Spring 2017

The SAT®

School Day SSD Coordinator Manual

Look inside for:

- SECURITY REQUIREMENTS
- NONSTANDARD TEST DAY SCRIPTS AND PROCEDURES
- TIMING CHARTS
- RECEIVING AND RETURNING MATERIALS

STATE-PROVIDED

CollegeBoard

Contact Information for Supervisors

School Day Support (not for parents or students)

SCHOOL DAY SUPPORT HOTLINE: 855-373-6387, Option 1

Reaching the support you need

When you call the School Day Support Hotline, after you select Option 1, you will be able to select the area that you need to reach. You will hear a menu with the following selections:

- General SAT School Day questions and policies
- Test materials questions or issues
- Testing with accommodations or to reach the SSD office
- Test administration or security questions, to report test day issues, or to reach Test Administrative Services (TAS) or the Office of Testing Integrity (OTI)

EMAIL: **satschooldaysupport@collegeboard.org**

Contact Information for Students and Parents

SAT Customer Service

PHONE: 866-756-7346

EMAIL: **sat@info.collegeboard.org**

Test Day Complaints

EMAIL: **testcenter@info.collegeboard.org**

Test Question Ambiguity/Error

EMAIL: **satquestion@collegeboard.org**

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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

Introduction

As the SAT® School Day Services for Students with Disabilities (SSD) Coordinator, you play an important role in ensuring the successful administration of the SAT, an important milestone on the path to college for many students.

Important Notes

1. Students listed on the Nonstandard Administration Report (NAR) have a two-week window in which to test. Be sure to schedule your accommodated testing, especially two-day testing, to fall within the two-week testing window. See page 2 for more details.
2. As SSD Coordinator, you will be responsible for testing students with College Board approved accommodations, as well as State-Allowed Accommodations (SAAs). These students must test in separate rooms, with different test books. Students who test with SAAs will not receive college-reportable scores. See page vi for more information about SAAs.
3. Your NAR serves as your roster. You will need to print your NAR through the SSD Online system. Use it to plan testing as well as to officially record attendance and accommodations received on test day. Print the test-day NAR as close as possible to test day.
4. Handling test materials is a vital component of standardized testing, both for security and for timely processing of scores. Please be sure to review receipt of materials in Section A and return of materials in Section D.
5. **Computer use for the SAT Essay and for USB test formats is covered in Section B of this manual.** Remember that you are responsible for ensuring that the student is provided with a computer. You will need to monitor the student closely to ensure appropriate use (no Internet access, etc.).
6. **A completed answer sheet must be submitted for a student to receive a score report.** Make sure that answers **are properly transcribed** for students using braille devices and other nonstandard methods of recording answers. See Section D.
7. For English Language Learners who require translated test directions, this support does not require College Board approval. Scores for these students will be college reportable (provided they do not have additional SAAs). Students using this support do not need to be tested in a separate room. Translated directions must be printed from the state's website, distributed to students once they are in their seats, collected from students before they leave the testing room and destroyed after testing.
8. If you need practice materials in alternate formats for your students, make sure to request these materials from the SSD office in advance of the testing window. Distribute the practice materials upon receipt to allow sufficient time for students to study the appropriate tests, along with the *Guide to the Nemeth Code* for braille tests, before the test date. Be careful not to distribute an actual test at this time. Practice materials have "Practice" clearly marked on the front cover.

About the SAT

The SAT is now part of a closely aligned suite of assessments that reflects what students are already learning in their classrooms and helps educators monitor student progress. Visit **sat.org** to learn more about the SAT Suite of Assessments.

The SAT you will administer in the spring of 2017 focuses on the skills and knowledge that current research indicates are essential for career and college success.

Test Facts

The SAT is composed of three sections, which 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. Standard Time allotted:

65 minutes for Reading
35 minutes for Writing and Language

Math: Includes multiple-choice and student-produced response questions based on the math that college-bound students typically learn during their first three years of high school. Divided into two portions: one that permits calculator use, and one that does not. Standard Time allotted:

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

Essay (in separate book, included in some contracts): Asks students to frame an argument in response to a source text.

Standard Time allotted: 50 minutes

Administrative time in the testing room: You will need approximately 15 to 30 minutes before the test, an extra 15 minutes during the test in the SAT with Essay room, and 5 minutes after the test for administrative tasks.

Contract Types and the SAT Essay

SAT Contracts may be for:

1. SAT (students will not take the Essay)
2. SAT with Essay (all students take the Essay)
3. SAT Essay as optional (students can decide at registration whether to take the Essay or not). The option chosen cannot be changed on test day. This type of contract requires allocation of different rooms for SAT and SAT with Essay.

Administering the SAT with Accommodations

Here are a few important facts to note:

1. The Math Test is divided into two portions: one that permits calculator use, and one that does not. Only students approved for a four-function calculator accommodation may use one on the Math Test – No Calculator section.
2. Students should be encouraged to give their best answer for every question; there is no penalty for guessing.
3. For standard time test-takers, the first break (after the Reading Test) will be 10 minutes. For extended-time test-takers, who also receive additional breaks, and for students who are approved for extra breaks, the first break will be five minutes.
4. Extended time applies only to the applicable portion of the assessment. If a student has extended time approved for math only, he or she should not receive extended time for the Reading and Writing and Language Tests. Students approved for extended time for reading should receive extended time for the entire test. See Section C for a guide to timing and breaks.
5. The optional Essay may or may not be included in your school's contract. (See above.)
6. Two test formats are provided on USB flash drives: MP3 Audio and Assistive Technology Compatible (ATC). These formats will require a computer with a USB drive.
7. The SSD Coordinator will have a two-week testing window in which to test all NAR-based students during the administration. If a student is absent they may test on any day within the testing window. All two-day test-takers should complete their testing on the next consecutive day within the window. If a student is absent on the second day, they can resume testing on the day they return to school.

Administration Requirements for Testing Overseen by the SSD Coordinator

The SSD Coordinator will be responsible for overseeing testing of all students testing with accommodations that appear on the Nonstandard Administration Report (NAR).

- Includes students approved for accommodations such as braille, MP3 Audio or ATC formats, reader script, the use of a scribe, 50% extended time for reading on the SAT with Essay, and all 100% extended time testing.
  - Students with 50% extended time for reading who take the SAT with Essay will test over two days.
  - Students with 100% extended time for reading will test over 2 days for both the SAT and the SAT with Essay.
  - Students with 100% extended time for both math and writing who take the SAT with Essay will test over two days.
- Includes students approved for state allowed accommodations (SAAs).
- Includes test materials with blue and lime-green covers.
- Students will be required to test during the accommodated window of March 1–14 for March School Day or April 5–18, 2017 for April School Day.
  - Students who test over two days must test on consecutive days during the window and must complete testing no later than the last day of the window.
  - Students absent for the second day of testing can resume testing on the day they return.

Makeup Testing for Students on the NAR

Students listed on the NAR who are absent on the day you designate for testing in the testing window can still take the test on a later date in the window. However, students who encounter an irregularity that necessitates a makeup will need to contact the College Board and arrange to take the test during the next available national administration (May for March School Day and June for April School Day).

Standardized Testing

Uniform procedures are essential to a standardized testing program. The only way to ensure comparable scores is for testing staff to follow the same testing procedures and give instructions exactly as they appear in this manual. The SSD Coordinator should ensure that they 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.

Nonstandard Testing

The College Board provides testing accommodations to students who, due to a disability, demonstrate a need for accommodations on College Board tests. Students who are approved for accommodations must be registered with their SSD number. Make sure that all students with approved accommodations are registered correctly. Contact the SSD office if you have questions (see page ii).

Some accommodations, such as extra breaks or 50% extended time for math or writing only, are administered by test center supervisors. These students are listed on the Roster provided to the test center supervisors.

Accommodations such as 100% extended time or braille materials that are administered by an SSD Coordinator are listed on the Nonstandard Administration Report (NAR) accessed online by the SSD Coordinator.

IMPORTANT: *Students approved for 50% extended time for reading must receive extended time on the entire test. Those who are taking the SAT (no Essay) will be listed on the Roster and will test under the supervision of the test center supervisor. Those who are taking the SAT with Essay, however, will be listed on the NAR. They must test over two days under the supervision of the SSD Coordinator.*

NOTE: *For English Language Learners who require translated test directions, this support does not require College Board approval. Scores for these students will be scholarship eligible (provided they do not have additional state-allowed accommodations). Students using this support do not need to be tested in a separate room.*

State-Allowed Accommodations

For school-day testing, you may have students who will be testing with state-allowed accommodations (SAAs). These students will appear on the NAR for SAAs. Although these accommodations are not reviewed by the College Board, they must be entered and confirmed in SSD Online prior to the SAA deadline.

SAT Test Materials

Test books for students receiving accommodations such as 100% extended time, breaks as needed, or a scribe will have a blue cover. Nonstandard formats such as braille or Assistive Technology Compatible (ATC) formats are also available. These materials will have blue covers. Students using blue materials will be tested under the supervision of the SSD Coordinator and are listed on the NAR.

All SAT with Essay multiple-choice books for nonstandard formats testing under the SSD Coordinator have blue covers with a black horizontal stripe and an open book icon on the cover. The Essay books themselves, which are separate from the multiple-choice test books, have a blue stripe and open book icon on the cover.

Nonstandard formats for students who are approved for SAAs will have a lime-green cover. These students will be tested under the supervision of the SSD Coordinator and listed on the SAA NAR.

Standard test books have a purple cover. Nonstandard test books for students taking the test with accommodations listed on the Roster, such as extended time or extra breaks, will have a pink cover. Tests for these students will be administered by the test center supervisor.

Using This Manual

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

This manual contains complete instructions for school-day administration of the SAT to students who are testing with nonstandard formats or with accommodations that appear on the NAR. It should also be used for students testing with SAAs. The *SAT School Day Supervisor Manual* contains instructions for managing the test administration, including working with school administration and facilities staff, as well as determining proper staffing. The SSD Coordinator will need to work closely with the test center supervisor to ensure a smooth administration.

Typographical Icons

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

- Urgent
- Contact by Phone
- SSD — Procedures or information for providing accommodations to students with disabilities

SAT Scripts

Test your students listed on the NAR using the scripts provided in Section C of this manual.

The same scripts will be used for students testing with College Board-approved accommodations and for students testing with SAAs. However, the students must test in different rooms and use the appropriate test books.

Acceptable Calculators

Most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended.

Check the list of acceptable graphing calculators below for models that are permitted.

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

Unacceptable Calculators

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

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

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

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

The following calculators are permitted:

Casio
FX-6000 series
FX-6200 series
FX-6300 series
FX-6500 series
FX-7000 series
FX-7300 series
FX-7400 series
FX-7500 series
FX-7700 series
FX-7800 series
FX-8000 series
FX-8500 series
FX-8700 series
FX-8800 series
FX-9700 series
FX-9750 series
FX-9860 series
CFX-9800 series
CFX-9850 series
CFX-9950 series
CFX-9970 series
FX 1.0 series
Algebra FX 2.0 series
FX-CG-10 (PRIZM)
FX-CG-20 series
FX-CG-500*
Graph25 series
Graph35 series
Graph75 series
Graph95 series
Graph100 series

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

Radio Shack
EC-4033
EC-4034
EC-4037

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

Other
Datexx DS-883
Micronta
Smart

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

*The use of the stylus is not permitted.

Section A: Preparing for School Day Testing

Test Accommodations

The College Board provides appropriate accommodations on our tests, offering the flexibility required to meet the special needs of each student. For example, accommodations may be approved for how testing materials are presented, responses are recorded, or tests are timed, or for the general testing environment.

Using the Nonstandard Administration Report (NAR)

You will need to access and print an NAR through the SSD Online system to serve as your attendance Roster for the test administration. It will identify students and their approved accommodations (nonstandard test format, amount of extended time, etc.). Review the NAR several weeks ahead of time so you can allocate rooms between groups of students based on timing differences (for example, math-only extended time, students using MP3 Audio format). Check the NAR again as close to the test date as possible, for updates.

If any information is incorrect or if any students' names are missing, immediately contact the SSD office.

Provide only the accommodations indicated. Students under the age of 18 may not waive the use of any accommodations without the written consent of their parents. If a student over 18 wishes to waive accommodations, obtain a signed written request from the student and return it with a Supervisor's Irregularity Report (SIR) explaining the situation.

Your final NAR with any test-day notations is an important document. After the administration, make a copy of the NAR for your files and return one copy of the completed NAR with used answer sheets. Retain your copy for six months, and then destroy it.

REMINDER: *The identity of everyone who attends or participates in a test administration is confidential.*

General Responsibilities of the SSD Coordinator

As the SSD Coordinator of record, you manage the testing of students with accommodations, test center staff, and you ensure that testing materials are handled securely. You are expected to be at the school to supervise all activities related to testing.

Administering SAT School Day requires you to sign the Testing Staff Agreement form to signify your acceptance of the conditions and requirements in this section and your commitment to administering the SAT on the scheduled date. Mandatory training has been provided for all SAT SSD Coordinators. Be sure to complete it well before test day.

To prepare for School Day testing, you will need to:

- Plan
  - Validate the school's enrollment of eligible students and plan efficient use of facilities.
  - Partner with the test center supervisor on room planning, staffing and materials receipt and storage.
  - Pay special attention to students on the NAR who are approved for accommodations, and make sure ample staff and space is planned for ahead of time.
- Ensure Security and Oversee Testing
  - Ensure the security of test materials from their arrival until their return.
  - Supervise all test administration activities of students that appear on the NAR.
  - Handle emergencies.
- Complete Reports and Return Materials

  Complete all forms and return answer sheets, test books, and critical reports immediately after the test. (How to return materials and forms is covered in Section D.)

Testing Students with Accommodations

The school will be responsible for providing accommodations to students with documented disabilities who have been approved by the College Board. The College Board requires preapproval for all accommodations on the SAT. In some cases, you may receive SSD test materials for students with pending accommodations approvals. It is the responsibility of the SSD Coordinator to confirm accommodations approval prior to administering the test with SSD test materials. Providing accommodations without authorization may result in the student's scores being canceled.

To help ensure that the students testing under your supervision receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student appears on the online NAR.
- You have verified the student's eligibility with the 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 as having approved accommodations, call the SSD office to confirm their approval.
- The student is included in the school's online dashboard of students with approved accommodations (available to the SSD Coordinator through the online SSD eligibility system).

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

Accommodations Using the Materials Sent to the SSD Coordinator

Students approved for accommodations, such as 100% extended time, 50% extended time for reading, breaks as needed, the use of a computer for the Essay, or nonstandard materials such as braille or MP3 Audio test formats will be tested in rooms set up and supervised by the SSD Coordinator. These students will not appear on the online Attendance Roster, but on the NAR accessed online by the SSD Coordinator. These students will use blue test books.

(!) Students listed on the NAR cannot be tested in the same room as students listed on the online Attendance Roster.

State-Allowed Accommodations

In addition to College Board-approved accommodations, the College Board supports State-Allowed Accommodations (SAAs). SAAs are in place to provide accommodations or supports to students who want to use accommodations that are not approved by the College Board, such as a glossary for English Language Learners. SAAs provide scores to students, K-12 educators, and your state's department of education; however, students who test with an SAA will not receive a college-reportable score. These students will use lime-green test books.

(!) Students who have state-approved accommodations (SAAs) must be tested separately from students with College Board-approved accommodations.

Seating Policies

Inside the testing room, the SSD coordinator 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 plans in Section D.)
- Assign seats at random or by prearrangement with the supervisor. Never allow students to select their own seats.
- Plan for enough nonstandard rooms to accommodate students with different timing and for those whose accommodations require testing in separate rooms.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

Preparing the Testing Environment

College Board tests are timed tests. A specific amount of extended time may be appropriate for a student with a disability, but "untimed" or "unlimited time" is not an accommodation that is available. The amount of time approved for each student is listed on the NAR. See page 9 for more information about timing.

School Testing Schedule

Each SSD testing window begins on the published test date and extends through the following two weeks. Schools must adhere to the following procedures when scheduling a school testing administration:

- Test students who are approved for a reader with 50% extended time (or more, if approved). If taking the SAT with Essay, these students must test over two days.
- Test students using the MP3 Audio format with 100% extended time over two days, and additional time (as indicated) for Section 2.
- Test all students using the ATC format test with the time they are approved for but with additional time (as indicated) for Section 2.

One-Day Testing

- All students receiving 50% extended time or standard time on the SAT will complete the test in one day within the two-week window.

- All students taking SAT with math-only or writing-only extended time will complete the tests in one day within the two-week window.

Two-Day Testing

All two-day test-takers 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.

- Students taking the SAT with Essay with 50% extended time on the entire test will test over two days.
- Students who are taking the SAT or SAT with Essay with 100% extended time for reading or with the MP3 Audio format will be tested over two days.
- Students approved for 100% extended time on both math and writing who are taking the SAT with Essay will also be tested over two days.
- Plan your testing as follows:
  - Day 1 — Complete ID information on the answer sheet and test sections 1–3 (see note below). Lock test materials in a secure area overnight.
  - Day 2 — Complete test sections 4 and 5 (if administering the SAT with Essay). Be sure to give each student the same book and answer sheet he or she used on the first day.

NOTE: *Students testing with the MP3 Audio format will break on Day 1 after Section 2, and complete Sections 3, 4, and, optionally, 5, on Day 2. Please follow the scripts in the supplement provided with the USB flash drive.*

Makeup Testing for Students on the NAR

Students listed on the NAR who are absent on the day you designate for testing in the testing window can still take the test on a later date in the window. However, students who encounter an irregularity that necessitates a makeup will need to contact the College Board and arrange to take the test during the next available national administration (May for March School Day and June for April School Day).

Testing Room Requirements

Before the school testing window begins, you should finalize your plans. You may need to supply more than one room for testing, depending on how many students are registered and what accommodations they need. Different test types, including SAT and SAT with Essay, require separate rooms.

(!) Use more than one test room 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.

Adhere to the testing room requirements listed here, which are designed to promote an effective and secure administration.

- Select testing rooms away from noisy areas or distracting activities.
- Make sure no events that will cause disruptions are scheduled during the testing window.
- Make sure rooms have:
  - a working wall clock or a portable clock
  - proper lighting
  - proper ventilation
  - seating for students that allows for the required four feet between all students, side to side, with all students facing the same direction
  - desks or table tops with a minimum of 12 inches by 15 inches of flat writing surface
  - No displayed materials related to test content (removed or covered up during the test).

Seating Requirements

Observe the following requirements:

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of four feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring six feet in length or less.
- At tables longer than six feet, seat students at least four feet apart and facing the same direction.
- Provide a large, smooth writing surface, preferably desks or tables.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).
- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

(!) Students may not select their own seats.

Additional Seating Requirements for Nonstandard Rooms

- Students using a large-type test book or large-block answer sheet should be seated in the back of the room to safeguard test security.
- Students who require different timing or breaks need to be tested in separate rooms.

SSD If you have questions about room arrangements for nonstandard administrations, contact the SSD office before test day (see page ii).

Planning for Test Day Staff

As the SSD Coordinator and supervisor of record, you are responsible for all aspects of test administration. You manage the school testing staff, and you ensure secure handling of testing materials. These duties are separate from any other activities connected with your appointment by the school as SSD Coordinator.

You are expected to supervise all activities related to every test for which you are scheduled, as well as to administer the test. If you expect to have two or more rooms with students testing, you will need to recruit associate supervisors to supervise additional rooms.

To qualify for the test administration team, individuals must be 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.

A primary qualification for anyone administering College Board tests is the ability to handle groups of students effectively and in a friendly manner. Test day creates much anxiety; students' concerns should be treated with empathy.

Conflict of Interest

There are certain activities that present conflicts of interest that bar you or your staff from administering an SAT Program test. Avoid recruiting persons to serve on the staff who have any of the following conflicts of interest:

- Have a member of their household or immediate family ("related student") taking a College Board test on the same test date at any test site. **In such instances, the related student's scores are subject to cancellation.**
- Are engaged in providing private SAT test preparation that is conducted outside the auspices of their school or district and for which they receive compensation above and beyond the terms of their employment as a teacher or other professional employee with the school or district. (The teaching and normal review of course content, including test familiarization, that is part of regularly scheduled school course work is acceptable.)
- Have taken any SAT Program test within 180 days of test day.

(!) Before selecting a testing staff member, have him or her review and sign the SAT Testing Staff Agreement supplied with your testing materials.

Assigning Staff

Work with the School Day test center supervisor to assign staff for testing students on the NAR, following procedures detailed in the *School Day Supervisor Manual*.

Personal Assistants

Some students may be approved for personal assistants, such as readers or writers. Assistants must be assigned by the school and may not be a relative of the student.

NOTE: *See the scripts for additional information to share with readers and scribes.*

Specific responsibilities for readers:

Readers are responsible for clearly and accurately reading all test scripts, including test directions, questions, and passages. Readers may also need to read back a student's response, when requested by the student.

Specific responsibilities for scribes/writers:

Depending on the student's needs, a scribe may be required to:

- Complete the student's identifying information on the answer sheet.
- Fill in the circles on the regular answer sheet corresponding to the answers chosen by the student and record the student's dictated essay.
- Make any corrections indicated by the student.
- Write the student's name and registration number on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet.
- Assist the student in turning pages.

Other duties

Some personal assistants may be required to:

- Accompany students when they go to the restroom during testing time.
- Assist the associate supervisor in ensuring test material security.

Qualifications

- Current or retired professional, administrative, secretarial, or clerical staff or graduate student.
- Able to follow oral and written instructions precisely.
- A reader or writer should be experienced in special education, and should speak English clearly.
- A sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the associate supervisor.

Training

If you have new staff who have never administered an SAT Program test before, be sure the test center supervisor includes them in a training session at least one week before the test date.

Materials Receipt and Security

Receiving Test Materials

You should receive testing materials no later than the Friday before your test date.

(!) If materials are missing or damaged, or if you discover other problems, immediately contact the Office of Testing Integrity (OTI).

Your shipments will be tracked to confirm delivery date, or another shipment will be sent. If materials still have not arrived by the test date:

- Contact the SSD office.
- Record the names of registered students.
- Explain to students that they will be notified of a new test date.

Test Shipment Materials

Your test shipment should have the following items:

- ☐ Shipping notice.
- ☐ Test books and/or alternate test formats (such as MP3 Audio files, ATC formats, braille, or Reader Script) with answer sheets and, if applicable, Essay books (for the SAT with Essay).
- ☐ SSD **Test materials are specific for each student. Students may only test with the materials sent for them. Use the NAR to determine which materials correspond to each student.** If you have any questions about how to determine the correct materials for your students, please call the SSD office as soon as you receive your shipment. In some instances you may receive materials for students with pending accommodations approvals. Confirm their accommodations have been approved prior to test day before administering the test using these materials. Scores may be canceled if inappropriate accommodations are granted to a test-taker.
- ☐ Courier box(es) or envelope(s) with preapplied labels for returning used answer sheets.
- ☐ Preprinted labels for returning test materials and unused answer sheets. These UPS mailing labels are included with each of your test materials shipments. They are loose in the box and have a tendency to shift to the bottom during shipment.
- ☐ Copies of this manual.
- ☐ SSD Coordinator's Materials Packet:
  - Test-Day Forms
  - Envelopes for returning testing materials.

Test Materials Security

The integrity of the College Board tests and the validity of the test scores rely on the security of test materials. SSD Coordinators are responsible for test materials security from the time they are received until their return. Sharing, loss, and theft of test materials are unfair to test-takers and may result in score cancellation.

Safeguard your materials as follows:

- Compare the serial numbers on test books against your shipping notice.
- Call OTI immediately if the serial numbers on the test books do not correspond with those on the shipping notice; if materials are missing or damaged; or if you detect any loss, theft, or tampering. In addition to calling, document the discrepancies on an SIR.
- Place test materials in a locked area in your school immediately after receipt.
- Limit the number of people authorized to access test materials to those whose professional duties require it. You should know who has access to the area.
- Never leave materials unattended or accessible to students or unauthorized staff.

- Use test materials only for the specified testing period unless otherwise authorized by the College Board.
- Ensure that no test materials are reproduced for any reason or by any method without permission from the College Board SSD office. Copyright laws strictly prohibit reproduction of test materials. Violators may face legal action.
- If you have both one- and two-day test-takers, secure materials until all school testing is completed. Once all your testing is complete, return all test materials, including scratch paper, following the instructions in Section D.

Check your materials

If your materials don't match, you risk a misadministration or delayed scores. Your answer sheets should match the test books that you have:

- Test books or other formats with blue covers are for students listed on the NAR, testing with College Board-approved accommodations.
- Test books or other formats with lime-green covers are for students listed on the NAR, testing with SAAs.
- Test books with pink covers should be used only by students approved for College Board accommodations who are listed on the nonstandard Attendance Roster testing under the supervision of the test center supervisor.
- Nonstandard formats of tests (braille, MP3 Audio format, etc.) will indicate the format on the cover and will be matched to each test-taker as indicated on the NAR.
- For SAT, the answer sheets are orange and show "SAT" in the upper right.
- For SAT with Essay, the answer sheets are blue and show "SAT with Essay" in the upper right.
- Large-block answer sheets are not colored, but will show "SAT" or "SAT with Essay" at the top of the page.

NOTE: *The test center supervisor will provide the SSD Coordinator with any translated directions that students require.*

Test books with purple (standard) or pink (nonstandard) covers are for students whose testing is supervised by the test center supervisor. You should not be using these materials to test students listed on the NAR.

Review the types of testing rooms and materials with staff. It is essential to match the proper scripts and materials; otherwise scores will be invalid.

Help staff use the correct materials as follows:

Room	Test Materials	Script
Nonstandard SAT listed on the NAR	Multiple-choice test materials will have blue covers.	Blue scripts 1, 2, 3, 4, or 5.
Nonstandard SAT with Essay listed on the NAR	Multiple-choice test materials will have blue covers. Covers of the "SAT with Essay" multiple-choice materials will have a black horizontal stripe and open book icon. The Essay book will have a blue-stripe with an open book icon.	Blue scripts 1, 2, 3, 4, or 5.
Nonstandard SAT with State-Approved Accommodations listed on the NAR	Multiple-choice test materials will have lime-green covers.	Blue scripts 1, 2, 3, 4, or 5.
Nonstandard SAT with Essay with State-Approved Accommodations listed on the NAR	Multiple-choice test materials will have lime-green covers. Covers of the "SAT with Essay" multiple-choice test materials will have a black horizontal stripe and open book icon. The essay book will have a lime-green stripe and an open book icon.	Blue scripts 1, 2, 3, 4, or 5.

Section B: Administering the Test

Counting and Distributing Test Materials

The test books must be counted:

1. Within 24 hours of receipt;
2. When distributing to and collecting from any other test administrations;
3. After materials have been distributed to test-takers in the testing room;
4. Before distributing the Essay books in the SAT with Essay room; and
5. Before test-takers are dismissed from the testing room.

Equipping the Testing Room

On test day, the associate supervisor must ensure that his or her room meets the College Board requirements. Provide the following materials in the testing room:

- An accurate, working watch.
- A working wall clock or a portable clock.
- A supply of No. 2 pencils with erasers.
- A pencil sharpener.
- Scratch paper that can also be used by test-takers recording answers on a computer or braille device.
- For test-takers approved for use of an MP3 Audio file (including prior accommodations for use of a cassette) or an ATC format, a computer with a USB port must be provided to accept the flash drive.
- MP3 Audio and ATC format users with text-to-speech software should be told to bring earphones to the test, especially when two or more test-takers will be tested in the same room.
- For test-takers using a computer, see the requirements stated in "Computer Use" (page 11).

Admitting Test-Takers to the Testing Room

Each test-taker should present an acceptable photo ID and Admission Ticket before being admitted to the testing room.

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

Never permit students to select their own seats.

Check each test-taker against the NAR (accessed and printed through the College Board SSD Online system by the SSD Coordinator). It will list the following for each registered test-taker:

- Name
- SSD number
- Date of birth and sex
- Approved accommodations

Mark a "P" next to the name of each test-taker on the NAR as you check the test-taker in for testing. Write with pencil and avoid making stray marks. Later, after testing has begun, update the NAR by noting any test-takers who are absent.

Do not provide any accommodations that are not indicated on the NAR or in authorized communications from the College Board SSD office. Scores may be canceled if inappropriate accommodations are granted to a test-taker.

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

Testing Procedures in the Nonstandard Room

Uniform procedures are essential to a standardized testing program. The only way to ensure comparable scores is if test administrators follow the same testing procedures and give their instructions exactly as they appear in this manual.

- Accurately time each test or test section.
- Quietly announce the remaining time at designated intervals. This is particularly important if your room clock malfunctions.
- Be alert and vigilant during all phases of test administration; avoid any activity not directly related to the test administration.
- Once you have distributed test materials and testing has begun, complete the seating chart (on back of the Testing Room Materials Report) for your testing room.

» Make sure test-takers have appropriate materials and that all other items are stored out of sight.

» Follow scripts exactly and minimize confusion by giving test-takers ample opportunity to ask questions about procedure.

Seating and Security

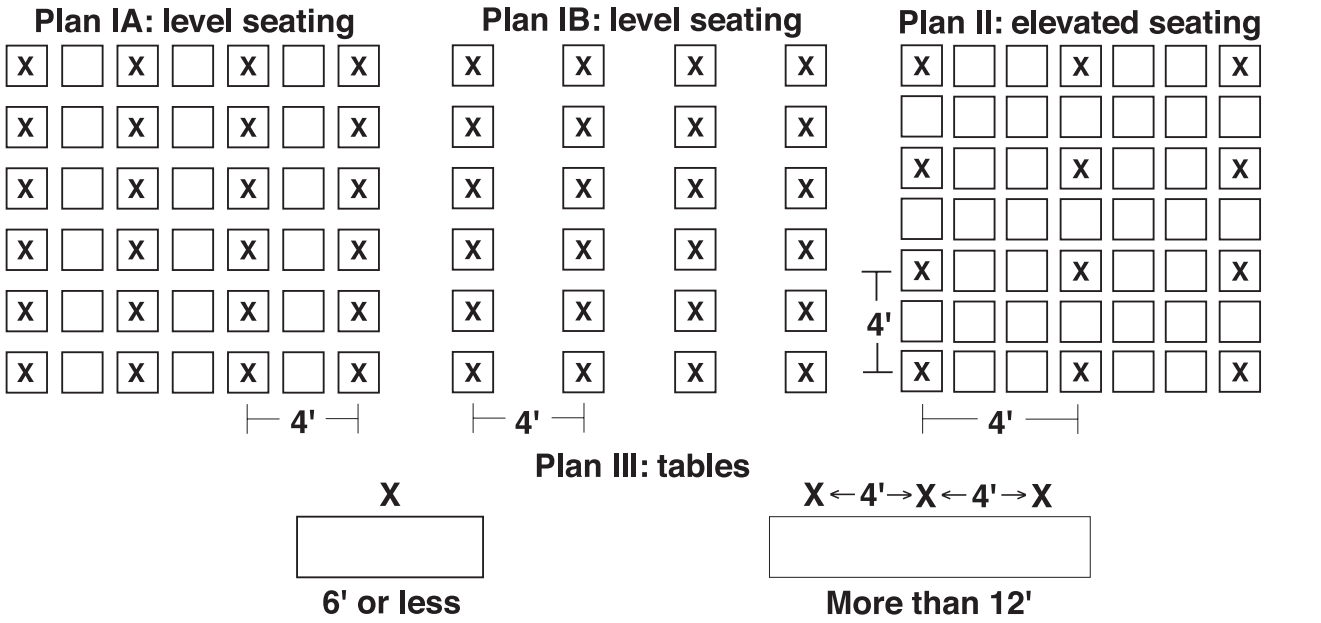
Assign seats at random or by prearrangement. Never allow test-takers to choose their own seats.

Seat test-takers who are deaf or hearing-impaired, including those who have been approved to have a sign language interpreter, so they can see you easily. Make sure they are aware that starting, stopping, and break times will be posted on the board. You or a personal assistant should flick the lights at the end of each section.

(!) Sign language interpreters are not permitted to have access to testing materials at any time, but are only allowed to sign spoken directions.

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

Samples of Approved Seating Plans:



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

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

Important Policies on Timing the Tests

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

NOTE: *Some test-takers may be approved for more than 100% extended time. Please contact SSD with questions about timing for these test-takers.*

The following table gives a breakdown of approximate times for starting and ending testing in the 50% and 100% extended time rooms for test-takers who receive accommodations on the entire test (that is, for reading). Timing for students with other accommodations will vary.

Overview of Approximate Test Timing
(Extended time for reading — entire test)

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	1st day of testing ends after Section 3 for 50% extended time administration of SAT with Essay.
12:55 pm	1st day of testing ends after Section 3 for 100% extended time for SAT or SAT with essay
1:30 p.m.	Testing ends for 50% extended time of the SAT.
8 a.m.	Begin testing on DAY 2, resuming with Section 4 for most test-takers.
9:55 a.m.	Testing ends for SAT for most 100% extended time test-takers.
11:05 a.m.	Testing ends for SAT with Essay for 50% extended time test-takers.
12 p.m.	Testing ends for 100% extended time of the SAT with Essay.

Rest Breaks

During their breaks, test-takers who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the test-takers as noted in the scripts.

In the SAT and SAT with Essay rooms, during breaks after Sections 1 and 3, test-takers may go to the restroom or other designated areas, and they may consume snacks and beverages. Ideally, snacks and beverages should be consumed outside of the testing room, unless a specific, approved accommodation (such as permission for food/medication during testing time) overrides this rule. You must always make sure that eating or drinking does not take place near testing materials. Remind test-takers to keep their IDs and Admission Tickets with them at all times during breaks.

Unscheduled Breaks

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

- Allow only one test-taker at a time to take an unscheduled break.
- Inform the test-taker that he or she will not get extra testing time.
- Collect the test book, answer sheet, and translated test directions, if applicable, as the test-taker 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.**
- Ensure that the test-taker's calculator is left in plain sight on the test-taker's desk.
- Recheck the test-taker's identification and admission documents and hand back the testing materials when the test-taker returns.
- **Never leave the testing room unattended.** If possible, have a proctor accompany the test-taker.

  It is not necessary to record this irregularity on an SIR unless in your judgment the activity is suspicious.

Accommodated Breaks

Test-takers with disabilities may be approved for extra and/or extended breaks. You should handle these as follows:

- **Extra breaks:** Give test-takers the same breaks that extended time test-takers receive, as noted in Script 4 (See "Using These Scripts" in Section C).
- **Extended breaks:** Give extended breaks to approved test-takers 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 test-takers ask to resume testing sooner, they may, but you should not prompt test-takers to end their breaks early.
- **Breaks "As Needed."** Some test-takers with medical conditions require breaks as needed. When a test-taker is approved for breaks "as needed," he or she may break during a test section or subject. Most test-takers' needs are met with a 10-minute break. However, if a test-taker requests additional time, grant the request, within reason. This time does not count toward testing time.

Test Aids

Some test-takers are approved to use aids such as a reader to dictate test questions, or a computer, braille device, or writer to record responses. Test-takers who are deaf or hearing-impaired may have a sign language or oral interpreter translate test directions from spoken English.

Before test day, test-takers who are deaf or hearing-impaired may be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day. When test-takers request these accommodations, the SSD office will contact you, so that you are prepared. Test-takers may use the *Guide to the Nemeth Code* if they are taking the braille format of the SAT.

Recording Responses

Test-takers must use a No. 2 (soft-lead) pencil, not a pen or a mechanical pencil, and completely fill in the circles for the identification information on their answer sheet as well as for the answers to test questions. If they need to erase a response, they must erase as completely as possible.

Clearly communicate to test-takers the importance of correctly marking their answers. Marks that are too light or that do not completely fill in the circles will not scan properly and could lead to lower scores.

Test-takers should not be dismissed from testing if they use a mechanical pencil or pen to mark their answer sheets. However, they should be warned that their marks may not score properly. For example, an essay written in pen will scan as blank. Be aware also that mechanical pencils can be used to conceal test aids.

(!) Do not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them.

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

Test-takers may be approved to record answers using various different methods, as outlined on page 26.

- Dictating answers to be put on the regular answer sheet by a writer
- Using a braille device or computer
- Recording answers in the test book
- Recording the SAT Essay on a computer
- Recording answers on an enlarged (large-block) answer sheet

IMPORTANT Notes About Test-Takers Approved for Nonstandard Methods of Recording Answers:

1. For test-takers using braille or other devices, or approved to write their answers in test books, the test administrator must transfer the answers (except for the essay) to the answer sheet after the test-taker completes the test.
2. When answers are dictated, the assistant must make sure the test-taker's identifying information on the answer sheet is complete and fill in the circles on the regular answer sheet corresponding to the answers chosen by the test-taker.
3. For test-takers who are approved to write the answers in their test books, the SSD Coordinator will receive a white envelope to be used when returning test materials. Write "Answers in Book" on the front cover of the test-taker's test book and place both the test-taker's answer sheet and marked test book in this envelope.

(!) A completed answer sheet must be submitted for a test-taker to receive a score report.

General Notes for Electronic Devices

Ensure 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 this section. All written responses must be deleted from the equipment following successful printout.

Braille Writers

Manual braille writers (for example, Perkins Brailler) may be used for all test sections, but unless otherwise approved, electronic braille writers (for example, Braille Note) may only be used for essay writing and math calculations. An electronic braille writer cannot be connected to any network, but it must be connected to a

monitor so that the proctor can see what the test-taker is typing. In addition, a test-taker cannot use a personal computer or a computer belonging to his or her family as a braille writer.

MP3 Audio and ATC Formats

The MP3 Audio and ATC formats are delivered on USB flash drives and require that the test-taker use a computer with a USB port. See page 12 for instructions for setting up a computer to use with these test formats. Be sure to set up each computer and install the drive before testing begins.

IMPORTANT: *Advise students approved for MP3 Audio/ATC formats to practice ahead of test day so they can use the devices and software effectively. Additional information and practice using these formats is available at* **https://www.collegeboard.org/students-with-disabilities/after-approval**.

Computer Use

When a test-taker is approved for the use of a computer for the SAT Essay, he or she is 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.

Typed Essays

Typed essays must comply with certain guidelines in order to be properly scored and for the test-takers to receive online images of their essays.

Set up and test the computer and word processor so that they meet the following criteria:

- Computer is connected to a working printer.
- Access is disabled to the Internet and all assistive features noted on the previous page.

(!) If you cannot disable these features, you must plan to closely monitor test-takers to make sure they do not use them.

Have test-takers use the print layout view to allow them to properly limit the length of their essays. Monitor test-takers to make sure that they do not:

- Exceed the page limit
- Use any special word-processing features

Page Settings for Printing Essays

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

- ☐ Letter size paper, portrait style.
- ☐ Margins:
  - Top margin: 2 inches
  - Bottom margin: 1 inch
  - Side margins: 1 inch
- ☐ Double spacing between lines
- ☐ Font:
  - Times New Roman
  - Arial
- ☐ Font size:
  - 10 pt (most test-takers)
  - 14 pt (approved large print)
  - 20 pt (approved large print)
- ☐ Page limits:
  - 4 pages (for 10 pt font size)
  - 6 pages (for 14 pt font size)
  - 10 pages (for 20 pt font size)

Printing the Essay

When time is called for the SAT Essay, tell test-takers to stop typing and to send the essay to the printer. Whether printing from a computer or other electronic aid, print the pages according to the page settings listed in the previous column. Once the essay is printed, have test-takers write their full name on the back of each sheet (in the center of the sheet), and hand the sheets in with the Essay books.

Preparing the Essay for Scoring

Ensure that each essay page includes identifying information so that the essay can be matched with the test-taker's answer sheet. On the back of each page — leaving a minimum of a 2-inch margin at the top and a 1-inch margin at the bottom, left, and right of the page — write the following information:

- Name (if not already printed by the test-taker)
- Registration number
- School code
- Original answer sheet litho-code number (shaded box in the bottom right corner of page one)

Check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer.

Calculator Policies

Test-takers should supply their own calculators. They may also bring backup calculators and batteries to use in the event their primary

equipment fails, but they need your permission to use them and must store them under the desk until needed. Staff are not expected to have extra equipment or batteries available. See page vii for more information.

Test-takers are not permitted to share calculators.

Calculator Guidelines for the SAT

Every question can be solved without a calculator; however, using a calculator on some questions may be helpful to test-takers. A scientific or graphing calculator is recommended.

Calculators may only be used on Section 4, Math Test – Calculator, unless a test-taker has an approved accommodation to use a four-function calculator on the Math Test – No Calculator. Staff must ensure the accommodated test-taker uses only a four-function calculator on this section, not a scientific or graphing calculator.

Policies for Equipment Failure

Students should raise their hands if their calculator malfunctions before or during the test. Allow them to use backup equipment or batteries that they brought and continue to test. Document all malfunctions on an SIR.

Students without backup equipment may continue taking the SAT, since no question requires a calculator. If they choose to cancel their score, they must cancel the entire test. Student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations should the student choose to cancel score.

Checking and Testing Computer Files

The MP3 Audio and ATC test formats are delivered on USB flash drives. To use either format, a test-taker 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.

» Prior to test day, check each USB drive to ensure its functionality.

» Read the setup instructions for these devices thoroughly so that they are ready for use on test day.

» Step through the instructions below, then remove and securely store each USB file for use on test day.

Setting Up Computers for ATC Users

The ATC format has been tested with ZoomText® (with and without reader), JAWS®, 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 format. When using VoiceOver on a Mac, the test-taker must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the SAT.

1. Print the student's last name, first name, and middle initial on the back of the ATC box.
2. Remove each USB flash drive from its packaging.
3. Insert the USB drive into a USB port on a computer that has Microsoft® Word and the test-taker's usual assistive software installed (JAWS or ZoomText for example).
4. You will be asked to enter a password. Enter the password that is on the label in the box containing the flash drive. Do not share the password with the test-taker.

   The ATC format is composed of five Microsoft Word files that have been created to work with test-takers' assistive technology for screen magnification or screen readers.

Setting Up Computers for MP3 Audio Users

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

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

Setting up PCs or MACS

» Open the USB drive:

- › Click the "Start" button.
- › Select "Computer."
- › Click the appropriate USB drive (PC) or the MP3 icon (Mac).

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

Setting up Chromebooks

- Start the software: Click the Launcher, the icon on the far left of the taskbar.
  - Select "Files," which will bring up another task bar.
  - Find the USB drive in the task list and click it to display a list of file folders on the drive.

Important reminders for ATC and MP3 users

Here are some important details to share with your students using these formats ahead of test day.

- Test-takers using the MP3 Audio, or ATC format with text-to-speech should use earphones. Test-takers are responsible for bringing their own earphones.
- Test-takers using either format should practice to become familiar with the software before testing. This College Board website provides tips and practice tests: **https://www.collegeboard.org/students-with-disabilities/after-approval**.
- The MP3 Audio test requires 100% extended time testing (over two days) plus an additional 45 minutes for Section 2 (Language and Writing Test).
- The ATC format should be administered with the same approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use these formats only to access test questions. They still must record their answers on an answer sheet (or other method according to an approved accommodation).

Requests to Cancel Scores

To cancel a score, the test-taker should complete an SAT Request to Cancel Test Scores form (provided in the testing materials packet). Cancellation requests written on answer sheets are not valid.

The cancellation policies are given to test-takers about six pages into the SAT script. Please make sure test-takers understand the following:

- Once canceled, scores cannot be reinstated at a later date.
- Score cancellation requests cannot be made by email, phone, or online.
- Written requests to cancel test scores will be accepted by fax or overnight mail up until the third business day after the date testing ends.

IMPORTANT: *Student scores will still be sent to the state and district and will be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations should the student choose to cancel score.*

Monitoring During the Test

Accounting for Test Materials

Complete the seating chart on the back of the Testing Room Materials Report form by listing the serial number of the multiple-choice test book distributed to each seat. This will allow you to account accurately for test materials.

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

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the test center supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check each student desk (even unoccupied desks, since the test book may have been placed there).

If the test book is still missing, ask the SSD Coordinator to call the SSD Office immediately. Report the incident on an SIR.

Information for Test-Takers

Work with the test supervisor to ensure that accommodated test-takers receive the relevant information noted below.

Information in advance — Be sure all students are informed of testing arrangements ahead of time. Give students the test date, time, location, and any special instructions relevant to school-

based, accommodated testing. Students on the NAR can be tested any time within the two-week testing window, and they should be notified of the times/dates that your staff has selected for testing them. Note that students who are absent on test day can still take the test later in the testing window.

During a test, test-takers may have only the following items on their desks:

- Test books and/or special formats of the test
- Any approved aids
- Answer sheet
- No. 2 pencils with erasers
- An acceptable calculator (only for sections that permit their use)
- For MP3 and ATC users, a school-provided laptop or Chromebook

Test-takers may also have the following in the testing room:

- A watch that has no audible alarm or communications/recording capabilities
- A bag or backpack (which must be stored under the desk during testing)
- A snack and drinks (which must be packed away during testing, unless in the case of approved accommodations)
- Extra batteries and backup calculator
- Translated test directions, for applicable students

Encourage test-takers to do scratch work in their test books. Give them scratch paper only if they are approved to use such aids.

Prohibited Devices and Aids

Prohibited devices include, but are not limited to, the following items (except where noted on the NAR):

- Cell phones or smartphones
- Audio players or recorders
- Tablets, laptops, notebooks, or any other personal computing device, including wearable technology
- Separate timers of any kind
- Cameras or any other photographic equipment
- Smartwatches or any other devices that can be used to record, transmit, receive, or play back audio, photographic, text, or video content

The following materials and aids are prohibited in the testing room (except where noted on the NAR):

- Pens, highlighters, mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind (not including translated test directions), including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

(!) Separate erasers can be used to conceal information. Staff should be alert to this possibility.

Power must be turned off for phones, handheld computers, and other electronic devices, and the devices must be stored away.

Preventing Issues Involving Phones and Electronic Devices

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, confiscate the device. The associate supervisor should contact School Day Support immediately for further instructions if a device has been confiscated.

Work with the test center supervisor to determine any additional methods for addressing phones, such as directing students to store them in their lockers. We strongly suggest that you not allow phones or other prohibited electronic devices to be kept in the testing room. Even when not in the student's possession, a phone or other prohibited device that makes noise is grounds for score cancellation. Some alarms are set to sound even when the device is turned off.

If you have any suspicion of a device being used to communicate test information or gain an unfair advantage, you are entitled to confiscate phones, wearable technology, and handheld computers.

Conducting the Test

Follow the scripts to ensure that students are aware of testing policies. In addition:

- Ensure that at least one staff member is in the testing room at all times.

- Constantly monitor test materials; do not leave them unattended with students under any circumstances.
- Students may do scratch work in their test books only; do not give them scratch paper unless they are approved for such an aid.
- Remind students, as noted in the scripts, not to make stray marks on the answer sheets or use them for scratch work.
- Do not allow those students using translated test directions to use the document as additional scratch paper.

Preventing Copying and Communication

Copying and illegal communication are the most common ways for test-takers to obtain an unfair advantage. Staff must:

- **Watch for roaming eyes.** Some test-takers may try to copy from a neighbor.
- **Carefully observe test-takers using calculators.** A smart phone can be disguised as a calculator through the use of a plastic cover.
- **Watch for signals.** Test-takers may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.
- **Watch for misuse of Admission Tickets.** Guard against material being concealed under Admission Tickets and removed from the testing room. Also prohibit test-takers from writing any notes on Admission Tickets.

(!) Always note any such activities on the SIR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

If the Irregularity Chart indicates to call the SSD office or OTI, report the situation to your SSD Coordinator immediately.

Monitoring Equipment Use

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

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

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

Dismissal

No test-taker may leave the testing room before you announce dismissal, except in the case of illness (see page 22 in the Irregularity Chart).

- Dismiss the test-takers when all test materials, used and unused, are in your possession.
- Complete and return required forms and reports.
- Return answer sheets and related critical materials when all students testing under the supervision of the SSD Coordinator have completed testing, but no later than the close of the accommodated testing window.

Reporting Irregularities

Use the SIR to record completely all security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or test-taker complaints during school testing.

The chart on the following pages is a compilation of the most common irregularities that must be reported on the SIR, along with the procedures and actions you should employ in response. If the chart indicates to call the SSD Office, do so immediately. Do not attach answer sheets to the SIR. Please return all answer sheets together.

Describe the incidents, the people involved, the names and registration numbers of every test-taker, and the length of time each incident was observed. If the incident was resolved, please indicate how it was resolved. Tell test-takers that a report will be submitted.

Include the names and telephone numbers of staff who can provide relevant information. Irregularities filed by a test administrator must be countersigned by the SSD Coordinator in charge of school testing. Make sure reports are complete and explicit.

The College Board will support your actions when you have to go beyond established guidelines if those actions are reasonable and designed to ensure score validity and a satisfactory testing environment.

Completing the SIR

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

- For all irregularities, fill in the general information in items 1 to 4 and item 10 (page 3).
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 6, 9 (page 3) and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list the information about the test-takers affected.
- To report an individual irregularity (an issue that affects one test-taker, such as illness), fill in items 5, 7, and 9 (page 3) to denote the type of occurrence and the events and actions taken. Fill in item 11 (page 4) if more than one test-taker was affected. List their names, registration numbers, and test book serial numbers.
- See pages 87–88 in the Appendix for a sample SIR.

Test Day Irregularity Chart

Irregularity	Procedures	SIR Required?
Test Center Issues		
Interruption, such as: storm, fire drill, power failure, or other emergency. Call SSD Office immediately, whether resolved or not.	» Ensure student safety. » If time allows, ask students to insert answer sheets in test books, close test books, and sit quietly until instructed further. » Note stop time and inform students that the testing time will be adjusted. **If evacuation is required:** » Direct students not to talk. » Lock the testing room. » Monitor students at all times to ensure that they do not consult electronic devices, notes, books, teachers, or other students regarding the test during the emergency. Failure to adhere to this policy may result in canceled scores. **If testing cannot be resumed**: Do not dismiss students until instructed to do so.	☑ Note the source, length, and impact of the interruption and the section(s) affected. **Bubble page 1 section 6 – "Disturbance/Interruption."**
Materials that are Incorrect, Missing, Damaged, or Defective		
Materials missing or damaged before testing Call SSD Office immediately.	Report if 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 SSD Office 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 are not located, put proctor in charge of room and notify test center supervisor. » Do not dismiss test-takers until you have spoken with SSD.	☑ **Bubble page 1 section 6 — "Missing materials."**

Irregularity	Procedures	SIR Required?
Missing test book or Essay book after testing Call SSD Office immediately.	If a test book is discovered missing after the test-takers have been dismissed, do not return any test materials to the College Board until after you have spoken with an SSD Office representative.	☑ Explain the circumstances fully. **Bubble page 1 section 6—"Missing materials," fill in comments, and sign the form.**
Insufficient answer sheets Call SSD Office immediately.	» Instruct students to write their names, registration numbers, center numbers, and test date on the back of their test books. Tell them to circle multiple-choice and write student-produced responses in their test books. For students taking the SAT with Essay, make a copy of the essay portion of a blank answer sheet for students to use. If not available, contact SSD for further instructions. » On the front of each test book, write "Answers in test book need to be transcribed." » Use a rubber band to group together all books that have answers marked in them. » Call on test day or the day immediately following test day to indicate that there are answers in test books	☑ **Bubble page 2 section 7b Test Admin Issue—"Test-taker recorded answers in book," Complete test-taker information and sign.**
Incorrect answer sheet in the SAT or SAT with Essay room **Call SSD Office if assistance is needed.**	Check test-taker ID and Admission Ticket and provide a correct answer sheet, if possible. Direct test-taker to print name on the new answer sheet, then continue in the appropriate place. After the test is over, have test-taker complete items 1–9 on page 1 of the answer sheet. Clip answer sheets together. Describe the situation.	☑ **Bubble page 2 section 7b Test Admin Issue – "Test-taker needed second answer sheet."**
Defective answer sheet	» Check student ID and Admission Ticket and replace defective answer sheet. (Ensure that the Answer Sheet matches the test administered in your room.) » Direct the student to print his or her name on the new answer sheet, then continue with next question. » If an extra answer sheet is not available, the student may circle multiple-choice and write student-produced responses in his or her book. For essays, make a copy of the essay portion of a blank answer sheet for students to use. If not available, contact SSD for further instructions. » If testing time is lost because of defective answer sheet, allow the student to make it up at the end of the test administration. » After the test is over, have the student complete items 1–9 on page 1 of the replacement answer sheet, if any. Make sure that both answer sheets have items 1–9 completed, and clip both answer sheets together. » If responses are marked in the test book, on the front of the test book, write "Answers in test book need to be transcribed."	☑ Describe the defect and note any loss of testing time, and if time was made up, when. Include the Litho Code number from page 2 of the answer sheet. If a defective answer sheet has no student marks on it, attach it to the SIR. **Bubble page 2 section 7b Test Admin Issue—"Test-taker needed second answer sheet" or "Test-taker recorded answers in book."**

Irregularity	Procedures	SIR Required?
Defective test book Call SSD Office immediately if the defect appears in several test books.	» Check test-taker ID and Admission Ticket. » If possible, replace with a book with the same form code that does not have the same defect, and direct test-taker to continue with original answer sheet. » If the test book cannot be replaced with one that has the same code, dismiss the test-taker and explain that the College Board will be in contact to schedule a makeup test. » If defective test book causes a loss of testing time, allow test-taker to make up the time for that section at the end of test administration. » On front cover of defective test book, print "Defective" and identify error, the school number, 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 specific issue listed and describe.**
Admission/Identification/Seating Issues		
Test-taker seat is changed	» If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved. » If a test-taker is moved to another seat before the start of timed testing, no SIR is necessary – simply note on the seating chart.	☑ Explain the reason for the change. **Bubble page 2 section 7b Other Issue—"Other."**
Test-taker sent to wrong room Call School Day Support immediately.	» If any test-taker is moved to another room after the test books are distributed and the test begins, fill out an SIR.	☑ Explain the reason for the change. **Bubble page 2 section 7b Test Admin Issue "Staff seated students in wrong room."**
Identifying information discrepancies Call SSD Office immediately if you suspect impersonation.	Check test-taker identifying information on the answer sheet before dismissal. » Check that the name and identifying information exactly matches across all documents, including the answer sheet, the ID, and the Admission Ticket. » If the student has made an error, ask them to explain it and correct it. Ensure that the registration number is complete and correct on the answer sheet. » If you suspect impersonation, keep the ticket. Notify the SSD Coordinator immediately.	☑ Describe the discrepancy, and error, if applicable. If you suspect impersonation, note the test-taker's name, registration number, and type of ID. **Bubble page 2 section 7b Check-in Issue—"Test-taker had questionable/unacceptable ID" or "Test-taker not on roster/did not have Admission Ticket."**

Irregularity	Procedures	SIR Required?
Security Violations/Test-Taker Misconduct		
Observed misconduct Call SSD Office immediately.	If you observe a test-taker removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing: » If possible, check student ID and Admission Ticket and note name, registration number, and type of ID. Collect the test book and answer sheet and dismiss the student. Do not readmit the student to the testing room. » Notify the SSD Coordinator immediately. » On the front of the test book, note the student's name and write " "Attempted to Impersonate,"Attempted theft of test book" or "Left building" as appropriate. » If pages are missing or damaged, indicate which pages on the SIR. » Do not allow the test-taker to leave the test center until you have called the SSD office.	☑ Attach test book to SIR. Ensure that the student's name is provided. **Bubble page 2 section 7b Test Admin Issue— "Test-taker removed or attempted to remove test materials," or "Test-taker impersonated another test-taker," or "Test-taker left early/left without permission." Note pages and sections.**
Test book misuse	If a test-taker is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time: » Check student ID and Admission Ticket and ask student to close test book or direct student to proper section of test book. Warn student individually that a subsequent violation will be grounds for dismissal. » If behavior continues, collect the test book and answer sheet. Dismiss the student. Do not readmit the student to the testing room. » On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate. » Return answer sheets with other used answer sheets.	☑ Note the section(s) affected, and attach the test book. Ensure that the student's name is provided. **Bubble page 2 section 7b Test Admin Issue—"Test-taker worked after time called," or "Test-taker worked on wrong section," or "Test-taker obtained improper access to test/part of test."**
Noise made by or use of prohibited electronic devices, including: » Cell phones, smartphones » Cameras, scanners » Laptops, PDAs, iPods, MP3 players, wearable technology » Separate timers Medical devices such as insulin pumps are allowed. SSD Coordinator: If you have any suspicion that the device was used to share test information, immediately call SSD Office while the test-taker is still in your charge.	If a test-taker's prohibited device makes noise or if the test-taker is observed using any prohibited electronic device in the testing room or during a break: » Tell the student to turn it off and hand it to you immediately. (Return the device after it has been checked for testing content.) » Check student ID and Admission Ticket. » Inform the student that you must write up the incident and that his or her scores will be canceled, and that the device will be returned. » Collect test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room. » On the front of the test book, note the student's name and write "Prohibited electronic device."	☑ Note that the device made noise or was in use. Attach the test book to the SIR. Ensure that the student's name is provided. **Bubble page 2 section 7b Test Admin Issue—"Test-taker used a cell phone/ prohibited device, or it made noise."**

Irregularity	Procedures	SIR Required?
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 *Note: SSD students may be approved to use particular aids, including scratch paper.*	If a test-taker is seen using a calculator on a no-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid: » Check student ID and Admission Ticket and warn student individually (and assistant if applicable) to stop use of the prohibited aid. » Tell student that a subsequent violation will be grounds for dismissal. » If student continues, collect test book and answer sheet and dismiss student. » On front cover of test book, note student's name and write "Prohibited item."	☑ Attach the test book to the SIR. Ensure that the student's name is provided. **Bubble page 2 section 7b Test Admin Issue— "Test-taker used an unauthorized aid."**
Refusal to follow instructions If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.	If a test-taker is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions, or using a phone without permission: » If possible, check the test-taker's ID and Admission Ticket, and inform the test-taker that you must write up the incident and that his or her scores will be canceled. » Collect the test book and Admission Ticket and answer sheet and dismiss the test-taker from testing. Do not readmit the test-taker to the testing room. » On the front of the test book, note the student's name and write "Refusing to follow instructions."	☑ For copying and communications infractions, describe the ID. Note the type of infraction and explain the circumstances completely. Attach the test book and Admission Ticket to the SIR. **Bubble page 2 section 7b Test Admin Issue—"Test-taker failed to follow test administration regulations," or "Test-taker gave or received help."**
Misadministration		
Accommodations given that were not approved	» Stop testing and collect the test-taker's test materials and answer sheet. » Advise the test-taker that he or she has received accommodations that were not approved. The College Board will contact the test-taker about retesting options. » Dismiss the test-taker.	☑ Provide student name and registration number. Note accommodation given and actions taken. **Bubble page 2 section 7b - Test Center Staff Issue — "Staff gave incorrect, unapproved or no accommodations."**

Irregularity	Procedures	SIR Required?
Approved accommodations not given	» Advise the test-taker that he or she has not received accommodations for which he or she was approved. » Offer the test-taker the option to continue testing without the approved accommodations or to stop testing. » If the test-taker chooses to stop testing, collect the test book and answer sheet and dismiss the test-taker.	☑ Provide student name and registration number. Provide as much detail as possible, including actions taken. **Bubble page 2 section 7b - Test Center Staff Issue — "Staff gave incorrect, unapproved or no accommodations."**
Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions Call SSD Office if the problem cannot 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. » Note stop time and inform students that the testing time will be adjusted. » Once testing resumes, adjust testing time. » Monitor students at all times inside and outside the testing room. » Tell students that they should contact customer service if they feel they were affected.	☑ Note the length and impact of the disturbance. **Bubble page 1 section 6— "Disturbance/interruption."**
Undertiming Call SSD Office.	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.	☑ Note the section(s) affected and timing discrepancy. **Bubble page 1 section 6 – "Undertiming" (for a group), or page 2 section 7b Test Admin Issue – "Test was Undertimed" (for an individual).**
Overtiming Call SSD Office.	Make no adjustment.	☑ Note the section(s) affected and timing discrepancy. **Bubble page 1 section 6 "Overtiming" (for a group), or page 2 section 7b Test Admin Issue – "Test was overtimed" (for an individual).**
Testing center staff issues If administration is compromised, call SSD Office immediately.	In the case of distracting behavior, incorrect directions, or material distribution, quietly point out the behavior and ask staff member to correct it. If behavior persists, the SSD Coordinator will determine next steps.	☑ Note the impact of the issue and section(s) affected. **Bubble page 1 section 6 for group irregularities— choose correct issue from list, or page 2 section 7b Test Center Staff Issue— for individual irregularities choose correct issue from list. Complete the comments and the test-taker information and sign.**

Irregularity	Procedures	SIR Required?
Test-Taker Issues		
Excessive breaks *This irregularity does not apply to students approved for "breaks as needed."* Call SSD Office if there is a security concern.	» Ask the student the reason for excessive breaks (is the student ill?). Collect the test book and answer sheet; return them when the student reenters. Do not allow extra time. » Have the room or hall proctor check where the student is going during breaks.	☑ **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 that their scores will be canceled. » If an answer sheet becomes soiled due to illness or bleeding, inform the student that it cannot be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.	☑ Note length of absence, the student(s) and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. **Bubble page 2 section 7b Test Admin Issue—"Test-taker became ill." Also bubble page 2 section 7a "Did test-taker complete testing?" (Yes or No.)**
Unscheduled breaks	If a student asks permission to go to the restroom, testing time cannot be made up. Collect the answer sheet and test book. Fan the test book to ensure that all testing materials are there. Check ID when the student returns to the room.	
Using pen	If you see anyone using a pen, advise him or her to switch to a No. 2 pencil immediately. Do not have test-takers erase any answers. Have them continue using the same answer sheet.	☑ Explain the circumstances fully. Note section(s) affected. **Bubble page 2 section 7b Test Admin Issue— "Test-taker used an unauthorized aid."**
Answers placed incorrectly on answer sheets	» Check the student's ID and Admission Ticket if the student is unfamiliar to you, and provide a new answer sheet associated with that type of testing (e.g., Essay or non-Essay) if the student has misplaced answers on the answer sheet. No erasures or transfers should be done. (If no extra answer sheets are available, follow the procedures under "Defective Answer Sheet," page 17). Tell the student to print his or her name on the new answer sheet, then continue in the appropriate place. » After the test is over, have the student complete items 1–9 on page 1 of the answer sheet. Clip answer sheets together.	☑ **Bubble page 2 section 7b Test Admin Issue—"Test-taker misplaced/misgridded answers" (1 answer sheet only), or "Test-taker needed second answer sheet."**

Irregularity	Procedures	SIR Required?
Answers written in test book, but not recorded on answer sheet *Note: This irregularity does not apply to students approved for "writing answers in test book."*	» Check student ID and Admission Ticket if the student is unfamiliar to you. » Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. » Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel. » On the front of the test book, note the student's name and write "Answers in test book."	☑ Note the reason why the student wrote the answers in the test book. Attach the test book to the SIR. **Bubble page 2 section 7b Test Admin Issue—"Test-taker recorded answers in book."**
Answer sheet left blank or completely erased	» Notify the student that you have observed this behavior and check the student's ID and Admission Ticket if the student is unfamiliar to you. Indicate that if the behavior persists, you will report it. » Tell the student that the answer sheet will be scored unless the student cancels the scores by the third business day after the test. » If the student wants to cancel the test, provide an SAT Request to Cancel Test Scores form and have the student complete and sign it.* » If the test-taker continues to not mark any answers, collect the answer sheet and test book and dismiss the test-taker from testing.	☑ Explain the circumstances fully. Describe the ID for test-takers observed not bubbling answers. **Bubble page 2 section 7bTest Admin Issue — "Test-taker failed to follow test administration regulations."**
Calculator malfunction	» Check the test-taker's ID and Admission Ticket and allow the test-taker to replace batteries or try a backup calculator, if available. If the problem persists, the test-taker can choose to continue or to cancel scores. » Canceling scores for the math section of the SAT means that the entire test will be canceled. » If the test-taker decides to cancel, provide an SAT Request to Cancel Test Scores form and have the test-taker complete and sign it. The associate supervisor must also sign.*	☑ Document the malfunction. **Bubble page 2 section 7b Test Admin Issue —"Test-taker had a CD player or calculator malfunction."**
Test question ambiguity	Report the type of question ambiguity.	☑ Add any test-taker information if possible, as full a description as possible, and your contact information. **Bubble page 2 section 8—choose correct issue and provide listed test-taker information. Fill in the comments section.**

* If student chooses to cancel scores, the student's 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.

Section C: SAT Scripts for Students Listed on the NAR

Testing Supervised by the SSD Coordinator

STOP The scripts in this section are for testing in the rooms using the test materials specific to each student, as listed on the NAR.

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.

You must test students with SAAs separately from any other group of test-takers at your school. You will receive specific materials for students testing with SAAs, including test books that have a lime-green cover.

The NAR will list each student and his or her accommodation(s).

General Guidelines for Testing

Uniform testing conditions depend on your reading the scripts exactly as detailed in this section. Take time to study the instructions for specific test formats and the scripts before test day. In some cases, you will have more than one choice of scripts to read. Please read the bullet points ahead of these to ensure that you read the applicable script.

Ensure that the multiple-choice test books you have in the testing room do not have a purple cover (standard test book) or pink cover (nonstandard test book used in separate rooms).

NOTE: *Do not distribute any test materials until instructed to do so in the scripts.*

Ensure Minimum Distraction

If you have students approved for different testing schedules — for example, extended time and/or extra or extended breaks — you should plan to test them in separate rooms. Your NAR will assist you in making room assignments.

Clarify Procedure Only

» Answer students' questions about procedure only, not about test content. Questions from students who are deaf or hearing-impaired may be responded to in writing or through an interpreter.

» Remind each student of his or her approved amount of testing time and any other accommodations approved by the College Board.

Administering Accommodations

Extended Time Testing

Students who have different timing should be tested in separate rooms, to minimize distraction. For extended time testing, a stretch break is required in the middle of the longer sections, as noted in the scripts. Give these test-takers a 5-minute stretch break, during which time they may not leave the room or discuss test questions. Have them place their testing materials in the middle of their desks. Electronics must remain out of sight under the desks.

IMPORTANT: *Students must receive the total amount of time they are approved for. They cannot move on to the next section if they finish early.*

Students who are approved by SSD for extended time for reading must receive that extended time on all sections of the test on consecutive days. Other students may have approval that applies to just the Math Test (Sections 3 and 4). Still others may have approval for writing-only extended time, which applies only to the Essay (Section 5). Students approved for 50% extended time for reading who are taking the SAT with Essay will test over two days. Students approved for 100% extended time for reading or for combined math and writing will also test over two days. Students approved to test with the MP3 Audio format will test over two days with specific timing provided in Script 5 (page 27).

NOTE: *Some test-takers may be approved for more than 100% extended time. Please contact SSD with questions about timing for these test-takers.*

Accommodated Breaks

See Section B, pages 8 to 9 for important information about timing the test and breaks. Break time does not count as testing time (clock stops). The breaks for extended time, which also

apply to students approved for extra breaks, are shown in the chart on page 29.

- Students who are approved for additional breaks (for example, to test blood sugar levels) should be provided breaks as requested.
- Students who are approved for **extended breaks** should be given 10 minutes for breaks.

Alternate Test Formats

Students can be approved for different types of alternate test formats, including braille, large print, reader script (for students who are approved for reader), braille graphs and figures, MP3 Audio format, and Assistive Technology Compatible (ATC) format.

Test-takers who are deaf or hearing-impaired may be approved for a written copy of oral instructions and/or blank paper for communicating with the test administrator available on test day. When test-takers request these accommodations, the SSD office will contact you so that you are prepared.

Guide to the Nemeth Code and braille

For SAT School Day, each student who is approved for braille will be sent two braille test formats: One in English Braille, American Edition (EBAE), and the other in Unified English Braille (UEB). (Please note that for both formats, the math sections will use the Nemeth Code.) Speak to the student prior to test day to find out which braille form the student prefers to use. On test day, ensure that the appropriate braille test book is being used.

The *Guide to the Nemeth Code* lists the current version 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 the Guide during the test. The *Braille Reference Information* contains math reference material required for the braille test. If a student does not read braille but chooses to use the book of braille math graphs and figures, you should be prepared to help the student understand the figures, since all labels and numbers in that book are in braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

To supplement each braille test and accompanying braille Essay book (when applicable), a regular-type test book and Essay book are included for your use as a reference. A reader's script has also been sent in case the student asks to have a question read. Each student should have a copy of the *Guide to the Nemeth Code* and a braille math reference book. Note that if a student records answers using a braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

Readers

Follow these procedures with readers:

- Assign a separate reader for each student who has been approved for one (readers may not be shared).
- Administer the test(s) with 50% extended time unless a student is already approved for 100% (or more) extended time. If taking the SAT with Essay, these students will test over two days.
- Distribute any supplemental materials to the reader: a reader script, a regular-type test book for student's and reader's use, a separate Essay book, and additional test materials for student use as approved by the College Board (for example, braille materials).

Braille Graphs and Figures

Some students may be approved for the accommodation of braille graphs and figures. Also, some students who are approved for a reader or MP3 Audio format may be approved for braille graphs and figures for use with math sections. 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. Students who use readers or audio files in conjunction with other formats will find that the two texts 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. Students can answer Reading and the Writing and Language questions on the basis of the information given in a reader's script or on the MP3 Audio Format alone.

Braille Writers

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

MP3 and ATC Computer Use

Before testing begins:

- Ensure each test-taker's computer is powered on and the USB flash drive inserted. (See specific instructions regarding each format given in Section B, page 12.)
- Disconnect the computer from any networks and from the Internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the test-taker as part of the assessment must not be flagged by software running on the computer.

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

As noted, students should use earphones when testing with the MP3 Audio or ATC format (if used with text-to-speech software). If earphones are not available, the student should be tested in a separate room.

Before students enter the room, set up each computer with the specific USB file for each test-taker (see previous page). As you admit students, direct them to their proper seat.

Troubleshooting

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

Administering the SAT to ATC Users

Students 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 test-takers 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 test-takers to be sure that they are not accessing any other sites while working on the test.

Recording responses

Some students may need accommodations relating to the recording of answers. These accommodations may include the following methods:

- Completing a large-block answer sheet
- Dictating answers to be put on the standard answer sheet by a writer
- Using a braille device (e.g., Perkins Brailler) and having answers transcribed to a standard answer sheet by the supervisor after the test. Return braille pages with answer sheets.
- Recording answers in the test book and having answers transferred to the standard answer sheet by the supervisor after the test. The test book with student's name written on it must be returned with the answer sheet.
- Using a computer to record the Essay.

Using These Scripts

The test scripts for the SAT are divided into five categories based on the type of accommodation a student is registered for. An overview of timing is given in the chart on page 29.

Script 1: 100% Extended Time

Use Script 1 (starting on page 35) for students who are approved for 100% extended time for reading.

Script 2: 50% Extended Time

Use Script 2 (starting on page 44) for students who are approved for 50% extended time for reading. Students taking the SAT with Essay with extended time for reading will test over two days. The script indicates where to break for Day 2.

Script 3: Standard Time for Accommodated Students

Use Script 3 (starting on page 52) for students who are approved for accommodations that do not require extended time on the entire test; for example, breaks as needed, or use of braille materials.

Script 4: Standard Time with Extra Breaks

Use Script 4 (starting on page 58) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

Script 5: MP3 Audio Format

Use Script 5 (starting on page 66) for students who are using the MP3 Audio Format. These students will test over 2 days.

NOTE: *Day 1 testing stops for these test-takers after Section 2.*

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

NOTE: *If testing students approved for extra breaks, substitute Script 4 for Script 3 where noted below.*

For students approved for 100% extended time in math and writing combined:

- Begin with Script 3 (page 52). You will see instructions for where to switch to the extended time script for these students.
- If taking the SAT with Essay, these students will test over 2 days.

For students approved for 100% extended time in writing only

- Test these students in one day.
- Begin with Script 3 (page 52). You will see instructions for where to switch to the extended time script for students taking the SAT with Essay.

For students approved for 100% extended time in math only

- Test these students in one day.
- Begin with Script 3 (page 52). You will see instructions for where to switch to the extended time script for these students.

For students approved for 50% extended time in writing only

- Test these students in one day.
- Begin with Script 3 (page 52). You will see instructions for where to switch to the extended time script for students taking the SAT with Essay.

For students approved for 50% extended time in math only

- Test these students in one day.
- Begin with Script 3 (page 52). You will see instructions about where to switch to the extended time script for these students.

Post This Information for All Students

- Today's date
- Test month and "SAT" or "SAT with Essay"
- Your school name, city, and state
- Test center number: "00000"
- Room number or name
- Post "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."

In the SAT with Essay room only, post the following sentence:

- For item 8 (Form Code) on your answer sheet, start the code with this letter ___.

Fill in the blank using the letter from the front cover of the Essay book, located in the lower right-hand corner in the box labeled "Form."

Posting Information for Students Using the MP3 Audio Format

As you set up the room for testing, be sure to post the following common keyboard commands for your MP3 users, as relevant to the equipment students are using:

For PC or MAC:

- Navigating the test:
  - Test Directions: Double-click to listen to directions
  - Start Section: Double-click Section icon
  - Next Section: Double-click Library icon
  - Change Volume: Double-click Volume icon
- **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" 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 start the files in a section playing, press Ctrl A to highlight all files in the folder, then press ENTER.
- **Chromebook navigation uses the mouse on the media player menu to pause or play.**

Read Scripts in Tinted Boxes Aloud EXACTLY as Written

- Give students time to fill in their responses.
- Pause to allow students time to follow instructions, especially when three dots “. . .” appear in the text.
- You may repeat parts of the script if requested to do so.
- Supply the appropriate information where a blank line “_____” appears in the text.

Timing and Breaks Charts for Testing Students Listed on the NAR

Section		100% Extended Time	50% Extended Time	Standard Time (Nonstandard Room)	Standard Time with Extra Breaks	MP3 Audio Users
		Use Script 1 (p. 35)	Use Script 2 (p. 44)	Use Script 3 (p. 52)	Use Script 4 (p. 58)	Use Script 5 (p. 66)
1	Reading Test	65 minutes	49 minutes	65 minutes	33 minutes	65 minutes
		5-minute break	5-minute break		5-minute break	5-minute break
		65 minutes	49 minutes		32 minutes	65 minutes
		5-minute break	5-minute break	10-minute break	5-minute break	5-minute break
2	Writing and Language Test	70 minutes	53 minutes	35 minutes	35 minutes	58 minutes
						5-minute break
		5-minute break	5-minute break		5-minute break	57 minutes
						End Day 1 testing
3	Math Test – No Calculator	50 minutes	38 minutes	25 minutes	25 minutes	50 minutes
		End Day 1 testing	End of Day 1 testing for SAT with Essay	5-minute break		
4	Math Test – Calculator	55 minutes	42 minutes	55 minutes	28 minutes	55 minutes
		5-minute break	5-minute break		5-minute break	5-minute break
		55 minutes	41 minutes		27 minutes	55 minutes
		2-minute break in the SAT with Essay room				
5	Essay	50 minutes	38 minutes	50 minutes	25 minutes	50 minutes
		5-minute break	5-minute break		5-minute break	5-minute break
		50 minutes	37 minutes		25 minutes	50 minutes

Section		100% Extended Time for Writing & Math	100% Extended Time for Writing Only	100% Extended Time for Math Only	50% Extended Time for Writing Only	50% Extended Time for Math Only
		Use a combination of Scripts 3 and 1	Use a combination of Scripts 3 and 1	Use a combination of Scripts 1 and 3	Use a combination of Scripts 3 and 2	Use a combination of Scripts 3 and 2
1	Reading Test	65 minutes	65 minutes	65 minutes	65 minutes	65 minutes
		10-minute break				
2	Writing and Language Test	35 minutes	35 minutes	35 minutes	35 minutes	35 minutes
		5-minute break		5-minute break		5-minute break
3	Math Test – No Calculator	50 minutes	25 minutes	50 minutes	25 minutes	38 minutes
		End Day 1 testing for SAT with Essay	5-minute break			
4	Math Test – Calculator	55 minutes	55 minutes	55 minutes	55 minutes	42 minutes
		5-minute break		5-minute break		5-minute break
		55 minutes		55 minutes		41 minutes
		2-minute break in the SAT with Essay room				
5	Essay	50 minutes	50 minutes	50 minutes	38 minutes	50 minutes
		5-minute break	5-minute break		5-minute break	
		50 minutes	50 minutes		37 minutes	

* See page 2 for which students need to test over two days.

The SAT Scripts

For English Language Learners who require translated test directions, distribute test directions at this time.

To all students, say:

Good morning. Today you are going to take the SAT. This is your chance to show how prepared you are for college and career. I know that you may have questions about some of the instructions that I will read, so please do not hesitate to ask so that everyone has all the information they need to do their best.

If you are administering the SAT (no Essay), say:

In this room, we will take the SAT; we will not be taking the SAT Essay.

If you are administering the SAT with Essay, say:

In this room, we will take the SAT with Essay.

Send any students who registered for a different test to the SSD Coordinator for appropriate room assignment.

Choose the correct action below:

- If testing students with College Board-approved accommodations, skip to the script "To all students, say."
- If testing students with SAAs, continue below.

If you are testing students with SAAs, say:

In this room, we will take the SAT using state-allowed accommodations. Because these accommodations have not been approved by the College Board's accommodation process, you will not receive college-reportable scores. You will receive a score report, and your results will be reported to your state. You won't be able to send your scores to colleges, universities, or scholarship programs.

Please raise your hand if you think you are in the wrong testing room.

Send any students who think they are in the wrong room to the test center supervisor.

To all students, say:

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

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

Continue by saying:

You may also be dismissed for:

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

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

After all questions are answered, say:

Please listen carefully to the following information about phones and other electronic equipment. The use of phones or other prohibited electronic devices at any time in this testing area is prohibited. At this time, if you still have a phone, watch alarm, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test area. **If your phone or other prohibited device makes any noise or you are seen using it at any time, including breaks, you will be dismissed and your scores will be canceled.** In addition, any electronic device that is not turned off and put away may be confiscated until a thorough investigation is completed.

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

- Remove everything from your desk except your Admission Ticket, pencils, erasers, and acceptable calculator. . .
- Remove any earplugs, which may not be worn during testing, any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper — these are all prohibited (unless you are specifically approved for these accommodations). . .
- If you brought a backup calculator or extra batteries, get those out and put them on the floor under your desk. . .
- Place any water bottles under your desk and close all bags and backpacks and put them under your desk until the test is over. . .

Once desks are cleared of prohibited items, say:

Keep your Admission Ticket with you at all times today. I will take a moment now to look around and make sure you are using approved calculators. . .

Please walk around the room to make sure no one has the following unauthorized materials or aids on his or her desk. (The NAR will indicate if an aid has been approved for use on a test.) Students may have additional aids on their desks, such as a highlighter or talking calculator, if this accommodation was approved by the College Board as an accommodation.

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

If these devices or aids are displayed, have students remove them from their desks. If a student has a mechanical pencil, hand him or her a No. 2 pencil.

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

Students who have been approved to use a cassette will be using an MP3 Audio format (unless another accommodation is approved). Students using either MP3 Audio or ATC format must have a computer on their desks. If a student is approved to use scratch paper or needs typing paper for a braille device, hand the paper to the student when you distribute the test book.

After checking for approved calculators, say:

Now, put your calculator under your desk. You will not need it for Section 1. I am going to give an answer sheet and test to each of you now. Check to see that both are for the correct test, as indicated on your Admission Ticket. When you get the test, if it is in book format, read the back cover. It has important information about timing, marking answers, and scoring. DO NOT OPEN YOUR TEST BOOK.

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

If you are administering the SAT with Essay, set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice books have been collected when Sections 1 through 4 have been completed.

Refer to the information provided with your test shipment, then distribute the designated test and answer sheet to each student. Be sure that you are not administering a practice version of the test by mistake. (Practice materials are marked "Practice" on the front cover of the test book or flash drive box.)

If you are administering a format that has multiple books, distribute only the book containing Section 1. Make sure every student or writer has a No. 2 pencil. Check that no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper or who will be recording their answers on a computer or braille device.

If any students are using a large-block answer sheet, say:

If you are using a large-block answer sheet, please also read the instructions on the front of the answer sheet about where and how to mark your answers. You will be marking "X" in relevant boxes rather than filling in circles, and the page numbers will be different from those I announce.

If a student is using a regular- or large-type test book, say:

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

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

When all students are ready, say:

Please listen carefully to these instructions, because they are critical to the scoring of your test. If you don't follow my directions exactly, you may not receive a score. Now look at the front of your answer sheet, or page 2 of your large-block answer sheet. I will walk you through filling out items 1 through 9.

Make sure you are using a Number 2 pencil to mark your answer sheet in the spaces provided. If you will be filling in circles, make sure you fill in the circles completely and darkly. If you will be marking boxes, be sure your X is dark and marks one box only. Otherwise your answers, which are scored electronically, will not register correctly.

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

Then say:

Whenever you see corresponding circles or boxes for an item, fill them in.

In item 1:

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

In item 2: Print the first six letters of your last name, the first four letters of your first (or given) name, and your middle initial, if you have one. If your name has a dash, an apostrophe, or a space between letters, include these as needed. The order and spelling of your name must exactly match your Admission Ticket. Also, fill in the corresponding circles. Look up when you are done. . .

Continue by saying:

In item 3: Fill in the circle for the month of your birth (or on the large-block answer sheet, fill in the two digits for the month). Next, write in the two-digit numbers for the day and year of your birth. Start with a zero if the number is less than 10 (for example, for the number 3, write 0 followed by 3). . .

In item 4: Print your registration number. Copy the registration number that is printed on your Admission Ticket. Make sure you provide this information correctly and completely. . .

In item 5: Write in the U.S. ZIP code of your home address and fill in the corresponding circles. . .

In item 6: Print five zeros for the Test Center Number. Look up when you are done. . .

Once all students are ready, say:

Now remove the Admission Ticket from your desk. Keep your ticket with you at all times during the test, especially during breaks.

In item 7:

» Turn to the front cover of your test book. Find the area in the upper right-hand corner labeled "Test Book Serial Number" and enter the number printed onto item 7 on your answer sheet. Fill in the circles. . .

Students must correctly copy codes from their test books onto their answer sheets to ensure proper scoring of their tests. Students using a special format should copy the code from the item they are using for the actual test (e.g., MP3/ATC box).

Choose the correct script below:

» In SAT with Essay rooms, OR

» In SAT (without Essay) rooms

In SAT with Essay rooms only, say:

In item 8:

» First, look at the letter posted on the board at the front of the room for item "8. Form Code." Copy the letter onto your answer sheet in the first column in item 8 and fill in the circle. . .

» Now look at the back cover of your test book or MP3/ATC box. Find the box labeled "8. Form Code." Copy the letters and numbers onto your answer sheet in the remaining six columns in item 8 and fill in the circles. . .

In SAT (without the Essay) rooms only, say:

In item 8: Now look at the back cover of your test book or MP3/ATC box. Find the box labeled "8. Form Code." Copy the letters and numbers onto your answer sheet exactly as shown on the back of your test. . .

To all students, say:

In item 9:

» Look at the back cover of your test book or MP3/ATC box. Find the box labeled "9. Test ID." Copy the number onto your answer sheet in item 9. . .

» Take a moment to ensure that items 8 and 9 are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

Check that students are filling in the correct codes.

Continuing by saying:

You may work on only one section at a time. Do not skip any sections — this could cause your scores to be delayed. I will tell you when to begin and end each section. If you finish a section before time is called, check your work on that section. You may NOT turn to any other section. If you try to work on a different section of the test than the one I tell you to work on, I will need to report it, and your scores may be subject to cancellation.

Work as rapidly as you can without losing accuracy. Don't waste time on questions that seem too difficult.

You may not fold or remove pages or portions of a page from this book, or take the book or answer sheet from the testing room.

For each correct answer to a multiple-choice question, you receive one point. You will not lose any points for incorrect answers or questions you leave blank.

Answer all questions about procedure. If any students are using a writer/scribe, reader, ATC, or braille format, find and read the appropriate instructions that follow.

The script for all students resumes under "Begin the Test Here" on page 34.

To a student who is using a writer/scribe, say:

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

To a reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. Labels and numbers given with braille figures can be found in corresponding locations in the regular-type and large-type test books, if needed. Do you have any questions about procedures? . . .

If a student is using a translator for test directions, say to the translator:

If you are translating directions to a student, translate directions as often as requested. It is important to translate only what is in the directions. Do not provide elaboration beyond what is in the directions, even if the students asks for it. Do not provide elaboration beyond what is in the directions even if the student asks for it. Do not translate test questions, reading passages, or other test content.

For students using braille format, say:

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

The Math sections are in the 1972 revised *Nemeth Code*. The braille math reference book contains math formulas and directions for use with all math sections.

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

Do you have any questions about procedures? . . .

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

To all students using an ATC format, say:

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

Please prepare for testing now by opening and reading the electronic document entitled "**Instructions for Student**." When you are finished reading the document, please click the minimize button and look up. . .

Now please find and open the document titled "**AccessibleElectronicTextInfo**." This has other information that you may need during the test. Click the minimize button so that you can refer to this document later if you need to . . .

During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures that I read apply to you. Are there any questions? . . .

Begin the Test Here

Answer all questions about procedure, then continue with the script.

To all students, say:

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

Completing and submitting this form will make your SAT scores not reportable to colleges or scholarship organizations; however your state, district, and school will still receive them as part of sponsored testing.

Now say:

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

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

Continue by saying:

I will walk around the room to check your progress. I will also keep the official time for the test. You will have breaks during the test; for some of these breaks, you may leave this room to have a snack or use the restroom. Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. . .

Throughout testing, follow these procedures:

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

Time the section:

- Review "Using These Scripts" on page 26 to determine how to use the scripts for the students in your room.
- Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals. This is particularly important if your room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if applicable.
- Refer to the charts at the end of this script to ensure that you have correctly calculated the stop time.

Monitor test-takers:

- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 22.

After testing begins:

- Account for materials on the Testing Room Materials Report provided by the SSD Coordinator:
  - Complete the seating chart.
  - Account for all testing materials (used and unused) in Part B of the form.

(!) If a book appears to be missing, follow procedures in "Accounting for Test Materials" in Section B, page 13 of this manual.

STOP **Find the script you need:**

Script 1 100% Extended Time 35

Script 2 50% Extended Time 44

Script 3 Standard Time for Accommodated Students 52

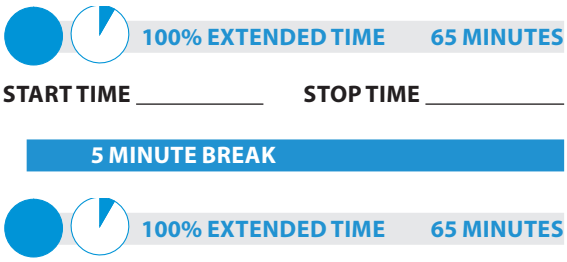
Script 4 Standard Time with Extra Breaks 58

Script 5 MP3 Audio Format 66

Script 1: 100% Extended Time

(!) **The following script is for 100% extended time test-takers. If you are testing students with math-only and/or writing-only extended time, turn to the appropriate standard time script.**

Section 1: Reading Test



To test-takers, say:

Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk. If you finish before time is called, you may NOT turn to any other section.

You will have 2 hours and 10 minutes to work on Section 1, Reading. We will stop for a short break after 65 minutes. Now, open your test book to Section 1, read the directions, and begin work.

During Testing:

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

After 30 minutes have elapsed, say:

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

After 60 minutes have elapsed, say:

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

After 65 minutes have elapsed, say:

Stop work and put your pencil down. . .

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

For the break:

» Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch but should not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 65 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 30 minutes have elapsed (from the break), say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed (from the break), say:

Stop work and put your pencil down.

Now, say:

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

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

For the break:

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

During the break:

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

» For students who leave the room, recheck IDs and Admission Tickets before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

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

When everyone is ready, say:

Take out your answer sheet, turn to the back page, and find the Certification Statement box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or script, and it is required. The quality of your handwriting will not be used to calculate your score. . .

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

Walk around the room and ensure that all students are writing the Certification Statement. Cursive writing is not required.

ATC Timing for Section 2

To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2.

Section 2 – Writing and Language Test

100% EXTENDED TIME **70 MINUTES**

START TIME _____ **STOP TIME** _____

Begin by saying:

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

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

Be sure to mark your answers in the correctly numbered spaces in Section 2. You will have 1 hour and 10 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over. Now, open your test book to Section 2, read the directions, and begin work.

During Testing:

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

After 35 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 65 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 70 minutes have elapsed, say:

Stop work and put your pencil down.

For students using ATC format, turn to the appropriate page:

» For 50% extended time turn to Script 2, "Break Before Section 3," page 46.

» For standard time, no extra breaks turn to Script 3, "Section 3," page 53.

» For standard time and extra breaks turn to Script 4, "Break Before Section 3," page 60.

Break Before Section 3

For the break, say:

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

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

» Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand up and stretch, but should not leave the room without permission.

During the break:

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

Just before the end of the break, say:

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

Section 3 – Math Test – No Calculator

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

When everyone is ready, say:

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

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

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

You will have 50 minutes to work on Section 3, the Math Test – No Calculator. Now, open your test book to Section 3, read the directions, and begin work.

During testing:

- Record the start and stop time and post for all students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a 4-function calculator as an accommodation.

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

After 25 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

Stop work and put your pencil down.

For the following testers, proceed to "Break Before Section 4 for 1-Day Testers:"

- Students with 100% extended time on math only or writing only
- Students taking the SAT (without Essay) with 100% extended time on combined math and writing only

End of Day 1

End Day 1 testing for students with 100% extended time for reading and for students with 100% extended time on both math and writing who are taking the SAT with Essay.

To test-takers who are ending Day 1, say:

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

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

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Dismiss students once you are sure you have all testing materials. On Day 2, continue below.

On Day 2:

Follow standard admission procedures, checking Admission Tickets and IDs. Seat students in the same seats according to your seating chart from Day 1.

To test-takers returning for Day 2 of testing, say:

Please take your seat and sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test does not have your name on it.

Distribute each student's test materials and answer sheet from Day 1.

Proceed to Section 4 – Math Test – Calculator.

Break Before Section 4 for 1-Day Testers

For the break, say:

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

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

For the break:

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

During the break:

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

» For students who leave the room, recheck IDs and Admission Tickets before resuming the test.

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you do so. Keep your answer sheet and test book flat on your desk.

Section 4 – Math Test – Calculator

To all test-takers, say:

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

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

» Keep it flat on your desk or hold it so that other test-takers cannot view your work.

» Do not share or exchange your calculator.

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

Take out your answer sheet and turn to Section 4. For the questions labeled "Student-Produced Responses," which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section.

100% EXTENDED TIME — **55 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

100% EXTENDED TIME — **55 MINUTES**

START TIME _____ **STOP TIME** _____

To test-takers, say:

You will have 1 hour and 50 minutes to work on Section 4, the Math Test – Calculator. We will stop for a short break after 55 minutes. Now, open your test book to Section 4, read the directions, and begin work.

During Testing:

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

After 30 minutes have elapsed, say:

You have 25 minutes until the break and 1 hour and 20 minutes remaining in this section.

After 50 minutes have elapsed, say:

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

After 55 minutes have elapsed, say:

Stop work and put your pencil down.

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

For the break:

» Post the break time of 5 minutes, and include what time students should return. Students may stand and stretch but should not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 55 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 30 minutes have elapsed (from the break), say:

You have 25 minutes remaining in this section.

After 50 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 55 minutes have elapsed (from the break), say:

Stop work and put your pencil down. Close your test book and answer sheet. Place your test book next to your answer sheet on your desk.

If you are administering the SAT without the Essay, testing has concluded and you need to proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing test-takers.

If you are administering the SAT with Essay continue reading the instructions below.

To students in the SAT with Essay room, announce the break by saying:

Place your calculator under your desk.

You will now have 2 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 2 minutes.

For the break:

» Post the break time of 2 minutes.

During the break:

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

Just before the end of the break, say:

Please take your seat and sit quietly while I collect your test books.

Collecting tests

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

Do not distribute Essay materials until after all tests are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5 – SAT Essay

To administer Section 5 to students approved for extended time on math only:

Return to Script 3, page 55 for students testing with no extra breaks.

Return to Script 4, page 63 for students testing with extra breaks.

To all students taking the Essay with 100% extended time, say:

Now, open your answer sheet to page 6 (or page 14 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . .

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

Distribute an Essay book in the appropriate format to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Note that Essay books are not serialized.

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

To all students, say:

Turn to the back of your Essay book and print your last name, first name, and middle initial, if you have one. Then print this school's name _____ and this room number (or name) _____ . Please look up when you are done. . .

To students using a computer for the essay, say:

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

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

To all students writing the essay on an answer sheet say:

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet and continue on pages 8–10 as needed. (If using a large-block answer sheet, you must write your essay on pages 16 to 22.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, your essay will appear blank. If you leave the essay blank, you will an Essay score of zero.

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

To test-takers, say:

You will have 1 hour and 40 minutes to work on Section 5, the Essay. We will stop for a short break after 50 minutes. Now read the directions, then open your Essay book, and begin work.

During testing:

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

» Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).

After 25 minutes have elapsed, say:

You have 25 minutes until the break and 1 hour and 15 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes until the break and 55 minutes remaining in this section.

After 50 minutes have elapsed, say:

Stop work and put your pencil down. . .

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

For the break:

» Post the break time of 5 minutes, and include what time students should return. Students may stand and stretch but should not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your answer sheet until I tell you to do so. You have an additional 50 minutes remaining in Section 5. Open your answer sheet to the page where you inserted your Essay book. Place your answer sheet flat on your desk, open your Essay book, and begin work where you left off.

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

You have 25 minutes remaining in this section.

After 45 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed (from the break), say:

Stop work. Put your pencil down. . .

To all students, say:

Close your test materials and place your answer sheet on top. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed. Remember, after the test has ended, no one may leave the room until I announce dismissal.

Proceed to "After the test" on page 77. Testing has concluded and you need to follow the instructions for collecting test materials and dismissing students.

100% Extended Time SAT Section Timing Chart

NOTE: All times are "minutes after the hour."

	STOP TIME 100% Extended Time							
Start Time	**For a 130-minute section (Sec. 1) 65 mins. — break — 65 mins.**		**For a 70-minute section (Section 2)**	**For a 50-minute section (Section 3)**	**For a 110-minute section (Sec. 4) 55 mins. — break — 55 mins.**		**For a 100-minute section (Essay Sec. 5) 50 mins. — break — 50 mins.**	
:00	:05	:05	:10	:50	:55	:55	:50	:50
:01	:06	:06	:11	:51	:56	:56	:51	:51
:02	:07	:07	:12	:52	:57	:57	:52	:52
:03	:08	:08	:13	:53	:58	:58	:53	:53
:04	:09	:09	:14	:54	:59	:59	:54	:54
:05	:10	:10	:15	:55	:00	:00	:55	:55
:06	:11	:11	:16	:56	:01	:01	:56	:56
:07	:12	:12	:17	:57	:02	:02	:57	:57
:08	:13	:13	:18	:58	:03	:03	:58	:58
:09	:14	:14	:19	:59	:04	:04	:59	:59
:10	:15	:15	:20	:00	:05	:05	:00	:00
:11	:16	:16	:21	:01	:06	:06	:01	:01
:12	:17	:17	:22	:02	:07	:07	:02	:02
:13	:18	:18	:23	:03	:08	:08	:03	:03
:14	:19	:19	:24	:04	:09	:09	:04	:04
:15	:20	:20	:25	:05	:10	:10	:05	:05
:16	:21	:21	:26	:06	:11	:11	:06	:06
:17	:22	:22	:27	:07	:12	:12	:07	:07
:18	:23	:23	:28	:08	:13	:13	:08	:08
:19	:24	:24	:29	:09	:14	:14	:09	:09
:20	:25	:25	:30	:10	:15	:15	:10	:10
:21	:26	:26	:31	:11	:16	:16	:11	:11
:22	:27	:27	:32	:12	:17	:17	:12	:12
:23	:28	:28	:33	:13	:18	:18	:13	:13
:24	:29	:29	:34	:14	:19	:19	:14	:14
:25	:30	:30	:35	:15	:20	:20	:15	:15
:26	:31	:31	:36	:16	:21	:21	:16	:16
:27	:32	:32	:37	:17	:22	:22	:17	:17
:28	:33	:33	:38	:18	:23	:23	:18	:18
:29	:34	:34	:39	:19	:24	:24	:19	:19
:30	:35	:35	:40	:20	:25	:25	:20	:20
:31	:36	:36	:41	:21	:26	:26	:21	:21
:32	:37	:37	:42	:22	:27	:27	:22	:22
:33	:38	:38	:43	:23	:28	:28	:23	:23
:34	:39	:39	:44	:24	:29	:29	:24	:24
:35	:40	:40	:45	:25	:30	:30	:25	:25
:36	:41	:41	:46	:26	:31	:31	:26	:26
:37	:42	:42	:47	:27	:32	:32	:27	:27
:38	:43	:43	:48	:28	:33	:33	:28	:28
:39	:44	:44	:49	:29	:34	:34	:29	:29
:40	:45	:45	:50	:30	:35	:35	:30	:30
:41	:46	:46	:51	:31	:36	:36	:31	:31
:42	:47	:47	:52	:32	:37	:37	:32	:32
:43	:48	:48	:53	:33	:38	:38	:33	:33
:44	:49	:49	:54	:34	:39	:39	:34	:34
:45	:50	:50	:55	:35	:40	:40	:35	:35
:46	:51	:51	:56	:36	:41	:41	:36	:36
:47	:52	:52	:57	:37	:42	:42	:37	:37
:48	:53	:53	:58	:38	:43	:43	:38	:38
:49	:54	:54	:59	:39	:44	:44	:39	:39
:50	:55	:55	:00	:40	:45	:45	:40	:40
:51	:56	:56	:01	:41	:46	:46	:41	:41
:52	:57	:57	:02	:42	:47	:47	:42	:42
:53	:58	:58	:03	:43	:48	:48	:43	:43
:54	:59	:59	:04	:44	:49	:49	:44	:44
:55	:00	:00	:05	:45	:50	:50	:45	:45
:56	:01	:01	:06	:46	:51	:51	:46	:46
:57	:02	:02	:07	:47	:52	:52	:47	:47
:58	:03	:03	:08	:48	:53	:53	:48	:48
:59	:04	:04	:09	:49	:54	:54	:49	:49

Script 2: 50% Extended Time

The following script is for 50% extended time test-takers. If you are testing students with math-only and/or writing-only extended time, turn to the appropriate standard time script.

Section 1: Reading Test

When everyone is ready, say:

Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk.

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

50% EXTENDED TIME	**49 MINUTES**
START TIME _____	**STOP TIME** _____
5 MINUTE BREAK	
50% EXTENDED TIME	**49 MINUTES**
START TIME _____	**STOP TIME** _____

To test-takers, say:

You have one hour and 38 minutes to work on Section 1, Reading. We will stop halfway through, after 49 minutes, for a 5-minute break. Now, open your test book to Section 1, read the directions, and begin work.

During Testing:

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

After 30 minutes have elapsed, say:

You have 19 minutes left before the break, and 68 minutes remaining in this section.

After 44 minutes have elapsed, say:

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

After 49 minutes have elapsed, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

Please take your seat. You have an additional 49 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

After 24 minutes have elapsed (from the break), say:

You have 25 minutes remaining in this section.

After 44 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 49 minutes have elapsed (from the break), say:

Stop work and put your pencil down.

For the break, say:

Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

For the break:

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

During the break:

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

» For students who leave the room, recheck IDs and Admission Tickets before resuming the test.

Just before the end of the break, say:

Please take your seat.

Certification Statement

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

When everyone is ready, say:

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or script, and it is required. The quality of your handwriting will not be used to calculate your score. . .

Continue by saying:

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

Walk around the room and ensure that all students are writing the Certification Statement. Cursive writing is not required.

ATC File Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 37, for Section 2, then return to page 46 for Section 3.

Section 2 – Writing and Language Test

50% EXTENDED TIME **53 MINUTES**

START TIME _____ **STOP TIME** _____

To 50% extended time test-takers, say:

Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

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

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

You have 53 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over.

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

During Testing:

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

After 30 minutes have elapsed, say:

You have 23 minutes remaining in this section.

After 48 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes have elapsed, say:

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

Break Before Section 3

For the break, say:

You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes. . .

For the break:

» Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand up and stretch, but should not leave the room without permission.

During the break:

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

Just before the end of the break, say:

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

Section 3 – Math Test – No Calculator

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

When everyone is ready, say:

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

Continue by saying:

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

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

50% EXTENDED TIME **38 MINUTES**

START TIME _____ **STOP TIME** _____

To 50% extended time test-takers, say:

You will have 38 minutes to work on Section 3, Math Test – No Calculator. We will have a 5-minute break after the section is over.

Now, open your test book to Section 3, read the directions, and begin work.

During testing:

Enter the start and stop times and post the times for students to see. Refer to the chart on page 51 to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 18 minutes remaining in this section.

After 33 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes have elapsed, say:

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

Proceed to "Break Before Section 4 for 1-Day Testers" for the following testers:

- Students with 50% extended time on math only or writing only
- Students taking the SAT (without Essay) with 50% extended time on reading

End of Day 1

Day 1 testing ends here for 50% extended time test-takers who are approved for reading extended time and who are taking the SAT with Essay.

To 50% extended time test-takers who are ending Day 1, say:

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

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

Collect all answer sheets and test materials, including any computer or braille pages and scratch paper, and lock them in a secure area until the second day of testing. Dismiss students once you are sure you have all testing materials. On Day 2, continue below.

On Day 2:

Follow standard admission procedures, checking Admission Tickets and IDs. Seat students in the same seats according to your seating chart from Day 1.

To 50% extended time test-takers returning for Day 2 of testing, say:

Please take your seat and sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test does not have your name on it.

Distribute each student's test materials and answer sheet from Day 1.

Proceed to Section 4 – Math Test – Calculator.

Break Before Section 4 for 1-Day Testers

For the break, say:

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

For the break:

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

During the break:

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

After the break:

- For students who leave the room, recheck IDs and Admission Tickets before resuming the test.

At the end of the break, say:

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

Section 4 – Math Test – Calculator

To all test-takers, say:

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

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

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

Continue by saying:

Take out your answer sheet and turn to Section 4. For the questions labeled "Student-Produced Responses," which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section.

50% EXTENDED TIME **42 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

50% EXTENDED TIME **41 MINUTES**

START TIME _____ **STOP TIME** _____

Now, say:

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

During testing:

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

After 15 minutes have elapsed, say:

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

After 37 minutes have elapsed, say:

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

After 42 minutes have elapsed, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

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

You have 20 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.

If you are administering the SAT without the Essay, testing has concluded. You need to proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing test-takers.

If you are administering the SAT with Essay continue reading the instructions on the next page.

To students in the SAT with Essay room, announce the break by saying:

Close your answer sheet and your test book. Place your answer sheet next to your test book on your desk. Place your calculator under your desk.

You will now have 2 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 2 minutes.

For the break:

Post the break time of 2 minutes.

During the break:

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

At the end of the break, say:

Please take your seat and sit quietly while I collect your test books.

Collecting tests

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

Do not distribute Essay materials until after all tests are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5 – Essay

To administer Section 5 to students approved for extended time on math only:

Return to Script 3, page 55 for students testing with no extra breaks.

Return to Script 4, page 63 for students testing with extra breaks.

To all students, say:

Now, open your answer sheet to page 6 (or page 14 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . .

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

Distribute an Essay book in the appropriate format to each student. Enter the number of Essay books distributed for later reporting on the Testing Room Materials Report form. Note that Essay books are not serialized.

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

To all students, say:

Turn to the back of your Essay book and print your last name, first name, and middle initial, if you have one. Then print this school's name _____ and this room number (or name) _____ . Please look up when you are done. . .

To students using a computer for the essay, say:

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

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

To all students writing the essay on an answer sheet say:

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet and continue on pages 8–10 as needed. (If using a large-block answer sheet, you must write your essay on pages 16 to 22.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

50% EXTENDED TIME **38 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

50% EXTENDED TIME **37 MINUTES**

START TIME _____ **STOP TIME** _____

To 50% extended time test-takers, say:

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

During testing:

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

» Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).

After 20 minutes have elapsed, say:

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

After 33 minutes have elapsed, say:

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

After 38 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your Essay book. Close your Essay book and leave it on your desk.

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

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

For the break:

Post the break time of 5 minutes, and include what time students should return. Students may stand and stretch but should not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

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

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

You have 20 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

Testing has concluded. Proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing test-takers.

50% Extended Time SAT Section Timing Chart

NOTE: All times are "minutes after the hour."

	STOP TIME 50% Extended Time							
Start Time	**For a 98-minute section (Sec. 1) 49 mins.—break—49 mins.**		**For a 53-minute section (Section 2)**	**For a 38-minute section (Section 3)**	**For an 83-minute section (Section 4) 42 mins.—break —41 mins.**		**For an 75-minute section (Essay Section 5) 38 mins.—break —37 mins.**	
:00	:49	:49	:53	:38	:42	:41	:38	:37
:01	:50	:50	:54	:39	:43	:42	:39	:38
:02	:51	:51	:55	:40	:44	:43	:40	:39
:03	:52	:52	:56	:41	:45	:44	:41	:40
:04	:53	:53	:57	:42	:46	:45	:42	:41
:05	:54	:54	:58	:43	:47	:46	:43	:42
:06	:55	:55	:59	:44	:48	:47	:44	:43
:07	:56	:56	:00	:45	:49	:48	:45	:44
:08	:57	:57	:01	:46	:50	:49	:46	:45
:09	:58	:58	:02	:47	:51	:50	:47	:46
:10	:59	:59	:03	:48	:52	:51	:48	:47
:11	:00	:00	:04	:49	:53	:52	:49	:48
:12	:01	:01	:05	:50	:54	:53	:50	:49
:13	:02	:02	:06	:51	:55	:54	:51	:50
:14	:03	:03	:07	:52	:56	:55	:52	:51
:15	:04	:04	:08	:53	:57	:56	:53	:52
:16	:05	:05	:09	:54	:58	:57	:54	:53
:17	:06	:06	:10	:55	:59	:58	:55	:54
:18	:07	:07	:11	:56	:00	:59	:56	:55
:19	:08	:08	:12	:57	:01	:00	:57	:56
:20	:09	:09	:13	:58	:02	:01	:58	:57
:21	:10	:10	:14	:59	:03	:02	:59	:58
:22	:11	:11	:15	:00	:04	:03	:00	:59
:23	:12	:12	:16	:01	:05	:04	:01	:00
:24	:13	:13	:17	:02	:06	:05	:02	:01
:25	:14	:14	:18	:03	:07	:06	:03	:02
:26	:15	:15	:19	:04	:08	:07	:04	:03
:27	:16	:16	:20	:05	:09	:08	:05	:04
:28	:17	:17	:21	:06	:10	:09	:06	:05
:29	:18	:18	:22	:07	:11	:10	:07	:06
:30	:19	:19	:23	:08	:12	:11	:08	:07
:31	:20	:20	:24	:09	:13	:12	:09	:08
:32	:21	:21	:25	:10	:14	:13	:10	:09
:33	:22	:22	:26	:11	:15	:14	:11	:10
:34	:23	:23	:27	:12	:16	:15	:12	:11
:35	:24	:24	:28	:13	:17	:16	:13	:12
:36	:25	:25	:29	:14	:18	:17	:14	:13
:37	:26	:26	:30	:15	:19	:18	:15	:14
:38	:27	:27	:31	:16	:20	:19	:16	:15
:39	:28	:28	:32	:17	:21	:20	:17	:16
:40	:29	:29	:33	:18	:22	:21	:18	:17
:41	:30	:30	:34	:19	:23	:22	:19	:18
:42	:31	:31	:35	:20	:24	:23	:20	:19
:43	:32	:32	:36	:21	:25	:24	:21	:20
:44	:33	:33	:37	:22	:26	:25	:22	:21
:45	:34	:34	:38	:23	:27	:26	:23	:22
:46	:35	:35	:39	:24	:28	:27	:24	:23
:47	:36	:36	:40	:25	:29	:28	:25	:24
:48	:37	:37	:41	:26	:30	:29	:26	:25
:49	:38	:38	:42	:27	:31	:30	:27	:26
:50	:39	:39	:43	:28	:32	:31	:28	:27
:51	:40	:40	:44	:29	:33	:32	:29	:28
:52	:41	:41	:45	:30	:34	:33	:30	:29
:53	:42	:42	:46	:31	:35	:34	:31	:30
:54	:43	:43	:47	:32	:36	:35	:32	:31
:55	:44	:44	:48	:33	:37	:36	:33	:32
:56	:45	:45	:49	:34	:38	:37	:34	:33
:57	:46	:46	:50	:35	:39	:38	:35	:34
:58	:47	:47	:51	:36	:40	:39	:36	:35
:59	:48	:48	:52	:37	:41	:40	:37	:36

Script 3: Standard Time for Accommodated Students (No extra breaks)

Use this script to administer the following accommodations:

- Test-takers with standard timing accommodations (example small group setting or permission to test blood sugar)
- Students testing with extended breaks
- Students testing with accommodations for extended time in math only
- Students testing with accommodations for extended time in writing only

You will see instructions for where to switch to Script 1 or 2.

Section 1 – Reading Test

Begin the test by saying:

Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk. If you finish before time is called, you may NOT turn to any other section.

STANDARD TIME **65 MINUTES**

START TIME _____ **STOP TIME** _____

Now say:

You have 65 minutes to work on Section 1, Reading. We will have a 10-minute break after the section is over.

Now, open your test book to Section 1, read the directions, and begin work.

During Testing:

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

After 30 minutes have elapsed, say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed, say:

Stop work and put your pencil down. . . Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

For the break, say:

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

For the break:

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

During the break:

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

After the break:

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

Just before the end of the break, say:

Please take your seat.

Certification Statement

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

When everyone is ready, say:

Take out your answer sheet, turn to the back page, and find the Certification Statement box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. The quality of your handwriting will not be used to calculate your score. . .

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

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

ATC File Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, use Script 1 for Section 2 (page 37), then return to this page to continue with Section 3.

Section 2 – Writing and Language Test

To all test-takers, say:

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

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

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

STANDARD TIME **35 MINUTES**

START TIME _____ **STOP TIME** _____

To standard time test-takers, say:

You have 35 minutes to work on Section 2, Writing and Language.

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

During testing:

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

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . .

Section 3 – Math Test – No Calculator

For students approved for 100% extended time on math only, turn to Script 1, "Break Before Section 3," page 37.

For students approved for 50% extended time on math only, turn to Script 2, "Break Before Section 3," page 46.

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

To all students, say:

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

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

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

STANDARD TIME **25 MINUTES**

START TIME _____ **STOP TIME** _____

Now say:

You will have 25 minutes to work on Section 3, Math Test – No Calculator. We will take a 5-minute break after the section is over.

Now, open your test book to Section 3, read the directions and begin work.

During testing:

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

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. . . Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

For the break:

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

During the break:

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

After the break:

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

At the end of the break, say:

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

Section 4 – Math Test – Calculator

When everyone is ready, say:

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

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

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it on the floor underneath your desk.

» If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Turn to Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the questions labeled "Student-Produced Responses," which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These Student-Produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section.

STANDARD TIME **55 MINUTES**

START TIME _____ **STOP TIME** _____

Now say:

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

During testing:

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

After 25 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 50 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes have elapsed, say:

Stop work and put your pencil down. . .

If you are administering the SAT without the Essay, proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing students.

If you are administering the SAT with Essay, continue reading the instructions here.

To students in the SAT with Essay room, announce the break by saying:

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

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Please sit quietly while I collect your test books. . .

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

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5 – SAT Essay

To administer Section 5 to students approved for extended time on writing only:

For 100% extended time, turn to Script 1, page 40.

For 50% extended time, turn to Script 2, page 49.

To all students, say:

Now, open your answer sheet to page 6 (or page 14 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up. . .

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

Distribute an Essay book to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Note that Essay books are not serialized.

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

Then say:

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

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8–10, as needed. (If using a large-block answer sheet, you must write your essay on pages 16 to 22.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the essay, say:

When using a computer for the essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a larger type size test book, you may use that type size for your essay. Four pages are allowed for regular type size, 6 pages will be allowed for 14-point type size, and 10 pages for 20-point type size. Any pages beyond your appropriate page limit will not be scored. Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay. Do you have any questions? . . .

STANDARD TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

To test-takers, say:

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

During testing:

- Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on the Supervisor's Irregularity Report (SIR).
- Use this time to verify that you have all serialized test books that were distributed to students.

After 25 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:

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

Testing has concluded. Proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing test-takers.

Standard SAT Section Timing Chart — Nonstandard Administration

NOTE: All times are "minutes after the hour."

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

Script 4: Standard Time with Extra Breaks

Use this script to administer the SAT or SAT with Essay to test-takers who have been approved for extra breaks with standard timing. Students with extended breaks or breaks as needed should be tested with Script 3 on page 52.

Section 1 – Reading Test

Begin the test by saying:

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

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

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

Now, say:

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

During Testing:

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

After 15 minutes have elapsed, say:

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

After 28 minutes have elapsed, say:

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

After exactly 33 minutes have elapsed, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

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

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

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

For the break, say:

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

For the break:

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

During the break:

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

After the break:

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

Just before the end of the break, say:

Please take your seat.

Certification Statement

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

When everyone is ready, say:

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. The quality of your handwriting will not be used to calculate your score. . .

Continue by saying:

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

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

Section 2 – Writing and Language Test

ATC File Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn to Script 1, page 37. Return to "Break Before Section 3," page 60 after completing Section 2.

To standard time test-takers, say:

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

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

STANDARD TIME **35 MINUTES**

START TIME _____ **STOP TIME** _____

When everyone is ready, say:

Be sure to mark your answers in the correctly numbered spaces in Section 2. You have 35 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over. Now, open your test book to Section 2, read the directions, and begin work.

During testing:

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

After 15 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 30 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:

Stop work and put your pencil down. . .

Break Before Section 3

For the break, say:

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

For the break:

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

During the break:

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

At the end of the break, say:

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

Section 3 – Math Test – No Calculator

For students approved for 100% extended time on math only, turn to Script 1, page 37, to "Break Before Section 3."

For students approved for 50% extended time on math only, turn to Script 2, page 46, to "Break Before Section 3."

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

To all students, say:

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

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

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

STANDARD TIME **25 MINUTES**

START TIME _____ **STOP TIME** _____

Now say:

You will have 25 minutes to work on Section 3, Math Test – No Calculator. We will have a 5-minute break after the section is over.

Now, open your test book to Section 3, read the directions, and begin work.

During testing:

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

After 10 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 20 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

Stop work and put your pencil down. . . Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

For the break:

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

During the break:

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

After the break:

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

At the end of the break, say:

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

Section 4 – Math Test – Calculator

When everyone is ready, say:

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

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

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

Turn to Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the questions labeled "Student-Produced Responses," which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These Student-Produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section.

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

To standard time test-takers, say:

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

During testing:

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

After 10 minutes have elapsed, say:

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

After 23 minutes have elapsed, say:

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

After 28 minutes have elapsed, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

Please take your seat. You have an additional 27 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down. . .

If you are administering the SAT without the Essay, proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing students.

If you are administering the SAT with Essay, continue reading the instructions below.

For the break, say:

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

For the break:

Post the break time of 2 minutes.

At the end of the break, say:

Please take your seat. Please sit quietly while I collect your test books. . .

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

Do not distribute Essay books until after all test books are collected and accounted for and you have read the first script under Section 5. Place the test books where students cannot access them.

Section 5 – SAT Essay

To administer Section 5 to students approved for extended time on writing only:

For 100% extended time, turn to Script 1, page 40.

For 50% extended time, turn to Script 2, page 49.

To all students, say:

Now, open your answer sheet to page 6 (or page 14 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle. When you have finished reading, please look up. . .

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

Distribute an Essay book to each student. Enter the number of Essay books distributed on the Testing Room Materials Report form. Note that Essay books are not serialized.

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

Then say:

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

You can make notes and plan your essay on the unlined Planning Page in your answer sheet, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and you may continue writing on pages 8–10, as needed. (If using a large-block answer sheet, you must write your essay on pages 16 to 22.) You must fit your essay into those pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, your essay will appear blank. If you leave the essay blank, you will receive an Essay score of zero.

To students using a computer for the essay, say:

When using a computer for the essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a larger type size test book, you may use that type size for your essay. Four pages are allowed for regular type size, 6 pages will be allowed for 14-point type size, and 10 pages for 20-point type size. Any pages beyond your appropriate page limit will not be scored. Your typed essay is what will be seen by readers and by colleges to which you send scores. I will come by now and make sure you are set up properly for typing your essay. Do you have any questions? . . .

STANDARD TIME **25 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

STANDARD TIME **25 MINUTES**

START TIME _____ **STOP TIME** _____

To standard time test-takers, say:

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

During testing:

- Enter the start and stop times and post the times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time.
- Walk around the room to check that everyone is working on the essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on the Supervisor's Irregularity Report (SIR).
- Use this time to verify that you have all serialized test books that were distributed to students.

After 10 minutes have elapsed, say:

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

After 20 minutes have elapsed, say:

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

After 25 minutes have elapsed, say:

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

For the break:

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

During the break:

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

Just before the end of the break, say:

Please take your seat. You have an additional 25 minutes remaining in Section 5. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off.

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

You have 10 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:

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

Testing has concluded. Proceed to "After the test" on page 77 and follow the instructions to collect answer sheets and test materials before dismissing test-takers.

Standard SAT Section Timing Chart — with Extra Breaks

NOTE: All times are "minutes after the hour."

STOP TIME Standard Time

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

Script 5: MP3 Audio Format

The following script is for MP3 Audio format users.

To all MP3 Audio file users, say:

The test is recorded on a flash drive, which I have inserted into your computer. I will review the navigation with you. Do not begin the test until I tell you to do so. If you are using a PC, your keyboard navigation will use the Control key. If you are using a Mac, your keyboard navigation will use the Command key. If you are using a Chromebook, your navigation will be with the mouse using the media play menu.

Each test question will be on a separate track. The media player screen displays a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Gray shading indicates which track is currently playing. If you cannot easily see the track names, widen the box.

The audio recording will play continuously through the entire test section unless you manually pause the playback. To play or pause the audio, use the keyboard command by pressing Control or Command and the letter "P" if using a PC or Mac. On the Chromebook, click the Pause or Play icon on the media player menu.

You can move forward and backward within a track by clicking on a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Double-click on a track in the list to skip directly to the beginning of that track. If you are using a PC or Mac, you can also use keyboard commands for skipping tracks. Press Control or Command and the letter "B" to skip back to a previous track, and Control or Command "F" to skip forward to next track. I have written the keyboard and other navigation commands on the board.

There are no fast forward or rewind controls.

Use the audio icon on your computer screen to adjust the volume. If you need assistance at any point, raise your hand.

Audio playback will stop automatically at the end of the last track for the section. If your track ends before time is called, you can return to any tracks within the section to review your work.

During the test, I will flick the lights or tap you lightly on the shoulder whenever I post the time remaining or to signal that it is time to stop and take off your earphones.

Are there any questions about the information that I have just read? . . .

Answer all questions about procedure, then continue with the script.

When students are ready, say:

Plug in your earphones or headphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command or Control P to pause, take off your earphones, and look up to signal that you are ready to continue with the test. Now double-click "Directions" to hear the introduction. . .

Section 1 – Reading Test

100% EXTENDED TIME **65 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

100% EXTENDED TIME **65 MINUTES**

START TIME _____ **STOP TIME** _____

When test-takers are ready, say:

You have 2 hours and 10 minutes to work on Section 1, Reading. We will take a brief break after 65 minutes. When I flick the lights and signal you to stop, take off your earphones so that you can hear my directions.

To students who are using Chromebooks, say:

Double-click on the Section 1 folder, press Control A to highlight all the tracks, put on your earphones, press Enter, listen to the directions, and begin work.

To students who are using a PC or a Mac, say:

Double-click on the Library icon, put on your earphones, select Section 1, listen to the directions, and begin work.

After 30 minutes have elapsed, say:

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

After 60 minutes have elapsed, say:

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

After 65 minutes have elapsed, signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk.

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet. You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time test-takers should return to their seats. Test-takers may stand and stretch but may not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your test file until I tell you to do so. You have an additional 65 minutes remaining in Section 1. Open your answer sheet to where you were working and open your test book to Section 1 in case you need to refer to it. Place your answer sheet flat on your desk. Put on your earphones and resume the question you were working on by using the keyboard command or selecting the play icon on the media play menu.

After 30 minutes have elapsed (from the break), say:

You have 35 minutes remaining in this section.

After 60 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 65 minutes have elapsed (from the break), signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. . .

Select Pause or press Control or Command P to stop work on the test.

To all test-takers, say:

Close your answer sheet and place it in the front of your test book. We will now stop for a 5-minute break. If you have brought a snack, you may eat it in designated areas only.

Do not go anywhere other than the designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic device, including a phone. Any devices must remain out of sight under your desks.

We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID with you if you leave the room.

For the break:

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

During the break:

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

After the break:

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

Certification Statement

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

Just before the end of the break, say:

Please take your seat. . .

Take out your answer sheet, turn to the back page, and find the Certification Statement Box. Copy the requested statement and sign and date using your full name as you would on an official document. The statement must be made in your own handwriting style, either printed or in script, and it is required. The quality of your handwriting will not be used to calculate your score. . .

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

Walk around the room and ensure that all students are writing the Certification Statement. Cursive writing is not required.

Section 2 – Writing and Language Test

EXTENDED TIME **58 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

EXTENDED TIME **57 MINUTES**

START TIME _____ **STOP TIME** _____

When test-takers are ready, say:

You will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will stop for a short break after 58 minutes. If you finish before time is called, you may NOT turn to any other section. You are not allowed to use a calculator on this section. Please keep your calculator under your desk.

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

To students using Chromebooks, say:

Find and double-click on Section 2, then press Control A to highlight the list of tracks in Section 2. You will press Enter to start.

To students using a PC or a Mac, say:

Double-click on the Library icon in the upper left part of your screen. You will double-click on the icon for Section 2 to start.

To all students, say:

Open your test book to Section 2 in case you need to refer to it. Now put on your earphones, start the section, listen to the directions, and begin work.

During testing:

Post the start and stop times for students. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time. Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.

After 30 minutes have elapsed, say:

You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

After 53 minutes have elapsed, say:

You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the rest break.

After 58 minutes have elapsed, say:

Stop work, put your pencil down, and place your earphones on the desk. . .

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet and close your answer sheet.

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch but may not leave the room without your permission.

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your test file until I tell you to do so. You have an additional 57 minutes remaining in Section 2. Open your answer sheet to where you were working and open your test book to Section 2 in case you need to refer to it. Place your answer sheet flat on your desk, put on your earphones, and select play or press Control or Command P to resume the question you were working on.

After 32 minutes have elapsed, say:

You have 25 minutes remaining in this section.

After 52 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 57 minutes have elapsed (from the break), signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. . . Select Pause or press Control or Command P to stop work on the test. . .

This concludes day one of testing. Close your test book and place your answer sheet on top of it. I will now collect your answer sheet, test book, and flash drive. Please sit quietly until you are dismissed. Remember, after testing has ended, no one may leave the room until I announce dismissal.

Collect Test Materials:

Keep students seated until you are sure you have an answer sheet and all test materials from each student. Walk around the room to close each media player and collect materials as follows.

1. Click the "X" in the upper right corner of the media player window, or click on "File" and select "Exit" from the pull down menu.
2. Eject the USB Drive by doing the following:
   - » For PCs, in the notification area in the lower right corner of the monitor, select "Show hidden icons," select "Safely remove hardware and eject media," and then click on "Eject USB Disk."
   - » For MAC computers, eject the USB flash drive by clicking on the up arrow next to the icon under Devices.
   - » For Chromebooks, click on the eject icon next to the USB drive in the devices list.
3. Place each drive in the original box for each student.
4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.
5. Collect the answer sheets and test materials, including any scratch paper, from each student in the same order in which they were distributed.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the Internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your Admission Ticket, Photo ID, earphones, acceptable calculator, and number 2 pencils with soft erasers. We begin Day 2 testing at _____.

Please gather your belongings and exit the room quietly.

Day 2 of Testing

Before Admitting Students for Day 2 of Testing, do the Following:

1. Power on all computers.
2. Use the seating chart on the back of the Testing Room Materials Report to place each MP3 player in the same computer that a student used on the first day of testing.
3. Repeat the steps on page 12 for inserting the USB drive and starting the software.
4. Ensure that navigation notes are posted for students to see (as given on page 27).

Admitting students:

Follow regular security procedures when admitting students, including checking the Admission Ticket, photo ID, and NAR. Ensure that each student returns to the correct seat from Day 1.

Preparing to test:

Students may have additional aids on their desks, such as a talking calculator, if this accommodation was approved through the eligibility process.

If you are administering the SAT with Essay, set aside the Essay boxes and booklets in a location where students cannot access them. These will not be distributed until after the multiple-choice booklets have been collected once Section 4 has been completed.

Start by saying:

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

- Remove everything from your desk except your earphones, pencils with erasers, and calculator. . .
- Unless you are approved to use them, you must remove from your desk any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind. . .
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. . .
- Place any water bottles under your desk. Close all bags and backpacks and put them under your desk until the test is over.

As before, please walk around to make sure no one has any unauthorized aids or devices on their desks. See your full-length manual for a list of prohibited aids.

After desks are cleared of prohibited items, say:

Keep your Admission Ticket with you at all times today.

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet, test book, or USB drive box does not display your name.

Distribute the designated test book and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure no one is using pens or mechanical pencils. Distribute paper to students who are approved to use scratch paper.

Remind student of how to use the MP3 Audio file by saying:

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones or headphones. Raise your hand if you need me to review how to navigate the test on your computer. . .

If students need a review of navigation, refer to the script on page 66. Answer all questions about navigation or procedure.

Section 3 – Math Test – No Calculator

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

When everyone is ready, say:

Although Section 3 is a math section, you are NOT allowed to use a calculator on this portion of the test unless you have approval to use a four-function calculator as an accommodation. Please place your calculator under your desk.

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

NOTE: *If a test-taker has approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator. Calculators with percent and square-root functions are permitted.*

To all test-takers, say:

Now turn to Section 3 in your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat in the center of your desk. Be sure to mark your answers in the correctly numbered spaces in Section 3. You will have 50 minutes to work on Section 3, the Math Test – No Calculator.

Open your test book to Section 3 in case you need to refer to it. On a Chromebook, find and double-click Section 3, then press Control A to highlight the list of tracks in Section 3.

If you are using a PC or Mac, double-click the Library icon in the upper left part of your screen. You will press Enter to start. You will double-click the icon for Section 3 to start.

Now put on your earphones, start the section, listen to the directions, and begin work.

During testing:

- Post the start and stop times for students to see. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time. Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.
- Check that no calculator applications are running on student computers unless the student has been pre-approved.

After 20 minutes have elapsed, say:

You have 30 minutes remaining in this section.

After 45 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. . . Select Pause or press Control or Command P to stop work on the test.

For the break, say:

Close your answer sheet and place it in the front of your test book. Close your test book and leave it on your desk. If you have brought a snack, you may eat it in designated areas only. Do not go anywhere other than the designated areas, the hallway, or the restroom. Do not talk in the hallway or discuss the test questions with anyone. You may not use any electronic device, including a phone. Any devices must remain out of sight under the desks. We will start testing again in exactly 5 minutes. Return promptly. I cannot give extra time if you are late returning. Take your ID and admission ticket with you if you leave the room.

For the break:

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

During the break:

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

After the break:

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

At the end of the break, say:

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

Section 4 – Math Test – Calculator

100% EXTENDED TIME **55 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

100% EXTENDED TIME **55 MINUTES**

START TIME _____ **STOP TIME** _____

For the break, say:

You will have 1 hour and 50 minutes to work on Section 4, the Math Test – Calculator. We will stop for a short break after 55 minutes.

You may use a calculator for this section. Please take your calculator out and place it in the center of your desk. . . All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

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

For the questions labeled "Student-Produced Responses," follow the instructions for marking your answers that are given in your test book. These student produced answers can be shorter, but not longer, than four numerals. Be sure to mark your answers in the correctly numbered spaces in Section 4.

Continue by saying:

Do not begin work until I tell you to. If you finish before time is called, you may NOT turn to any other section.

Take out your answer sheet, but keep your test book closed. Turn your answer sheet to Section 4. Open your test book to Section 4 in case you need to refer to it.

To students using a Chromebook, say:

On a Chromebook, find and double-click Section 4, then press Control A to highlight the list of tracks in Section 4. If you are using a Chromebook, you will press Enter to start.

To students using a PC or Mac, say:

If you are using a PC or Mac, double-click the Library icon in the upper left part of your screen. Double-click the icon for Section 4 to start.

To all students, say:

Now put on your earphones, start the section, listen to the directions, and begin work.

During testing:

Post the start and stop times for students. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time. Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.

After 30 minutes have elapsed, say:

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the rest break.

After 50 minutes have elapsed, say:

You have 1 hour remaining in this section, and 5 minutes before the break.

After 55 minutes have elapsed, signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. . . Select Pause or press Control or Command P to pause your test file.

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

For the break:

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

During the break:

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

Just before the end of the break, say:

Please take your seat. Do not open your test file until I tell you to do so. You have an additional 55 minutes remaining in Section 4.

Open your answer sheet to where you were working and open your test book to Section 4 in case you need to refer to it. Put on your earphones and select play or press Control or Command P to resume the question you were working on.

After 30 minutes have elapsed (from the break), say:

You have 25 minutes remaining in this section.

After 50 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 55 minutes have elapsed (from the break), signal test-takers to take off their earphones and say:

Stop work, put your pencil down, and place your earphones on the desk. . . Select Pause or press Control or Command P to stop the test. Close your answer sheet and your test book, and place the answer sheet on top of the booklet.

After Section 4

Collect a test book individually from each student in the same order in which they were distributed.

Keep students seated until you are sure you have a test book and USB test file from each student.

Walk around the room to close each media player and collect materials as follows.

1. Click the "X" in the upper right corner of the media player window, or click on "File" and select "Exit" from the pull down menu.)
2. Eject the USB Drive by doing the following:

» For PCs, in the notification area in the lower right corner of the monitor, select "Show hidden icons," select "Safely remove hardware and eject media," and then click on "Eject USB Disk."

» For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under Devices.

» For Chromebooks, click on the eject icon next to the USB drive in the devices list.

3. Place each drive in the original box for each student.
4. Count the books and USB boxes to ensure you have the correct number before beginning the next section.

For students in the SAT room (with no Essay), proceed to "After the Test."

In the SAT with Essay room, announce the two-minute stretch break:

For the break, say:

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

For the break:

Post the break time of 2 minutes.

During the break prepare the Essay drives for distribution:

1. Remove any excess packaging from each flash drive box.
2. Print the student's last name, first name, and middle initial on the back of the audio box.

Just before the end of the break, say:

Please take your seat.

Do not distribute the Essay booklets or USB drives until all test books and other formats have been accounted for and you have read the first script under Section 5. Place these materials where students cannot access them.

Section 5 – Essay

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

5 MINUTE BREAK

100% EXTENDED TIME **50 MINUTES**

START TIME _____ **STOP TIME** _____

To all students, say:

Now, open your answer sheet to page 6 (or page 14 in the large-block answer sheet). Please take a moment to read the statement at the top about the use of your essay, then decide whether or not to mark the circle (or box). When you have finished reading, please look up. . .

I will now insert the Essay test in each of your computers. I will also give you an Essay book. Do not open your Essay booklet until I tell you to do so.

Distribute an Essay test in the USB format to each student and start it up as noted below.

1. Insert the USB flash drive into a USB port.
2. Open the USB drive:

» Click the "Start" button.

» Select "Computer."

» Click the appropriate USB drive (PC) or the MP3 icon (MAC).

Starting the Software

» Start the software on a PC or MAC: Double click the software application icon, which is labeled "Start" (".exe" on PC, ".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.

» Start the software on a Chromebook: Click the Launcher, the icon on the far left of the taskbar.

› Select "Files," which will bring up a file location menu.

› Find the USB drive in the task list and click it to display a list of file folders on the drive.

Prepare to Administer the Essay

Distribute the Essay books and record the number of Essay books distributed for later reporting on the Testing Room Materials Report form. Note that Essay books are not serialized. Students must write their essays on their answer sheets. Do not give them scratch paper for the essay.

To all students, say:

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

Please look up when your are finished. . .

To all students writing the Essay on an answer sheet, say:

You can make notes and plan your essay on the unlined Planning Page, but any work on the Planning Page will not be scored. You must begin your essay on page 7 of the answer sheet, and use pages 8 to 10 if needed.

If you are using a large-block answer sheet, use pages 16 through 22. You must fit your essay into the lined pages and within the margins marked. No extra pages are allowed.

You must write your essay using a Number 2 pencil. If you do not use a pencil, you will receive a score of zero. Upon review, if there is reason to believe the essay does not reflect your original and independent work, your test scores may be canceled. If you finish before time is called, you may NOT turn to any other section. If you try to work on a different section of the test, I will need to report it, and your scores may be canceled.

To all students, say:

You will have 1 hour and 40 minutes to work on Section 5, the Essay. We will stop for a short break after 50 minutes. Now turn to page 7 of your answer sheet, Keep your answer sheet flat on your desk. Open your Essay booklet in case you need to refer to it.

On a Chromebook, find and double-click Section 5, then press Control A to highlight the list of tracks in Section 5. If you are using a PC or Mac, double-click the Library icon in the upper left part of your screen.

If you are using a Chromebook, you will press Enter to start. On a PC or Mac, you will double-click the icon for Section 5 to start. Now put on your earphones, start the section, listen to the directions, and begin work.

During testing:

» Post the start and stop times for students. Refer to the chart at the end of this script to ensure that you have correctly calculated the stop time. Periodically post the time remaining, and signal that you have done so to students who are wearing earphones.

» Walk around the room to check that everyone is working on the Essay. Check to see that students are using a No. 2 pencil to write the essay. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly. Note this action on the Supervisor's Irregularity Report (SIR).

After 25 minutes have elapsed, say:

You have 1 hour and 15 minutes remaining in this section, and 25 minutes until the rest break.

After 45 minutes have elapsed, say:

You have 55 minutes remaining in this section, and 5 minutes until the rest break.

After 50 minutes have elapsed, say:

Stop work and put your pencil down and take off your earphones. . .

Select Pause or press Control or Command P to pause the test. Put your Essay booklet on top of the answer sheet page that your are currently working on. Close your answer sheet and leave it on your desk.

You will now have 5 minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use any electronic device, including a phone. Any devices must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:

Post the break time of 5 minutes, and include what time students should return to their seats. Students may stand and stretch but should not leave the room without your permission.

During the break:

Walk around the room to check that all test files are paused and that all answer sheets closed with Essay booklets inside them.

Just before the end of the break, say:

Please take your seat. Do not open your Essay file until I tell you to do so. You have an additional 50 minutes remaining in Section 5. Open your answer sheet and place it flat on your desk. Open your Essay book in case you need to refer to it. Put on your earphones and select play or press Control or Command P to resume the question you were working on.

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

You have 25 minutes remaining in this section.

After 45 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed (from the break), say:

Stop work. Put your pencil down. . . Press control or command P to stop the test. Double-click the Library icon in the upper left part of your screen. Close your answer sheet and your Essay booklet, and place the answer sheet on top of the booklet.

SAT Timing Chart for MP3 Audio Format

NOTE: All times are "minutes after the hour."

STOP TIME 100% Extended Time

Start Time	For a 130-minute section (Section 1) 65 mins.—break—65 mins.		For a 115-minute section (Section 2) 58 mins.—break 57 mins.		For a 50-minute section (Section 3)	For a 110-minute section (Section 4) 55 mins.—break—55 mins.		For a 100-minute section (Essay Section 5) 50 mins.—break—50 mins.	
:00	:05	:05	:58	:57	:50	:55	:55	:50	:50
:01	:06	:06	:59	:58	:51	:56	:56	:51	:51
:02	:07	:07	:00	:59	:52	:57	:57	:52	:52
:03	:08	:08	:01	:00	:53	:58	:58	:53	:53
:04	:09	:09	:02	:01	:54	:59	:59	:54	:54
:05	:10	:10	:03	:02	:55	:00	:00	:55	:55
:06	:11	:11	:04	:03	:56	:01	:01	:56	:56
:07	:12	:12	:05	:04	:57	:02	:02	:57	:57
:08	:13	:13	:06	:05	:58	:03	:03	:58	:58
:09	:14	:14	:07	:06	:59	:04	:04	:59	:59
:10	:15	:15	:08	:07	:00	:05	:05	:00	:00
:11	:16	:16	:09	:08	:01	:06	:06	:01	:01
:12	:17	:17	:10	:09	:02	:07	:07	:02	:02
:13	:18	:18	:11	:10	:03	:08	:08	:03	:03
:14	:19	:19	:12	:11	:04	:09	:09	:04	:04
:15	:20	:20	:13	:12	:05	:10	:10	:05	:05
:16	:21	:21	:14	:13	:06	:11	:11	:06	:06
:17	:22	:22	:15	:14	:07	:12	:12	:07	:07
:18	:23	:23	:16	:15	:08	:13	:13	:08	:08
:19	:24	:24	:17	:16	:09	:14	:14	:09	:09
:20	:25	:25	:18	:17	:10	:15	:15	:10	:10
:21	:26	:26	:19	:18	:11	:16	:16	:11	:11
:22	:27	:27	:20	:19	:12	:17	:17	:12	:12
:23	:28	:28	:21	:20	:13	:18	:18	:13	:13
:24	:29	:29	:22	:21	:14	:19	:19	:14	:14
:25	:30	:30	:23	:22	:15	:20	:20	:15	:15
:26	:31	:31	:24	:23	:16	:21	:21	:16	:16
:27	:32	:32	:25	:24	:17	:22	:22	:17	:17
:28	:33	:33	:26	:25	:18	:23	:23	:18	:18
:29	:34	:34	:27	:26	:19	:24	:24	:19	:19
:30	:35	:35	:28	:27	:20	:25	:25	:20	:20
:31	:36	:36	:29	:28	:21	:26	:26	:21	:21
:32	:37	:37	:30	:29	:22	:27	:27	:22	:22
:33	:38	:38	:31	:30	:23	:28	:28	:23	:23
:34	:39	:39	:32	:31	:24	:29	:29	:24	:24
:35	:40	:40	:33	:32	:25	:30	:30	:25	:25
:36	:41	:41	:34	:33	:26	:31	:31	:26	:26
:37	:42	:42	:35	:34	:27	:32	:32	:27	:27
:38	:43	:43	:36	:35	:28	:33	:33	:28	:28
:39	:44	:44	:37	:36	:29	:34	:34	:29	:29
:40	:45	:45	:38	:37	:30	:35	:35	:30	:30
:41	:46	:46	:39	:38	:31	:36	:36	:31	:31
:42	:47	:47	:40	:39	:32	:37	:37	:32	:32
:43	:48	:48	:41	:40	:33	:38	:38	:33	:33
:44	:49	:49	:42	:41	:34	:39	:39	:34	:34
:45	:50	:50	:43	:42	:35	:40	:40	:35	:35
:46	:51	:51	:44	:43	:36	:41	:41	:36	:36
:47	:52	:52	:45	:44	:37	:42	:42	:37	:37
:48	:53	:53	:46	:45	:38	:43	:43	:38	:38
:49	:54	:54	:47	:46	:39	:44	:44	:39	:39
:50	:55	:55	:48	:47	:40	:45	:45	:40	:40
:51	:56	:56	:49	:48	:41	:46	:46	:41	:41
:52	:57	:57	:50	:49	:42	:47	:47	:42	:42
:53	:58	:58	:51	:50	:43	:48	:48	:43	:43
:54	:59	:59	:52	:51	:44	:49	:49	:44	:44
:55	:00	:00	:53	:52	:45	:50	:50	:45	:45
:56	:01	:01	:54	:53	:46	:51	:51	:46	:46
:57	:02	:02	:55	:54	:47	:52	:52	:47	:47
:58	:03	:03	:56	:55	:48	:53	:53	:48	:48
:59	:04	:04	:57	:56	:49	:54	:54	:49	:49

After the test

To all students, say:

Close your test materials and place your answer sheet on top. I will now collect your answer sheet and test materials. Please sit quietly until you are dismissed. Remember, after the test has ended, no one may leave the room until I announce dismissal.

For students using MP3 Audio or ATC formats, continue below; otherwise, go to Collecting Test Materials:

Collecting MP3 and ATC Materials

Collect the test materials, including any scratch paper from each student in the same order in which they were distributed.

1. Walk around the room to close each media player. Click on the "X" in the upper right corner of the media player window, or click on "File" and select "Exit" from the pull down menu. Then eject the USB flash drive by doing the following:

» For PCs, in the notification area in the lower right corner of the monitor, select "Show hidden icons," select "Safely remove hardware and eject media," and then click on "Eject USB Disk."

» For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under DEVICES.

» For Chromebooks, click on the eject icon next to the USB drive in the devices list.

2. Place each drive in the original box for each student.

3. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer.

Collecting Test Materials

Collect the answer sheets, Essay books (if any), and test materials, including any computer or braille pages, translated test directions, and any scratch paper from each student in the same order in which they were distributed. For each student, do the following:

» Check to see that all the identifying information on the front page of the answer sheet is complete and that it matches the information on the Admission Ticket. Ensure that the letters in "YOUR NAME" (Item 1) correspond to the filled circles in each column.

» If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document the discrepancy on an SIR.

» If you suspect impersonation, confiscate the Admission Ticket and note the student's name, ID type, and number on the SIR. Keep the Admission Ticket with the SIR and notify the SSD coordinator.

Before Dismissal:

» Verify by count that you have a test book, Essay book (if applicable), and an answer sheet for each student. Also verify you have all copies of translated test directions. For the braille materials, be sure that you have a complete set of books for each student.

» Make sure answer sheets and any typed essays are not inserted in or between test books.

» Keep students seated until you are sure you have an answer sheet and all test materials from each student.

» An answer sheet with items 1 to 9 completed must be submitted for a student to receive a score report. If you have any student who is approved to submit answers in braille, by computer or in the test book, **you must ensure that the pages are printed out and that the answer sheet includes the student's personal and test information (items 1 to 9) before dismissing students**.

» Ensure that any students with typed essays have written the following on the back of each printed essay page:

- name
- registration number
- school code (AI Code)
- original answer sheet litho-code number (shaded box in the bottom right corner of page one).

After all test materials are accounted for, say:

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

To students in the SAT with Essay room, say:

In addition, you are not permitted to discuss the essay question with anyone until your scored essay is available online.

To all students, say:

This test administration is now over. Thank you for your cooperation. Please gather your belongings and exit the room quietly.

After students leave the room, you must:

- Assist the SSD coordinator in transferring responses to answer sheets, if required (see below).
- Complete and sign the Testing Room Materials Report.
- Describe any discrepancy on the SIR.
- Return all test materials to the SSD Coordinator.

! Securely store all answer sheets and test materials for students listed on the NAR until all testing is complete. When all test takers on the NAR have completed testing, but no later than the last day of the SSD test window, prepare your shipment as instructed in this section.

Ensuring Scorable Answer Sheets

A completed answer sheet must be submitted for a student to receive a score report. You or a personal assistant or other designee must:

- Transfer responses from braille or computer pages or from the test book to the regular answer sheet pages.
- On the materials from which you transferred answers, write the student's name, registration number, school code (AI Code), and answer sheet code.
- If you have any students approved to write their answers in the test book, do the following:
  - On the test book, write the student's name, registration number, test center code ("00000"), and litho code from the shaded box on the answer sheet.
  - On the front cover of the test book, write "Answers in book."
  - Include the test books with the used answer sheets.
  - Place in the white envelope sent for this from the SSD office and return with the used answer sheets.

Preparing Typed Essays

Only printed essays will be accepted for scoring. Do not return the essay on a drive or CD. You must do the following:

- Ensure that the student's name, registration number, school code (AI Code), and answer sheet code number are written on the back of each printed essay page.
- Attach the typed essay page(s) by paper clip to the student's answer sheet.
- If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an SIR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

Finishing Up

- Complete and sign the Testing Room Materials Report form.
- Return the completed Testing Room Materials Report form with all test materials and forms to the SSD Coordinator.
- Check the testing room to make sure nothing has been left behind.
- Check that all USB flash drive formats have been returned to their boxes.
- Ensure all temporary files are deleted from computers.
- Describe any discrepancy on an SIR.
- If a student marked his or her answers in the test book, write on the front cover of the test book "Answers in book."

  Include all materials from which you transferred answers with the used answer sheets when you return materials to the SSD Coordinator.

Section D: Returning Test Materials

When all test-takers have completed testing, but no later than the end of the two week window, the SSD Coordinator should review the completed Testing Room Materials Reports, and fill out the NAR, the Supervisor's Report Form for SAT School Day SSD Coordinators, and any SIRs, if needed. These reports must be sent by courier immediately after all students have completed testing, with the used answer sheets.

NOTE: *Students who are absent can test upon their return to school but no later than the close of the two-week window. Students who possibly require a makeup due to an irregularity should be reported following the guidance in the irregularity chart on page 16.*

Completing the NAR

» Print the test administration start date and end date in the space provided. Retain a copy of your NAR for later reference.

» Be sure all information is completed for each student who tested.

› Check off the accommodations that each student used. Next to the amount of testing time, simply confirm whether a student used the extended time for which he or she was approved. It is not necessary to record individual timings.

› If a student does not test, put a check mark next to "Absent."

» Provide the SSD coordinator's information and sign the form.

Completing the SRF for SSD Coordinators

When testing has concluded, you are required to count by hand the number of answer sheets and record the number on the SRF. In some instances, due to an exception, the total number of answer sheets that you record on your SRF may exceed the total number of test-takers. See page 84 in the Appendix for a sample SRF.

General Guidelines

This form is scanned and must be completed using a No. 2 pencil. Do not write any notes or make any other extraneous marks on the form. (Use an SIR to communicate any testing irregularities.) Be sure to neatly print all information and fill in circles completely.

School and Administration Information— Boxes 1–5

1. Print your **School Information** (name and address) in box 1.
2. Print and mark the circles for **Actual Test Start Date** you are administering the test in box 2.
3. Mark the circle for **Scheduled Administration month in box 3**.
4. Skip box 4.
5. In box 5, print your six-digit school code (AI Code) and fill in the corresponding circles. It is essential to making sure that your answer sheets are accurately associated with your school.

Answer Sheet Hand Counts—Boxes 6–8

This section is used to account for all used answer sheets that are being returned, even those belonging to students who are canceling their tests or who did not finish testing.

Fill in boxes under 6 for the SAT:

6. **a** Print the number of large-block answer sheets used by students in box 6a. Include counts of any answer sheets that were misgridded or were defective.

   b Print the number of standard answer sheets used by students in box 6b. Include counts of any answer sheets that were misgridded or were defective.

   c Add up the counts of answer sheets in the SAT column and print the total in 6c.

Fill in boxes under 7 for the SAT with Essay:

7. **a** Print the number of large-block answer sheets used by students in box 7a. Include counts of any answer sheets that were misgridded or were defective.

   b Print the number of standard answer sheets used by students in box 7b. Include counts of any answer sheets that were misgridded or were defective.

   c Add up the counts of answer sheets in the SAT with Essay column and print the total in 7c.

Add the column totals in 6c and 7c and print the total number of answer sheets returned in box 8. Fill in the circles.

Transcribed and other materials returned —Box 9

8. Fill out the totals for transcribed and other materials returned by indicating the number of students using each type of accommodation.

SSD Coordinator's Signature—Box 10

9. Sign and date the SRF in box 10 after you have completed all sections of the form.

Submitting a Supervisor's Irregularity Report?

10. Indicate whether or not you are submitting an SIR in box 11.

Returning Answer Sheets from Testing Students Listed on the NAR

All answer sheets must be returned together immediately after the testing window is finished. Answer sheets that arrive late may result in delayed score reports for test-takers, colleges, and high schools.

» Return all answer sheets and critical materials immediately after you have dismissed your test-takers, accounted for all materials, and completed the forms.

» Securely store all of your answer sheets and test materials for return once all students have completed testing, but no later than the end of the testing window.

(!) Keep your nonstandard testing materials separate from the other school day testing materials that are handled by the test center supervisor. Mixing these materials will result in score delays for your test-takers.

It is critical that answer sheets from your school arrive for scoring on time. Please follow the instructions included here. Return used answer sheets and materials in the envelope or box provided with your test shipment.

NOTE: *Advanced arrangements will be made for you to have a custom courier pickup of your return packages at the end of the accommodated testing window. If you need to adjust the timing of this pickup, call UPS at 800-742-5877 (800-PICK-UPS) or go online to ups.com.*

Packing Shipment 1:

Follow the order for packing your answer sheet shipment shown in the diagram on page 80. In general, put the answer documents in first, so that they are on the bottom of the box (or envelope). Do not use rubber bands or other fastenings that might damage the answer sheets. Place the envelopes next, in the correct order, followed by your annotated rosters, and put the SRF (which identifies your school and how many answer sheets you are returning) on top.

As noted on the diagram, return all materials via UPS using the shipping box (or envelope) with the preapplied label that you received for this purpose in your test materials shipment. Always note the tracking number and file this information in your records. If you have more than one box, label them with your center name, number and sequence (e.g., "1 of 2," "2 of 2"). For your information, the labels will be addressed as follows:

Pearson Processing Center
9200 Earhart Lane SW
Cedar Rapids, IA 52404

If you are missing the preaddressed labels, contact the SSD office at **ssd@info.collegeboard.org**. Always hand your package to the driver or responsible person so that you will have a traceable receipt from origin to destination and chain of custody for the shipment. Do not use a drop box for shipping used answer sheets.

Returning Tests and Unused Answer Sheets

Shipment 2: Materials Sent to Ewing, New Jersey

Shipment 2 contains the test books, Essay books, USB drives, and unused answer sheets (if any). Return these items to the New Jersey location no later than two days after your test administration ends. Use the original shipping cartons in which you received your test materials, along with the provided return labels to ship your materials.

The diagram on page 82 shows you how to pack the materials. Remember, only blank, unused answer sheets should be returned with the tests and Essay books in Shipment 2. Keep all the test materials and Essay books together.

Record the courier and tracking numbers for each carton, and keep on file for six months. Use the return labels provided. Make a note of the tracking numbers before shipping the materials. If your labels are missing, call the SSD office. For your information, the return labels will be addressed as follows:

Inbound Processing Center
200 Ludlow Drive
Ewing, NJ 08638

(!) Do not send your shipment C.O.D.

RETURNING

Used Answer Sheets and Forms

Assemble and pack materials 1–6 in the sequence shown.

6 Supervisor's Report Form for SSD Coordinators . . . . . .

5 Nonstandard Administration Report . . . . . .

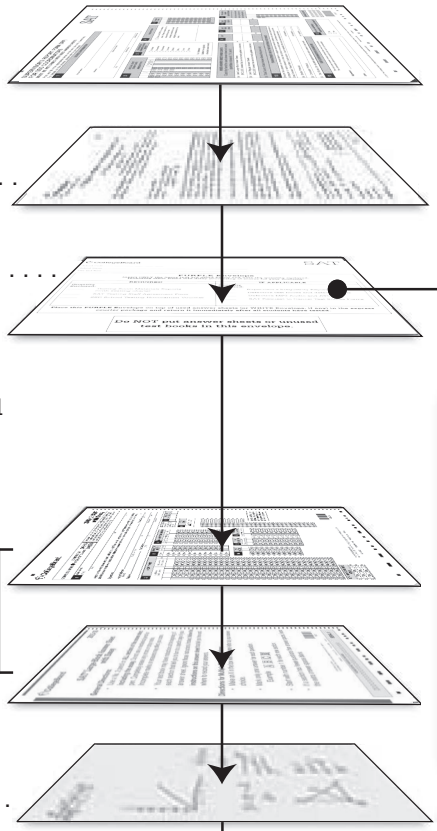
4 Purple Envelope . . . . . .
Include only the materials listed to the right in the purple envelope.

3 Ancillary items not included in all test administrations
See box to the right for a list.

2 Regular and large-block SAT and SAT with Essay used answer sheets plus typed essays (if any). . . . . .
Attach each typed essay page by paper clip to the essay page inside the student's answer sheet.

1 Used scratch paper, Braille pages, and computer pages (except essays). . . . . .

Note: Any answer sheet that was distributed to a test-taker, whether standard or nonstandard, must be included.



Purple Envelope

Include only:

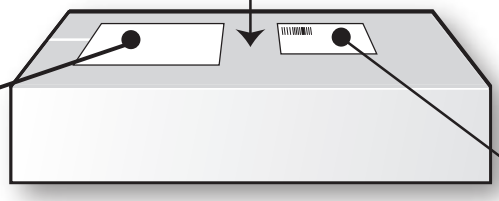
- ❑ Testing Room Materials Reports (with seating charts)
- ❑ SAT Testing Staff Agreement Form
- ❑ Supervisor's Irregularity Reports (SIRs)
- ❑ Defective test books, MP3/ATC files
- ❑ Test books involved in an irregularity
- ❑ Request to Cancel Test Scores Forms

Ancillary Items

The following items will occasionally be associated with an administration, and must be placed on top of the used answer sheets:

- White Envelope containing test books with answers marked inside and associated used answer sheets
- Used answer sheets with misplaced marks
- Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

UPS Return Label

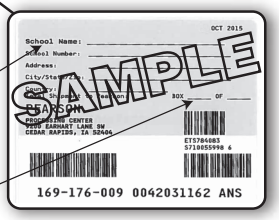


Prelabeled White Shipping Box or Courier Envelope

Note tracking and reference numbers for your records.

Print your school name and 6-digit school code (AI Code).

Put the sequence number and number of boxes (e.g., "1 of 1").



PEARSON Return Label
This label is already applied.

- Use the prelabeled white return box/courier envelope that came with your test materials. Do not cover preapplied labels with another label, or place another label on the same box.
- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples. Do not wrap answer sheets in anything.

RETURNING

Test Books, Essay Books, CDs, MP3/ATC Formats, and Unused Answer Sheets

1 PACK

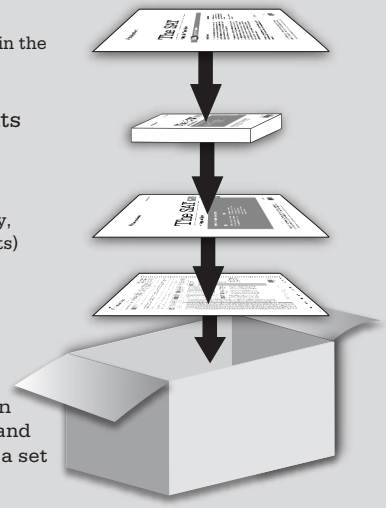
- Use carton(s) from original test materials shipment.
- Include only the items shown below. Do not include test books with answers recorded in them in this shipment — follow the instructions on page 79 for returning these test books.

4 Essay books
(place loosely on top in the first carton)

3 MP3/ATC formats
(in original boxes)

2 Test books
(SAT, SAT with Essay, and SAT Subject Tests)

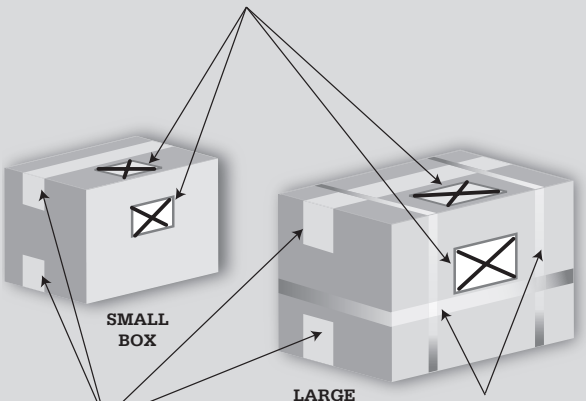
1 Unused answer sheets



- Include **ALL** cartons in one return shipment and clearly mark them as a set (e.g.,"Box 1 of 2").

2 SEAL

- Use supplied tape.
- Remove, cover, or cross out the original shipping labels.



Tape should extend at least 3 inches.

For large, 18-inch cartons, place tape around the perimeter.

3 LABEL

- Use supplied preprinted TB RETURNS labels. (Supplied labels may be different from sample shown here.)
- Do not put two return labels on one box, or cover a return label with another label. Place new label on box.
- Write down tracking number for your records.
- If your label is missing, contact TAS.

SAMPLE LABEL

Peel the label from its backing and place on box or envelope.

Note this tracking number for your records.

On each envelope and box, complete the package label:

1. Put the sequence number and number of boxes (e.g., "1 of 1").
2. Write your school name.
3. Write your 6-digit school code.

Note reference number for your records.

IMPORTANT NOTES:

- **Do not return testing materials from students listed on the NAR with testing materials used in the center for standard and nonstandard administration.**
- **Do not put answer sheets inside test books.**
- **Make sure the unused answer sheets you are returning have no marks, no bubbles filled in, and no erasures. Answer sheets that were distributed to students or with marks of any kind must be returned as Used.**
- **If you need to adjust the timing of your pickup, call UPS at 800-742-5877 (800-PICK-UPS) or go online to ups.com.**

Appendix

Guide to SAT Accommodation Codes Listed on the NAR

Students listed on the Nonstandard Administration Report with any of these accommodations must be tested with the nonstandard "blue" scripts in this manual.

Code	Accommodation
001	Large print test book > 20 point
003	Large print test book - 20 point
007	Magnifying machine
008	Braille
009	Braille Graphs (used with braille or audio)
011	Reader
012	MP3 Audio Format
013	Writer/scribe to record responses
014	Computer for Essay only
044	Breaks as needed
063	One-on-one testing
064	School testing (not center)
065	Late start time (See NAR)
067	Home testing
070	Limited testing time (See NAR)
150	Assistive Technology Compatible (ATC) format

Code	Extended-Time Accommodation	Extended-Time Applicability
016	50% Reading extended testing time	Extended time for entire assessment
021	100% Reading extended testing time	Extended time for entire assessment
022	100% Writing extended testing time	Extended time for Essay Test only
023	100% Mathematics extended testing time	Extended time for Math Test only
026	Greater than 100% Reading	See NAR
027	Greater than 100% Writing	See NAR
028	Greater than 100% Math	See NAR

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

NOTE: *The NAR will list the specific accommodations approved for any students listed on it.*

SUPERVISOR'S REPORT FORM (SRF) FOR SCHOOL-DAY SAT® SSD COORDINATORS

MUST BE RETURNED WITH USED ANSWER SHEETS

SAT®

Print and fill in the appropriate circles on this form. Use a No. 2 pencil only.
For details on this process, please refer to your manual.

1 SCHOOL INFORMATION

School Name: Our High School

Address: 123 Main Street
Number and Street

Anytown, State 12345
City State/Country Zip/Postal Code

2 ACTUAL TEST DATE

Month	Day	Year
APR	05	2017

- ○ Aug
- ○ Oct
- ○ Nov
- ○ Dec
- ○ Jan
- ○ Feb
- ○ Mar
- ● Apr
- ○ May
- ○ June

- ● 0
- 1 1
- 2 2
- 3 3
- 4
- ●
- 6
- 7
- 8
- 9

- ○ 2016
- ● 2017

3 SCHEDULED ADMINISTRATION MONTH

- ○ October
- ○ February
- ○ March
- ● April
- ○ May

For Makeups:
Bubble the originally scheduled exam month.

4 MAKEUP EXAM

○ This is an SRF for a makeup exam. Please review box 3 to ensure that you have correctly marked the month originally scheduled for this exam.

5 SCHOOL CODE

9 9 9 9 9 0

SAMPLE

USED ANSWER SHEET HAND COUNTS

Count by hand the used answer sheets and record quantities in boxes 6, 7, and 8.

		6 SAT		7 SAT WITH ESSAY
(a) Used Large-Block Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+			10
(b) Used Regular Answer Sheets (INCLUDE sheets that are incorrectly gridded or defective)	+			21
(c) Total Count of Used Answer Sheets Returned (a+b)	=		+	31

8 TOTAL USED ANSWER SHEETS RETURNED

Fill in the box using leading zeros (e.g., 0123) and fill in the corresponding circles.

= 0031

9 TRANSCRIBED AND OTHER MATERIALS RETURNED

Ensure that answers for students who used a braille device or computer or wrote answers in their test books or on scratch paper 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 _____

(b) Computer Printouts # of students _____

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

10 SSD COORDINATOR'S SIGNATURE

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

Signature: Sally Coordinator

Date: 4/5/2017

11 Are you submitting a Supervisor's Irregularity Report?

- ● No
- ○ Yes

OFFICIAL USE ONLY

0 1 2 3 4 5 6
0 1 2 3 4 5 6
0 1 2 3 4 5 6

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SAT® SUPERVISOR'S IRREGULARITY REPORT (SIR)

1. GENERAL INSTRUCTIONS TO SUPERVISOR: Form 1 of 1

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

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

2. Testing Start Date — Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred.

Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec — Day: 05 — Year: 2017

3. PROGRAM ● SAT® — Indicate the type of testing room and room number: ○ Standard ● Nonstandard Room Number 504

4. TEST CENTER INFORMATION:

Test Center/Institution Name and Address:

Name: Our High School

Address: 123 Main Street

City: Anytown

State/Province: State

Postal Code: 12345

Country: USA

4a. Test Center Number/School Code — Print and fill in your 5-digit test center number or 6-digit school code from left to right. 99990

4b. Scheduled Administration Date — Fill in the circle for the month. Then print and fill in the year of the administration date. Fill in the circle to indicate if this is a School Day administration.

Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec — Year: 2017 — ● School Day

5. TEST BOOK INFORMATION: Test Section/Subject _____

SAT ☐ SAT with Essay ☐ SAT Subject Tests™ ☐

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

Book Code (Alphanumeric) Book ID (Alphanumeric) Test Book Serial Number

6. GROUP IRREGULARITIES INFORMATION:

- **Fill in the circle in front of each case that applies.**
- **Write the names and registration numbers of involved test-takers on the last page of the SIR; alternatively, place a check mark on the Roster by the name of each affected test-taker, photocopy the Roster, and attach it (no staples) to the SIR.**
- **To report incorrect/missing materials, indicate details on the shipping notice and attach it (no staples) to the SIR. Always call TAS immediately in such situations.**
- **Use the COMMENTS section on page 3 to describe the events and actions taken.**

Did group complete testing? ● Yes ○ No

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

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

6a. Number of Affected Test-Takers — Print and fill in the number of test-takers who were affected by the group irregularity. Use leading zeros and fill from left to right. 0031

○ 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

Q4182/1

SAMPLE

ge 3 to describe all events and actions taken.

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

Registration Number

Issue:

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

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

Test was overtimed / Test was undertimed } 1–2 minutes, 3–4 minutes, 5–7 minutes, 8 minutes or more

Test Center Environment Issue:
Problem with lighting, temperature, noise, etc.

Other Issue:
Other: _____

8. TEST QUESTION AMBIGUITY INFORMATION:

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

No correct answer
More than one correct answer
Wording is ambiguous
Not enough information to answer question
Other: _____

Test-Taker's Name: _____

Test-Taker's Email Address: _____

Test-Taker's Mailing Address: _____

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

Page 2

9. COMMENTS:

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

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

10. TEST CENTER STAFF CONTACT INFORMATION:

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

Name: Sally Proctor

Email Address: sproctor@anytown.net

Phone #: 987-555-1417 Mobile Phone #: 987-555-7417

Staff Member Signature: Sally Proctor

Test Center Supervisor Signature: Sally Coordinator

Page 3

SAMPLE

...ty. You may also attach a copy (no staples) of the ...his SIR and any attachments with your shipment

...TEST-TAKER REGISTRATION NUMBER

112931-71084 • UNLWEB716

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

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DO NOT WRITE IN THIS AREA

Page 4

Q4182/4

Part B: Distribution of Test Materials

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

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

Name _____

Center or School Number _____

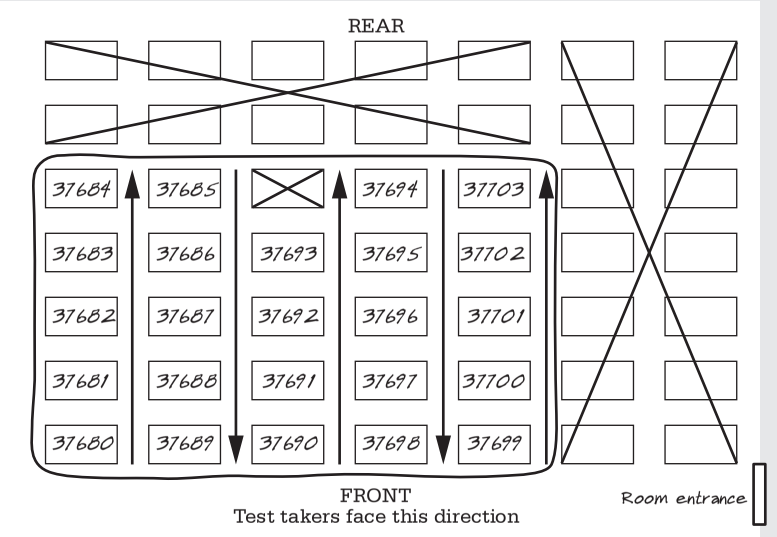
Date _____

Seating Chart for Room # _____

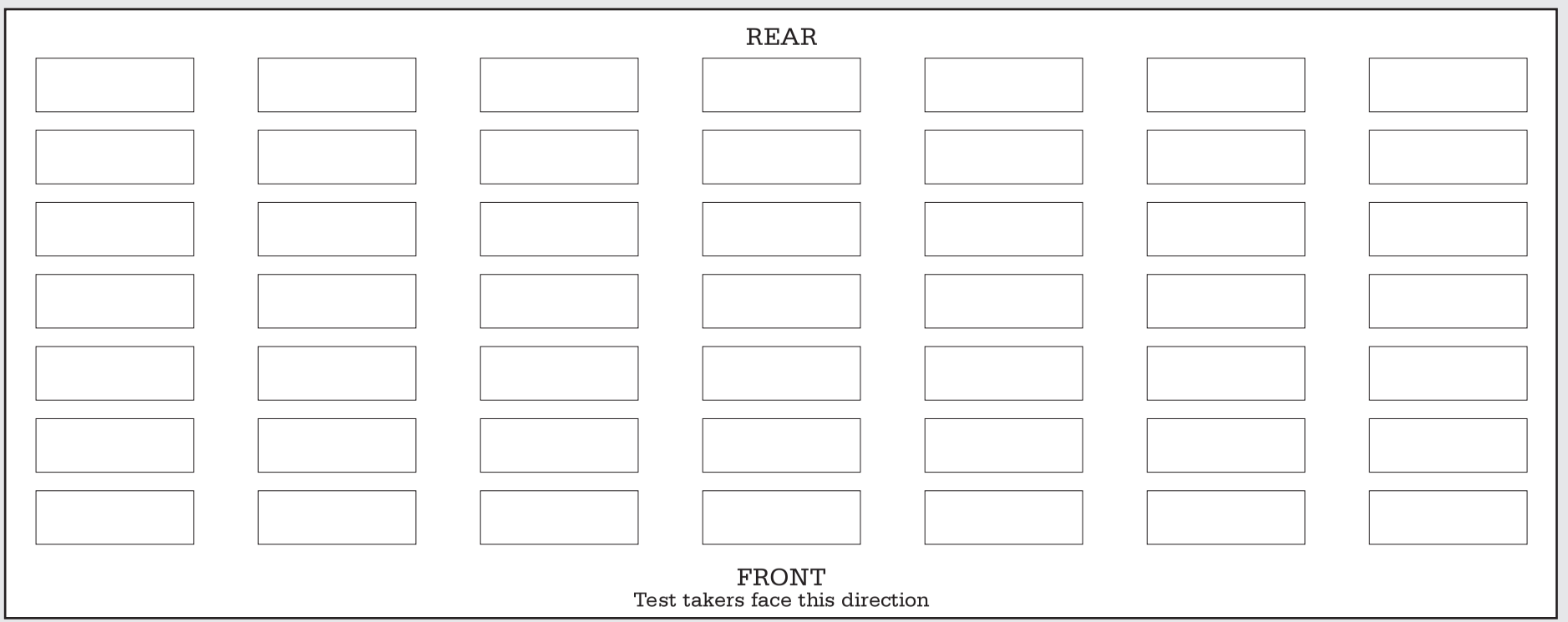
Page _____ **of** _____

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

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



Sample Seating Chart



Testing Room Materials Report for SAT® School Day Testing

SAT®

Directions for Test Center Supervisor or SSD Coordinator:

» Before issuing materials to the associate supervisor, fill in **blocks 1, 2, and 3**.

» Enclose all copies of this form in the supervisor's **GRAY envelope** or the SSD coordinator's **PURPLE envelope** and return with used answer sheets.

Directions for Associate Supervisor:

» Complete the seating chart on the back of this form in **Part B** to record how test books were distributed in the room.

» **At the end of testing:** Complete all information on the front of this form in **Part A** (**blocks 4, 5, and 6**) and sign it in **block 1**.

» Return this report, including any additional seating charts (for sections of a large room), to the test center supervisor or SSD coordinator if testing students listed on the NAR.

1 TESTING ROOM INFORMATION

Test Date: _____ Test Center Number*: _____

*SSD coordinators: Enter your 6-digit school number.

Room Number: _____ Room Type: ☐ Standard ☐ Nonstandard

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

Room Supervisor _____ _____

Name (please print) Signature

Part A: Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
	Total number of books **received**:		_____ to _____ _____ to _____ _____ to _____

3	ESSAY BOOKS RECEIVED (IF ANY)	QUANTITY
	Total number of Essay books **received**:	

4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
	Used test books **returned**:		_____ to _____ _____ to _____ _____ to _____
	Unused test books **returned**:		_____ to _____ _____ to _____ _____ to _____
	Total number of test books **returned**:		

5	USED ANSWER SHEETS RETURNED	QUANTITY
	Total number of *used* answer sheets **returned**:	

6	ESSAY BOOKS RETURNED (IF ANY)	QUANTITY
	Used Essay books **returned**:	
	Unused Essay books **returned**:	
	Total number of Essay books **returned**:	

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