (CRF) on page 64 for step-by-step instructions.

- ❑ **Testing on the primary test date:** Fill out and return a CRF with answer sheets for all students who completed testing on the primary test date, including those with accommodations or EL supports. Select the primary date in field 3 as your administration date and leave field 4 blank.
- ❑ **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for these students. Select the primary date as your administration date in field 3 and select the last day you tested students in field 4.
- ❑ **Makeup testing:** At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on the makeup date. Select the makeup date as the administration date in field 3. (Do **not** return answer sheets for students who tested on the primary test date or during the accommodated window in this shipment.)

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

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#### Complete the CRF for Off-Site Testing Locations

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

#### Ensure Completeness of Room Rosters

Once you've collected all materials from proctors, carefully check each room roster and NAR against your final Master Student List, noting the room assignment and testing room code of each student. Having an accurate, final list of test takers provides important information to College Board, particularly when

discrepancies arise. For this reason, we strongly suggest you make a copy of either the room rosters or the Master Student List for your files before you return the original(s) with the CRF and used answer sheets.

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

### KEY INFORMATION

#### Common Errors That May Delay Score Reporting

Use care to avoid these common issues:

- The number of used answer sheets received does not match the number of used answer sheets reported on the CRF.
- The school (AI) code on the CRF is incorrect.
- The test coordinator didn't complete the CRF in pencil.
- Used answer sheets are returned with the test book shipment.
- Used answer sheets for students with accommodations or supports who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets aren't returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return later in this section.
- Typed essays aren't clipped to the students' answer sheets and returned in the white Accommodated Testing Envelope.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- The school doesn't participate in the Answer Sheet Verification Window in the OEAA Secure Site in May.
- Materials aren't returned in a timely fashion (see Return Timetable on page 55 and Schedule Pickups and Ship Materials on page 55).
- The school didn't use the provided label(s) and/or didn't record tracking number(s).

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

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## Pack Materials for Return

### TASKS

#### Pack Used Answer Sheets, Forms, and Envelopes for Return

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

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

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

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

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

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

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

Place the following items in the white Accommodated Testing Envelope:

- Annotated NAR (required for scoring).
- Used answer sheets (standard or large print) for students listed on the NAR.
- Any test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets.
- Any computer pages or braille pages, all clipped to the corresponding answer sheets.
- Any scratch paper, with student’s name clearly written on each page.
- Typed essays, clipped to the corresponding answer sheets. Ensure the back of each essay page includes identifying information so the essay can be matched with the student’s answer sheet: student name, 6-digit school (AI) code, and answer sheet litho code number. Attach the typed essay page(s) by paper clip to the student’s answer sheet.
- Any answer sheets for students listed on the NAR that are associated with an irregularity (such as misplaced marks or defective answer sheets). The associated IR should be returned in the Gray-Bordered Envelope.

Place the following items in the Gray-Bordered Envelope:

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

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

Make sure to record the tracking number for all of your shipments and keep them on file for 3 years.



## Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

**6 Coordinator Report Form (CRF)**

**5 Annotated Master Student List (or Room Rosters)**

Include a copy of your Master Student List or a copy of each room roster with any notations

**4 Gray-Bordered Envelope**

**3 White Accommodated Testing Envelope**

**2 Ancillary items (if any)**

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

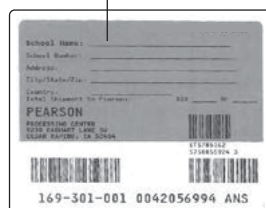
Refer to the instructions in this section of the manual for how to pack the Gray-Bordered and white Accommodated Testing Envelopes and for a list of materials to include as ancillary items.

**Prelabeled Shipping Box (or UPS Express Pak)**

Copy the tracking number for your records and to schedule your UPS pickup.



UPS Return Label



Colored Label

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

**Don't forget to:**

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

## Returning Test Books and Essay Books

### 1 Pack

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

#### Primary

1. Used and unused **purple** Essay books (place loosely on top in the first carton)
2. Used and unused **purple** test books

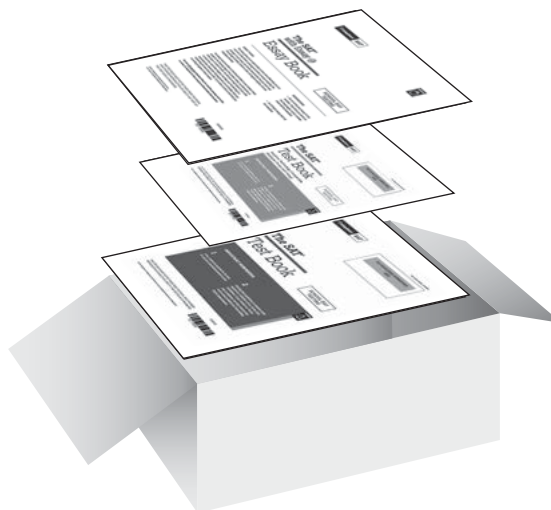
#### Accommodated window

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

1. Used and unused **blue or lime green** Essay books (place loosely on top in the first carton)
2. Used and unused alternate test formats, if any (place flash drives in original packaging)
3. Used and unused **blue or lime green** test books

#### Makeup

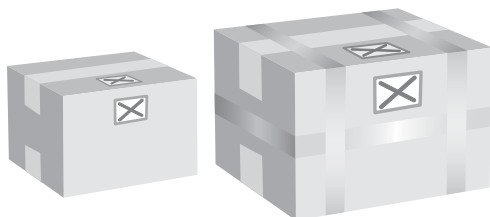
1. Used and unused Essay books (place loosely on top in the first carton)
2. Used and unused alternate test formats, if any (place flash drives in original packaging)
3. Used and unused test books



### 2 Seal

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

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



### 3 Label

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

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



### 4 Ship

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

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

#### Important Notes

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

## Pack Test Books for Return

You'll receive a packet of loose test book return labels and red labels in your test materials shipment. Reuse the boxes that your original test materials arrived in and apply 1 of each label (the UPS label and the red label) to each box you are returning. Cover or remove any existing labels on the exterior of the shipping cartons. Before packing, check to confirm there are no used answer sheets inserted in test books.

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

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

- Used and unused test books. Confirm no answer sheets have been left inside test books.
- Used and unused alternate test formats, such as flash drives, braille with raised line drawings, reader scripts, etc. Place flash drives in their original packaging before packing them in the return box.
- Essay books. Place Essay books on top in the first box (e.g., "Box 1 of 2").

## Return Materials

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

When returning materials:

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

## TASKS

### Schedule Pickups and Ship Materials

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

Arrange for packages to be picked up no later than the next school day after the test administration. Keep materials secure until pickup.

- If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.

- If UPS doesn't make a daily stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (800-742-5877).

- ♦ **Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.**

- ♦ You can also take packages to any UPS counter, but **don't** place materials in a UPS drop box.

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

- Write down your UPS package tracking number(s) for your records.
- If UPS isn't available in your area, contact Michigan School Day Support for further guidance.
- Follow the same procedure for each off-site testing location.

## KEY INFORMATION

### Return Timetable

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

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

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

Make sure to record the tracking numbers for all of your shipments and keep them on file for 3 years.

**IMPORTANT:** Answer sheets returned later than April 29 may not be scored or included in accountability calculations.

### Makeup Ordering

You'll receive an email the day before test day with instructions on how to order materials for students who were absent on test day or experienced an irregularity. Place the makeup order as soon as possible and **no later than 2 days** after the primary test date. No materials will be shipped to support the makeup administration if you do not complete the survey.

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

## Store Materials for Your Records

Refer to What to Do with Materials and store any necessary materials for your records for 3 years.

### KEY INFORMATION

#### What to Do with Materials



In this table, “securely destroy” means to shred or otherwise render unreadable.

#### HOW TO HANDLE TEST MATERIALS AFTER TESTING IS COMPLETE

Test Materials	Return	Keep Copies for Your Records	Destroy
CRF	Yes—in each answer sheet return shipment	Yes	No
Used answer sheets containing student responses to test questions	Yes—in answer sheet return shipment	No	No
Used answer sheets containing student responses to test questions (regular and large print) for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Answer sheets with demographic information and/or label but no test question responses (absentees)	Yes—securely store until all testing is complete and then return with last answer sheet shipment	No	No
Completely blank unused answer sheets	No	No	Yes—after all testing is complete
Unused pre-ID labels (if applicable)	No—store securely if needed for accommodated or makeup testing	No	Yes—securely destroy after all testing is complete
<i>Student Answer Sheet Instructions</i>	No	No	Yes—after all testing is complete
Standard and accommodated test books (used and unused) from primary test date	Yes—in test book return shipment(s)	No	No
Accommodated test books and alternate test formats (used and unused) from window testing	Yes—in test book return shipment(s) once window testing is complete	No	No
Test books for students approved to write answers in their books	Yes—clipped (not stapled) to corresponding transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books for standard testing and for students listed on the NAR	Yes—clipped to IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Typed essays	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
Computer pages or braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Student scratch paper used in accommodated testing	Yes—with student's name written on each page, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Annotated Master Student List	Yes—in answer sheet return shipment	Yes	No
Room rosters	Yes—in answer sheet return shipment if all information was not transferred to your Master Student List	Yes	No
Annotated NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
Testing Room Materials Report forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
SAT Testing Staff Agreement form	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
Completed Request to Cancel Test Scores forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	No	No
Signed parent or guardian letter allowing student to waive accommodations	No	Yes—keep in student's file	No
Signed consent form allowing student to opt in to Student Search Service and the optional questionnaire	No	Yes—keep in student's file	No
List of testing rooms, with testing room codes (if used), and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Printed copies of spoken test directions for approved students	No	No	Yes
Translated directions for EL students	No	No	Yes
Word-to-word dictionaries for EL students	No	No	Keep for future use or return to students
Manuals	No—store securely if needed for makeup testing	No	Yes—after all testing is complete
ATC standalone scripts	No	No	Yes
Leftover unused reports, forms, envelopes, flyers, or posters	No—store securely if needed for accommodated or makeup testing	No	Yes—after all testing is complete
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for accommodated or makeup testing	No	Yes—after all testing is complete
Leftover copies of <i>SAT School Day Student Guide</i>	No	No	Keep for future use



# Appendix

## Sample Master Student List

These are suggested fields. You should create a list based on your own school's needs.

**SSD** All students testing with accommodations and EL students testing with time and one-half are listed on the NAR. Reach out to your school's SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.

	P=present A=absent M=moved X=no entry	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	Testing Room (3-digit code/room name)	Accommodated? Y=Yes N=No	Testing Group	Test Book Type	EL Support Type	Language	Staff Assigned
1	P	Jones	Anita		3/5/2005	09090909	123	N	Essay	Purple			A. Teacher
2	A	Smith	Terry	O	10/15/2004	10101010	456	N	Essay	Purple			B. Proctor
3	P	Ramirez	Juan	J	2/15/2005	54545454	123	N	Essay	Purple			A. Teacher
4	P	Brown	Robert		9/1/2005	0001024797	789	Y	SB30	Blue	1.5x XT; translated directions	Spanish	S. Scholar
5	P	Szymanski	Ella		8/12/2005	0001025799	012	Y	R2	Purple			M. Coordinator
6	P	North	Adrian		11/30/2004	0001025708	234	Y	R1	Purple			T. Coach
7													
8													
9													
10													
11													
12													
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16													
17													
18													
19													
20													

# Sample Testing Staff Agreement

## SAT Testing Staff Agreement



**All staff must sign this agreement prior to the start of testing. Return this document along with your other completed forms after each administration as instructed in the relevant SAT® or SAT School Day manual.**

### **Each testing staff person affirms that they:**

- Have read and agree to all rules and guidelines set forth in the applicable SAT manual, including, but not limited to, the pages setting forth conditions under which the SAT must be administered and the information on staff qualifications and conflict of interest restrictions;
- Are a high school graduate, at least 18 years old, speak English fluently, possess the same level of unquestionable integrity and maturity expected of a member of the school staff, and act in a fair, courteous, nondiscriminatory, and professional manner;
- Understand and agree that all SAT tests, and all the questions contained in them, are the property of College Board and protected by copyright law, and that no one other than the student or authorized reader for College Board–approved accommodations can open a test book and see the test content;
- Understand and agree that copying, reproducing, or removing any materials from any SAT test book or digitally reproduced test form is prohibited;
- Are not prohibited by any law or regulation from working with minors or on school property;
- Are not engaged in any private SAT test preparation that is conducted outside the auspices of their school or district for compensation and will not engage in such activity for the remainder of the current school year (The teaching and normal review of course content, including test familiarization, that is part of regularly scheduled school course work is acceptable.);
- Have not taken any SAT test within 180 days of the test date;
- For SAT weekend (or for SAT School Day if authorized to handle test books before test day), do not have a member of their household or immediate family (“related student”) taking the SAT on the test date at any testing site. (Immediate family includes one’s parents, siblings, children, grandparents, and spouse. This applies even if they don’t reside in the same household.) In such instances, the related student’s scores are subject to cancellation.
- Understand and agree that providing any assistance or coaching to students on the SAT (including directing or changing answers) prior to, during, or after the administration is prohibited. In such instances, any affected students’ scores are subject to cancellation, and any staff involved may be referred to school/district/state administration or to law enforcement, as appropriate.
- Will act with integrity and will refrain from any illegal or unethical acts, including those that attempt to provide an unfair advantage for one or more test takers.

All staff, including coordinators, proctors, room monitors, and hall monitors, must sign this form to indicate their acceptance of these provisions. College Board has the right, in its sole discretion, to remove or bar staff who violate these terms from administering future College Board tests.

**IMPORTANT:** Test coordinators will ensure that every staff member signs the back of this form and that all testing staff are properly trained to administer a secure administration. Test coordinators will not discuss details about test policies or procedures (e.g., handling test materials, training, and packaging for return) with anyone other than their staff, including the media or through social media. Test coordinators will refer all media questions to the customer support phone number listed in their manual.

## SAT Testing Staff Agreement

Test Center/School Name: \_\_\_\_\_

Test Center/School (AI) Number\*: \_\_\_\_\_ Test Date: \_\_\_\_\_

\* Indicate a five-digit test center number, if applicable; otherwise, provide your six-digit high school number (AI code).

[illegible]

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## Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a list 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 list 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 13, 2022

### 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	
Additional Instructions		Braille Writer:Test linkraml ; Preferential seating:Front of room Refer to Appendix for instructions for the following accommodations: Braille Writer					
SB30	Actionlin, Dreomalksa SSD #0007023720	Reading +50% (time and 1/2) , Magnifier	SAT with Essay	Blue	Two days	Script 5	

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

### Setting Up Computers for Pre-recorded Audio Flash Drives

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

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

From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for Pre-recorded Audio Flash Drives later in this section.

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

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

**(SSD)** *Some newer computers only have smaller USB Type-C ports in place of full-sized USB ports. If your computers don't have full-sized USB ports, you'll need USB-to-USB-C adapters to connect flash drives.*

4. Complete setup depending on the type of equipment in your room.

### Set Up PCs or Macs

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

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

### Set Up Chromebooks

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

### Before and During Test Day

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

### Troubleshooting for Pre-recorded Audio Flash Drives

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

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

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

### Additional Information About Administering Pre-recorded Audio on Flash Drives

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



## Acceptable Calculators

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

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

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

#### HEWLETT-PACKARD

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

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### RADIOSHACK

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, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

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

## How to Fill Out the Coordinator Report Form (CRF)

If you're testing any students with accommodations that are administered on the primary test date, account for these materials on the CRF with your standard test taker materials and ensure they're returned together. You'll need to complete additional CRFs to return with both accommodated testing window and makeup materials.

Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 4—it's required for reporting scores to your school, district, and/or state. Contact Michigan School Day Support if your prefilled code isn't correct.

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**IMPORTANT:** Remember that an answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test and/or includes a label or gridded student information.

---

1. Print your school name and address and coordinator contact information.
2. Confirm your 6-digit school (AI) code.
3. Fill in the oval for the test date.
4. Leave field 4 blank, unless you're testing multiday test takers beyond the date listed in field 3.
5. Print and bubble in the number of answer sheets used for accommodated testing, including any large-print answer sheets and transcribed answer sheets for students approved to record their answers in the test book.
6. Print and bubble in the number of answer sheets used for standard testing.
7. Print and bubble in the total number of answer sheets you're returning. (Add the totals from fields 5 and 6 to determine the total number of answer sheets.)
8. If you are returning transcribed materials, ensure that answers have been transcribed to a standard answer sheet and included in the counts in fields 5, 6, and 7. Then print the number of students with answers transcribed from:
  - a. Test books with answers
  - b. Braille printouts
  - c. Computer printouts
9. Sign and date the form.
10. Fill in "No" if you're not submitting an IR or "Yes" if you're submitting 1 or more IRs.


# Sample Coordinator Report Form (CRF)

**IMPORTANT:** This sample may not match your school's test date.

## SAT School Day COORDINATOR REPORT FORM (CRF)

**Must be returned with used answer sheets**

Print and fill in the appropriate bubbles on this form. Use a No. 2 pencil only.  
For more information, please refer to the SAT® School Day Coordinator Manual.



**NO INK**

**1 School and Coordinator Information**

<p>Home Town H.S. <small>School Name</small></p> <p>200 Main Street <small>Street Address</small></p> <p>Home Town ST 01001 <small>City State/Country Zip/Postal Code</small></p>	<p>David Coordinator <small>Coordinator Name</small></p> <p>dcoordinator@hometownus.edu <small>Coordinator Email Address</small></p> <p>311-555-1212 <small>Coordinator Phone Number</small></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**2 School Code**

Please confirm that your school code is accurately printed here.

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
0	0	0	0	0	0

**3 Administration Date**

Bubble in the test date you're returning materials for (primary or makeup).

☐ Oct 13, 2021  
☐ Oct 28, 2021  
☐ Mar 2, 2022  
☐ Mar 23, 2022  
☒ Apr 13, 2022  
☐ Apr 26, 2022  
☐ Other A  
☐ Other B

**4 Date in Accommodated Window (if applicable)**

Month	Day	Year
<input type="radio"/> Sep	<input type="radio"/> 01	<input type="radio"/> 2021
<input type="radio"/> Oct	<input type="radio"/> 01	<input type="radio"/> 2022
<input type="radio"/> Nov	<input type="radio"/> 02	
<input type="radio"/> Dec	<input type="radio"/> 03	
<input type="radio"/> Jan	<input type="radio"/> 04	
<input type="radio"/> Feb	<input type="radio"/> 05	
<input type="radio"/> Mar	<input type="radio"/> 06	
<input type="radio"/> Apr	<input type="radio"/> 07	
<input type="radio"/> May	<input type="radio"/> 08	
<input type="radio"/> Jun	<input type="radio"/> 09	

**IMPORTANT:** For Answer Sheet Counts in fields 5-7, include all answer sheets that you're returning (e.g., incorrectly gridded, defective, or labeled with no gridded answers).

**5 Accommodated Answer Sheet Count**

Count all used answer sheets for accommodated testing:

- Large-print and standard answer sheets
- Answer sheets with transcribed answers (from answers recorded in test book, on braille device, or by computer)

Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

0	0	1	7
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

**6 Standard Answer Sheet Count**

Count all used answer sheets for standard testing.

Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

0	1	5	0
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

**7 Total Answer Sheets Returned**

Record the total count of all answer sheets in this field.

Add counts from fields 5 and 6. Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

0	1	9	7
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

**8 Other Materials Returned**

Record the count of transcribed materials below.

(a) Text Books with Answers	# of students
(b) Braille Printouts	# of students 1
(c) Computer Printouts	# of students

**9 SAT School Day Coordinator Signature**

The total used answer sheets returned have been hand counted.  
The information above is accurate to the best of my knowledge.


Signature: David Coordinator

Date: 4/13/2022

**10 Irregularity Report**

Are you submitting an Irregularity Report (IR)?

☐ No  
☒ Yes



SX1X0001

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## Photo ID Requirements

### Acceptable IDs

If you're asked to test students unfamiliar to you, they must present acceptable photo identification.

### ID Requirements

Photo IDs aren't required for SAT School Day testing unless a student is unfamiliar to the testing staff.

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 2020-21 is valid through December 31, 2021, and is **not** acceptable for spring 2022 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

### Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at [sat.org/school-day](https://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 meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

#### Examples of Unacceptable ID

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

# Overview of Timing and Breaks

## OVERVIEW OF ACCOMMODATED TIMING AND BREAKS

	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total SAT w/ Essay—testing + breaks
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay	
<b>Script 1</b> Standard Time (Standard and Accommodated Rooms)	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> Time and One-Half (+50%) 1-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> Double Time (+100%)	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> Time and One-Half (+50%) 2-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> Pre-recorded Audio (MP3) 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	

**IMPORTANT:** Students testing in 1 day may have up to a 30-minute break for lunch in between Section 4 and the Essay.



# 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 w/ Essay—testing + breaks
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay	
<b>Scripts 1 &amp; 4 Double Time (+100%) for Math and Writing on SAT with Essay</b>	SCRIPT 1		SCRIPT 4			6 hours, 27 minutes
	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break	
				5-min. break	50 minutes	
					5-min. break	
	10-min. break	5-min. break	End Day 1	55 minutes	50 minutes	
<b>Scripts 1 &amp; 4 Double Time (+100%) for Writing Only on SAT with Essay</b>	SCRIPT 1				SCRIPT 4	5 hours, 2 minutes
	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break	
					50 minutes	
					5-min. break	
	10-min. break		5-min. break		50 minutes	
<b>Scripts 1 &amp; 4 Double Time (+100%) for Math Only</b>	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	
				55 minutes		
	10-min. break	5-min. break	5-min. break			
<b>Scripts 1 &amp; 3 Time and One-Half (+50%) for Math and Writing Only on SAT with Essay</b>	SCRIPT 1		SCRIPT 3			5 hours, 28 minutes
	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break	
				5-min. break	38 minutes	
					5-min. break	
	10-min. break	5-min. break	5-min. break	41 minutes	37 minutes	
<b>Scripts 1 &amp; 3 Time and One-Half (+50%) for Writing Only on SAT with Essay</b>	SCRIPT 1				SCRIPT 3	4 hours, 37 minutes
	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break	
					38 minutes	
					5-min. break	
	10-min. break		5-min. break		37 minutes	
<b>Scripts 1 &amp; 3 Time and One-Half (+50%) for Math Only</b>	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	
				41 minutes		
	10-min. break	5-min. break	5-min. break			





**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.




**IMPORTANT:** Students testing in 1 day may have up to a 30-minute break for lunch in between Section 4 and the Essay.


# 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: <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> Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. Order makeup materials as soon as possible.	Explain circumstances and impact of issue. Bubble Page 1, Section 6—"Disturbance/interruption." Include a list of students affected.
<b>Suspension of testing due to active threat</b> Contact law enforcement if warranted.	If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site: <ul style="list-style-type: none"> <li>▪ Follow your school's procedures for lockdown or evacuation.</li> <li>▪ Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials.</li> </ul> <b>Important:</b> Weapons don't include religious items (e.g., Kirpan) or small pocket knives or multi-tools.	Explain circumstances and impact of issue and section(s) affected. Bubble Page 1, Section 6—"Test site environment issue."
<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 don't allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> <li>▪ If testing must be canceled, your primary test date materials can't be kept or used for makeup testing (see "Test site closing/cancellation of testing"). The test coordinator must:               <ul style="list-style-type: none"> <li>– Order makeup materials immediately.</li> <li>– Securely store all primary test date test materials. As soon as possible, pack and return all primary test date test materials following the instructions in After the Test on page 49.</li> <li>– Notify students they'll take a makeup test.</li> </ul> </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 6b. If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes (8-digit serial numbers) in Section 11.


Irregularity	What you should do	How to fill out the IR
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<b>Materials missing or damaged before testing</b>  Call Michigan School Day Support immediately.	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books don't correspond with those on the shipping notice.	Bubble Page 1, Section 6—"Missing materials."
<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>Don't 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 the test coordinator.</li> </ul> <b>Test coordinator:</b> Follow instructions from Michigan School Day Support for ordering makeup materials.	<p>Explain the circumstances fully.</p> <p>Bubble Page 1, Section 6—"Missing materials." Fill in the testing room code in Box 6b.</p> <p>In the Comments section, note the serial number of any missing test books.</p>
<b>Missing test book after testing</b>  Call Michigan School Day Support immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a College Board representative.	<p>Explain the circumstances fully.</p> <p>Bubble Page 1, Section 6—"Missing materials." Fill in the number of students affected in Section 6a, fill in the testing room code number in Section 6b, and list the affected student(s) on Page 4, Section 11.</p>
<b>Insufficient number of answer sheets</b>  Call Michigan School Day Support immediately.	If you don't have enough answer sheets for all students testing, call Michigan School Day Support immediately for instructions on how to proceed.	Bubble Page 2, Section 7b, Other Issue—"Other" and write "Insufficient answer sheets."
<b>Defective answer sheet</b>	<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 the 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), gender (8), test type (9), and fields A–D on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</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.</p> <p>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 2 answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue—"Student needed second answer sheet."</p>


Irregularity	What you should do	How to fill out the IR
<b>Defective test book or flash drive</b>  Call Michigan School Day Support immediately if the defect appears in several test books.	<ul style="list-style-type: none"> <li>Replace the defective book or flash drive if you have an extra with the same cover/packaging that doesn't have the same defect. If able to replace, direct the student to continue testing with original answer sheet.</li> <li>If the defective test book or flash drive causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.</li> <li>If the test book or flash drive can't be replaced, dismiss the student and tell them they'll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance.</li> <li>On the front cover of the test book or flash drive packaging, print "Defective" and identify error, school code, and location and nature of defect.</li> </ul>	Identify the student. Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.  Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe.
<b>Pre-recorded audio (MP3) streaming issues</b>  If administration is compromised, call the SSD office immediately.	<ul style="list-style-type: none"> <li>Consult Troubleshooting for Pre-recorded Audio Streaming on page 32 for more information.</li> <li>If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.</li> </ul>	Note the impact of the issue and section(s) affected.  Bubble Page 1, Section 6—"Defective/incorrect materials" (for a group).  Bubble either Page 2, Section 7b, Defective Materials Issue—"Blank or defective MP3 audio or ATC test format," or Page 2, Section 7b, Defective Materials Issue—"Intermittent problems with MP3 audio or ATC test format," as appropriate (for an individual).
<b>Security Violations/Student Misconduct</b>		
<b>Observed misconduct</b>  Call Michigan School Day Support immediately.	<p>If you observe a student removing an answer sheet, test book, or parts of a test book; or attempting to impersonate another student:</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>If the student attempted to remove all or part of a test book, on the front of the test book, note the student's name and write "Attempted theft of test book."</li> <li>If pages are missing or damaged, indicate which pages on the IR.</li> </ul> <p><b>Test coordinator:</b> Don't dismiss the student until you have called Michigan School Day Support.</p>	Attach test book to IR. Provide the student's name.  Bubble Page 2, Section 7b, Student Errors/Issue—"Student removed or attempted to remove test materials" or "Student impersonated another student." Note test book serial number and, if applicable, pages and sections.





Irregularity	What you should do	How to fill out the IR
<b>Student leaves during test</b>	<ul style="list-style-type: none"> <li>If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”</li> <li>If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</li> <li>If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.</li> </ul>	<p>Attach test book to IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Error/Issue—“Student left early/left without permission.” Note test book serial number and, if applicable, pages and sections.</p>
<b>Test book misuse/working on the wrong section</b>	<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>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>
<b>Use or possession of test content/answers</b>  Call Michigan School Day Support.	<p>If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:</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>Inform the student that you must write up the incident and that their scores will be invalidated.</li> <li>Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> </ul> </li> <li>Before returning any devices to the student, the coordinator should:               <ul style="list-style-type: none"> <li>Determine if images of test content were captured and/or distributed.</li> <li>Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>After collecting evidence, ensure that any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>Don’t return any written answer keys to student. Any written answer keys and/or images of answer keys should be sent to College Board for investigation.</li> </ul>	<p>Bubble Page 2, Section 7a, Action Taken—“Dismissed.”</p> <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.” Mention any other relevant specifics, such as use of an answer key, in the Comments section on Page 3.</p>



Irregularity	What you should do	How to fill out the IR
<b>Noise or disturbances made by prohibited devices</b>	<p>Your action will depend on whose possession the device is in when it goes off.</p> <p>If a student's prohibited device produces noise or other disturbances while in their own possession:</p> <ul style="list-style-type: none"> <li>Follow the instructions in "Observed with prohibited devices."</li> </ul> <p>If a student's phone produces noise or other disturbances while in the proctor's possession or stored away from the student's desk:</p> <ul style="list-style-type: none"> <li>This shouldn't be considered grounds for immediate dismissal, as long as the device isn't under the desk or otherwise in the student's possession.</li> <li>The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.</li> <li>You don't need to report these actions on an IR.</li> </ul>	<p>An IR is not needed for an initial warning.</p>
<b>Observed with prohibited devices</b> Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.	<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. The student may be eligible for a makeup:               <ul style="list-style-type: none"> <li>If the student used or accessed their phone or device, including in response to a noise or alarm, the student is <b>not</b> eligible for a makeup test.</li> <li>If the phone or device made a noise but the student was not using or accessing the phone, submit a request for makeup materials. For makeup testing, plan to collect their phone or prohibit the student from bringing a phone into the testing room.</li> </ul> </li> <li>If test content is detected on the device, follow instructions in this chart under "Use or possession of test content/answers" to collect and inspect any prohibited aids or electronic devices.</li> <li>Collect the test book and answer sheet and dismiss the student from testing. Don't readmit the student to the testing room.</li> </ul> <p><b>Test coordinator:</b> If you suspect the device was used to share test information, immediately call Michigan School Day Support while the student is still present.</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 7a, Action Taken—"Dismissed"—and Did student complete testing?—"No."</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student used a mobile phone or prohibited device, or it made noise."</p> <p>Indicate the type of prohibited aid used in the Comments section on Page 3.</p>

Irregularity	What you should do	How to fill out the IR
<b>Calculator misuse/prohibited aids</b> (Unless approved as an accommodation)	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 21) either during the test or during breaks:</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. (You don't need to complete an IR for a warning.)</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 or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed in this chart under "Observed with prohibited devices."</li> </ul>	<p>Attach the test book to the IR. Provide the student's name.</p> <p>Bubble in Page 2, Section 7a, Action Taken and "Did student complete testing?" as appropriate.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student used an unauthorized aid." Indicate the type of aid used in the Comments section on Page 3.</p> <p>For students using a calculator on a noncalculator section, bubble Page 2, Section 7b, Student Errors/Issue—"Student used calculator on a noncalculator section."</p>
<b>Refusal to follow instructions</b>  <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 or receiving help/information, or 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/answers" 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 may 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> </ul> <p><b>Test coordinator:</b> Do not dismiss student until you have spoken to a College Board representative.</p>	<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 7a, Action Taken—"Dismissed"—and Did student complete testing?—"No."</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>		
<b>Seating requirements not followed</b>	<p>See Seating Requirements on page 13. If these regulations aren't followed, fill out the IR.</p>	<p>Bubble Page 1, Section 6—"Staff did not follow seating requirements." Fill in the testing room code in field 6b and list the affected students in the Comments section.</p>

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Accommodations given that were not approved</b> (Including time and one-half support for EL students)	<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> <li>The student is eligible for a makeup. <ul style="list-style-type: none"> <li>Add the student to your list of possible makeups needed and order makeup testing materials after consulting with the IEP team and the student's parents.</li> <li>If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.</li> <li>If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office.</li> </ul> </li> </ul>	Provide the student's name. Note accommodation given and actions taken.  Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."
<b>Approved accommodations not given</b>	<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> <li>The student may be eligible for a makeup. <ul style="list-style-type: none"> <li>Add the student to your list of possible makeups needed and, after consulting with the IEP team and the student's parents, order makeup testing materials.</li> <li>If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.</li> <li>If the student is approved for accommodations that are administered in the accommodated testing window, contact the SSD office.</li> </ul> </li> </ul>	Provide the student's name. Note accommodation not given and actions taken.  On Page 2, Section 7a, Student Information, indicate whether student completed testing or not.  Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."
<b>Disturbance or other distractions</b>  Call Michigan School Day Support if guidance is needed or the problem can't be resolved.	<p>If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, etc.) or move the students. If testing must be interrupted:</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 to send a test day complaint email (address in the front of this manual) by the fourth weekday from the test date if they feel they were affected.</li> <li>If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.</li> </ul>	Note the length and impact of the disturbance.  Bubble Page 1, Section 6—"Disturbance/interruption." Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section.

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 hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed.</li> <li>Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.</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.	<p><b>Proctor:</b> End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections.</p> <p><b>Test coordinator:</b> Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.</p>	Note the section(s) affected and length of timing discrepancy. Ensure the start and stop times are included. Bubble Page 1, Section 6—"Overtiming" (for a group); or Page 2, Section 7b, Student Errors/Issue—"Test was overtimed" (for an individual). Complete the Comments section and student information, and sign.
<b>Testing staff issues</b>  If staff actions have potentially caused a misadministration, call Michigan School Day Support.	<p>In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it.</p> <p><b>Test coordinator:</b> If the behavior persists or if incorrect materials are used during the administration, call Michigan School Day Support immediately.</p>	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—"Test delivery issue" (for individual irregularities)—choose correct issue from list. Complete the Comments section and student information, and sign.
<b>Student Issues</b>		
<b>Student changing from standard to accommodated</b>	When a student requests to test with accommodations, follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 44.	No IR is needed.
<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."

Irregularity	What you should do	How to fill out the IR
<b>Illness</b>	<ul style="list-style-type: none"> <li>■ Permit the student to leave the test room temporarily. Collect the test book (confirm it contains test content and no pages have been removed) and answer sheet; return them when the student reenters. Do not allow extra testing time.</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. <ul style="list-style-type: none"> <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> </li> <li>■ If illness results in a disturbance, see instructions for “Disturbance.”</li> </ul>	<p>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.</p> <p>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.</p>
<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 the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</li> <li>■ <b>Test coordinator:</b> <ul style="list-style-type: none"> <li>– For standard test takers, pack these answer sheets, along with any other such ancillary materials, on top of the rest of the used answer sheets for standard test takers.</li> <li>– For students testing with accommodations, return these answer sheets in the white Accommodated Testing Envelope.</li> </ul> </li> </ul>	<p>Provide the student's name on the IR.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</p>



Irregularity	What you should do	How to fill out the IR
<b>Answers written in test book, not on answer sheet</b>  Call Michigan School Day Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	<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.</li> <li>▪ Monitor them to make sure they're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section").</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 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've 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 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."
<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 them that their scores will still be sent to the state but will not be sent by College Board to the student's chosen colleges or scholarship organizations.</li> <li>▪ Provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</li> </ul>	Document the malfunction on the IR. Bubble Page 2, Section 7b, Student Errors/Issue—"Student had calculator malfunction."
<b>Fields A–C on answer sheet incomplete</b>	Locate the student's test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.	No IR is needed.
<b>Test question ambiguity</b>	Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to <a href="mailto:satquestion@collegeboard.org">satquestion@collegeboard.org</a> .	Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.

## Sample Irregularity Report (IR)

**IMPORTANT:** *This sample may not match your school's test date.*

CollegeBoard		<b>SAT<sup>®</sup></b>																																																																									
<b>SAT SCHOOL DAY IRREGULARITY REPORT (IR)</b>																																																																											
<b>1. GENERAL INSTRUCTIONS TO TESTING STAFF:</b> Form <u>  1  </u> of <u>  1  </u> Use this form to report irregularities encountered during testing. See the Irregularity Chart in your manual for more details. Report each irregularity on a separate IR and return all IRs immediately after testing ends. <ul style="list-style-type: none"> <li>• Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.</li> <li>• Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign section 10 of this form. The test coordinator must also sign all IRs.</li> <li>• Attach (but don't staple) defective materials to the IR when instructed to in the Irregularity Chart.</li> <li>• If administering the Digital SAT<sup>™</sup>, specify any technical issues that prevent completion of the test.</li> <li>• As a last step, on each form, fill in "Form ___ of ___" (e.g., "1 of 3") at the top of this box. This information will aid further communication about potential makeup testing.</li> </ul>																																																																											
<b>3. TEST MODE</b> <input checked="" type="radio"/> SAT (paper answer sheet) <input type="radio"/> Digital SAT		Indicate the type of testing room: <input checked="" type="radio"/> Standard <input type="radio"/> Accommodated																																																																									
<b>4. SCHOOL INFORMATION:</b>  School/Institution Name and Address:  Name <u>Home Town H.S.</u>  Address <u>200 Main St.</u>  City <u>Home Town</u>  State/Province <u>ST</u>  Postal Code <u>01001</u>  Country <u>USA.</u>																																																																											
		<b>4a. School Code</b> Print and fill in your 6-digit school (AI) code. <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> <tr><td>(H)</td><td></td><td></td><td></td><td></td><td></td></tr> </table>		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	(H)					
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		<b>4b. Scheduled Administration Date</b> <input type="radio"/> Oct 13, 2021 <input type="radio"/> Oct 28, 2021 <input type="radio"/> Mar 2, 2022 <input type="radio"/> Mar 23, 2022 <input checked="" type="radio"/> Apr 13, 2022 <input type="radio"/> Apr 26, 2022 <input type="radio"/> Other A <input type="radio"/> Other B																																																																									
<b>5. TEST BOOK INFORMATION:</b> Test Section _____ <input checked="" type="radio"/> SAT <input type="radio"/> SAT with Essay Test ID <u>1234567</u> Form Code <u>ABCD123</u> Test Book Serial Number <u>909090</u> Essay Code <input type="checkbox"/>																																																																											
<b>6. GROUP IRREGULARITIES INFORMATION:</b>  <ul style="list-style-type: none"> <li>• Fill in the circle in front of each case that applies.</li> <li>• Write the names of involved students on the last page of the IR.</li> <li>• 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.</li> <li>• Use the COMMENTS section on page 3 to describe the events and actions taken.</li> </ul>																																																																											
<p><b>Did group complete testing?</b></p> <p><input type="radio"/> Yes     <input type="radio"/> No</p> <p><input type="radio"/> Overtiming:     }     <input type="radio"/> 1–2 minutes</p> <p><input type="radio"/> Undertiming:     }     <input type="radio"/> 3–4 minutes</p> <p>Round up minutes.     <input type="radio"/> 5–7 minutes</p> <p>                                      <input type="radio"/> 8 minutes or more</p> <p><input type="radio"/> Problem with Internet connectivity</p> <p><input type="radio"/> Staff gave incorrect, unapproved, or no accommodations</p> <p><input type="radio"/> Staff gave incorrect instructions</p> <p><input type="radio"/> Staff did not give breaks</p> <p><input type="radio"/> Staff did not announce remaining time</p> <p><input type="radio"/> Staff did not follow seating requirement</p> <p><input type="radio"/> Testing started late. Time testing started: ____ : ____</p> <p><input type="radio"/> Other: _____</p>		<p>Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.</p> <table border="1" style="margin-top: 20px; width: 100%;"> <tr> <th style="text-align: center;">6a. Number of Affected Students</th> <th style="text-align: center;">6b. Testing Room Code</th> </tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>		6a. Number of Affected Students	6b. Testing Room Code	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9																																																		
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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: REQUIRED

Name: Junior Tester

Name of attending high school: Home Town H.S.

Date of birth: 05-10-04 Answer Sheet Litho Code: 90909090

Grade Level: 12th 11th 10th Other grade

Action Taken: Warned Dismissed None

Did student complete testing? Yes No

State/Territory				
<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 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	<input checked="" type="radio"/> ST	

7b. Issue Information:

Check-in Issue:

- Student arrived late
- Student refused to turn in/turn off electronic device
- Student waived accommodations
- Student had questionable/unacceptable ID

Defective Materials Issue:

Complete COMMENTS section on page 3.

- Smudges/ink blots
- Holes in pages and/or torn pages
- Missing and/or repeated pages
- Pages stuck together
- Blank or defective pre-recorded audio or ATC test format
- Intermittent problems with pre-recorded audio or ATC test format
- Technology disruption (e.g., student lost connection with secure browser)
- Incorrect directions
- Duplicate/missing serial numbers
- Serial number in wrong spot
- Other

Test Delivery Issue:

- Staff behavior was distracting
- Staff distributed incorrect material or distributed/collected materials 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 Error/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 early/left without permission
- Student had calculator malfunction
- Battery died on student's testing device
- 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 gave or received help
- (Provide other student's name in COMMENTS section on page 3 and attach evidence collected)
- 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 detected with an answer key
- (Complete COMMENTS section on page 3 and attach evidence collected)
- Student failed to follow test administration regulations
- Student disrupted test, causing testing to start/end late
- Student filled in answers on another student's answer sheet
- 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 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*

## 11. GROUP IRREGULARITY AFFECTED STUDENT INFORMATION

List the name of all students affected by a group irregularity. Return this IR and any attachments with your shipment of used answer sheets and critical reports immediately after the test. Print the student information exactly as recorded on their answer sheet.

[illegible]

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ETS USE ONLY

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

SX1X0002



Page 4

[illegible]

DO NOT WRITE IN THIS AREA

Q5091/4



## Glossary of Terms

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

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

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

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

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

**Breaks:** See Extended breaks, Extra breaks.

**Canceled score:** A score that a student has requested to be nonreportable. Canceled scores will be shared with the state 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 and scholarship reportable scores. Must be approved by College Board. Some examples include extended testing time, special formats of the test, large-print answer sheets, human readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

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

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

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

**EL:** English learner.

**ETS:** Educational Testing Service. 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. Also referred to as “Breaks: Extended.”

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

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

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

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

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

**Invalidated score:** A score that has been removed from or never posted to a student’s record, or designated as nonreportable by ETS or College Board for testing irregularities, misconduct, or score invalidity. See Irregularity. Invalidated scores will be shared with your state 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-print answer sheet:** An alternate answer sheet with large answer squares instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet. Must be approved.

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

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

**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 they’re incorrect on the student’s pre-ID label.

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

**OEAA:** Office of Educational Assessment and Accountability.

**OEAA Secure Site:** A web-based application used by the Michigan OEAA.

**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.

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

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

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

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

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

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

**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.

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

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

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

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

**State-allowed accommodation (SAA):** A unique accommodation or support that may be available to your students that is only applicable to Michigan-provided SAT School Day testing. These unique accommodation needs of students may be met on an exception basis and may be beyond the college reportable supports provided.

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

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

**Test coordinator:** See SAT School Day coordinator.

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

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

**Testing Room Materials Report form:** 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.

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

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





# Testing Room Materials Report for SAT<sup>®</sup> School Day Testing

## Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in section 1 and sections 2 and 3 in Part A.
- 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 (sections 4, 5, and 6) and sign it in section 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
	Total number of books received:		_____ to _____ _____ to _____ _____ to _____
3	ESSAY BOOKS RECEIVED (IF ANY)	QUANTITY	
	Total number of Essay books received:		
4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
	Used test books returned:		_____ to _____ _____ to _____ _____ to _____
	Unused test books returned:		_____ to _____ _____ to _____ _____ to _____
	Total number of test books returned:		
5	USED ANSWER SHEETS RETURNED	QUANTITY	
	Total number of used answer sheets returned:		
6	ESSAY BOOKS RETURNED (IF ANY)	QUANTITY	
	Used Essay books returned:		
	Unused Essay books returned:		
	Total number of Essay books returned:		



## 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 \_\_\_\_\_

1. 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.
2. For each row, draw directional arrows to indicate the direction in which the books were distributed.
3. Cross out any unused seats.
4. Indicate the location of the entrance doors.

REAR

Front  
Students face this direction

Room entrance

Sample Seating Chart

5. 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