CollegeBoard | **SAT**® | **MICHIGAN** Department of **Education**

Spring 2018

SAT® SCHOOL DAY

Supervisor Manual

Look inside for:

ADMINISTRATION SETUP AND MANAGEMENT

STAFF AND FACILITY REQUIREMENTS

SECURITY REQUIREMENTS

RECEIVING AND RETURNING MATERIALS

About the College Board

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

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

Contact Us

School Day Support
(not for parents or students)

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

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

EMAIL: michiganadministratorsupport@collegeboard.org

MICHIGAN DEPARTMENT OF EDUCATION: 877-560-8378

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

Test Day Complaints
EMAIL: testcenter@info.collegeboard.org

Test Question Ambiguity/Error
EMAIL: satquestion@collegeboard.org

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Introduction

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

The Michigan Department of Education is offering the SAT to all Michigan public school 11th-grade and eligible 12th-grade students. Michigan will deliver the SAT with Essay as part of the Michigan Merit Examination (MME) during the SAT School Day administration on April 10.

Michigan will also offer other components of the vertically aligned SAT Suite of Assessments—the PSAT™ 8/9 and PSAT™ 10—to 9th- and 10th-grade students.

Using This Manual

This manual is for test supervisors' use for the Michigan-provided SAT School Day testing only (not Saturday or Sunday testing) in April 2018. Please do not share it with students or anyone else besides testing staff.

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

You'll also find a list of *key terms* later in this introductory section, as well as a full glossary of terms in the Appendix.

Before the Test

Before the test 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 organize, 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 have a few things to do to wrap up the administration, such as completing test day forms, returning materials correctly, and ordering makeup materials.

Appendix Resources

The following resources are provided in the Appendix of this manual:

- Sample Standard Test Day Schedule
- Sample Nonstandard Test Day Schedule
- Sample Master Student List
- Sample Nonstandard Administration Report (NAR)
- Acceptable Calculators
- Sample Seating Plans
- Photo ID Requirements (for students who are unfamiliar to you or who don't attend your school)
- Overview of Accommodated Timing and Breaks
- How to Fill Out the Supervisor's Report Form (SRF)
- Sample Supervisor's Report Form (SRF)
- School Day Irregularity Chart
- Sample Supervisor's Irregularity Report (SIR)
- Diagrams for Returning Test Materials
- Glossary of Terms

Typographical Icons

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

📞 *Contact by phone*

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

🔒 *Security requirement*

New for Spring 2018

Important Changes

The College Board has made a number of improvements for this school year. Some of the enhancements include making administration easier for students and for schools.

1. The test center numbers have been eliminated (except for off-site locations). Schools will use the six-digit AI (attending institution) code (also known as school code) as the primary number on forms and reports.

2. The rostering process has changed:

   a. The Supervisor Online Attendance Roster (SOAR) is no longer used. For a smooth administration, we provide guidance for creating a Master Student List and individual room rosters in "Before Test Day," along with a sample in the Appendix.

   b. The Nonstandard Administration Report (NAR), which your SSD coordinator pulls from SSD Online, includes all students testing with accommodations. Listed students are grouped together by students who can test on the primary test day and students who can test during the accommodated window. Student information also includes the materials to use, group type (for room assignment), and appropriate testing script(s).

3. Testing for students with accommodations has changed:

   a. Students approved to test with certain accommodations will no longer test using pink test books. See the "Testing Materials Distribution Chart" to determine which students will test with what book and which manual applies to their testing.

   b. You'll return all answer sheets for students listed on the NAR in the white Accommodated Testing Envelope(s).

4. We strongly recommend that you assign a three-digit Testing Room Code to each testing room to allow more timely identification of answer sheets related to any reported irregularities. The use of Testing Room Codes can help limit the number of students affected by an irregularity.

5. The answer sheets have changed:

   a. Students will answer questions about themselves, their high school experiences, and their college plans on the answer sheet. This eliminates the separate student data questionnaire (SDQ) form. They can also use their four free score sends by marking where they want to send their scores directly on the answer sheet.

   b. The answer sheet also includes the testing room code field. Assign a three-digit code to each testing room to allow more timely identification of answer sheets related to any reported irregularities.

6. To save time on test day, you'll receive answer sheets and manuals in a shipment separate from your test books.

   a. You'll receive pre-ID labels for students preidentified before February 13, 2018, which you'll need to apply to answer sheets before distributing to students.

   b. Once you have received your preadministration materials (including labels), schedule a preadministration session to let your students fill in student background information and request their four free score sends before test day.

7. This year, we are expanding the number of languages supported for ELL students using glossaries or translated directions. A list of approved glossaries is online, along with translated directions for download and printing (see "Prepare to Test Students with English Language Learner Supports" later in this manual for more information). Work with your school administration to determine which students might need these supports, and plan to provide them on test day.

Testing Basics

About the SAT

The SAT is part of the SAT Suite of Assessments, closely aligned assessments that reflect what students are already learning in their classrooms and help educators monitor student progress. Visit **sat.org** 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. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Test Sections and Timing

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

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

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

   TIME ALLOTTED:
   - 65 minutes for Reading
   - 35 minutes for Writing and Language

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

TIME ALLOTTED:

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

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

TIME ALLOTTED:

- 50 minutes

Accommodated Testing Overview

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

Terminology

KEY TERMS

The following terms are used frequently in this manual. See the Appendix for a complete 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 six-digit code that identifies an attending institution. Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Associate supervisor: 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.

College Board–approved accommodation: A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

ELL: English language learner.

ETS: Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.

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

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

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

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

Michigan Student Data System (MSDS): Where changes to a student's name, date of birth, or gender can be updated if found to be incorrect on the student's pre-ID label.

Nonstandard Administration Report (NAR): A list of students approved for accommodations who are taking a specific test. Generated in SSD Online, it includes detailed information about the accommodations the students are approved for.

Pre-ID label: Label provided for each student who is preidentified in the Secure Site. The pre-ID label is applied to the answer sheet before the test. Students without a label must be preidentified and a label must be printed locally.

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

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

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 to apply for accommodations through the SSD Online portal, accesses and prints the NAR for the supervisor, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

Secure Site: A web-based application used for Michigan state assessments and accountability.

State-allowed accommodation (SAA): An accommodation or support that may be available to your students that does not result in a college- or scholarship-reportable score, and is only applicable to state-provided SAT School Day testing.

Supervisor's Irregularity Report (SIR): 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.

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

Staff Roles and Responsibilities

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

SAT School Day Supervisor

As the supervisor of record, you manage the test site and staff, and you ensure that all testing materials are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including accommodated testing.

Administering SAT School Day requires you and all testing staff to sign the Testing Staff Agreement form to signify your acceptance of the conditions and requirements in this manual and your commitment to administering the SAT on the scheduled date. Mandatory training has been provided for all SAT School Day supervisors to complete one time. Even if you have already completed training in previous years, training is highly encouraged because procedures can change from year to year. Be sure to complete it well before test day.

Backup SAT School Day Supervisor

During establishment, a backup supervisor was designated in case you're absent on test day. The designated backup supervisor 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 supervisor complete the training well before test day.

SSD Coordinator

The SSD coordinator works with students to apply for College Board–approved accommodations through the SSD online portal. In addition, the SSD coordinator works with the supervisor to administer accommodated testing. As part of the testing staff, the SSD coordinator accesses, verifies, and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day supervisor in determining testing rooms and staff needed for administering the test with accommodations, including state-allowed accommodations (SAAs) if applicable.

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

Associate Supervisors

Associate supervisors 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 Proctors and Room Proctors

Hall proctors and room proctors assist you and your associate supervisors with test administration duties. Proctors 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. Review this table to plan for receiving and checking materials and to find information about the various forms and publications you'll use for administering the state-provided SAT School Day.

IMPORTANT: *Scannable forms should not be photocopied because photocopies won't scan properly. Other forms can be copied if needed.*

STAFF MATERIALS - MANUALS AND INSTRUCTIONS

Material	What It Is	How It's Used	Which Shipment(s) [No. of copies]
SAT School Day Supervisor Manual	Detailed instructions and policies for planning setup and management of the SAT School Day administration. Includes facility and staffing requirements, materials handling, and management of test day activities.	Used by supervisor to plan for and manage the test administration.	▪ Supervisor Planning Kit [2] ▪ Preadministration Shipment [1] ▪ Supervisor Testing Materials Kit in the Test Shipment [1]
SAT School Day Standard Testing Room Manual	Detailed instructions and information about holding a preadministration session and administering the SAT with Essay in the standard room. Includes preadministration and test day scripts.	Used by associate supervisor to hold the preadministration session and to administer the test in their testing room.	▪ Supervisor Planning Kit [10] ▪ Preadministration Shipment [based on student count] ▪ Supervisor Testing Materials Kit in the Test Shipment [2]
SAT School Day Accommodated Testing Room Manual	Detailed instructions and information about holding a preadministration session and administering the SAT with Essay to accommodated students. Includes preadministration and test day scripts as well as specific information about administering accommodations.	Used by associate supervisor to hold the preadministration session and to administer the test in their accommodated testing room.	▪ Supervisor Planning Kit [4] ▪ Preadministration Shipment [based on student count] ▪ Supervisor Testing Materials Kit for Accommodated Window Testing in the Test Shipment [2]
Supervisor Testing Materials Kit	An envelope sent with the test shipments containing manuals, flyers, forms, and material return envelopes.	Used by the supervisor to administer the test on the primary test date and to report on the administration.	▪ Test Shipment [1] ▪ Makeup Test Shipment [1]
Supervisor Testing Materials Kit for Accommodated Window Testing	An envelope sent with the test shipments containing manuals, flyers, forms, and material return envelopes for testing accommodated students.	Used by the supervisor to administer the test to accommodated students and to report on the administration.	▪ Test Shipment [1]

STAFF MATERIALS - REPORTS AND FORMS

Material	What It Is	How It's Used	Which Shipment(s) [No. of copies]
"Quiet, Please" and "No Electronic Devices" Flyers	Flyers to remind students that testing is in progress and no electronic devices are allowed.	Posted by the staff to remind students of testing policies.	▪ Supervisor Testing Materials Kit in the Test Shipment [5 each]
SAT School Day Poster	A poster to announce the test date.	The staff posts these to give students information.	▪ Supervisor Planning Kit [2]
SAT School Day Request to Cancel Scores	Form for requesting score cancellation.	Used by students to request in writing that their scores not be used for college reporting purposes. Canceled scores will not be reported to the student and cannot be reinstated. However, they will be reported to the state or district.	▪ Supervisor Testing Materials Kit in the Test Shipment [15] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [5]
SAT School Day Supervisor's Irregularity Report (SIR)	Scannable form for reporting irregularities such as security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.	Used by the testing staff to report any incident that might affect scores or result in a misadministration. The supervisor must countersign all SIRs.	▪ Supervisor Planning Kit [1] ▪ Supervisor Testing Materials Kit in the Test Shipment [10] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [5]
SAT School Day Supervisor's Report Form (SRF)	Scannable form for reconciling the answer sheets being returned for scoring.	Used by the supervisor to report the number of used answer sheets and other materials being returned for scoring. Enclosed with each return shipment of answer sheets and forms.	▪ Supervisor Testing Materials Kit in the Test Shipment [1] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
SAT School Day Testing Staff Agreement	Form for each staff member to read and sign.	Used by staff to attest that they have no conflicts of interest that bar them from administering the SAT.	▪ Supervisor Testing Materials Kit in the Test Shipment [1] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
Spring 2018 Testing Materials Diagram	A graphic view of test materials, manuals, and answer sheets for the different College Board assessments that schools may be administering in the spring.	Used by supervisors to quickly identify which materials go with each assessment and where to find more information about them.	▪ Supervisor Planning Kit [1] ▪ Supervisor Testing Materials Kit in the Test Shipment [1]
Testing Room Materials Report	Form for listing test books and related test materials distributed to and returned from each associate supervisor. Includes a materials distribution chart. This form appears on the back cover of both the *SAT School Day Standard Testing Manual* and the *SAT School Day Accommodated Testing Manual*.	Used by the supervisor to record serial number ranges of test materials delivered to each room. Subsequently used by the associate supervisor to record the serial number ranges of test materials returned to the supervisor and the serial numbers of the test book distributed to each seat in the testing room.	▪ Supervisor Testing Materials Kit in the Test Shipment [1] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [1]

STAFF MATERIALS - ENVELOPES

Material	What It Is	How It's Used	Which Shipment(s) [No. of copies]
Answer Sheet Return Materials	Preaddressed (labeled) carton(s) or UPS Express Pak(s) to return used answer sheets for scoring. Primary test day label is olive. Accommodated window label is yellow.	Used by supervisors to return answer sheets and reports immediately after testing is completed.	▪ Test Shipment [1 or more]
Material Return Envelopes	Gray Envelope for reports, forms, and any defective standard materials. White Accommodated Testing Envelope for returning the NAR, answer sheets, and other score-related materials for accommodated students, as well as any defective accommodated materials.	Used by the supervisor to return reports and forms needed for scoring. All answer sheets for students listed on the NAR must be returned in the Accommodated Testing Envelope.	▪ Supervisor Testing Materials Kit in the Test Shipment [1] ▪ Supervisor Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
Test Book Return Materials	Two types of return labels provided in a packet: UPS return label(s) and red label(s).	Used by supervisors to label boxes to return test books and unused answer sheets after testing is completed. Supervisors should reuse boxes from the original test book shipment for this purpose. Both labels must be used for each returned box.	▪ Test Shipment [1 or more]

STUDENT MATERIALS

Material	What It Is	How It's Used	Which Shipment(s) [No. of copies]
Pre-ID Labels	Preidentification labels printed with student information and a barcode.	Applied to the answer sheet by the supervisor to ensure accurate data for each student.	▪ Preadministration Shipment [1 per student]
Blank Pre-ID Labels	Extra labels used to print pre-ID labels locally for students who are new to the school.	Locally printed and applied to answer sheet by the supervisor to ensure accurate data for each student.	▪ Preadministration Shipment [3 sheets]
SAT School Day Answer Sheets	Scannable form for recording answers to personal and test questions, in bundles of 5 and 25. Title of test is in upper right corner.	Used by students to record answers to preadministration questions and test questions.	▪ Preadministration Shipment [based on student count] ▪ Test Shipment [extra copies]
SAT School Day Answer Sheets – Large Block	Large-print scannable form for recording answers to personal and test questions. Title of test is centered on front page.	Used by students approved to use one to record answers to preadministration questions and test questions.	▪ Preadministration Shipment [based on student count] ▪ Accommodated Test Shipment [based on approved student count]

Material	What It Is	How It's Used	Which Shipment(s) [No. of copies]
SAT School Day Student Answer Sheet Instructions	Booklet of instructions for completing information on the answer sheet related to identification, interests, and college plans. May be bundled with answer sheets or loose.	Used by students to interpret preadministration questions and code their choices on the answer sheet.	▪ Preadministration Shipment [1 per answer sheet] ▪ Test Shipment [1 per answer sheet] ▪ Accommodated Test Shipment [1 per answer sheet]
SAT School Day Student Answer Sheet Instructions – Large Print	Booklet of large-print instructions for completing information on the answer sheet related to identification, interests, and college plans.	Used by students who are approved for large print to interpret preadministration questions and code their choices on the answer sheet.	▪ Preadministration Shipment [based on approved student count] ▪ Accommodated Test Shipment [based on approved student count]
SAT School Day Student Guide	A booklet explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.	Distributed to students by staff before the preadministration session. Used by students for preparing for the test, including knowing what's expected of test takers and how student privacy is protected.	▪ Preadministration Shipment [based on student count]
SAT School Day Test Books	Serialized test books for the SAT with Essay, in bundles of 5 and 25. Includes separate essay books.	Distributed to students by the associate supervisor and used to take the test. May be used for scratch work by the student (but not to record answers unless approved as an accommodation).	▪ Test Shipment [based on student count]
SAT School Day Alternate Test Formats	Specific formats of the test as needed for approved accommodations (e.g., large-print test book, MP3 audio format, or braille). See "Prepare to Test with Accommodations" later in this manual for more information.	Distributed to the specific student listed on the NAR by the associate supervisor and used to take the test in the accommodated room.	▪ Accommodated Test Shipment [based on students approved for specific formats]

Manuals and Scripts

This *SAT School Day Supervisor Manual* gives complete instructions for preparing your school for School Day testing. As noted in the SAT School Day Materials Table, you'll also receive two other testing manuals: one for standard and one for accommodated testing. Both 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" for details.

Test Books

The test books for students who are required to test on the primary test date have covers with purple accents. They display the test name (SAT with Essay), along with important notes for the student. You'll also have Essay books to distribute. An essay icon appears on covers for both the SAT with Essay test books and the separate Essay books.

Students testing with accommodations may use standard purple test books or accommodated materials that are blue or lime green, depending on their approved accommodations. See a copy of the NAR or the "Testing Materials Distribution Chart" later in this section for more information.

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 state-allowed accommodations (SAAs), if applicable, will test with materials that have lime green accents on the cover.

Both blue and lime green alternate test formats may include test books in regular or large print, braille materials and supplements, or formats on USB flash drives. See the "Testing Materials Distribution Chart" for a list of all the 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 "Before Test Day" later in this manual. Each associate supervisor will need a roster for their room.

You will need to return your Master Student List in your used answer sheet shipment. Make a copy and save it in a safe location for three years after test day. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from ETS or the College Board during an investigation.

Nonstandard Administration Report (NAR)

The SSD coordinator has access to the NAR, which lists students approved for accommodations. The SSD coordinator will need to review the NAR for all students and add any students missing who have been approved for accommodations. Additional details for working with the NAR will be provided. Several days before test day, print and distribute copies of the NAR to associate supervisors so they can plan to use the appropriate scripts on test day.

The associate supervisor should note their own name on the NAR, make a copy, and give it to the supervisor to return with answer sheets.

Forms and Reporting

Your staff needs to be familiar with the reports and forms used in the testing room.

Testing Room Materials Report Form (Required)

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

- The supervisor uses the Testing Room Materials Report form to indicate testing room information, including the associate supervisor assigned to the room, the testing room code, and the test materials issued to the associate supervisor. Make copies of the form or use the one provided on the back of each testing room manual.

- Inside the testing room, the associate supervisor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.

- As indicated in the scripts, the associate supervisor uses the seating chart on the back of the Testing Room Materials Report form to record the serial number of each multiple-choice test book distributed to each seat in the room.

- If possible, staff should include the last name of each student. If any issues arise, the chart will be used in investigating the reported irregularity.

- The associate supervisor should check the number of Essay books received from the supervisor and record the number returned to the supervisor.

- If you need additional Testing Room Materials Report forms, you may make photocopies.

SAT School Day Supervisor's Irregularity Report (SIR)

You will receive at least one blank SIR to use in the event an irregularity occurs during School Day testing, as well as a blank SIR for each associate supervisor to use in the testing room. The testing staff performs a critical role in reporting any and all irregularities and affected students.

Without information, we can't resolve issues that arise. Please review the SIR form with all associate supervisors. All SIRs submitted are thoroughly reviewed. Refer to the irregularity chart in the Appendix in this manual for instruction on when to fill out an SIR.

Request to Cancel Test Scores Form

Students use this form to request score cancellation. Provide your staff with copies of this form for each testing room. Direct students to fill out the form with exactly the same information that's given on their answer sheets or pre-ID label.

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

- Hand the form to the testing staff before leaving on the day of the test.
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth business day following the date testing ends.
- 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.

In cases of equipment failure or illness, the associate supervisor must sign the form for students who decide to cancel their scores using the SAT School Day Request to Cancel Scores form. ***Fill out an SIR in these cases***. Students will be eligible for a makeup administration. An SIR is not necessary for other cancellation situations.

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

Testing Materials Distribution Chart

Your Nonstandard Administration Report (NAR) will include the materials, rooms, and scripts for each individual student. The chart that follows provides a summary of the different room types and what accommodations typically test in each room.

For accommodations not listed in the chart, work with your SSD coordinator or contact SSD. Also note that students may be approved for more than one accommodation, so the NAR should remain your key reference for testing students with accommodations.

GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)		**Accommodated Room(s)**	
Number of Testing Days	One day	One day	One day	One- or two-day testing during the accommodated testing window
Accommodation Examples	No accommodations	▪ 14-pt large-print test book ▪ Large-block answer sheet ▪ Magnifier ▪ Written copy of oral instructions ▪ Permission for food/ medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Record answers in test book ▪ Use of colored overlay ▪ Auditory amplification/FM system ▪ Sign language interpreter for test directions	▪ Extended breaks ▪ Extra breaks ▪ Four-function calculator on Math Test – No Calculator section ▪ Permission to test blood sugar ▪ Small group setting ▪ 50% Math extended time (math only) ▪ 50% Writing extended time (essay only)	▪ 20-pt (or larger) large print ▪ Magnifying machine ▪ Braille ▪ Braille writer ▪ Reader ▪ MP3 audio test format ▪ Writer/scribe to record responses ▪ Assistive Technology–Compatible (ATC) format ▪ Computer for essay ▪ Breaks as needed ▪ One-to-one testing ▪ Late start time ▪ Home/hospital testing ▪ Limited testing time ▪ 100% Reading extended time (entire assessment) ▪ 100% Writing extended time (essay only) ▪ 100% Math extended time (math only) ▪ 50% Reading extended time on the SAT with Essay (entire assessment) ▪ Michigan-supported state-allowed accommodations
Room Roster	Work with school administration to create a list of students you plan to test as part of SAT School Day.	NAR Roster in SSD Online	NAR Roster in SSD Online	NAR Roster in SSD Online
Testing Manual	*SAT School Day Standard Testing Manual*	*SAT School Day Standard Testing Manual*	*SAT School Day Accommodated Testing Manual*, Scripts 1–3	*SAT School Day Accommodated Testing Manual*, Scripts 1–6
Test Book Color	Purple	Purple	Purple	Blue (or lime green for SAAs)

Refer to your state department of education for a list of state-allowed accommodations.
Refer to the NAR for information on testing these students.

Supervisor'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 SCHOOL DAY TEST DATE

	Activity	Where to Learn More
☐	Complete the online supervisor training. (We'll email you instructions for accessing it.)	**collegeboard.org/ptat**
☐	Distribute *SAT School Day Student Guide* and encourage students to visit **sat.org/practice** to get ready for test day.	Prepare Your Students
☐	Check test materials within 24 hours of receipt.	Prepare Your Materials
☐	Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing
☐	Compile a list of students who are approved to test with accommodations.	Accessing the NAR to Determine Room Needs for Accommodated Students SSD Online: **collegeboard.org/ssd-online**
☐	Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space
☐	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
☐	Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any support staff needed for accommodated testing.	Plan Your Staff
☐	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
☐	Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts
☐	Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.)	Manage Test Day Impacts
☐	Plan activities for students who won't be testing, such as field trips, practice testing, alternative school schedule, etc.	Manage Test Day Impacts
☐	Notify your school population of modifications to the normal school day.	Manage Test Day Impacts
☐	Plan your preadministration session.	Prepare Your Preadministration Session

TWO WEEKS BEFORE THE SCHOOL DAY TEST DATE

	Activity	Where to Learn More
☐	Schedule and conduct staff training.	Train Your Staff
☐	Conduct your preadministration session.	Conduct the Preadministration Session
☐	Update Master Student Lists and room rosters as necessary to include newly enrolled students and any additional approved accommodations.	Build Your Room Rosters
☐	Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing
☐	Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts

ONE WEEK BEFORE THE SCHOOL DAY TEST DATE

	Activity	Where to Learn More
☐	Review and print your NAR to make sure you have planned for all students approved to test with accommodations.	SSD Online: **collegeboard.org/ssd-online**
☐	Revise standard and accommodated room rosters if needed.	Build Your Room Rosters
☐	Identify students who will need ELL supports and print necessary translated test directions. If students are using student-provided glossaries, collect them and confirm they don't include any improper writing or pages. You will redistribute to students on test day.	Prepare to Test Students with English Language Learner Supports
☐	Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students / Post Testing Room Assignments
☐	Post room assignments for nontesting students.	Plan for Test Day Impacts
☐	Conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session
☐	Review assignments with staff.	Share Staff Room Assignments
☐	Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students
☐	Review facility preparation with custodial staff.	Manage Test Day Impacts

ON OR BEFORE TEST DAY

	Activity	Where to Learn More
☐	Prepare testing room packets for associate supervisors.	Prepare Your Materials
☐	Have staff sign the SAT School Day Testing Staff Agreement.	Plan Your Staff
☐	Make sure computers are provided in testing rooms for those students approved to use them. Have staff test the equipment and any MP3 audio or ATC flash drives before test day.	Prepare to Test with Accommodations

ON TEST DAY

	Activity	Where to Learn More
☐	Complete your testing room packets for associate supervisors. Add multiple-choice test books in serial number order to the packets for associate supervisors.	Prepare Your Materials
☐	Post signs in the testing area ("No Electronic Devices" and "Quiet, Please").	Equip Testing Rooms
☐	Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area
☐	Distribute testing room packets to associate supervisors.	Equip Testing Rooms
☐	Make sure that all announcements/bells are discontinued for the duration of testing.	Manage Test Day Impacts
☐	Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area
☐	Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing
☐	Report test administration irregularities (if any).	Your Role During Testing

AFTER TESTING IS COMPLETED

	Activity	Where to Learn More
☐	Collect materials from associate supervisors.	Collect Testing Materials
☐	Request materials for makeup testing.	Collect Testing Materials
☐	Prepare materials for return.	Collect Testing Materials
☐	Return test materials.	Return Test Materials

Before Test Day

Start planning for the 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.
- Review the contents of the Supervisor Planning Kit and distribute testing room manuals to associate supervisors for their review.
- Begin the Supervisor's Checklist.
- 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 this list of test takers to determine how many testing rooms and staff you will need for administering the test. Once created, you'll use your Master Student List to create room rosters to distribute to each associate supervisor showing the students who will test in their room. You'll also use the room rosters to inform students of when and where they will test.

TASKS

Compile Lists of Students

Create a Master Student List, which will include all students eligible for testing. A sample Master Student List with suggested headings is included in the Appendix.

1. Generate a list of preidentified students from the Secure Site. Refer to **www.Michigan.gov/securesitetraining** for assistance on generating this list.
2. You may be asked to test homeschooled students. Make sure these students are preidentified in the Secure Site and accounted for as part of the Master Student List.
3. Ask your SSD coordinator to print a copy of the NAR after they have confirmed that all students approved to test have been included. Use the NAR to identify the appropriate accommodations and add the test book and group type from the NAR to the Master Student List.

You will now have one Master Student List to use to add room and staffing information. Check your list against the sample Master Student List in the Appendix to confirm that 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

The SSD coordinator can access the NAR in SSD Online to help you organize testing for accommodated students, including completing your Master Student List. The NAR includes the names and College Board SSD numbers of students approved for testing with accommodations, their test type, test book type, testing group, script name, and whether they're approved to test in the accommodated testing window. It will also tell you which accommodated students can test in the same test room.

Plan Your Space

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See "Prepare Your Materials" for more information.

Evaluate Rooms for Testing

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

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. It will indicate which students can test together and how many room types are required.

KEY INFORMATION

Facility Requirements

To prepare for test day, you will need:

- Bells and announcements to be silenced on test day.
- A place to securely receive and store testing materials. See "Prepare Your Materials" for more information.
- An area where students can assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for groups of students who arrive late.

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, with an adequate writing surface, that enables students to be seated 4 feet apart (measured from the center of the table), facing the same direction (see "Seating Requirements")
    - No materials related to test content on display (these can be removed or covered)

Room Selection Tips and Recommendations

- Rooms should be located in one section of the school. With rooms that are close together, each hall proctor can cover up to 5 rooms.
- We recommend that 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 not have enough writing space.

Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.

- At tables longer than 6 feet, students must be seated at least 4 feet apart (measured from the center of the table) and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

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

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

Additional Seating Requirements for Accommodated Testing Rooms

- Students with the same type of timing may be seated together, as noted on your NAR.
- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Use of more than one test room is required if a student's accommodations would disturb other students (for example, different extended time requirements) or if the student is approved for one-to-one testing. Students who are approved for a reader or scribe must test in a one-to-one setting.
- The MP3 audio and ATC formats are provided on USB flash drives. For students approved for use of these formats, a computer with a USB port must be provided to accept the flash drive. Students using text-to-speech software or MP3 audio formats who do not have earphones must test in separate rooms.
- For students using a computer, see the requirements stated in "Plan for Computer Usage" under "Prepare to Test with Accommodations."

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. These include:

- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food or medication
- use of a 14-point large-print test book, a magnifier, or a sign language interpreter for oral instructions
- auditory amplification or FM system

- a colored overlay
- approval to record answers in the test book

If a student is approved for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to a standard testing room. If you have a question about room assignments for a specific accommodation, refer to the NAR or contact the SSD office.

Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

Plan 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 associate supervisors and proctors.
- If you're testing students approved for accommodations, including SAAs, work with your SSD coordinator to ensure you have the proper staffing to meet students' needs.
- Make a list of available staff and what role they should fill. 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 (associate supervisors) or act as proctors.

KEY INFORMATION

Staff Policies

To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of unquestionable integrity and maturity expected of a member of the school staff. 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** for additional information.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:

- Are involved with paid coaching or paid SAT preparation. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.

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

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff. Additionally, retired teachers and current district personnel can help support test administration.

Associate Supervisors Needed

Associate supervisors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one associate supervisor.

Room Proctor Requirements

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

FOR EACH STANDARD TESTING ROOM

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

FOR EACH ACCOMMODATED TESTING ROOM

Number of Students	Number of Room Proctors Needed
1–10	0
More than 10	1+ (1 proctor for each additional 10 students)

Additional staff may be needed for students testing with accommodations. Work with your SSD coordinator to determine how many additional proctors will be needed for these students.

Hall Proctor Requirements

NUMBER OF HALL PROCTORS NEEDED ON TEST DAY

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

Support Staff Requirements for Accommodated Testing

Work with the SSD coordinator to check your NAR to determine if you have students approved for accommodations who need any of the following support staff. These support staff resources must meet the same requirements as all other staff.

- Readers
- Personal assistants
- Scribes
- Sign language interpreters for test directions

SAT Testing Staff Agreement

Before the test begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. You and your backup supervisor also need to sign the Agreement.

Build Your Room Rosters

Once you have your room assignments for staff, you need to create a roster for each testing room that each associate supervisor can use to record attendance on test day. Those who are testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and make other preparations for administering accommodations in their room.

TASKS

Assign a Testing Room Code to Each Testing Room

If your school will be using multiple testing rooms, please take advantage of the testing room code field on the answer sheet. Testing room codes can help you organize your test day experience and allow speedier resolution of any reported group disturbance at your school.

- Assign a 3-digit testing room code to each room you identified as a testing room in "Plan Your Space."

Assign Students to Testing Rooms

- Divide your list of standard students into testing rooms based on room capacity.
- Separate your list of accommodated students into the testing groups indicated on your NAR. Students with SAAs must test separately from other accommodated students.
- Add each student's testing room assignment to your Master Student List. Record the testing room code on the list as well.
- Also record accommodated students' testing room assignments on the NAR (for return in the Accommodated Testing Envelope after testing concludes).

Create Individual Room Rosters

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

- Divide your Master Student List into individual room rosters for students testing in standard test rooms.
- You have the option to build room rosters for accommodated testing rooms or use copies of the NAR.

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 who may have been recently approved for accommodations. Continue to update your Master Student List and room rosters.

KEY INFORMATION

Testing room codes allow you to better manage your SAT School Day administration. Assigning a unique code to each testing room allows you to organize answer sheets for preadministration sessions and for distribution on test day. If a group irregularity occurs, the code can help you pinpoint who may have been affected and which staff member(s) can offer information for quicker resolution and release of scores.

Build Your Plan for Testing

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

TASKS

Plan for Preadministration

The preadministration session is designed to save time on test day and allow students to take advantage of SAT benefits, including Student Search Service® and their four free score sends.

- 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 with school supervision.

- Filling out the personal information fields may take as much as 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 have discussed with their parents if they wish to participate in Student Search Service. Plan to distribute the Student Guides in advance of the preadministration session.

- 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" later in this section for detailed instructions.

Plan Training Sessions

Training is required once for all SAT School Day supervisors. Training is highly encouraged even if you completed it in previous years. You'll receive a link to access training approximately six weeks before test day. Other test day staff must either take the online training provided or be trained by the SAT supervisor. You can share the link in the email with other test day staff, such as SSD coordinators and associate supervisors. Make sure any off-site supervisors and associate supervisors are provided with training. Schools can determine the best way to train other test day staff.

Plan Test Day Schedule

- Testing is scheduled to begin at 8:30 a.m. Schools may alter the start time by 30 minutes, and therefore must start any time between 8 and 9 a.m. Schools must contact Michigan School Day Support for consideration and approval to start earlier than 8 a.m. or later than 9 a.m. The start time applies to both standard and accommodated test takers on both the primary and makeup test administrations.

- Designate one or more areas for students to consume snacks during breaks.

- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

See the Appendix for sample schedules for standard and accommodated testing.

Plan Accommodated Testing Window Schedule

- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date.

- Schedule the second day of 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 window.

- Plan for secure storage of materials used for 2-day testing. Materials for students testing after the primary test date during the accommodated testing window must be held until all students have been tested 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" 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. Plan for staff to meet them at a predetermined location on test day and direct them to their assigned rooms.

Plan Break Times for Staff

Plan a schedule of break times with your staff before test day, and work out how you will rotate your proctors to allow each staff person at least one break. Staff in the extended-time rooms may require two breaks.

Plan for Makeup Testing

Be aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies.

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

- Compile the list of students who are taking the makeup test.
- Request materials. (You'll get an email before test day with instructions.)
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in "After the Test."

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.*

Plan for Off-Site Testing

Most schools participating in School Day administrations will use their schools as the test location. However, for schools that submitted a request and received approval for an off-site testing location, you may need to plan for administrations at one or more locations. The school AI code is common across all testing locations.

- Schools approved for off-site testing will receive a unique test center code for each location once they are approved for testing by the College Board. Off-site locations will need to use this code when filling out the SIR or SRF. See "Forms and Reporting" for further information.
- Make sure any off-site supervisors and associate supervisors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test supervisor is responsible for ensuring that the off-site test center meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

KEY INFORMATION

- Schools will receive preadministration materials three weeks before the test, including answer sheets, *Student Answer Sheet Instructions*, *SAT School Day Student Guides*, and pre-ID labels.
- You will need about 4 hours and 40 minutes for standard-time testers. See the "Overview of Accommodated Timing and Breaks" for details about timing.

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

Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- 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 room/activity 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 the need arises.

Minimize Distractions

Only students, testing staff, authorized observers, and SSD assistants (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 that this policy is both for security reasons and to protect students from disruptions on test day.

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

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

Train Your Staff

TASKS

Hold Training Sessions

About 3–4 weeks before the test, schedule a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At this session, you may want to give your staff access to the online training modules provided, especially the backup supervisor. Be sure to review the following:

- Maintaining security in the testing room
- Procedure for collecting personal belongings (if permitted under school policy)
- Seating policies
- Calculator policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day

Share Staff Room Assignments

Share the testing room assignments with associate supervisors and proctors (covered earlier in this section). Staff members should know:

- Whether they are assigned a standard or nonstandard room (if administering the test) and approximately how many students are assigned to their room.

- What script(s) they will be using and approximate timing of the test.
- Where and when to report on test day.
- General setup of rooms.
- Contents of the testing room packet they will receive on test day. (See "Prepare Your Materials" for more information.)
- Who the backup supervisor is, in case of your absence.

KEY INFORMATION

Maintaining Security

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructive material, such as maps and charts.
- Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as talking on phones, using a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during testing or breaks. A list of prohibited aids follows.

IMPORTANT: *Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers can be used to conceal aids and notes.*

- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not 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 that compromise test security, either before or on test day to Michigan School Day Support. See the Irregularity Chart in the Appendix for more information.

Prohibited Aids

Once the opening scripts have been read to students, staff must dismiss any student seen with a cell phone or wearable technology during testing, including breaks. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

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

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

Preventing Issues Involving Phones and Electronic Devices

Discourage students from bringing phones or other prohibited electronic devices to the testing room. At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to store them out of sight. Once the script has been read, if a prohibited device makes noise or a student is seen using a prohibited device, the supervisor must dismiss that student and, if warranted, collect the device. Contact Michigan School Day Support immediately for further instructions if a device has been collected.

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

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

Seating Policies

Inside the testing room, the associate supervisor should follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- Assign seats at random or by prearrangement with the supervisor. 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 only be used on the Math Test – Calculator portion, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator section. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See the Appendix for a list of acceptable calculators.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend that students bring and use a calculator, preferably one they are familiar with, on the Math Test – Calculator portion of the SAT. A scientific or graphing calculator is recommended.
- Students should supply their own calculators. If your school provides calculators, be sure that students are familiar and comfortable with how to use them.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need your permission to use them.
- Students may not share calculators.

Monitoring Equipment Use

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

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

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

Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test.

Students without backup equipment should continue testing, since most questions don't require a calculator. If they choose to cancel their score, they must cancel the entire test. They will need to fill out a Request to Cancel Test Scores form before leaving the testing room.Tell students that if they cancel their scores, the scores will still be sent to the state and district and will be accessible to the school. Students will not have access to canceled scores, and the scores will not be sent to any chosen colleges or scholarship organizations.

Prepare to Test Students with English Language Learner Supports

Access to translated test directions and a list of approved word-for-word bilingual glossaries are available for use by English language learners.

TASKS

- Identify the students who require ELL supports and the languages they require.
- Print the translations and review the list of approved glossaries available at your state website. No ELL supports will be shipped with the test materials.

- If students are supplying their own glossary, confirm they are on the approved list and plan to collect them a day or two before testing so you can verify no improper notes or markings are included.
- Store glossaries securely until you're ready to assemble testing room packets for associate supervisors.

KEY INFORMATION

The College Board is providing ELL supports in a number of languages. See a full list at **collegeboard.org/michigan**.

Scores are college- and scholarship-reportable for these supports, and no approval or request in SSD Online is required. These supports are not available for tests taken on a national, weekend administration of the SAT.

Prepare to Test with Accommodations

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

- The student appears on the online NAR accessed by the SSD coordinator.
- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.
- The student has a documented College Board approval for accommodations. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials. (If not, you may need to add them to your list of students for makeup testing.)
- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD coordinator through the SSD Online system).

Students who are approved for accommodations will fall into these groups:

- Those who will use standard (purple) testing materials and must test on the primary School Day test date, and
- Those who will use accommodated (blue) testing materials and 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.

Your NAR will indicate which group each student falls into. For general guidelines, refer to the Testing Materials Distribution Chart in the Introduction for a list of the accommodations that typically fall into each group along with which manuals and rooms to assign to students with accommodations.

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

If an associate supervisor begins testing with the wrong manual (e.g., standard script instead of script with accommodations), contact Michigan School Day Support immediately for instructions. Do not switch to a different manual after the start of the test.

Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless otherwise approved as an accommodation. If you have accommodated students who require a makeup, follow the procedures to request materials for a makeup test.

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

Materials Provided for Accommodated Testing

ACCOMMODATED MATERIALS	
Accommodation	**Materials Provided**

▪ 50% extended time for:
  – Math only
  – Writing only on the SAT with Essay
▪ Auditory amplification/FM system
▪ Extra or extended breaks
▪ Four-function calculator on Math Test – No Calculator section
▪ Permission for food/medication
▪ Permission to test blood sugar
▪ Preferential seating
▪ Record answers in test book
▪ Sign language interpreter
▪ Small-group setting
▪ Use of colored overlay
▪ Wheelchair accessibility
▪ Written copy of oral instructions
	▪ Purple regular-type multiple-choice books
	▪ Essay books with purple accents
	▪ Standard answer sheets
	▪ Standard answer sheet instructions

▪ 50% extended time for Reading ▪ 100% extended time ▪ Breaks as needed ▪ Computer for essay ▪ Home/hospital testing ▪ Late start time ▪ Limited testing time ▪ One-to-one testing ▪ Writer/scribe	▪ Blue regular-type multiple-choice test book ▪ Regular-type Essay book with blue accents ▪ Standard answer sheet ▪ Standard answer sheet instructions
Assistive technology–compatible (ATC)	▪ Flash drive with multiple-choice and Essay ATC files ▪ Blue regular-type multiple-choice test book ▪ Regular-type Essay book with blue accents ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-block answer sheet ▪ Large-print answer sheet instructions

Accommodation	Materials Provided
Braille	Braille kit: ▪ Braille Book 1 - Reading, Writing and Language (UEB and EBAE) ▪ Braille Book 2 - Math Test – No Calculator, Math Test – Calculator (UEB and EBAE) ▪ *Guide to the Nemeth Code* ▪ *Braille Reference Information* for use with the Math Test in the SAT Suite of Assessments Also: ▪ Braille Essay book ▪ Standard answer sheet instructions ▪ Standard answer sheet ▪ Reader script ▪ Blue regular-type multiple-choice test book ▪ Regular-type Essay book with blue accents
Braille graphs and figures	*Braille Figure Supplement* book
Large-block answer sheet	▪ Purple regular-type multiple-choice test book ▪ Regular-type Essay book with purple accents
Large type - 14 point	▪ Purple large-type - 14-point multiple-choice test book ▪ Large-type - 14-point Essay book with purple accents ▪ Standard answer sheet ▪ Large-block answer sheet ▪ Standard answer sheet instructions ▪ Large-print answer sheet instructions
▪ Large type - 14 point* ▪ Large type - 20 point ▪ Large type - 24 point	▪ Blue large-type - 14-point/20-point/24-point multiple-choice book ▪ Large-type - 14-point/20-point/24-point Essay book with blue accents ▪ Other large-print formats multiple-choice book and Essay book ▪ Standard answer sheet ▪ Large-block answer sheet ▪ Standard answer sheet instructions ▪ Large-print answer sheet instructions
MP3 audio	▪ Flash drive with multiple-choice and essay MP3 files ▪ Regular-type multiple-choice test book ▪ Regular-type Essay book ▪ Standard answer sheet ▪ Standard answer sheet instructions
Reader	▪ Reader script ▪ Blue regular-type multiple-choice test book ▪ Regular-type Essay book with blue accents ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-block answer sheet ▪ Large-print answer sheet instructions

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

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

Tasks for Supervisors

Check Room Assignments for Accommodated Students

As the supervisor, you're responsible for creating room assignments for all students, including those who are testing with accommodations. See "Build Your Room Rosters" for more information.

Assign Any Personal Assistants

- Assign personal assistants, such as 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").
- Do not assign a personal assistant who is a relative of the student testing.
- Do not assign a single reader or scribe to more than one student.
- Notify readers that their students will take the test with 50% extended time for reading unless a student is already approved for 100% (or more) extended time. Students assisted by a reader will test over two days.

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 received notification 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.
- Contact the SSD office if any information is incorrect or if a student's name is missing.

Plan for Computer Usage

Students approved for accommodations that use computers for testing must be tested separately from other test takers.

Make sure necessary computers are provided in rooms where students need them. Make sure computers are not connected to the internet.

- For students using MP3 audio or ATC format, make sure the computers have USB ports.
- For students approved to use a computer for the Essay, make sure the computer provides word processing software. The computer must be attached to a working printer.
- Instruct the staff who are testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See "Administer Accommodations" later in this manual for related tasks and information.

Ensure Approved Transcription Is Completed

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

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

Return Accommodated Materials Correctly

Follow the procedures under "After the Test" to return your accommodated materials as follows:

- Return used answer sheets and associated reports for accommodated students who finish testing on the primary test date with all standard testing materials.
- Return used answer sheets and associated reports for students testing in the accommodated window as soon as all accommodated window testing is complete. Do not hold answer sheets until the end of the accommodated testing window.
- Return used answer sheets and associated reports from any makeup testing as soon as makeup testing is complete.

Tasks for SSD Coordinators

Review Approved Students

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

- Use the dashboard to lookup students, or print the eligibility roster. The roster lists all students approved for accommodations at your school.

- For new students or students who need accommodations that have not yet been requested, submit a request in SSD Online.

- For students with previously approved accommodations, verify:

  - The accommodations approved match the student's current identified IEP/504 accommodation needs.

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

  - The student is receiving the testing accommodation on school and district assessments.

- For any students no longer at your school, notate the information on the eligibility roster. Fax the roster to (866) 360-0114 to have students removed from your dashboard and reports.

Request Accommodations

All accommodations must be approved by the College Board. Some accommodations will be automatically approved upon submission of request, while others will require documentation. Approvals that require documentation review may take up to seven weeks to process from the date we receive all documentation.

- A school staff person must be identified in the system as the SSD coordinator. For detailed instructions on how to get access, see **collegeboard.org/ssdonline**. The school must have an SSD Coordinator Form on file with us for the SSD coordinator to submit online SSD requests and view student information.

- The SSD coordinator is responsible for submitting accommodation requests through SSD Online.

Work with Supervisor

The SSD coordinator will need to supply the supervisor with:

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

- Notification when they are alerted by email of the College Board decision for an accommodations request to update the Master Student List.

- A list of needed personal assistants for staffing purposes.

- Help with setting up any computers for typed essays or USB formats.

- Assistance with planning for rooms and materials.

Download and Verify the NAR

The SSD coordinator will need to supply you with the NAR regularly in the weeks leading up to the test administration. An updated NAR can be accessed through SSD Online and will be available approximately 4 weeks prior to the primary test day.

KEY INFORMATION

Administering Accommodations in the Standard Testing Room

The following accommodations, if not combined with others, can be offered in the standard room. The NAR will indicate that they should be tested in the standard room with the standard manual and test books. If you have any students with these accommodations, notify the associate supervisor(s) so they can be prepared to test these students:

- 14-pt large-print test book
- Large-block answer sheet
- Magnifier
- Written copy of oral instructions
- Permission for food/medication
- Wheelchair accessibility
- Preferential seating
- Record answers in test book
- Use of colored overlay
- Auditory amplification/FM system
- Sign language interpreter

Types of Accommodations and Materials

We offer extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these formats follows. See "Materials Provided for Accommodated Testing" earlier in this section for a list of the materials provided for specific accommodations.

The information here will help you plan for administering the test to students using these formats. It's also included in the *SAT School Day Accommodated Testing Manual*.

Timing and Breaks

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

- There are different types of breaks a student can be approved for. See "Follow Your Test Day Schedule" for more information.
- Students will get extended time only for the subject area(s) they're approved for (e.g., math only or writing only). *Exception: Students approved for extended time for reading will receive extended time for the entire test.*
- Your associate supervisors may need to use combinations of scripts for some students. See the "Overview of Accommodated Timing and Breaks" chart in the Appendix for detailed information about which scripts to use for various accommodations. The NAR also has instructions for which script(s) to use for each student.

When Accommodated Students Test

As shown in the "Testing Materials Distribution Chart" in the introductory section of this manual, many accommodated students will use standard test books to test in one day. These students must test on the primary test date along with other students using standard materials.

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

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

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

Two-Day Testing

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 should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. See the "Overview of Accommodated Timing and Breaks" chart in the Appendix for detailed information. The associate supervisor will return the materials to you for secure overnight storage. Students will complete the test on the second day.

Test Aids and Personal Assistants

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

Students who are deaf or hearing-impaired may:

- have a sign language interpreter translate test directions from spoken English.
- be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- The reader will need a script if the student requires dictation of test questions, a regular-type test book for student and reader use, a separate Essay book, and possible additional test materials for student use as approved by the College Board (for example, braille materials).
- Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

Students who use readers or audio files in conjunction with other formats will find that the two 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 given in other formats.

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.

Other software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board.

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.

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) and English Braille, American Edition (EBAE), both with Nemeth Code for math. You need to determine which format each student is comfortable using and distribute only that format to the associate supervisor for the student's use on test day.

- 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 a braille math reference book.

Braille Graphs and Figures

- Some students who don't read braille may be approved to use the accommodation of braille graphs and figures (along with a reader or MP3 audio test). Labels and numbers given with braille figures can be found in corresponding locations in both the regular-type and large-type tests.
- 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 supplemental book of braille math graphs and figures, may refer to it during the test. The *Braille Reference Information* contains math reference material required for the braille test.

Braille Writers

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

MP3 and ATC

The MP3 audio and ATC test formats are delivered on USB flash drives. To use either format, 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. The school must provide suitable computers for MP3 audio formats. Schools can also provide earphones (which are required for the MP3 audio format and for use with any text-to-speech software used with the ATC format).

The ATC format is composed of five Microsoft® Word files that have been created to work with students' assistive technology, such as screen magnification or screen readers. The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA®, on both a PC and a Mac laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil doesn't offer enough functionality to be used for the SAT. If your student has a device that is not listed, use the practice test to verify that it is supported. Practice materials can be found at **collegereadiness.collegeboard.org/sat/ practice/full-length-practice-test-assistive-technology**.

The MP3 audio format is an audio recording of the test. It consists of read-only files and a built-in player to deliver the test content. Set up for MP3 testing should be done in advance of test day to ensure a smooth administration.

The MP3 audio format provides the actual test as an audio recording for the student to listen to. All sections of the test, including the essay, are included on one MP3 audio flash drive.

General Notes for Electronic Devices

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

All essays must be printed out according to the guidelines outlined in "Administering Computer Use for the Essay." All written responses must be deleted from the equipment following successful print out.

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

- Letter-size paper, printing portrait style with double spacing between lines.
- Margins: 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 need to 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

State-Allowed Accommodations

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

Prepare Your Students

TASKS

Inform Students About SAT School Day

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

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. It will refer to the "optional Essay" but for the MME, the SAT with Essay is required.

Students can find answers to general questions about the SAT and what to expect on test day at **sat.org**. Be sure to let them know that 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 also suggest that you engage students' families to inform them of what students can expect on School Day and what the SAT means to their college and career planning. Be sure they understand that the Essay is required by Michigan. Let them know about free practice from Khan Academy®. And, make them aware of the four free score sends so they can discuss them with their child before the preadministration session.

Practice for the Test

Remind students to access Official SAT Practice on Khan Academy for free, personalized, online SAT practice at **satpractice.org**. Developed with actual test items from the College Board, Official SAT Practice is tailored to each student's strengths and areas they need to work on.

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 for lunch.
- Lunch will be served after, not during, testing.

What to Bring on Test Day

On test day, students must 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 necessary.
- Earphones, if using an ATC or MP3 audio format.

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities.
- Snacks and drinks (which must be packed away during testing).
- Extra batteries and a backup calculator.

IMPORTANT: *Remind students who are approved to use a basic, four-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 the following in the test area or break area, except in the case of approved accommodations:

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

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 and 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-block answer sheet must mark X's 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 write their essay. Essays written 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 the College Board has approved this accommodation).

Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure that students have filled out identifying information.

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

Important Reminders for ATC and MP3 Users

Share these important details with your ATC and MP3 audio format users ahead of test day.

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones that they are familiar with and comfortable using. 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**.

- The MP3 audio test requires 100% extended 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 one exception: Section 2 requires 100% extended time.

- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

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.

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

Check the Preadministration Materials Shipment

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

- Answer sheets.
- Large-block answers sheets, if applicable.
- *Student Answer Sheet Instructions.*
- *SAT School Day Student Guides.*
- Testing manuals.
- Pre-ID labels.
- Extra blank Pre-ID labels.

Check the Test Materials Shipment

All testing materials, for both standard and accommodated testing, will be shipped to the test supervisor and may arrive in multiple shipments. You should receive testing materials approximately three weeks before test day. Standard and accommodated materials will be shipped separately.

Each shipment may include more than one box. One box will contain a summary list of all test materials in the shipment.

IMPORTANT: *Check the contents of the test materials shipments within 24 hours of delivery so we can get missing or extra materials to you in time, if needed. Use the two packing lists 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.

See "SAT School Day Materials Table" in the introductory section for further information about each shipment.

Your shipments may include:

☐ Shipping notice.

☐ Standard SAT with Essay test books and SAT Essay books.

☐ Extra answer sheets.

☐ Accommodated materials, for individual students approved to use them.

☐ If you're testing students with SAAs, you'll receive lime-green materials for individual students

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

☐ *SAT School Day Standard Testing Manuals* and *SAT School Day Accommodated Testing Manuals*.

☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets (including material for both standard and accommodated testing).

☐ A packet of loose preprinted UPS label(s) and loose red labels for returning all test books and unused answer sheets.

☐ School Day Supervisor Testing Materials Kit:
  ◆ Extra copies of the *SAT School Day Supervisor Manual* and *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 Supervisor Kit for Accommodated Testing:
  ◆ Extra copies of the *SAT School Day Accommodated Testing Manual*.
  ◆ Forms and envelopes for returning with 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 with Essay multiple-choice test books with purple covers and Essay books with a purple bar in packs of 25 or 5.

☐ Individual SAT with Essay alternate test formats with blue covers, Essay books with a blue bar. Includes braille, MP3 audio, ATC format, reader scripts, etc., and large-block answer sheets (if necessary).

☐ For the MP3 audio and ATC formats, you will receive just one flash drive for each student that contains questions for all five sections of the test, including the Essay prompt.

☐ If you're testing students with SAAs, state-allowed accommodation versions of individual SAT with Essay alternate test formats with lime green covers, Essay books with a lime bar. Includes regular type, braille, MP3 audio, ATC format, reader scripts, etc.

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

☐ Verify that you have received all boxes in the shipment.

☐ Validate each item in the shipment against the shipping notice.

☐ Verify the quantities of test materials.

☐ Carefully count the test books 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.

IMPORTANT: *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. Note these or any other irregularities on the SIR.*

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 supervisor's manuals, these can be ordered in the Secure Site during the additional materials ordering window of March 21–28, 2018.*

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 in a locked, secure area that's not widely accessible until the test date. 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 was approved to test off-site, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test supervisor will be available to accept them and ensure the security of test materials from arrival until their return. To ensure accurate test materials tracking, test material security, and adherence to test administration policies:

▪ Record the off-site location name.

▪ Record the test center code.

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

Create a Testing Room Cover Sheet

In preparation for distributing materials to your associate supervisors, we recommend that you print and complete a "Testing Room Cover Sheet" for each testing room. The cover sheet is available online or from your supervisor training module, or you can create it yourself. Include the following information:

- Number of students assigned to a room
- Type of test the room is administering (standard or accommodated, e.g., 50% extended time)
- Name of associate supervisor administering the test in that room
- Proctor 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 associate supervisors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room.

Use the following items to create your testing room packets:

- Testing room cover sheet
- Testing Room Materials Report form (you'll finish filling this out on test day)
- A copy of the room roster you created showing students assigned to the testing room
- A copy of the NAR, if applicable
- Answer sheets (sorted by correct testing room):
  - Prelabeled answer sheets or large-block answer sheets used in a preadministration session
  - Prelabeled answer sheets and/or large-block answer sheets for students who have not participated in preadministration session
  - Blank answer sheets or large-block answer sheets, if necessary (be sure to print pre-ID labels in the Secure Site and adhere them to the answer sheets before you return them)
- *Student Answer Sheet Instructions* booklets for students who didn't participate in a preadministration session or for students who want to change their score report selections on test day. (A large-print version is available for applicable students.)
- Supervisor's Irregularity Report (SIR) forms
- SAT School Day Request to Cancel Test Scores forms (at least 1 per testing room; make copies if you need more)

- The 2 testing room flyers ("No Electronic Devices" and "Quiet, Please")
- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*, if not already distributed at training
- If applicable, ELL supports (translated directions and/or word-for-word glossaries) for students who need them

IMPORTANT: *Test materials must be kept securely stored until test day. Do not break the shrinkwrap or add them to the kits until the morning of the test (unless required for off-site locations). See "Equip Testing Rooms" for associated tasks.*

Assemble Packets for Off-Site Testing

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

- Supervisor Testing Materials Kits containing necessary test day materials, such as forms and envelopes. Make sure to include the manuals that will be needed for both standard and accommodated testing.
- Answer sheets with preapplied pre-ID labels.
- Answer sheet return Express Return Pak(s) or carton(s).
- Empty boxes to return test books.
- UPS test book return labels.
- Red test book return label.

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under "Provide Materials to Associate Supervisors" to add the serialized test books and additional test day materials to the packets before delivering to the off-site locations.

Prepare Your Preadministration Session

Plan the Session

Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce extra test day activities. Share the *SAT Student Guide* and information about the preadministration session in advance so students can discuss with their families if they will participate in Student Search Service and which colleges they will include in their four free score sends. 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 students).

- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones. If you're waiting for approval to use large-block 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 "Preparing for the Preadministration Session." Then apply labels to the correct answer sheet type (standard or large block), taking care to check for inaccuracies.

- Inform students of the planned sessions. Tell students they'll need No. 2 pencils and 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 the colleges to receive their score reports. Alert them in advance to come prepared with:

  - A list of four colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day.
  - Their top three college majors.

- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with administration if additional space is needed to conduct the session.

- Determine staffing needs prior to preadministration. Depending on the way 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.

Prior to 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, 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.
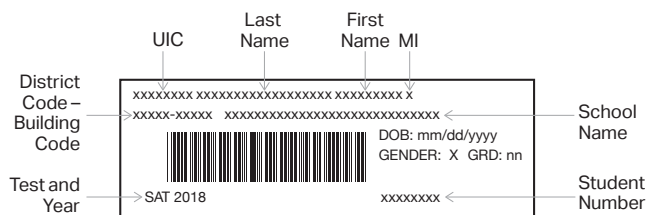
Preparing for the Preadministration Session

TASKS

Check the Pre-ID Labels

You'll receive one pre-ID label for each student who was preidentified in the Secure Site before the deadline.

The labels are sorted alphabetically by grade. The label looks 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 Secure Site.

- If you're missing labels for any students you expect to test, print a pre-ID label from the 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-block 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-block 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 three parts to the preadministration session: completing student information, participating in the optional questionnaire, and taking advantage of the free score sends by providing up to four colleges or scholarship programs.

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-block 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 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 the necessary 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 tinted areas and pause when *[pause]* appears to give students time to follow instructions. Instructions for the associate supervisors that shouldn't be read aloud appear outside the colored areas.
  - Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for their names and other required personal information. The required fields include:
    1. Name
    2. School
    3. School Code (AI)
    5. Date of Birth
    12. Grade Level
    15. Sex (Gender)
    23. Student Identification, for their UIC
  - 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 four free score sends on test day.
  - Students will skip boxes 44–48 on the answer sheet because these sections are completed on test day.

- Some students who take the test may be absent for the preadministration session. The two 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.

- 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 four free score sends.

During the Test

Follow Your Test Day Schedule

TASKS

To ensure standardization across all School Day testing, make sure to adhere to the prearranged schedule as closely as possible. The sample schedules provided in the Appendix are based on average opening times for high schools.

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 entire amount of time; they may not move on to the next SAT section until time is called. Timing charts are supplied for each script in the manuals.

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

- Accurately time each test section.
- 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 supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor's Irregularity Report (SIR).

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 and breaks 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.

The "Overview of Timing and Breaks" chart in the Appendix provides a visual guide to these requirements. The scripts also include break timing.

Some students may be approved for extra and/or extended breaks. Specific timing instructions may be noted on the NAR.

Unscheduled Breaks

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

- Inform students that they won't get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect their test book and answer sheet before the student leaves 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 ELL supports (translated directions or glossary) the student may be using.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It isn't necessary to record this irregularity on an SIR unless you find the activity suspicious.

Accommodated Breaks

During their breaks, students who are approved for breaks due to their accommodation are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Extra Breaks

Give students who are approved for extra breaks an extra break in the middle of Sections 1, 4, and 5, and after Section 2. See the "Overview of Timing and Breaks" chart in the Appendix.

Extended Breaks

Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.

Breaks "As Needed"

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

Equip Testing Rooms

TASKS

Provide Materials to Associate Supervisors

The morning of test day:

- Count test books before placing them in the packets for associate supervisors. You will need to count them again when collecting materials from associate supervisors and preparing them for return.
- Complete your testing room packets:
  - Break the shrinkwrap and add the multiple-choice test books in serial number order (standard or accommodated), along with Essay books (standard or accommodated), to each testing room packet.
  - Fill out the Testing Room Materials Report.
- Distribute testing room packets to associate supervisors. Associate supervisors must count the materials when they receive them from you.
- In addition to the testing room packets you provide to associate supervisors, other items needed in the testing room are:
  - A pencil sharpener
  - A supply of No. 2 pencils
  - Extra calculators (if your school is providing)

....

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

....

Provide Materials to Offsites

If you have not already delivered all testing materials in the off-site testing packets, you will need to follow these steps to count and distribute the tests to your off-site supervisor(s).

- Count test books for the off-site location.
- Add the multiple-choice test books in serial number order (standard or accommodated), along with Essay books (standard or accommodated), to the package of tests for the off-site location. Shrink wrap should be broken at the off-site location on test day.
- Fill out the Testing Room Materials Report. The supervisor for the off-site location will need to distribute the tests by filling out separate Testing Room Materials Reports for each associate supervisor at their location.

Post Signs

You and/or your associate supervisors 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

If you didn't create testing room packets, be sure to supply your associate supervisors with the following codes for posting:

- Six-digit school (AI) code
- Three-digit testing room code

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

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

For Students Using MP3 Audio Format

The associate supervisor testing students with MP3 audio formats should post the following common keyboard commands for the MP3 users, as relevant to the equipment they're using:

For PC or Mac

- Navigating the test:
  - Test Directions/Essay Directions: Double-click to listen to directions
  - Start Section: Double-click Section icon
  - Next Section: Click "Stop" at bottom of screen to return to Section table of contents
  - Change Volume: Click and drag slider bar at the bottom of the screen
- Keyboard navigation:
  - Pause or Play: Ctrl / Command + P
  - Back: Ctrl / Command + B
  - Forward: Ctrl / Command + F

For Chromebook

- Starting and navigating the test:
  - In the file list, double-click the folder "Test Directions/Essay Directions" and then the file itself to hear general usage directions.
  - To select a section, double-click the test section folder (e.g., "SAT Section 1 Reading Test").
  - To play the files in a section, press Ctrl + A to highlight all files in the folder, then press ENTER.
- Chromebook navigation uses the mouse on the media player menu to pause or play.

For Students Using ATC Format

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 associate supervisor should be ready to help students locate the password and give students time to open the file before starting the timed section.

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.
  - After check-in is complete, put an "A" (absent) next to the name of any student who is absent. You'll use this information to help you know which materials and how many materials to request for the makeup administration.
  - Add student information for any student not on your original Master Student List.
  - Note an "X" for any students from other schools who couldn't be admitted because of invalid photo ID, if applicable.
- Send students to the correct testing rooms. Proctors at each entrance can help you to direct students.

Manage Classroom Check-In

Plan to have associate supervisors use the room rosters in standard testing rooms and the NAR in accommodated testing rooms to check in students as they arrive. You'll use this information to help you know which materials and how many materials to request for the makeup administration. Staff should:

- 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 supervisor.
- Check ID for students they don't recognize. If a student can't present acceptable ID, send them to the supervisor.

Manage Late Arrivals

See "Admitting Latecomers" for more information.

- If students arrive late, 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 associate supervisor to add the student's name to the late-arrivals room roster.
- Students who arrive after the timed test has begun in the late-arrivals room cannot test. 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 change from a standard administration to a nonstandard administration, 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 nonstandard room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- If a student requests accommodations that aren't noted on your NAR, and a printout of the Eligibility Roster from the online SSD system doesn't show the student as approved for the accommodations, do not supply the accommodations. Call SSD if there are questions about the student's eligibility.
- If a student requests to change to testing that 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 moved and immediately request materials for testing by calling the SSD office.

IMPORTANT: *Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being canceled. Call the SSD office if you have any questions about providing accommodations to a student.*

Manage Requests to Change to Standard Testing on Test Day

If a student presents a note requesting to waive approved accommodations (signed by a parent or if the student is at least 18 years old), follow these steps:

- Mark the student as moved by printing an "M" next to the student's name on the original assigned room roster.
- Change the student's assigned testing room code on the Master Student List.
- Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The associate supervisor should add the student's name and UIC code to the room roster.

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. Be sure to print and apply pre-ID labels for these students. If unable to test them, include these students in your list of makeups needed, as detailed later in this section.

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. See the Appendix for requirements. Advise these students to keep their IDs handy during test day.

Admitting Latecomers

You can admit latecomers at your discretion if you can assign them to a room where the associate supervisor has not 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 that 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 associate supervisor hasn't begun the timed portion of the test and is still reading the preliminary instructions, and the student has time to read the instructions on the back cover of the test book.

A few things to note about admitting latecomers:

- 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.
- The associate supervisor must close the door to the late-arrivals room before other testing rooms begin their first scheduled break. Admittance to the late-arrivals room shouldn't be allowed after other testing rooms have begun their first break.

- Ensure that testing in any late-arrivals room begins early enough to end before your normal school dismissal time.
- For students admitted during the reading of preliminary instructions who receive a blank answer sheet, ensure that they write their first and last name on their answer sheet. They may complete their other information at the end of the test.

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

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

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 supervisor, 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 that you weren't notified of in advance.
- 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

Do not 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" information 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 SIR. Escort the student to their normally scheduled class or to the principal's office. Students who are dismissed because of misconduct are not eligible for makeup testing.

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

Refer to the Irregularity Chart in the Appendix 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. We sometimes receive the following types of complaints:

- Delayed check-in and testing
- No visible clocks or announcement of remaining test time
- Apparent mistimings and distracting noises
- Cheating

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

Advise students with concerns to contact the College Board by the fourth weekday after the test date. (See contact information on the inside front cover.)

Report Test Administration Irregularities

TASKS

Complete the SIR

This form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles completely. Always include the names of students and the answer sheet litho code (eight-digit serial number from bottom right-hand corner of answer sheet) involved in an irregularity. (See the Appendix for a sample of a completed SIR.)

- For all irregularities, fill in items 1–4 (page 1) and item 10 (page 3) of the form.
  - In box 4a, write your 6-digit school (AI) code.
  - In box 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you're reporting about.
  - Complete Box 4c only if you're testing at an off-site location.
- To report a *group irregularity* (an issue that affects all or a portion of a testing room), fill in items 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the date of birth and answer sheet litho code (8-digit serial number), found in the bottom right corner of the answer sheet, for each affected student.
- To report an *individual irregularity* (an issue that affects one student, such as illness), fill in items 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. 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 SIR, but return them with the other used answer sheets.

Complete the SIR for Offsites

Off-site locations will also need to fill in both the assigned school (AI) code (box 4a) and test center code (box 4c).

KEY INFORMATION

Using the Irregularity Chart

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

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

Use the SIR to record an irregularity, including:

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

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

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

Associate Supervisor Role During Testing

Administer the Test

TASKS

Prepare the Testing Room

Make sure associate supervisors:

- Double-check that their testing room meets seating requirements, including guidelines for type and spacing of seats. (See sample seating plan in the Appendix.)
- Assign seats at random or by prearrangement with the supervisor. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it's working properly.
- 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 cell phones from students, or have a designated area in the room for students to place their phone as they enter the room.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

Count and Distribute Materials

Ensure that your associate supervisors account for testing materials in the testing room as instructed in

their manual. Associate supervisors must count the test books:

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

Associate supervisors and SSD coordinators must count the Essay books:

- After receiving them from you
- Before dismissing students from the testing room
- 🔒 If a test book is discovered missing after the students have been dismissed, contact OTI immediately. Do not return any test materials to the College Board until you have spoken with a representative. Report the incident on the SIR.

Admit Students to the Testing Room

The associate supervisor will admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room. Give them these instructions:

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

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

Time the Test

The associate supervisor times the test as follows:

- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before calling stop, use a watch to check the time they have written down.
- Verify the time with the proctor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

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:

- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.
- 🔒 Staff must always note any such activities on the SIR. They should immediately report significant problems or events that interfere with specific testing procedures or that compromise test security. If the Irregularity Chart indicates to call Michigan School Day Support, report the situation immediately.

Monitor Breaks

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

Report Irregularities

If they encounter security breaches or other situations that affect the test, associate supervisors need to follow the reporting procedures provided in their manuals. These procedures are much the same as those followed by the supervisor, as explained under "Report Test Administration Irregularities" under "Your 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 Use on Test Day

Before testing begins:

- Ensure that each student's computer is powered on.
- Disconnect the computer from any networks and from the internet.
- Disable camera and recording functionality.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

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

For students using formats delivered on USB flash drives, the associate supervisor should set up each computer with the specific USB file for each student before students enter the room.

> **IMPORTANT:** *Students should use earphones when testing with the MP3 audio or ATC formats (if used with text-to-speech software). Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.*

Set Up Computers for ATC Users

The ATC format is composed of Microsoft Word files that have been created to work with students' assistive technology for screen magnification or screen readers. The Microsoft Word software must be installed on any MacBooks used for the ATC format.

The ATC format has been tested with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a MacBook laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the SAT.

- 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 (JAWS or ZoomText, for example).
- You will be asked to enter a password. Enter the password on the label in the box containing the flash drive. Do not share the password with the student.

Set Up Computers for MP3 Audio Users

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

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

Set up for MP3 testing should be done in advance of test day in order to ensure a smooth administration. 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 USB Formats."

- Open the USB drive.
  - On both PCs and Macs, find the icon in the lower left of your screen.
  - On a Mac, click on the icon to open "Finder." You should see a description of the USB as a drive in the pop-up list.
  - On a PC, right click on the icon and select "File Manager" or "File/Windows Explorer." The USB drive will appear in the list labeled "This PC" or "Computer."
  - Double-click the name of the USB drive (which appears as a 6-digit number).
- Start the software: Double-click the software application, which is labeled "Start" (".exe" on PC or ".app" on Mac).
  - A media player named "Flux Player" will launch.
  - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

- Start the software: Click the Launcher, the icon on the far left of the taskbar.
  - Select "Files," which will bring up another taskbar.
  - Find the USB drive in the task list (which shows as a 6-digit number) and click it to display a list of file folders on the drive.
  - Open the folder called "Chrome_Version" to access the test sections.

Key Information

Administering Extended Time

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

Associate supervisors should plan ahead for which scripts apply to the students in their room. Students approved for math only or writing only extended time will be tested with a combination of scripts.

Once the associate supervisor has started each section, they should record the start and stop times in the scripts, then post the times on the board for students to see. They can use the Section Timing Charts in the Appendix of the *SAT School Day Accommodated Testing Manual* to ensure that they have correctly calculated the stop time based on the minutes after the hour when they started the section.

Administering Accommodated Breaks

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

- Students who are approved for extra breaks receive a break between each test section, and a break in the middle of sections 1, 4, and 5 (the same breaks that extended time students receive). These breaks are noted in the scripts. The associate supervisor should use Script 2 for students who are approved for extra breaks, and who are not approved for extended time.
- The associate supervisor should give e***xtended breaks*** to approved students by doubling the standard time of regularly scheduled breaks.
- For students who are approved for ***both extra and extended breaks***, the associate supervisor should provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but they should not be prompted to end their breaks early.
- When a student is approved for ***breaks as needed***, they may break during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, the associate supervisor should grant the request, within reason. This time does not count toward testing time. The associate supervisor should use Script 1 unless the student is approved for other accommodations.

Administering Large-Type Tests

Students who are approved for Large-Type test books are approved for a specific font size, such as 14 point, 20 point, or larger. Make sure that each student is given their correct test book. Students who test with the 14-point test must test on the primary test date. Students who are approved for the 20-point or larger font test must test during the window.

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

Administering MP3 and ATC

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

Students using the ATC format should be tested with standard time unless they have been approved by the College Board for extended testing time due to disability. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices. A student approved for more than 100% extended time should test with that time allowance. Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they're not accessing any other sites while working on the test.

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

Troubleshooting for USB Formats

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

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

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

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

Administering Braille

The braille test is divided into several books, which you will use one at a time. The braille type used is Unified English Braille (UEB) or English Braille, American Edition (EBAE) as chosen by the student, and the Math sections are in the 1972 revised Nemeth Code. Students may use the *Guide to the Nemeth Code* if they're taking the braille format of the SAT. The braille math reference book contains math formulas and directions for use with all mathematics sections.

Scratch paper can also be used by students recording answers on a braille device.

Administering Braille Graphs and Figures

Users of braille will receive a supplemental reference to braille graphs and figures. (As with the test itself, the student can choose either UEB or EBAE braille type, and the math material uses the 1972 revised Nemeth Code.)

Some students using other formats may be approved to use the braille reference as well. During the test, when questions in the math sections refer to figures, students may refer to either the regular-type or large-type test or to the book of braille math graphs and figures.

The braille reference information contains math reference material required for the braille test. All labels and numbers in that book are in braille. If a student doesn't read braille but is approved to use the book of braille math graphs and figures, you may help them find their place. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

Administering Readers

Distribute any supplemental materials to the reader: a Reader's Script, a Regular-Type test book for student's use (unless the student is approved for large print), a separate Essay book, and additional test materials for student use as approved by the College Board (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats.

Administering Scribes

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

After the Test

As test supervisor, 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.*

Collect Testing Materials

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

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

....

IMPORTANT: *If a test book is discovered missing after the students have been dismissed, contact OTI immediately. Do not return any test materials to the College Board until you have spoken with a representative. Report the incident on the SIR.*

....

TASKS

Collect Materials from Associate Supervisors

☐ Testing Room Materials Report form, with completed seating chart on the back.

☐ Annotated room roster and Nonstandard Administration Report (NAR).

☐ Multiple-choice test books, both used and unused, and Essay books.

☐ Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, printed essays, USB flash drives, etc.).

☐ Answer sheets, both used and unused, separated into three groups:

    ☐ Used for standard testing with no accommodations.

    ☐ Used for accommodated testing with students listed on the NAR (to be placed in the white Accommodated Testing Envelope).

    ....

    IMPORTANT: *All students whose answer sheets are returned in the white Accommodated Testing Envelope will be considered to have used accommodations.*

    ....

    ☐ Unused answer sheets. Refer to "What Is a Used Answer Sheet?" later in this section.

☐ Any completed SIRs.

☐ *Student Answer Sheet Instructions.* These should be destroyed after all testing (including makeup testing) has been completed.

☐ Any printed translated testing instructions. These should be securely destroyed.

☐ Any word-for-word glossaries, which can be reused for other purposes after testing.

☐ Any completed Request to Cancel Score forms.

Also perform these tasks:

☐ Verify on the Testing Room Materials Report Forms that the materials returned by each associate supervisor match the materials you initially issued to them.

☐ **Count materials by hand.** Record for use on the Supervisor's Report Form (SRF). As you count, do a spot check to ensure that pre-ID labels are included and all required information (boxes 1–3, 5, 12, 15, 23, and 44–46) is filled in on the answer sheets.

☐ Ask that each associate supervisor 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 SIR. Speak with Michigan School Day Support before returning any test materials.

☐ Make sure that each staff member has signed the Testing Staff Agreement Form.

☐ Review and sign SIRs. Confirm that your school's AI Code (and test center code for off-site locations) is gridded correctly. If needed, complete additional SIR(s). Note any student irregularities that may require a makeup.

☐ Release staff members.

Prepare Materials for Return

TASKS

Reconcile Room Rosters to Master Student List

Once you've collected all materials from associate supervisors, carefully check each room roster and NAR against your final Master Student List, noting the room assignment and testing room code of each student. Test taker lists provide important information to the College Board, particularly when discrepancies arise.

Reconcile and Store Materials

Reconcile the count of test materials against Testing Room Materials Report Forms to ensure that you received all of the materials you gave to associate supervisors.

Securely store test materials for students who are completing testing during the accommodated window as well as any materials needed for makeup testing.

Complete the SRF

Fill out a Supervisor Report Form (SRF) for each shipment of testing materials you're returning. See the Appendix for step-by-step instructions.

☐ *Primary test date:* Fill out and return with answer sheets for all students, including those with accommodations, who completed testing on the primary test date.

☐ **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate SRF and return with answer sheets for all students who tested during the window. Use your primary test date when completing the form.

☐ *Makeup testing:* At the end of makeup testing, fill out a separate SRF and return with answer sheets for all students who took a makeup test.

Complete the SRF for Offsites

Off-site locations will need to fill in both the assigned school (AI) code (box 4) and Test Center Code (box 4c).

Sort Materials

Now that you have collected all of the materials from the associate supervisors and filled out the SRF, you'll need to sort them for return. See "What to Do with Materials" for what to do with each item.

Test Books

- Separate standard test books from alternate test formats.
- Separate multiple-choice test books from Essay books.
- Set aside test books for students approved to record answers in test books.

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 used answer sheets for standard test takers and students testing with accommodations listed on the NAR.
- Set aside unused answer sheets. See "What Is a Used Answer Sheet?"
- If a student whose answer sheet has a pre-ID label misses the primary test date, securely store the answer sheet for use during the makeup administration.

Other Materials

- Refer to the "What to Do with Materials" table for what you should keep or destroy.

KEY INFORMATION

What to Do with Materials

HOW TO HANDLE TEST MATERIALS AFTER TESTING IS COMPLETE			
Test Materials	**Return**	**Keep Copies for Your Records**	**Destroy**
Used answer sheets	Yes - in answer sheet return shipment	No	No
Used answer sheets (regular and large block) for students listed on the NAR	Yes - in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Unused answer sheets	Yes - in test book return shipment after makeup testing is complete	No	No
Answer sheets with demographic information or label but no item responses (absentee)	No - unless used for makeup testing	No	Securely store until makeup testing, then, if still not used, securely destroy after makeup testing is complete
Unused pre-ID labels (if applicable)	No - store securely if needed for makeup testing	No	Yes - securely destroy after makeup testing is complete
Answer sheet instructions	No	No	Yes - after makeup testing is complete
Test books (used and unused, standard and alternate test formats)	Yes - in test book return shipment (s)	No	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Test books for students approved to write answers in their books	Yes - clipped to corresponding transcribed answer sheets, in white Accommodated Testing Envelope	No	No
Defective test books	Yes - in gray envelope in answer sheet return shipment	No	No
Defective test books for students listed on the NAR	Yes - clipped to corresponding answer sheets, in white Accommodated Testing 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
Student scratch paper, computer pages, or braille pages	Yes - clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
NAR	Yes - in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
SIR(s)	Yes - in answer sheet return shipment	Yes	No
SRF	Yes - in answer sheet return shipment	Yes	No
Annotated Master Student List	Yes - loose in answer sheet return shipment	Yes	No
Room rosters	No	Yes (if all information not transferred to your Master Student List)	No
Completed Request to Cancel Scores Forms	Yes - in gray envelope in answer sheet return shipment	No	No
Testing Room Materials Reports	Yes - in gray envelope in answer sheet return shipment	Yes	No
SAT School Day Testing Staff Agreement form	Yes - in gray envelope in answer sheet return shipment	Yes	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
Translated directions for ELL students	No	No	Yes
Word-for-word glossaries for ELL students	No	No	Keep for future use
Manuals	No	No	Yes - if makeup testing is complete
Leftover unused reports, forms, envelopes, flyers, or posters	No - store securely if needed for makeup testing	No	Yes - if makeup testing is complete
Leftover return materials (envelopes, cartons, labels)	No - store securely if needed for makeup testing	No	Yes - if makeup testing is complete
Leftover copies of *SAT School Day Student Guide*	No	No	Yes

What Is a Used Answer Sheet?

An answer sheet is considered used if it has

- Any student demographics information gridded on the answer sheet document OR contains a pre-ID label, AND
- Also contains at least one gridded test question response.

Pack Materials for Return

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

In your test materials shipment, you received one 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 yellow label affixed to the outside. The olive label should be used to return answer sheets from the primary test day. The yellow label should be used to return answer sheets from the accommodated testing window. The used answer sheet shipment includes items listed here. Place items in the box or UPS Express Pak *from bottom to top* in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets.

IMPORTANT: *See the diagram in the Appendix for the correct order of materials and envelopes.*

- Place used answer sheets for standard test takers on the bottom.
- Add other answer documents next, including:
  - Used answer sheets for standard test takers associated with an irregularity that should be sent back with the other answer sheets. The associated SIR should be returned in the gray 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.
- Next, place the white Accommodated Testing Envelope (required for any students listed on the NAR), with the following items inside:
  - Annotated NAR (required for scoring).
  - Used answer sheets (standard or large block) 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 scratch paper, computer pages, typed essays, or braille pages, all clipped to the corresponding answer sheets.
- Any defective test books for students listed on the NAR, clipped to corresponding answer sheets.
- Add the gray envelope next, with the following items inside:
  - Testing Room Materials Report forms with seating charts.
  - SAT Testing Staff Agreement Form with staff signatures.
  - SAT School Day Request to Cancel Test Scores forms (if any).
  - Defective test books or Essay books for standard test takers.
  - Specific irregularities that require the test book to be attached to the SIR (e.g., use of prohibited items).
  - Any other SIRs from the administration.
- A copy of your final Master Student List or room rosters with any notations.
- Place the completed, signed SRF on top and close the box.

Pack Test Books and Unused Answer Sheets for Return

You'll receive loose test book return labels in your test materials shipment. Reuse the boxes that your original test materials arrived in and apply the shipper labels to them.

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

Place items in the box *from bottom to top* in the order provided. See the diagram in the Appendix for the correct order of materials.

- Unused answer sheets (if any). Return these in your last test book shipment, after any makeup testing is complete.
- Used and unused standard test books.
- Used and unused alternate test formats, such as USB flash drives, braille, reader scripts, etc. Place USB formats 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."

Keep answer sheets with labels for the makeup administration for students who missed the primary test date.

Return Materials

When returning materials:

- Give your package to the driver or responsible person to ensure chain of custody for the shipment.
- Record tracking numbers for your records.
- **Do not use a drop box for shipping test materials.**
- If you need assistance with shipping, contact Michigan School Day Support.

TASKS

Return Used Answer Sheet Shipment

It's critical that the answer sheets from your school or off-site location arrive on time for scoring. Return used answer sheets and other materials needed for scoring from the primary School Day test date on test day, immediately after all students have finished testing, or, at the latest, by the next school day after the test administration.

- *Do not delay the return of the primary test day materials for students who have not completed testing.* You will return their answer sheets after they complete testing. See "Repeat for Accommodated Window Testers" for more information.
- Use the packages with olive preapplied return labels provided for primary test date answer sheets. (Save the materials with yellow preapplied accommodated window labels for any shipments of answer sheets completed after the primary test date.)

Return Test Book Shipment

Use the original shipping cartons your test materials were delivered in to return your test books. After preparing the used answer sheet shipment, if you have time before your scheduled custom courier pickup, you can prepare the test book shipment for return that day. Otherwise, return the shipment the next day.

- Cover or remove any existing labels on the exterior of the shipping cartons.
- Apply both the UPS test book return label and colored test book return label to each box.

Record Tracking Numbers for All of Your Shipments

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

Repeat for Makeup Testing

If you administer makeup testing, follow the same steps to return your makeup materials.

Repeat for Accommodated Window Testers

- You may have students testing throughout the accommodated testing window.

- Once you have sent in any testing materials from the primary test date, hold all other accommodated testing window materials until all accommodated testing is complete.
- Pickup for the accommodated testing window will be arranged to coincide with the end of the window. However, all materials for students testing in the accommodated testing window should be returned as soon as all testing is complete. If you complete all testing earlier, you can use the regularly scheduled UPS pickup for your school or follow the instructions in your courier pickup email to arrange an earlier pickup.
- Use the return materials provided.

KEY INFORMATION

Return Timetable

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

Custom Courier Pickups

Pickups will be scheduled for the days following the primary test date, the end of the accommodated window, and the makeup date. You'll receive emails with your pickup dates and times and your confirmation numbers. If you don't receive the email confirmation, contact Michigan School Day Support. If you need to adjust your pickup date or time, follow the instructions in your confirmation email. Pickups for off-site locations will be scheduled for the day of testing to account for supervisors who may not be there the next day.

Makeup Ordering

You will receive an email prior to 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 two days after testing. No materials will be shipped to support the makeup administration if you do not complete the survey.

Store Materials for Your Records

Refer to "What To Do With Materials" and store any necessary materials for your records for three years.

Appendix

Sample Standard Test Day Schedule

(Times are approximate.)

Time	Task
EXAMPLE OF A STANDARD TEST DAY SCHEDULE	
Time	**Task**
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
12:55 p.m.	Testing ends for students testing with standard timing.

Sample Nonstandard Test Day Schedule

(Times are approximate—extended times shown are for reading, which applies to the entire test.)

Time	Task
EXAMPLE OF A NONSTANDARD TEST DAY SCHEDULE	
Time	**Task**
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
Noon	First day of testing ends after Section 3 for 50% extended time (reading).
12:55 p.m.	First day of testing ends after Section 3 for 100% extended time (reading) administration. Testing ends for students testing with standard time.
2nd Day	**Start testing at 8 a.m., resuming with Section 4.**
11:05 a.m.	Testing ends for 50% extended time administrations.
Noon	Testing ends for most 100% extended time administrations.
3:45–4:45 p.m.	UPS pickup arranged for last day of testing window. Call Michigan School Day Support to arrange new time if testing ends on an earlier date.

Sample Master Student List

These are suggested fields; you should create a list that is based on your own school's needs.

	Last Name	First Name	M.I.	Date of Birth/	SSD/Student ID Number	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	Testing Group	Test Book Type	Staff Assigned
1	Jones	Anita		3/5/2000		P	123	N	Essay		A. Teacher
2	Smith	Terry	O	10/15/1999		A	456	N	Essay		B. Proctor
3	Ramirez	Juan	J	2/15/2000		P	123	N	Essay		A. Teacher
4	Brown	Robert		9/11/2000	0001024797	P	789	Y	SB2B	Blue	S. Scholar
5	Szymanski	Ella		8/12/2000	0001025799	P	012	Y	T2	Purple	M.Coordinator
6	North	Adrian		11/30/1999	0001025788	P	234	N	R1	Purple	T. Coach
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

Reminder: All students testing with accommodations are listed on the Nonstandard Administration Report (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.

Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a listing of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a listing of students with accommodations who will complete testing during the accommodated testing window. Any students with SAAs who will test during the accommodated testing window will be listed last. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing one of these groups of accommodated test takers.

Test Date: April 10, 2018

SECTION 2 – STUDENTS WHO MUST COMPLETE TEST OVER TWO WEEKS

Instruction about window testing:

- All students in this section are eligible to complete testing test over a two-week window. Testing can begin as early as the primary test date and can extend through the following two weeks.
- 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:

- Identify which testing rooms students will be assigned to before the test day. Assign a code to each of these test rooms.
- Student with the same testing group can be tested together. Be sure to place students with different testing groups into separate rooms.
- Write in the testing room code and associate supervisor assigned to each student/group.
- On test day, mark an "X" next to any student who is absent.
- Test Scripts are located in your *SAT School Day Manual for Accommodated Testing*. All staff will **BEGIN** reading from the section labeled *"SAT Scripts for Testing Accommodate 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 X if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Test Room Code and Associate Supervisor
SB28	Brown, Robert SSD #0007025797	Writer/Scribe to Record Respnses	SAT with Essay	Blue	Two days	Script 5	
SB28	Harlan, James SSD #0007025796	Writer/Scribe to Record Respnses, Permission to Test Blood Sugar	SAT with Essay	Blue	Two days	Script 5	
Additional Instructions		**Refer to Appendix for instructions for the following accommodations:** Reading +100% (double time)					
SB2	Ramirez, Shane SSD #0007025800	Readers, Other	SAT with Essay	Blue	One day	Script 3	
Additional Instructions		**Other:** Request for Computer to read.					

Acceptable Calculators

For the Math Test – Calculator section of the SAT, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted. This list is not exhaustive.

IMPORTANT: *Contact Michigan School Day Support if you are unsure if a calculator is acceptable.*

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 (PRIZM)
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-500 (Use of the stylus is not permitted.)
FX-8000 series	
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	

RADIO SHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	Smart[2]
Micronta	

SHARP

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

TEXAS INSTRUMENTS

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

Unacceptable Calculators

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

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

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

Sample Seating Plans

The following sample plans show how to configure seating in various situations.

Plan IA: level seating   **Plan IB: level seating**   **Plan II: elevated seating**

Plan III: tables

X

6' or less

X←4'→X←4'→X

More than 12'
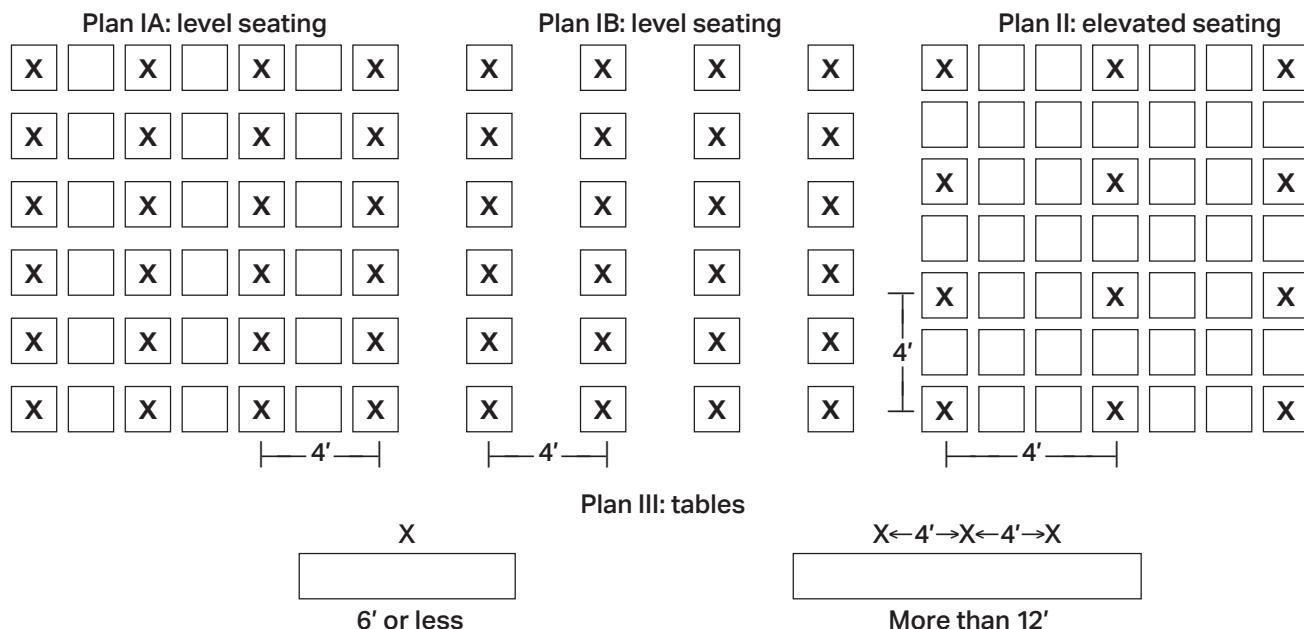
Photo ID Requirements

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

Acceptable IDs

ID Requirements

- Be a valid (unexpired) photo identification that is government issued or issued by the school that the student currently attends. (A school ID from 2016-17 is only valid through December 31, 2017, and cannot be accepted for spring 2018 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a recent recognizable photo that clearly matches the student's appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.
- Black and white photos are acceptable.

Examples of Acceptable ID

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

- SAT School Day Student ID form, available under "Educator Downloads" at **sat.org/school-day** (must be prepared by the school the student currently attends or by a notary, if homeschooled).

Unacceptable IDs

Types of Identification to Reject

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

Examples of Unacceptable ID

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

Overview of Accommodated Timing and Breaks

	Section 1	Section 2	Section 3	Section 4	Section 5	Total SAT with Essay— testing + breaks
	Reading	Writing and Language	Math– No Calculator	Math– Calculator	Essay	
Script 1 Standard Time (Nonstandard Room)	65 minutes	35 minutes	25 minutes	55 minutes	2 min. break	4 hours, 7 minutes
					50 minutes	
	10 min. break		5 min. break			
Script 2 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	
				27 minutes		
	5 min. break	5 min. break	5 min. break		25 minutes	
Script 3 50% Extended Time One-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2 min. break	(N/A)
	5 min. break				38 minutes	
	49 minutes			5 min. break	5 min. break	
				41 minutes		
	5 min. break	5 min. break	5 min. break		37 minutes	
Script 4 100% Extended Time	65 minutes	70 minutes	50 minutes	55 minutes	2 min. break	8 hours, 7 minutes
	5 min. break				50 minutes	
	65 minutes			5 min. break	5 min. break	
				55 minutes		
	5 min. break	5 min. break	**End Day 1**		50 minutes	
Script 5 50% Extended Time Two-day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2 min. break	6 hours, 14 minutes
	5 min. break				38 minutes	
	49 minutes			5 min. break	5 min. break	
				41 minutes		
	5 min. break	5 min. break	**End Day 1**		37 minutes	
Script 6 MP3 Audio Users	65 minutes	58 minutes	50 minutes	55 minutes	2 min. break	8 hours, 57 minutes
	5 min. break	5 min. break			50 minutes	
	65 minutes	57 minutes		5 min. break	5 min. break	
				55 minutes		
	5 min. break	**End Day 1**	5 min. break		50 minutes	

Timing That Requires Combined Scripts

TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

	Section 1	Section 2	Section 3	Section 4	Section 5	Total SAT w/ Essay— testing + breaks
	Reading	Writing and Language	Math– No Calculator	Math– Calculator	Essay	
Script 1 & 4 100% Extended Time for Writing and Math	*SCRIPT 1*			*SCRIPT 4*		
	65 minutes	35 minutes	50 minutes	55 minutes	2 min. break	6 hours, 27 minutes
					50 minutes	
				5 min. break	5 min. break	
				55 minutes		
	10 min. break	5 min. break	**End Day 1**		50 minutes	
Script 1 & 4 100% Extended Time for Writing Only	*SCRIPT 1*				*SCRIPT 4*	
	65 minutes	35 minutes	25 minutes	55 minutes	2 min. break	5 hours, 2 minutes
					50 minutes	
					5 min. break	
	10 min. break		5 min. break		50 minutes	
Script 1 & 4 100% Extended Time for Math Only	*SCRIPT 1*			*SCRIPT 4*	*SCRIPT 1*	
	65 minutes	35 minutes	50 minutes	55 minutes	2 min. break	5 hours, 37 minutes
					50 minutes	
				5 min. break		
				55 minutes		
	10 min. break	5 min. break	5 min. break			
Script 1 & 3 50% Extended Time for Writing and Math Only	*SCRIPT 1*		*SCRIPT 3*			
	65 minutes	35 minutes	38 minutes	42 minutes	2 min. break	5 hours, 28 minutes
					38 minutes	
				5 min. break	5 min. break	
				41 minutes		
	10 min. break	5 min. break	5 min. break		37 minutes	
Script 1 & 3 50% Extended Time for Writing Only on SAT with Essay	*SCRIPT 1*				*SCRIPT 3*	
	65 minutes	35 minutes	25 minutes	55 minutes	2 min. break	4 hours, 37 minutes
					38 minutes	
					5 min. break	
	10 min. break		5 min. break		37 minutes	
Script 1 & 3 50% Extended Time for Math Only	*SCRIPT 1*			*SCRIPT 3*	*SCRIPT 1*	
	65 minutes	35 minutes	38 minutes	42 minutes	2 min. break	4 hours, 58 minutes
					50 minutes	
				5 min. break		
				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.

How to Fill Out the Supervisor's Report Form (SRF)

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

Use a No. 2 pencil to complete this form. Please take care to mark your school code (AI code) correctly in item 4—it's required for reporting of scores to your school, district, and/or state.

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

1. Print your school name and address.
2. Fill in the oval for the test date.
3. Leave blank, unless you're returning answer sheets from makeup testing.
4. Print and fill in the ovals for your 6-digit school code.
5. Complete for off-site test locations only.
6. Fill in "No" if you didn't test any students with accommodations; if you did, fill in "Yes."
7. Leave blank.
8. Print the number of SAT with Essay:
   a. Used large-block answer sheets
   b. Used regular answer sheets
   c. Total count of used answer sheets
9. Print and fill in the ovals for the total number of answer sheets you're returning.
10. If you are returning transcribed materials, print the number of students with answers transcribed from:
    a. Braille printouts
    b. Computer printouts of essays
    c. Test books (for students approved to write answers in test book)
11. Sign and date the form.
12. Fill in "No" if you're not submitting an SIR or "Yes" if you're submitting one or more SIRs.

Sample Supervisor's Report Form (SRF)

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

SUPERVISOR'S REPORT FORM (SRF)
FOR SAT® SCHOOL DAY TEST SUPERVISORS
MUST BE RETURNED WITH USED ANSWER SHEETS

SAT® ♦ **CollegeBoard**

Print and fill in the appropriate bubbles on this form. Use a No. 2 pencil only.
After counting, place all answer sheets used by students with accommodations in the white Accommodated Testing Envelope with the Nonstandard Administration Report (NAR) and place the envelope on top of the used standard answer sheets. Place this SRF on top of all other contents in your return shipment.

1 School Information

School Name: *Home Town High School*

Address: *200 Main Street*
Number and Street

Home Town   *ST*   *12345*
City   State/Country   Zip/Postal Code

2 Scheduled Administration Date
○ October 11, 2017
○ October 25, 2017
○ March 7, 2018
● March 21, 2018
○ April 10, 2018
○ April 24, 2018

3 Actual Test Date (if different from scheduled date)

Month	Day	Year
○ Oct	⓪⓪	○ 2017
○ Nov	①①	○ 2018
○ Dec	②②	
○ Jan	③③	
○ Feb	④	
○ Mar	⑤	
○ Apr	⑥	
○ May	⑦	
○ June	⑧	
	⑨	

4 School Code

`9 9 9 9 9 0`
⓪⓪⓪⓪⓪●
①①①①①①
②②②②②②
③③③③③③
④④④④④④
⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧⑧
●●●●●⑨
Ⓗ

5 Test Center Code
⓪⓪⓪⓪⓪
①①①①①
②②②②②
③③③③③
④④④④④
⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧
⑨⑨⑨⑨⑨

Complete ONLY if assigned a test center code for SAT School Day testing in 2017-18.

6 Accommodations Answer Sheets
Are you submitting answer sheets for students receiving accommodations?
○ No
● Yes (Enclose all answer sheets for students with accommodations in the white Accommodated Testing Envelope with the NAR.)

Used Answer Sheet Hand Counts
Count by hand the used answer sheets and record quantities in boxes 7, 8, and 9.

	7 SAT no Essay	**8 SAT with Essay**	**9 Total Used Answer Sheets Returned**
(a) Used Large-Block Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+	*7*	Fill in the box using leading zeros (e.g., 0123) and fill in the corresponding bubbles.
(b) Used Regular Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+	*15*	
(c) Total Count of Used Answer Sheets Returned (a+b)	= +	*82*	= `0 0 8 2`

●●⓪⓪
①①①①
②②②●
③③③③
④④④④
⑤⑤⑤⑤
⑥⑥⑥⑥
⑦⑦⑦⑦
⑧⑧●⑧
⑨⑨⑨⑨

10 Transcribed And Other Materials Returned
Ensure that answers for students who used a braille device or computer or wrote answers in their test books are transcribed to a regular answer sheet and included in the Used Answer Sheet Hand Counts above. Count materials that have been transcribed below:

(a) Braille Printouts   # of students ___*1*___

(b) Computer Printouts   # of students ___*1*___

(c) Test Books (for students approved to write answers in test book)   # of students ___*2*___

11 SAT School Day Supervisor Signature
The total used answer sheets returned have been hand counted. The information above is accurate to the best of my knowledge.

Signature: *David Supervisor*

Date: *3/21/18*

12 Are you submitting a Supervisor's Irregularity Report?
○ No
● Yes

For Official Use Only
⓪①②③④⑤⑥
⓪①②③④⑤⑥
⓪①②③④⑤⑥

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Irregularity Chart

How to handle irregularities

Irregularity	What you should do	How to fill out the SIR
Test Site Issues		
Test site closing/ cancellation of testing 📞 Call Michigan School Day Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: ▪ Notify your principal or district. ▪ Notify campus/building security. ▪ Notify students of the cancellation. ▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. ▪ Order makeup materials as soon as possible.	Explain circumstances and impact of issue and section(s) affected. Bubble Page 1, Section 6—"Disturbance/Interruption." Include a list of students affected.

Interruption
 	
📞
 	
Call Michigan School Day Support if the interruption (e.g., fire alarm) can't be resolved.
	▪ Provide clear instructions for student and staff safety.
	▪ Direct students not to talk or use electronic devices.
	▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.
	▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers.
	▪ If you're able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.
	▪ If testing must be canceled:
	  – 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.
	  – Notify students that they will take a makeup test.
		Note the source, length, and impact of the interruption and the section(s) affected.
		Bubble Page 1, Section 6—"Disturbance/Interruption." Fill in the number of affected students in 6a and the testing room code in box 6b. If the entire school is affected, note this in the "Comments"; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes.

Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing 📞 Call OTI 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 do not correspond with those on the Shipping Notice.	Note any such irregularity. Bubble Page 1, Section 6— "Missing materials."
Missing materials during testing 📞 Call Michigan School Day Support immediately	▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Do not allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, put proctor in charge of the testing room and contact supervisor. Follow instructions from Michigan for ordering makeup materials.	Bubble Page 1, Section 6—"Missing materials." In the "Comments" section, note the serial number of any missing test books.

Irregularity	What you should do	How to fill out the SIR
Missing test book after testing 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 representative.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials."
Insufficient number of answer sheets Call Michigan School Day Support immediately or use the Additional Material Ordering Window in the Secure Site from March 21–28, 2018.	If students are unable to test because of insufficient answer sheets, the supervisor must treat them as absent and order makeup materials for them.	No SIR is needed.
Defective answer sheet	▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question. 　– If testing time is lost because of defective answer sheet, allow the student to make it up at the end of test administration. 　– After testing is over, have the student complete their school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together. 　– Return with other used answer sheets. ▪ If an extra answer sheet is not available, follow the procedures under "Insufficient Number of Answer Sheets."	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR. Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose "Other" and describe in the Comments section on page 3.
Defective test book Call Michigan School Day Support immediately if the defect appears in several test books.	▪ Replace the defective book if you have an extra book with the same cover that doesn't have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet. ▪ If the test book can't be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. ▪ If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration. ▪ On front cover of the test book, print "Defective" and identify error, school number, and location and nature of defect.	Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the SIR. Bubble Page 2, Section 7b Defective Materials Issue—choose listed specific issue or choose "Other" and describe.

Irregularity	What you should do	How to fill out the SIR
Admission/Identification Issues		
Student changing from standard to accommodated administration	When a student presents an Eligibility Approval Letter or you have confirmed approval with the SSD office: ▪ Mark the student as moved on the standard room list. ▪ Add the student to the NAR and note their SSD eligibility number. ▪ Write a note to the associate supervisor of the room you're moving the student to. They should add the student to the room roster. ▪ Return the student's answer sheet in the white Accommodated Testing Envelope.	No SIR is needed.
Student sent to wrong room 📞 Call Michigan School Day Support immediately.	▪ Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity. ▪ If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given later in this chart.	Explain the reason for the change. Bubble Page 2, Section 7b Student Errors/Issue—"Student seated in wrong room."
Security Violations/Student Misconduct		
Observed misconduct 📞 Call Michigan School Day Support immediately.	If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing: ▪ Note the student's name. Collect the test book and answer sheet, notify the supervisor, and dismiss the student into their custody. Do not readmit the student to the testing room. ▪ On the front of the test book, note the student's name and write "Attempted to impersonate," "Attempted theft of test book," or "Left building," as appropriate. ▪ If pages are missing or damaged, indicate which pages on the SIR. ▪ Escort the student away from the testing room or area, and do not permit them to resume testing. Do not dismiss the student until you have called Michigan School Day Support.	Attach test book to SIR. 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," or "Student left early/left without permission." Note test book serial number, and if applicable, pages and sections.
Test book misuse/working on the wrong section	If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time: ▪ 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. ▪ If behavior continues, collect the test book and answer sheet. Notify the supervisor and dismiss the student. Do not readmit the student to the testing room. ▪ On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate. ▪ Return answer sheets with other used answer sheets.	Note the section(s) affected, and attach the test book. Provide the student's name. 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." Note the duration of the violation under "Minutes," if applicable.

Irregularity	What you should do	How to fill out the SIR
Noises made by or use of prohibited electronic devices, including: ▪ Mobile phones, smartphones ▪ Cameras, scanners ▪ Laptops, tablets, iPods, MP3 players, wearable technology ▪ Separate timers Medical devices, such as insulin pumps (without mobile phones), are allowed with an approved accommodation. Epinephrine auto-injectors (e.g., EpiPens) are allowed for any student who needs them. They must be placed in a clear bag and stored under the desk. Follow your district's policies regarding the administration of EpiPens.	If a student's prohibited device makes noise or if the student is observed using any prohibited electronic device in the testing room or during a break: ▪ Tell the student to turn it off and hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned. ▪ If test content is detected on the device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content. ▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room. ▪ On the front of the test book, note the student's name and write "Prohibited electronic device."	Note that the device made noise or was in use. Attach the test book to the SIR. Provide the student's name. Bubble Page 2, Section 7b Student Errors/Issue—"Student used a mobile phone or prohibited device, or it made noise."
Calculator misuse/ prohibited aids, including: ▪ Pens, highlighters, or mechanical or colored pencils ▪ Books, dictionary, or references ▪ Compass, ruler, protractor, or cutting device ▪ Scratch paper or notes ▪ Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features (Unless approved as an accommodation)	If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid: ▪ If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures earlier under "Noises made by or use of prohibited electronic devices." ▪ Warn the student individually to stop use of the prohibited aid. ▪ Tell the student that a subsequent violation will be grounds for dismissal. ▪ If the student continues, collect the test book and answer sheet and dismiss the student. ▪ On the front cover of the test book, note the student's name and write "Prohibited item."	Attach the test book to the SIR. Provide the student's name. Bubble Page 2, Section 7b Student Errors/Issue—"Student used an unauthorized aid." For students using a calculator on a non-calculator section, bubble Page 2 Section 7b Student Errors/Issue—"Student used calculator on a non-calculator section."

Irregularity	What you should do	How to fill out the SIR
Refusal to follow instructions If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a phone without permission: ▪ If the student is using an electronic device to share information or test content, tell them to hand it to you immediately. ▪ Inform the student that you must write up the incident and that their scores will be invalidated. ▪ 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. ▪ On the front of the test book, note the student's name and write "Refusing to follow instructions." ▪ If test content is detected on a device, do not delete any information or return the device to the student before speaking to a representative or capturing a photo of the content. ▪ The supervisor should keep the student in their custody until they have spoken to a representative.	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the SIR. Bubble Page 2, Section 7b Student Errors/Issue—"Student failed to follow test administration regulations," or "Student gave or received help." If a student shared an answer key and you were able to obtain the document, make a copy of it, along with the SIR for your records. Attach the original document to the SIR for return with test materials.
Misadministration		
Accommodations given that were not approved	▪ Stop testing and collect the student's test materials and answer sheet. ▪ Advise the student that they received accommodations that were not approved and the school will contact them about a makeup. ▪ The supervisor must order makeup materials after consulting with the IEP team and the student's parents. ▪ Dismiss the student. ▪ The student is eligible for a makeup. Add the student to your list of possible makeups needed and order makeup testing materials. If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.	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."
Approved accommodations not given	▪ Advise the student that their approved accommodations were inadvertently not provided. ▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing. ▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options. ▪ The student may be eligible for a makeup. Add the student to your list of possible makeups needed and, after consulting with the IEP team and the student's parents, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call Michigan School Day Support immediately to request materials.	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."

Irregularity	What you should do	How to fill out the SIR
Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions 📞 Call Michigan School Day Support if guidance is needed or the problem can't be resolved.	▪ If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. ▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted. ▪ If evacuation is required, refer to "Interruption" earlier in this Irregularity Chart. ▪ Note stop time and inform students that the testing time will be adjusted. ▪ Once testing resumes, adjust testing time. ▪ Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected. ▪ If you were unable to resume testing, follow the instructions under "Interruption" earlier in this Irregularity Chart.	Note the length and impact of the disturbance. Bubble Page 1, Section 6—"Disturbance/Interruption." Fill in the number of affected students in 6a and the testing room code in box 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 section 11, "Comments."
Undertiming 📞 Call Michigan School Day Support.	▪ Permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students. Allow the full testing time for unaffected sections. ▪ 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.	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).
Overtiming 📞 Call Michigan School Day Support.	▪ Make no adjustment. ▪ 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.	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6 "Overtiming" (for a group), or Page 2, Section 7b Student Errors/ Issue—"Test was overtimed" (for an individual). Complete the "Comments" section and student information, and sign.
Testing staff issues If staff actions potentially have caused a misadministration (such as use of incorrect materials), call Michigan School Day Support immediately.	In the case of distracting behavior, incorrect directions, or incorrect materials, quietly point out the behavior and ask staff member to correct it. If behavior persists, the test supervisor will determine next steps.	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 for group irregularities—choose correct issue from list, or Page 2, Section 7b—"Test Delivery Issue" for individual irregularities, choose correct issue from list. Complete the "Comments" and the student information and sign.

Irregularity	What you should do	How to fill out the SIR
Student Issues		
Excessive breaks This irregularity does not apply to students approved for "breaks as needed." 📞 Call Michigan School Day Support if there is a security concern.	▪ Ask the student the reason for excessive breaks (Is the student ill?). ▪ If the student is ill, follow the instructions under "Illness." ▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time. ▪ Have the room or hall proctor check where the student is going during breaks.	Note the student's name. Bubble Page 2, Section 7b Other Issue—"Other."
Illness	▪ Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time. ▪ If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before the start of the first test section.) If the student cancels their scores, you may order makeup testing materials, counting the student as an "absentee." ▪ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can't be scored. ▪ If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.	Note length of absence, the student name(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble Page 2, Section 7b Student Errors/Issue—"Student became ill." Also bubble Page 2, Section 7a "Did student complete testing?" (Yes or No).
Using pen or wrong type of pencil	If you see anyone using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn't be dismissed from testing if they use a mechanical pencil.	Explain the circumstances fully on the SIR. Note section(s) affected . Bubble Page 2, Section 7b Student Errors/Issue—"Student used an unauthorized aid."
Answers placed incorrectly on answer sheets	▪ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. ▪ If no extra answer sheets are available, follow the procedures under "Insufficient Number of Answer Sheets" earlier in this chart. ▪ Tell the student to print their name on the new answer sheet, then continue in the appropriate place. ▪ After the test is over, have the student complete their name (1), school information (2–3), date of birth (5), grade level (12), sex (15), and test information (44–46) on the answer sheet. Clip answer sheets together.	Provide the student's name on the SIR. Bubble Page 2, Section 7b Student Errors/Issue—"Student misplaced/misgridded answers" (1 answer sheet only), or "Student needed second answer sheet."

Irregularity	What you should do	How to fill out the SIR
Answers written in test book, but not recorded on answer sheet This irregularity does not apply to students approved for "writing answers in test book."	▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded. ▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.	Note the reason why the student wrote the answers in the test book on the SIR. Attach the test book to the SIR. Bubble Page 2, Section 7b Student Errors/Issue—"Student recorded answers in book without approved accommodation."
Answer sheet left blank or completely erased	▪ Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it. ▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test. ▪ If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. ▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.	Explain the circumstances fully. Note the student's name. Bubble Page 2, Section 7b Student Errors/Issue—"Student failed to follow test administration regulations."
Calculator malfunction	▪ 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. ▪ If the student decides to cancel, inform the student that their scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations. ▪ Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The associate supervisor must also sign.	Document the malfunction on the Supervisor's Irregularity Report. Bubble Page 2, Section 7b Student Errors/Issue—"Student had calculator malfunction."
Test question ambiguity	Report the type of question ambiguity.	Add any student information if possible on the SIR, as full a description as possible, and your contact information. Bubble Page 2, Section 8— choose correct issue and provide listed student information. Fill in Section 11, "Comments."

Sample Supervisor's Irregularity Report (SIR)

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

CollegeBoard SAT

SAT SCHOOL DAY SUPERVISOR'S IRREGULARITY REPORT (SIR)

2. Testing Start Date

Month	Day	Year
Jan		

Month: Apr (filled)
Day: 1 0
Year: 2 0 1 8

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

1. GENERAL INSTRUCTIONS TO SUPERVISOR: Form __1__ of __1__

Refer to the Irregularities Chart in your manual for when to use this form and when to call the School Day support line. **IMPORTANT: Call the School Day support line in your manual immediately if test materials are missing or damaged.** Report each irregularity on a separate SIR, and return all SIRs immediately after testing ends.
- Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.
- Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident MUST sign the form in section 10.
- Attach (but do NOT staple) any defective materials to the SIR.
- As a last step, on each form, fill in "Form ___ of ___" (e.g., "1 of 3") at the top of this box.

3. PROGRAM   ● SAT   Indicate the type of testing room and room number: ● Standard   ○ Nonstandard   Room Number __208__

4. SCHOOL INFORMATION:

School/Institution Name and Address:

Name: *Home Town High School*

Address: *200 Main Street*

City: *Home Town*

State/Province: *ST*

Postal Code: *12345*

Country: *U.S.A.*

4a. School Code
Print and fill in your 6-digit school code from left to right.
9 9 9 9 9 0

4b. Scheduled Administration Date
Fill in the circle for the scheduled administration date.
○ March 7, 2018
○ March 21, 2018
● April 10, 2018
○ April 24, 2018

4c. Test Center Code
Complete ONLY if assigned a test center code for SAT School Day testing in 2017-18.

5. TEST BOOK INFORMATION: Test Section _____

SAT ☐
SAT with Essay ☐

Test ID _____ (Numeric)
Form Code _____ (Alphanumeric)
Test Book Serial Number _____ (Numeric)

6. GROUP IRREGULARITIES INFORMATION:

- Fill in the circle in front of each case that applies.
- Write the names of involved students on the last page of the SIR.
- To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call the School Day support line immediately in such situations.
- Use the COMMENTS section on page 3 to describe the events and actions taken.

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

○ Overtiming:
○ Undertiming:
} ○ 1–2 minutes
○ 3–4 minutes
○ 5–7 minutes
○ 8 minutes or more

Did group complete testing?   ○ Yes   ○ No

6a. Number of Affected Students
Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.
0 0 3 1

6b. Testing Room Code
0 9 0

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

DO NOT WRITE IN THIS AREA

Page 1

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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
○ More than one correct answer
○ Wording is ambiguous
○ Not enough information to answer question
○ Other: _____

Student's Name: _____

Student's Email Address: _____

Student's Mailing Address: _____

Test Book Serial #: _____   Test Section #: _____   Test Question #: _____

Page 2

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9. COMMENTS:

Fully describe the irregularity or student's concern and any action(s) taken. List the test type (SAT or SAT with Essay).

Student had a nosebleed. Proctor escorted her to supervisor. She
returned in 10 minutes.

List of students attached.

10. SCHOOL STAFF CONTACT INFORMATION:

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. <u>Do not provide student information.</u>

Staff Member Name: Mary Proctor

Email Address: mproctor@hometownhs.edu

Phone #: 311-555-1212   Mobile Phone #:

Staff Member Signature: Mary Proctor

Supervisor Signature: David Supervisor

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with your shipment of used answer sheets
eir answer sheet.

BIRTH	ANSWER SHEET LITHO CODE (From bottom right corner of answer sheet)

119573–119573 • SC717E600 • Printed in U.S.A.

799847

ETS USE ONLY ⓪①②③④⑤⑥⑦⑧⑨⑩⑪⑫⑬⑭⑮

DO NOT WRITE IN THIS AREA

Page 4   Q4528/4

Returning Used Answer Sheets and Forms

1. Pack

Use the prelabeled white return box/UPS Express Pak that came with your test materials to pack in the order shown.
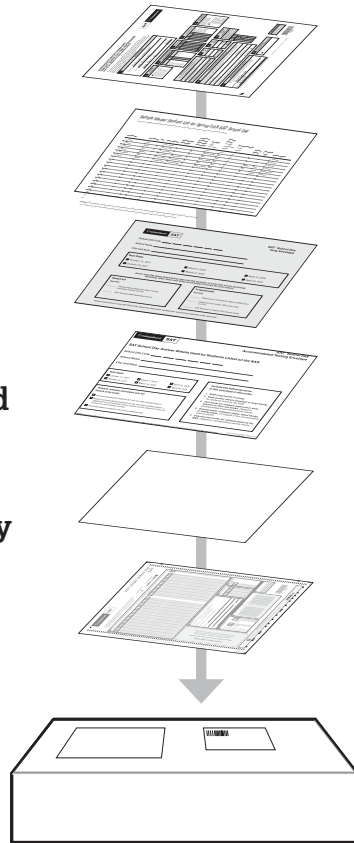
Supervisor's Report Form (SRF)

Annotated Master Student List

Gray Envelope

White Accommodated Testing Envelope

Ancillary items, if any

Regular used answer sheets

Gray Envelope Contents
- Testing Room Materials Reports
- SAT School Day Testing Staff Agreement form
- Supervisor's Irregularity Reports (SIRs)
- Defective test or Essay books, MP3s, or ATCs
- Request to Cancel Test Scores forms

White Accommodated Testing Envelope Contents
- NAR (required for scoring)
- Used answer sheets (standard or large-block) for students listed on the NAR
- Test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets
- Scratch paper, computer pages, typed essays, or braille pages, all clipped to the corresponding answer sheets
- Defective test books for students listed on the NAR, clipped to corresponding answer sheets

Possible Ancillary Items
Place any of these items that apply on top of the regular used answer sheets:
- Used answer sheets associated with an irregularity, clipped to an SIR.
- Used answer sheets with misplaced marks, clipped together by student
- Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

2. Ship

- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples.
- Do not wrap answer sheets in anything.
- Do not cover preapplied labels with another label or place another label on the same box.
- Note the UPS tracking number (center of the label—sample at left) for your records.
- Fill in the colored portion of the label (sample at right) with your school name, number, and address.
- Print box number and total number of boxes being sent (e.g., Box 1 of 2) on the label (sample at right).

If you're returning more than one box of materials, box 1 should include all of the forms and envelopes, along with any answer sheets that fit. Place any remaining answer sheets in subsequent boxes.

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

Returning Test Books, Essay Books, and Unused Answer Sheets

1. Pack

Use carton(s) from original test materials shipment and include only the items shown.

1. Used and unused Essay books (Place loosely on top in the first return carton.)

2. Used and unused MP3/ATC formats, if any (Place in original packaging.)

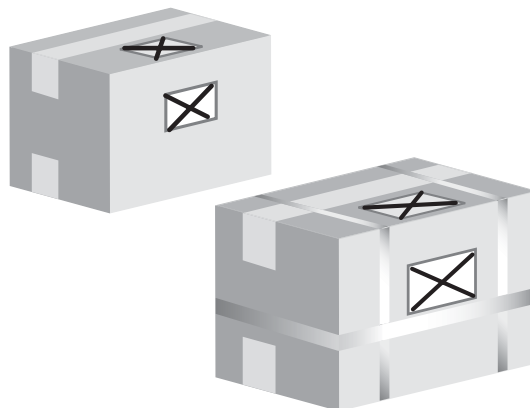3. Used and unused test books

4. **Unused** answer sheets
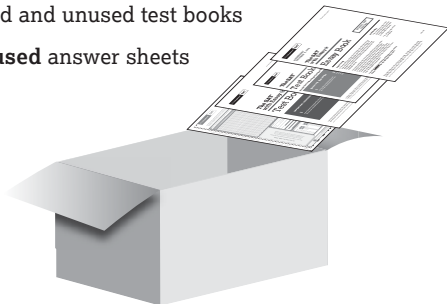
Include **all** packed cartons together in one return shipment and clearly mark them as a set (e.g., "Box 1 of 2").

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 and red Pearson labels from your test book return packet. (Supplied labels may be different from samples shown.)
- Remove any old labels from the box, then place one of each label on each box. Do not put two UPS return labels on one box. Make sure each label can be clearly read.
- Note the UPS tracking number (starting with '1Z' in the center of the label) for your records.

4. Ship

The day before the test, you'll receive an email with a pickup date, time, and confirmation number. If you don't receive the email confirmation or need to make a change to your courier pickup, contact Michigan School Day Support.

Important Notes

- Do not put answer sheets inside test books.
- Make sure the unused answer sheets you are returning have no student demographic information gridded on them and contain no pre-ID labels, as well as no marks or bubbles filled in for any test questions. Any answer sheet that has one or more gridded test question responses as well as gridded student demographic information or a pre-ID label must be returned as used.
- Securely store answer sheets that contain preadministration and/or label information belonging to students who missed the test. On the makeup date for the primary test date, these must be carefully distributed to the matching students.
- If your return labels are missing, contact Michigan School Day Support.

Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading, math, and/or writing (on the essay only).

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

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

Additional score report: Students may request that score reports be sent to colleges, universities, and scholarship programs. Students are charged an additional fee for score reports beyond the four free ones that can be ordered on the answer sheet.

Advanced Placement Program (AP®): A College Board program that enables high school students to take college-level courses and exams.

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

Alternate forms: Different editions (forms) of the same test, written to meet the same specifications and comparable in most respects, except that some or all of the questions are different. Students at the same test administration may be working on different forms.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio format.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

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

Associate supervisor: 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.

Bulk registration: The process a state or district uses to submit a file to preidentify test takers.

Canceled score: A score that a student has requested to be non-reportable. Canceled scores will be shared with the state or district for accountability purposes.

College Board–approved accommodation: A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, extended or more frequent rest breaks, and others.

College score report: A student score report released to a college. The report contains the entire student record and also includes the essay image locator, if any.

CSR: Customer service representative.

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

District coordinator: Responsible for overseeing all testing at the district level and acting as backup support at the school or building level.

Eligibility roster: List of all students in a school who are approved for accommodations. May be printed from SSD Online, and used for submitting changes to student information in SSD Online.

ELL: English language learner.

Essay prompt: The official term used for an essay question.

ETS: Educational Testing Service. The College Board partners with ETS to support test administration in various capacities.

Extended breaks: A preapproved accommodation where students are given 10-minute breaks at the break times rather than 5-minute breaks.

Extra breaks: A preapproved accommodation where students are given a break halfway through longer sections and a break after every section.

Fee Waiver Service: A service that offers benefits such as additional free score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.

Form code: Identifies which SAT test form the student is taking during that 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 proctor: Person responsible for monitoring the hallways during testing to respond to associate supervisor needs (e.g., breaks, request for supervisor action, etc.) and to prevent any unauthorized activities in the testing area.

Home/hospital testing: A student with a disability that prevents them from attending school will be administered the test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

Invalidated score: A score that has been removed from or never posted to a student's record, or designated as non-reportable by ETS or the College Board for testing irregularities, misconduct, or score invalidity. See "Irregularity." Invalidated scores will be shared with your state or district for accountability purposes.

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

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who have difficulty using a standard answer sheet.

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

Makeup test: An administration offered to students who miss an original 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 supervisor for a test administration at a particular test site or school.

Michigan Student Data System (MSDS): Where changes to a student's name, date of birth, or gender can be updated if found to be incorrect on the student's pre-ID label.

Misconduct: Action or behavior by a student that results in a score hold, Supervisor's Irregularity Report (SIR), or other disruption in a test administration.

MP3 audio: An accommodated test format that delivers an audio version of the test on a USB flash drive.

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

OEAA: Office of Educational Assessment and Accountability

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

Pre-ID label: Label provided for each student included in the bulk registration (preidentification) file submitted. The pre-ID label is applied to the answer sheet before the test.

Preadministration session: A session held before test day where students fill out information about themselves on the answer sheet.

PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test): An assessment cosponsored by the College Board and National Merit Scholarship Corporation that enters students in the National Merit Scholarship Program. It's part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT™ 10, and PSAT™ 8/9.

Question-and-Answer Service (QAS): An optional service available to students that have registered for, or have recently taken, selected (disclosed) administrations of the SAT. The student receives a booklet containing the questions that were counted in scoring the test and a report that lists the correct answer; whether their answer was correct, incorrect, or omitted; and the question type and level of difficulty for each question.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students automatically get 50% extended time and extra breaks on all sections.

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

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

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

SAT questionnaire: Also referred to as student information questions, a term applied to the questions that students answer on their answer sheets as part of participating in Michigan-provided SAT School Day. Included is information such as the courses the student has taken in high school, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

Secure Site: A web-based application used for Michigan state assessments and accountability.

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

Small-group testing: A preapproved accommodation where the student tests in a setting with a small number of students.

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

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

SSD Eligibility Form: A paper form that a student can use to request College Board approval for specific accommodations on College Board assessments. The College Board typically responds to the form with an eligibility letter, which, if the student is approved, contains an eligibility code for the student.

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

State-allowed accommodation (SAA): An accommodation or support that may be available to your students that doesn't result in a college- or scholarship-reportable score, and is only applicable to Michigan-provided SAT School Day testing.

Student Answer Service (SAS): A service for students who have taken the SAT. This service provides a printout that lists the question types and level of difficulty as well as the student's response to each question (correct, incorrect, or no response).

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

Student score report: Students may request that their scores be sent to colleges or scholarship organizations of their choosing. Students receive up to four free score sends with the test. Additional score sends may be requested for a fee (which may be waived if the student qualifies for an SAT fee waiver).

Supervisor's Irregularity Report (SIR): 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.

Supervisor's Report Form (SRF): The scannable form used to document how many answer sheets are being returned for scoring. The supervisor returns this completed form with the used answer sheets after testing.

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

Test center code: A unique five-digit code that identifies an off-site testing location. It is only used by the off-site test supervisor.

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

Testing room code: A three-digit code assigned by the supervisor to each test room. It allows timely identification of answer sheets related to any reported irregularities. Supervisors provide the code to associate supervisors, and students will fill in this code on their answer sheet.

Testing Room Materials Report form: The form used by the supervisor to document the test books, Essay books, and answer sheets delivered to the associate supervisor. The form is completed by the associate supervisor 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.

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

Writer/scribe: A staff member who records answers onto the answer sheet for a student who is approved for this accommodation. Students automatically receive 50% extended time and extra breaks on all sections.

Notes

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