

**Spring 2019**

## **SAT® SCHOOL DAY**

# Coordinator Manual

### Look inside for:



ADMINISTRATION SETUP  
AND MANAGEMENT



STAFF AND FACILITY  
REQUIREMENTS



SECURITY REQUIREMENTS



RECEIVING AND  
RETURNING MATERIALS

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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](https://collegeboard.org).

## Contact Us

### Contact Information for School Staff

**ILLINOIS HELP LINE:** 844-688-9995, option 1

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

- General College Board assessment questions and policies, option 1
- Test materials questions or issues, option 2
- Testing with accommodations, SSD test materials, or to reach the SSD office, option 3
- Test administration or security questions, report test day issues, contact Test Administration Services or the Office of Testing Integrity (OTI), option 4

### Contact Information for Students and Parents

#### Contacts for Students and Parents

**ILLINOIS HELP LINE:** 844-688-9995, option 2

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

#### Test Day Complaints

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

#### Test Question Ambiguity/Error

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

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# Introduction

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

The Illinois State Board of Education (ISBE) offers the SAT to all grade 11 Illinois public school students (including those served at non-public facilities) and to some grade 12 students for whom testing is required. See [www.isbe.net/Documents/Grade\\_12\\_Testers\\_Flow\\_Chart\\_2019.pdf](http://www.isbe.net/Documents/Grade_12_Testers_Flow_Chart_2019.pdf) for details about which grade 12 students may and must test. The ISBE-provided SAT serves as the state's high school assessment for the purpose of accountability. The SAT is provided at no cost to public school districts in Illinois.

For questions about student eligibility or accounting for students in the ISBE's Student Information System (SIS), see Student Eligibility in the Appendix.

## Using This Manual

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

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

## Before the Test

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

## During the Test

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

## After the Test

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

## Appendix Resources

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

- Student Eligibility and ISBE's Student Information System (SIS)
- Sample Standard Test Day Schedule
- Sample Accommodated Test Day Schedule
- Sample Master Student List
- Sample Testing Staff Agreement
- Sample Testing Room Materials Report Form
- Sample Nonstandard Administration Report (NAR)
- Acceptable Calculators
- Unacceptable Calculators
- Sample Seating Plans
- Photo ID Requirements
- Overview of Accommodated Timing and Breaks
- How to Fill Out the Coordinator Report Form (CRF)
- Sample Coordinator Report Form (CRF)
- Irregularity Chart
- Sample Irregularity Report (IR)
- Glossary of Terms

## Typographical Icons

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



Contact by phone



Procedures or information for providing accommodations to students with disabilities



Security requirement

## New for Spring 2019

### Important Changes

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

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

#### TITLE CHANGES

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

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

- a. EL supports now include 50% extended time. This is no longer considered a state-allowed accommodation (SAA), and students will receive college-reportable scores.
- b. Requests for EL students to test with 50% extended time must be entered in SSD Online by the EL deadline. See Prepare to Test Students with English Learner Supports on page 27 for more information. You'll identify these students separately from students using (SAAs).
- c. EL students testing with 50% extended time will use the same materials as accommodated students approved for 50% extended time testing, and they can be tested in the accommodated room as long as no additional accommodations that might require different timing or breaks are being administered.

## Testing Basics

### About the SAT

The SAT is part of the SAT Suite of Assessments, a closely aligned system that reflects what students are already learning in their classrooms and helps educators monitor student progress. Visit [www.isbe.net/Pages/sat-psat.aspx](http://www.isbe.net/Pages/sat-psat.aspx) to learn more about the SAT Suite.

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

### Standardized Testing

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

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

### Test Sections and Timing

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

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

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

Time allotted:

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

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

Time allotted:

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

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

Time allotted:

- 50 minutes

## Accommodated Testing Overview

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

See Prepare to Test with Accommodations on page 27 for more information.

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

## Terminology

See the Glossary of Terms on page 89 for definitions of frequently used terms and acronyms.

# Staff Roles and Responsibilities

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

## SAT School Day Coordinator

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

Mandatory training has been provided for all SAT School Day coordinators. Be sure to complete it well before test day.

## Backup SAT School Day Coordinator

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

## SSD Coordinator

The SSD coordinator works with students to apply for College Board–approved accommodations and SAAs through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing.

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

All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator. The SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable.

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

## Proctors

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



## Hall and Room Monitors

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

## SAT Test Materials

### SAT School Day Materials Table

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

- Coordinator Planning Kit with manuals and other materials to help you start planning for test day

- Preadministration Shipment with all manuals needed for testing, answer sheets, *SAT School Day Student Guides*, and other materials to help students complete personal information on the answer sheet and prepare for test day
- Test Shipment, including Coordinator Testing Materials Kits, with test books, forms, additional manuals, and other materials needed for test day

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

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

#### STAFF MATERIALS - MANUALS AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s) [quantity]
<i>Illinois SAT School Day Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the SAT School Day administration.	Coordinator Planning Kit [1] Preadministration Shipment [1] Coordinator Testing Materials Kit in the Test Shipment [1]
<i>Illinois SAT School Day Standard Testing Manual</i>	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the SAT with Essay in the standard room.	Coordinator Planning Kit [2] Preadministration Shipment [based on student count] Coordinator Testing Materials Kit in the Test Shipment [1]
<i>Illinois SAT School Day Accommodated Testing Manual</i>	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the SAT with Essay to accommodated students.	Coordinator Planning Kit [1] Preadministration Shipment [based on student count] Coordinator Testing Materials Kit for Accommodated Window Testing in the Test Shipment [1]
Coordinator Testing Materials Kit	A packet sent with the test shipment containing manuals, flyers, forms, and material return envelopes. Used by the test coordinator to administer the test on the primary test date and to report on the administration.	Test Shipment [1] Makeup Test Shipment [1]
Coordinator Testing Materials Kit for Accommodated Window Testing	A packet sent with the test shipments containing manuals, flyers, forms, and material return envelopes for testing students during the accommodated window. Used by the test coordinator to administer the test to accommodated students and to report on the administration.	Test Shipment [1]



**STAFF MATERIALS - REPORTS AND FORMS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Quiet, Please and No Electronic Devices Flyers	Flyers to remind students that testing is in progress and no electronic devices are allowed, to be posted by staff. They can be photocopied if needed.	Coordinator Testing Materials Kit in the Test Shipment [5 each]
SAT School Day Poster	A poster to announce the test date, posted by staff for students' information.	Coordinator Planning Kit [2]
SAT School Day Request to Cancel Test Scores	Form for students to request score cancellation for college reporting purposes.	Coordinator Testing Materials Kit in the Test Shipment [15] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [5]
SAT School Day Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Coordinator Planning Kit [1] Coordinator Testing Materials Kit in the Test Shipment [10] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [5]
SAT School Day Coordinator Report Form (CRF)	Scannable form for the test coordinator to report the number of used answer sheets and other materials being returned with each shipment for scoring.	Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
SAT School Day Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the SAT.	Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
Spring 2019 Testing Materials Diagram	Used by test coordinators to quickly identify which materials go with each assessment and where to find more information about them.	Coordinator Planning Kit [1] Coordinator Testing Materials Kit in the Test Shipment [1]
Testing Room Materials Report	Form for test coordinators to list test books and related test materials distributed to each proctor, including the serial number ranges of test materials. Used by the proctor to record serial numbers on the materials distribution chart (back side of form) and serial number ranges of materials being returned after testing. Also appears on the back cover of both testing manuals.	Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]

**STAFF MATERIALS - ENVELOPES**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Answer Sheet Return Materials	Preaddressed (labeled) carton(s) and UPS Express Pak(s) for coordinators to return used answer sheets and reports immediately after testing is completed.  Use cartons or paks with olive labels to return primary test day answer sheets and reports. Use cartons or paks with orange labels to return accommodated testing window answer sheets and reports.	Test Shipment [1 or more]
Gray-Bordered Envelope	Envelope for test coordinator to send back reports and forms needed for scoring standard answer sheets and any defective materials.	Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
White Accommodated Testing Envelope	Envelope for returning the NAR, answer sheets for students listed on the NAR, and other score-related materials for accommodated students.	Coordinator Testing Materials Kit in the Test Shipment [1] Coordinator Testing Materials Kit for Accommodated Testing in the Test Shipment [1]
Test Book Return Materials	Two types of return labels provided in a packet: UPS return label(s) and red label(s). Test coordinators should affix one of each label to boxes reused from the original test book shipment to send back test books and unused answer sheets after testing is completed.	Test Shipment [1 or more]

**STUDENT MATERIALS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s) [quantity]</b>
Pre-ID Labels	Preidentification labels printed with student information both spelled out and included in barcoded form.  Applied to the answer sheet by the test coordinator to ensure accurate data for each student.	Preadministration Shipment [1 per student]
SAT School Day Answer Sheets	Scannable form, in bundles or loose, for students to record answers to personal and test questions.	Preadministration Shipment [based on student count]
SAT School Day Answer Sheets – Large Block	Large-print scannable form for students to record answers to personal and test questions.	Preadministration Shipment [based on student count]
SAT School Day <i>Student Answer Sheet Instructions</i>	Booklet of instructions to help students complete demographic and nontest questions on the answer sheet. May be bundled with answer sheets or loose.	Preadministration Shipment [1 per answer sheet]
SAT School Day <i>Student Answer Sheet Instructions</i> – Large Print	Booklet of large-print instructions for completing demographic and nontest questions on the answer sheet. Used by students who are approved for large print.	Preadministration Shipment [1 per large-print accommodation]
Mobile Opt- In Policies Document	Information for students about College Board mobile phone and texting policies, to inform their choice of whether or not to provide their mobile number on the answer sheet. May be bundled with answer sheets or loose. (All students will receive the same version of the document, which is in large print.)	Preadministration Shipment [1 per answer sheet]
<i>SAT School Day Student Guide</i>	A booklet for students explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.	Preadministration Shipment [1 per student]

Material	What It Is and How It's Used	Shipment(s) [quantity]
SAT School Day Test Books	Serialized test books, in bundles, distributed to students by the proctor on test day. Separate Essay books, also in bundles, are provided for administering the SAT with Essay.	Test Shipment
SAT School Day Alternate Test Formats	Specific formats of the test as needed for approved accommodations (e.g., large-print test book, MP3 audio format, or braille). Separate Essay books are provided if administering the SAT with Essay.  Distributed by the proctor to specific students listed on the NAR.	Test Shipment

## Manuals and Scripts

This *SAT School Day Coordinator Manual* gives complete instructions for preparing your school for School Day testing. You'll also receive two other testing manuals: one for standard testing and one for accommodated testing. Both testing manuals include preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the *SAT School Day Accommodated Testing Manual* provides several different test administration scripts. See Prepare to Test with Accommodations on page 27 for details.

## Test Books

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

The test books for students required to test on the primary test date have covers with purple accents. Students testing with accommodations may use standard test books with purple accents or accommodated materials with blue or lime-green accents, depending on their approved accommodations or supports. See a copy of the NAR or Testing Materials Distribution on page 12 for more information.

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

## Alternate Test Formats

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

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

Both blue and lime-green alternate test formats may include test books in regular or large print, braille materials and supplements, or formats for computer use (e.g., flash drives). See Materials Provided for Accommodated Testing on page 32 for a list of all the alternate formats available.

## Rosters

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

You will need to return your Master Student List in your used answer sheet shipment. Make a copy and save it in a safe location for 6 months after test day. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from the Educational Testing Service (ETS) or the College Board during an investigation.

## Forms and Reporting

### Nonstandard Administration Report (NAR)

The SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations, state-allowed accommodations, and EL 50% extended time. The SSD coordinator will need to review the NAR for all students and, if needed, add any additional students who have been approved for accommodations. You should record whatever accommodations are used during testing on the NAR.

We recommend that you use copies of the NAR as room rosters for your accommodated students, as the NAR gives instructions about which scripts to use. Several days before test day, print and distribute copies of the NAR to proctors so they can plan to use the appropriate scripts. Instruct the proctor to note their own name on the NAR, make a copy, and give it to you to return with answer sheets.

## Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you are agreeing to. See Staff Policies on page 19 for more information. See also the Sample Testing Staff Agreement on page 63 in the Appendix.

## Testing Room Materials Report Form

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

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

## Request to Cancel Test Scores Form

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

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

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

- Fax the form to the number indicated no later than 10:59 p.m. CT on the fourth weekday following the date testing ends. (For example, the fourth weekday following a test administered on a Tuesday would be the next Monday.)
  - Send the form by overnight delivery to the address indicated, to arrive no later than 10:59 p.m. CT on the fourth weekday following the date testing ends.
- Scores cannot be canceled by email or phone.

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

## SAT School Day Irregularity Report (IR)

You will receive at least one blank IR to use if an irregularity occurs during School Day testing, and a number of blank IRs to distribute to proctors for use in the testing room. The testing staff performs a critical role in reporting irregularities and affected students.

Without information, the College Board can't resolve issues that arise. Please review the IR form with all proctors. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 74 in the Appendix for instruction on when to fill out an IR.

## Coordinator Report Form

You will receive a Coordinator Report Form (CRF, formerly the Supervisor's Report Form) in each testing materials kit (for testing on the primary test date and during the accommodated testing window, and if you administer makeup testing, for the makeup test date). Use this form to report the number of students tested and the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting. See Complete the CRF on page 50 for more information.

## Testing Materials Distribution

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

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

## GUIDE FOR TESTING WITH ACCOMMODATIONS

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

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

Refer to the Illinois SSD Coordinator Handbook, available through ISBE, for a list of state-allowed accommodations. Refer to the NAR for additional information on testing these students.

## Test Coordinator's Checklist

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

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

THREE TO FOUR WEEKS BEFORE THE SCHOOL DAY TEST DATE		
Activity	Where to Learn More	
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it approximately 6 weeks before test day.)	<a href="https://collegeboard.org/ptat">collegeboard.org/ptat</a>	
<input type="checkbox"/> Distribute <i>SAT School Day Student Guide</i> and encourage students to visit <a href="https://sat.org/practice">sat.org/practice</a> to get ready for test day.	Prepare Your Students on page 34	
<input type="checkbox"/> Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 17	
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 17 SSD Online: <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>	
<input type="checkbox"/> Designate a secure area for receiving, checking, and storing your test materials.	Plan Your Space on page 18	
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility or off-site location can be used for testing.	Plan Your Space on page 18	
<input type="checkbox"/> Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 19	
<input type="checkbox"/> Work with the SSD coordinator to identify students, if any, who will need support staff such as readers, scribes, or sign language interpreters and recruit staff to fill these positions.	Plan Your Staff on page 19	
<input type="checkbox"/> Review the sample Testing Staff Agreement with anyone you intend to recruit to serve on the testing staff, including support staff.	Sample Testing Staff Agreement on page 63	
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Also assign testing room codes and note these on the room rosters.	Build Your Room Rosters on page 21	
<input type="checkbox"/> Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts on page 23	
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.)	Manage Test Day Impacts on page 23	
<input type="checkbox"/> Plan activities for students who won't be testing, such as field trips, practice testing, an alternative school schedule, etc.	Manage Test Day Impacts on page 23	
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 23	
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 38	



**TWO WEEKS BEFORE THE SCHOOL DAY TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 24
<input type="checkbox"/> Apply pre-ID labels to answer sheets and conduct your preadministration session.	Conduct the Preadministration Session
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 21
<input type="checkbox"/> Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing on page 21
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 23

**ONE WEEK BEFORE THE SCHOOL DAY TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Review and print your NAR to make sure you have planned for all students approved to test with accommodations and supports.	SSD Online: <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 21
<input type="checkbox"/> Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 27 <a href="https://sat.org/school-day/downloads">sat.org/school-day/downloads</a>
<input type="checkbox"/> If students are using student-provided glossaries, collect them and confirm they don't include any improper writing or pages. You will redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 27
<input type="checkbox"/> Make sure computers are provided in testing rooms for students approved to use them. Computers must be school-provided; students cannot use their own computers for testing.	Prepare to Test with Accommodations on page 27
<input type="checkbox"/> Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students on page 34 Post Testing Room Assignments on page 22
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 23
<input type="checkbox"/> Conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 40
<input type="checkbox"/> Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Staff Room Assignments on page 24
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 34
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials on page 36
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 23



ON OR BEFORE TEST DAY		
Activity		Where to Learn More
<input type="checkbox"/> The day before the test, have staff test the equipment and any MP3 audio or assistive technology-compatible (ATC) computer files.		Prepare to Test with Accommodations on page 27
<input type="checkbox"/> Prepare testing room packets for proctors.		Prepare Your Materials on page 36
<input type="checkbox"/> Check that all staff have signed the SAT School Day Testing Staff Agreement.		Plan Your Staff on page 19
<input type="checkbox"/> Ensure that testing room arrangements align with seating policies.		Plan Your Space on page 18
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.		Maintaining Security on page 24
ON TEST DAY		
Activity		Where to Learn More
<input type="checkbox"/> Make sure all announcements and bells are discontinued for the duration of testing.		Manage Test Day Impacts on page 23
<input type="checkbox"/> Complete your testing room packets for proctors. Add multiple-choice test books in serial number order and Essay books to the packets for proctors.		Prepare Your Materials on page 36
<input type="checkbox"/> Distribute testing room packets to proctors. Remind proctors to post Quiet, Please and No Electronic Devices flyers, if available.		Equip Testing Rooms on page 42 Admit Students to the Testing Area on page 42
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.		Admit Students to the Testing Area on page 42
<input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters or NARs as students check in.		Admit Students to the Testing Area on page 42
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.		Your Role During Testing on page 44
<input type="checkbox"/> Report test administration irregularities (if any).		Your Role During Testing on page 44
AFTER TESTING IS COMPLETED		
Activity		Where to Learn More
<input type="checkbox"/> Collect materials from proctors.		Collect Testing Materials on page 49
<input type="checkbox"/> Prepare materials for return.		Collect Testing Materials on page 49
<input type="checkbox"/> Make copies of key forms and store securely.		Prepare Materials for Return on page 49
<input type="checkbox"/> Return test materials.		Return Materials on page 58
<input type="checkbox"/> Request makeup materials, if necessary.		Makeup Ordering on page 51

# Before Test Day

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

## Prepare Yourself

### TASKS

- Participate in training if you haven't already.
- Read this entire manual.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations and EL supports.
- Review the contents of the Coordinator Planning Kit and distribute testing room manuals to proctors for their review.
- Begin the Test Coordinator's Checklist on page 14.
- Sign the Testing Staff Agreement.

## Build Your Master Student List for Testing

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

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

### TASKS

#### Compile Lists of Students

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

Create a Master Student List, which will include all students eligible for testing. See the Sample Master Student List on page 62 for suggested headings.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list of

students. It is recommended that you use the SAT Pre-ID Report from ISBE's Student Information System (SIS). If needed, contact the SIS Helpdesk at 217-558-3600, option 3, for assistance in accessing this report. Closer to test day, you may need to add any new students, including students who have recently transferred to your school.

2. You may be asked to test students who don't attend your school, such as students who are outplaced and attend a serving school to receive special services. Make sure these students are accounted for as part of the Master Student List.
3. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.
4. Ask your SSD coordinator to print a copy of the NAR after they have confirmed that all students approved to test have been included. Use the NAR to identify the appropriate accommodations and/or EL supports and add the test book and group type from the NAR to the Master Student List.

You will now have one Master Student List to use to add room and staffing information. Check your list against the sample Sample Master Student List on page 62 to confirm that your list has all the information you'll need for planning rooms and staff.

If a student is transferred to a nonestablished school due to a safety concern, the home school must make arrangements for testing. See Plan for Off-Site Testing on page 23 for more information.

### KEY INFORMATION

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

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

Work with your SSD coordinator to make sure that EL students testing with 50% extended time are included on the NAR. In most cases, these students can be tested in the same room as other students taking the test with 50% extended time.

## Using the Eligibility Roster

The eligibility roster is available from the SSD Online dashboard. It provides a list of all students with approved accommodations at your school. The SSD coordinator may use the roster to begin your student list if the NAR is not yet available. They can also use the eligibility roster to update student information in SSD Online.

## Plan Your Space

### TASKS

#### Designate a Secure Area for Materials

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

#### Evaluate Rooms for Testing

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

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

Use the Master Student List to determine the number of standard and accommodated testing rooms you'll need. Refer to the testing group field on the NAR as you make assignments for accommodated testing rooms.

### KEY INFORMATION

#### Facility Requirements

To prepare for test day, you will need:

- Bells and announcements to be silenced on test day
- A place to securely receive and store testing materials
- An area where students can assemble before testing
- Rooms for testing standard and accommodated students
- A late-arrivals room for students who arrive late but in time to be tested

#### Testing Room Requirements

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

- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.

- Rooms must have:
  - ◆ A working clock, visible to students
  - ◆ Proper lighting
  - ◆ Proper ventilation
  - ◆ Proper seating that follows the seating requirements given in this section
  - ◆ No materials related to test content on display (these can be removed or covered)

#### Room Selection Tips and Recommendations

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

#### Seating Requirements

The following are seating requirements for all testing rooms:

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

The following seating arrangements are not allowed:

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

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

## Additional Requirements for Accommodated Testing

The testing group on the NAR indicates which students may test together. See Sample Nonstandard Administration Report (NAR) on page 67.

- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Students with the same type of timing may be seated together, if so noted on your NAR. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they use the same color testing materials and the same testing schedule (e.g., same breaks).
- More than 1 test room is required if a student's accommodations would disturb other students or if the student is approved for 1-to-1 testing. Students who are approved for a reader or scribe must test in a 1-to-1 setting. These scenarios are noted on your NAR.
- For students approved for use of MP3 audio and ATC formats, a computer must be provided. See the requirements in Plan for Computer Usage on page 28.

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

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

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

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

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

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

## Plan Your Staff

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

### TASKS

#### Identify Staff for Testing

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD online for accommodations, SAAs, or the EL 50% extended time support, work with your SSD coordinator to ensure you have the proper staffing to meet students' needs.
- Make a list of available staff and what roles they should fill. Be sure to include any additional support staff needed for accommodated testing.

#### Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors.

### KEY INFORMATION

#### Staff Policies

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

Testing staff should also meet your district and state requirements.

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

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

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

Before accepting assignment to the testing staff, all individuals that you recruit, including any backup coordinator, must review, agree to, and sign the SAT School Day Testing Staff Agreement. You are also required to sign the form as test coordinator. See the Sample Testing Staff Agreement on page 63 for more information.

If you have questions or concerns about staffing in the district or school, please contact the College Board.

### Supplementing Testing Staff

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

### Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one proctor.

### Room Monitors Needed

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

#### FOR EACH STANDARD TESTING ROOM

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

#### FOR EACH ACCOMMODATED TESTING ROOM

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

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

### Hall Monitors Needed

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

#### NUMBER OF HALL MONITORS NEEDED

Number of Rooms	Number of Hall Monitors Needed
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 hall monitor for each additional 5 rooms; e.g., for 21–25 rooms, add an additional hall monitor)

### Support Staff Needed for Accommodated Testing

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

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



## Build Your Room Rosters

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

### TASKS

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

Testing room codes allow you to better manage your SAT School Day administration. If a group disturbance occurs, the testing room code will help identify students who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any questions related to group irregularities and help ensure that scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 18. When using codes shorter than 3 digits, include leading zeros (e.g., 001, 020).
- Record the testing room code on the room list you created. The staff will give the testing room code to students to enter on their answer sheets on test day.

#### Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students testing with accommodations or supports into the testing groups indicated on your NAR. Remember that students testing in the same room must have the same color testing materials and the same testing schedule. Students with SAAs must test separately from other accommodated students.
- Add each student's testing room assignment to your Master Student List by recording the testing room code.
- Also record accommodated students' testing room assignments on the NAR. The NAR separates students by testing group to aid the process.

#### Create Individual Room Rosters

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

- Divide your Master Student List into individual room rosters for students testing in standard and accommodated testing rooms.

- In addition to individual room rosters for accommodated testing rooms, you may want to provide a copy of the relevant pages of the NAR to each proctor for their room. These pages will give them important details about which script(s) to use. The proctor will need to record which accommodations each student tested with next to the student's name.

### Update and Finalize Your Room Rosters

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

## Build Your Plan for Testing

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

### TASKS

#### Plan for Preadministration

There are three parts to the preadministration session: completing student information, participating in the optional questionnaire, and taking advantage of the free score sends by providing up to four colleges or scholarship programs.

- Schools will receive preadministration materials in the month before the test, including answer sheets, *Student Answer Sheet Instructions*, Mobile Opt-In Policies documents, *SAT School Day Student Guides*, and pre-ID labels.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.
- Plan for 45–60 minutes. Students will need approximately 15 minutes to complete their student demographic information. The remainder of the session may take as much as 45 minutes.
- Think about how to best prepare students in advance. They'll need to know the colleges they want to send scores to, and have discussed with their parents if they want to participate in Student Search Service and complete the optional questionnaire. Plan to distribute the student guides in advance of the preadministration session.

- We highly recommend conducting the session before test day. If students are absent for your preadministration, plan a session with them at some other time before test day.

See Preparing Your Preadministration Session later in this section for detailed instructions.

## **Plan Training Sessions**

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

See Train Your Staff on page 24 for a list of topics your staff should review prior to testing.

## **Plan Test Day Schedule**

- Select a start time for testing that allows for the full time for testing within the normal school day. You'll need about 4 hours and 40 minutes for admission, administrative activities, and actual testing of standard time test takers.
- Schools should plan to have students in their seats and ready to test by 8:30 a.m. at the latest. Contact the Illinois Educator Help Line if your school needs to shift your start time to later than 9 a.m.
- Plan for extended time testing: Use the Overview of Accommodated Timing and Breaks on page 70 to plan for testing students with 50% or 100% extended time on the test or portions of the test.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

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

## **Plan Accommodated Testing Window Schedule**

- Ask your SSD coordinator for a list of students who will be testing during the accommodated testing window. This is also listed on the NAR.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- For students who require 2 days of testing, schedule the second day of accommodated testing on the next consecutive school day.

- Be sure to allow for rooms that are needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for 2-day testing.
- Materials for students testing after the primary test date during the accommodated testing window must be held until all students have been tested before you can return answer sheets for scoring.


## **Plan Student Check-In**

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 42 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

## **Post Testing Room Assignments**

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

 *Be sure to post room assignments in a way that does not call attention to students who may be testing in accommodated rooms.*

## **Plan for Breaks**

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

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

## **Plan for Makeup Testing**

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



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

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

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

### Plan for Off-Site Testing

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

- We have simplified processes for off-sites by eliminating test center codes. We highly recommend that testing room codes be assigned to rooms at off-sites. Staff at off-sites should keep a record of their testing room codes for the completion of Irregularity Reports and in case they are needed in an investigation.
- Make sure any off-site coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations as all materials will be shipped to the primary school site.
- Each location's test coordinator is responsible for ensuring that the off-site test center meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.

## Manage Test Day Impacts

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

### TASKS

#### Prepare to Collect Student Belongings

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

More information is given under Preventing Issues Involving Phones and Electronic Devices on page 25.

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

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

#### Establish a Signaling System

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

#### Minimize Distractions

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

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

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

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

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## Train Your Staff

### TASKS

#### Hold Training Sessions

An email will be sent to you with information on how to access the online training approximately 6 weeks before test day.

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

If you have not already done so, have prospective staff read and sign the Testing Staff Agreement (see Sample Testing Staff Agreement on page 63).

During the training be sure to review the following:

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

#### Share Staff Room Assignments

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

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

### KEY INFORMATION

#### Maintaining Security

Make sure your staff understands and follows these policies:


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

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

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- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.

- No one may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation.
-  *Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to the Illinois Educator Help Line. See the Irregularity Chart on page 74 for more information.*

## Prohibited Aids

During the opening scripts they read to students, proctors are directed to check desks for prohibited aids and devices, which cannot be on the desks or used during testing, including breaks. Because electronic devices, including phones, can be used to record test questions and answers, staff must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an IR.

Prohibited aids include, but are not limited to:

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

## Medical Devices

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

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students who are

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

## Preventing Issues Involving Phones and Electronic Devices

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

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

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

### Suggested Collection Procedures:

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

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

### Seating Policies

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

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See Sample Seating Plans on page 69 in the Appendix.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

### Calculator Policies and Guidelines

Calculators may be used only on the Math Test – Calculator portion of the SAT, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the top of each test book page in the Math Test – No Calculator portion has a crossed-out calculator symbol. Similarly, each page of the Math Test – Calculator portion has a calculator symbol. Students may have calculators on their desks only when working on these questions. See Acceptable Calculators on page 68.

General policies are as follows:

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

### Monitoring Equipment Use

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

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

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

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### Calculator Malfunction

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

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



## Prepare to Test Students with English Learner Supports

The College Board provides supports for English learners who are approved by their school to use them. The supports used for testing should align to the supports that students use for classroom tests. The available English learner (EL) supports include translated test directions and a list of approved word-to-word bilingual glossaries for use by English learners. Students may also be approved to test with 50% extended time. Students can use any of the supports alone or in combination with one another.

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

### TASKS

Once you identify the students who require EL supports and the languages they need, you'll need to obtain the supports and plan for 50% extended time for those who need it.

### Provide Translated Instructions and Glossaries

- Print the translations and review the list of approved glossaries available at [www.isbe.net/Pages/sat-psat.aspx](http://www.isbe.net/Pages/sat-psat.aspx). Translations and glossaries will not be shipped with the test materials.
- Students may supply their own glossaries; however, you should confirm any glossaries are on the approved list and plan to collect them a few days before testing. This is an important precaution to minimize the chances of glossaries being used to bring notes or test aids into the testing room.
- Store translated directions and/or glossaries securely until you're ready to assemble testing room packets for proctors.

### Prepare for Extended Time EL Support

Students testing with 50% extended time as an EL support must have the use of the support requested in SSD Online by the EL deadline. These students will display on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with 50% extended time on the entire test as long as no other accommodations are being administered that require different timing or breaks.

EL students who use the 50% extended time support receive the same test materials as accommodated students with 50% extended time.

## Prepare to Test with Accommodations

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

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

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

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

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

Your NAR will list each group in its own section. For general guidelines, refer to Testing Materials Distribution on page 12 for a list of the accommodations that typically fall into each group along with which manuals and rooms to assign to students with accommodations.

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

Students using blue or lime-green test books who are absent on test day should test later in the accommodated testing window using the same testing materials. If you have accommodated students testing within the window who require a makeup because of an irregularity, contact the SSD office.

## **TASKS FOR TEST COORDINATORS**

### **Check Room Assignments for Accommodated Students**

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations or supports. See *Build Your Room Rosters* on page 21 for more information. Proctors testing in accommodated rooms should closely review the *SAT School Day Accommodated Testing Manual* for additional details about administering the test with accommodations.

### **Plan for Computer Usage**

Students approved to use computers for testing must be tested separately from other test takers. Your school must provide a computer for these students (a student may not use a personal computer or a computer belonging to their family).

Make sure the appropriate equipment is provided in rooms where needed.

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

Instruct the staff testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See *Administer Accommodations* on page 47 for related tasks and information.

### **Ensure Approved Transcription Is Planned**

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

### **Assign Any Support Staff for Accommodated Students**

- Using the list supplied by your SSD coordinator, assign support staff, such as readers, scribes, or sign language interpreters (for directions only),

to students approved for them. Follow the same guidelines as for other staff assignments (see *Plan Your Staff* on page 19).

- Do not assign a relative of the student testing to act in a supportive capacity to that student.
- Do not assign a single reader or scribe to more than 1 student.
- Notify readers or scribes that their students will take the test with 50% extended time for reading unless they are already approved for 100% (or more) extended time. Students assisted by a reader or scribe will test over 2 days.

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

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

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

## **TASKS FOR SSD COORDINATORS**

### **Work with the Test Coordinator**

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but who doesn't appear on the NAR can be selected through SSD Online.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List. This includes any students who will be using the 50% extended time EL support. See *Additional Requirements for Accommodated Testing* on page 19 for more information about specific accommodations.
- A list of needed support staff for accommodated students.

- Help with setting up any computers for typed essays or computer-based formats (e.g., flash drives for ATC or MP3 format).
- Assistance with planning for rooms and materials.

## Request Accommodations and EL Supports

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

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

## Review Approved Students

The SSD coordinator will:

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

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

## Download and Verify the NAR

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be available about 30 days before the primary test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. If you submit late requests for accommodations or supports after the applicable deadline, including SAAs or extended time for EL students, you will need to call the SSD office to confirm that materials can arrive in time for testing.

## KEY INFORMATION

### Types of Accommodations and Materials

The College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these accommodations follows. See Materials Provided for Accommodated Testing on page 32 for a list of the materials provided for specific accommodations.

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

### Accommodated Timing and Breaks

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

- Students will get extended time only for the subject area(s) they're approved for (e.g., math only or writing only). **Exception: Students approved for extended time for reading and EL students testing with 50% extended time will receive extended time for the entire test.**
- Your proctors may need to use combinations of scripts for some students. See the Overview of Accommodated Timing and Breaks on page 70 for detailed information about which scripts to use for various accommodations. The NAR also has instructions for which script(s) to use for each student.



- A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodation are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

See the *SAT School Day Accommodated Testing Manual* for more information about accommodated breaks and timing.

## When Accommodated Students Test

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

Students approved for certain accommodations, such as MP3 audio format, use of support staff (e.g., a reader or scribe), or 100% extended time, are eligible to test during the accommodated testing window. Some of these students will still be able to test in one day, while others must test over two (or sometimes more) days.

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

## Accommodated Testing on One Day

The first three scripts in the *SAT School Day Accommodated Testing Manual* can be used for all types of one-day testing.

- Script 1: Standard Time with Accommodations
- Script 2: Standard Time with Extra Breaks
- Script 3: 50% Extended Time for One-Day Testing. This script covers 1-day testing for students:
  - ◆ Testing with 50% extended time for math (Math Test only)
  - ◆ Testing with 50% extended time for writing (Essay only)
  - ◆ Testing with 50% extended time for math and writing (Math Test and Essay only)

## Accommodated Testing During the Window

The accommodated testing window begins on the primary test date and extends through the following two weeks. Testing during the window encompasses combinations of accommodations, and may involve using the following scripts or combinations of any of the scripts in the manual. The NAR includes specific instructions for combining scripts.

- Script 4: 100% Extended Time. This script covers:
  - ◆ 1-day testing for math only, 100% extended time
  - ◆ 1-day testing for writing only, 100% extended time

- ◆ 2-day testing for reading, 100% extended time
- ◆ 2-day testing for combined math and writing, 100% extended time

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**IMPORTANT:** *Students using the ATC format must receive 100% extended time for Section 2. All other sections should be timed based on the student's approved accommodations.*

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- Script 5: 50% Extended Time for Two-Day Testing. This script covers 2-day testing for students with 50% extended time on the entire test (for reading, use of a reader or scribe, or the 50% extended time EL support).
- Script 6: MP3 Audio Format Script. This script covers 2-day testing of students using the MP3 audio format, including 100% extended time, plus an additional 45 minutes for Section 2 of the test.

## Accommodated Testing Over Two Days

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

## Test Aids and Support Staff

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

Students who are deaf or hearing-impaired may be approved to have:

- A sign language interpreter translate test directions from spoken English.
- A copy of the spoken directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time. These students will test over 2 days.
- Will be provided a reader script (for use by the reader), a regular-type test book for student use, and a separate Essay book. If approved for other accommodations, the student may also be provided additional test materials (for example, braille graphs and figures).
- Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

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

Students who are assisted by a scribe:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time. These students will test over 2 days.
- Must provide punctuation as they dictate the essay.
- Do not need to dictate spelling unless the spelling is unclear or the word is unfamiliar to the scribe.
- Cannot receive any grammatical or usage corrections from the scribe.

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

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

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

### General Notes for Electronic Devices

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

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

### Administering Computer Use for the SAT Essay

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

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

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

### Large Print

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

### Braille Test Formats

- Students who test with braille test formats test with standard time and breaks unless approved for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
- To supplement each braille test and accompanying braille Essay book, a regular-type test book and Essay book are included for your use as a reference. A reader's script will also be sent in case the student asks to have a question read.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). The *Guide to the Nemeth Code* lists the current versions of Nemeth Code mathematical symbols with their meanings. Students taking the braille test or using the graphs and figures supplement may refer to the guide during the test. The *Braille Reference Information* contains math reference material required for the braille test.

### Braille Graphs and Figures

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

## Braille Writers

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

## MP3 and ATC

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

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

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

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

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

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

## State-Allowed Accommodations

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

## Materials Provided for Accommodated Testing

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

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

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## ACCOMMODATED MATERIALS

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

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

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

## Prepare Your Students

### TASKS

#### Inform Students About SAT School Day

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

Distribute the *SAT School Day Student Guide*, delivered in your preadministration shipments, to your students as soon as possible.

Tell your students they can send their test scores to up to four eligible colleges, universities, or scholarship programs for free. Have them visit [collegeboard.org/sat-codes](http://collegeboard.org/sat-codes) to look at the score reporting code list for

domestic and international educational institutions and scholarships. Also remind students to access Official SAT Practice on Khan Academy® for free, personalized online SAT practice at [satpractice.org](http://satpractice.org). Developed with actual test items from the College Board, Official SAT Practice is tailored to each student's strengths and areas they need to work on.

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



## Inform Families About SAT School Day

We also suggest you inform students' families of what students can expect on test day and what the SAT means to students' college and career planning. Let them know about free practice from Khan Academy. And make them aware of the four free score sends and additional privacy policies described in the *SAT School Day Student Guide* so they can discuss them with their child before the preadministration session.

## KEY INFORMATION

### When and Where to Report

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

- Admission to the testing area starts at about 7:30 a.m. All students should be in their assigned rooms by 8 a.m. (Times can be adjusted based on your school's usual start time.)
- Students may not go to their lockers or leave the building during testing. When dismissed, students should return to the waiting area and await dismissal for lunch.
- Lunch will be served after, not during, testing.

### What to Bring on Test Day

On test day, students must bring the following:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Acceptable photo ID if a student is unfamiliar to testing staff or testing at a school they don't usually attend.
- Signed and notarized SAT School Day Student ID Form with an acceptable photo if a student doesn't have an acceptable photo ID.
- Earphones (if the school doesn't provide them), if the student is approved use of an ATC or MP3 audio format.

We also recommend that students bring:

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

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

## What Not to Bring on Test Day

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

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

## Marking the Answer Sheet

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

- No. 2 pencils with soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead don't scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-block answer sheet must mark X's darkly in the squares. If students need to erase a response, they must do so as completely as possible.
- Students may not use a pen to mark or write on their answer sheet. Information written or gridded in ink will scan as blank.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless the College Board has approved this accommodation).

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

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

## Important Reminders for ATC and MP3 Users

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

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. If schools provide earphones, they should be ones

that students are comfortable using. Otherwise, students are responsible for bringing their own earphones. Bluetooth capabilities are not allowed.

- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to [collegeboard.org/students-with-disabilities/after-approval](https://collegeboard.org/students-with-disabilities/after-approval).
- The MP3 audio test requires 100% extended time testing (over 2 days) plus an additional 45 minutes for Section 2 (Writing and Language Test).
- The ATC format will be administered with the same approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

## Prepare Your Materials

### TASKS

#### Identify Authorized Staff

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

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

#### Check the Preadministration Materials Shipment

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

- Answer sheets
- Large-block answer sheets, if applicable
- Copies of the Mobile Opt-In Policies document
- *Student Answer Sheet Instructions* (in large print as well, if students are approved for them)
- Copies of the *SAT School Day Student Guide*
- Testing manuals
- Pre-ID labels

#### Check the Test Materials Shipment

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

All testing materials, for both standard and accommodated testing, will be shipped to the test

coordinator and may arrive in multiple shipments. You should receive testing materials approximately 5–7 days before test day. Standard and accommodated materials will be shipped separately. You will receive an email with tracking information for each shipment.

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

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

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


Your shipments may include:

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




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

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


 *For flash drive formats (such as MP3 and ATC format), you'll receive just one flash drive for each student that contains questions for all five sections of the test, including the Essay prompt.*

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


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

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

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

 *If you need additional materials, call the Illinois Educator Help Line immediately.*

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

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

## Secure Materials for Off-Site Testing

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

- Record the off-site location name.
- Record beginning and ending serial numbers of the multiple-choice test books (you won't need to open the shrinkwrap to do this) for each location and keep on file for 6 months.

## Create a Testing Room Cover Sheet

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

- Number of students assigned to a room
- Type of test the room is administering—standard or accommodated (e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
- Testing room code
- School (AI) code


## Assemble Testing Room Packets

As close to test day as possible, you'll need to create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room.

Use the following items to create your testing room packets:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- A copy of the room roster you created or NAR showing students assigned to the testing room.
- Answer sheets (for the students assigned to each testing room):
  - ◆ Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).

- *Student Answer Sheet Instructions* booklets and (if your state collects students' mobile phone numbers) *Mobile Opt-In Policies* documents. These will be used by students who didn't participate in a preadministration session or who want to change their score report selections on test day. (A large-print version of the instructions booklet is available for approved users. All copies of the policies document are in large print.)
- Irregularity Report (IR) forms.
- SAT School Day Request to Cancel Test Scores forms (at least 1 per testing room; make copies if you need more).
- The 2 testing room flyers (No Electronic Devices and Quiet, Please). Make copies if you need more.
- The *SAT School Day Standard Testing Manual* or *SAT School Day Accommodated Testing Manual*, if not already distributed prior to test day.
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who need them.
- Clear plastic bags for storage of any epinephrine injectors (e.g., EpiPens) as well as electronic devices (if students need them to store devices to the side of the room). If the school allows collection of devices, also include any other materials needed, such as sticky notes or envelopes.

 *Test books must be kept securely stored until test day. Do not add them to the kits until the morning of the test (unless required for off-site locations). See Equip Testing Rooms on page 42 for associated tasks.*

### Assemble Packets for Off-Site Testing

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

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

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Sites on page 42 to add the serialized test books and additional test day materials to the packets before delivering to the off-site locations.

## Prepare Your Preadministration Session

### Plan the Session

Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce extra test day activities. Share the *SAT School Day Student Guide* and information about the preadministration session in advance so students can discuss with their families if they will participate in Student Search Service and which colleges they will include in their four free score sends. There are several tasks you should plan for to ensure a successful preadministration session.

### TASKS

- Use your Master Student List of who will be testing (both standard and accommodated students).
- Work with your SSD coordinator to identify which students on the NAR should receive a large-block answer sheet instead of a standard one. If you're waiting for approval to use large-block answer sheets for any students, don't have those students participate in the session. Have them fill in their information on test day instead, or in a later preadministration session if you have enough students to warrant one.
- Read Prepare Your Answer Sheets. Then apply pre-ID labels to the correct answer sheet type (standard or large block), taking care to check for inaccuracies.
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session. Alert them in advance to come prepared with:
  - ◆ State student ID.
  - ◆ Email address (optional).
  - ◆ A list of 4 colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day.
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Determine staffing needs prior to preadministration. Depending on the way you plan to conduct the preadministration session and the number of students you're testing, the preadministration session may be conducted by you, or you may need one or more staff to conduct multiple sessions.

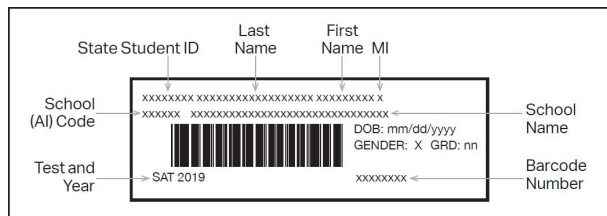
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
- Review the materials students will use during the session: answer sheets, pre-ID labels, Mobile Opt-In Policies documents, and *Student Answer Sheet Instructions*.
- Instruct staff to display the 6-digit school (AI) code in a prominent place in the preadministration room for students to see.
- Tell staff to sort the answer sheets alphabetically before returning them to you. You'll need to organize the answer sheets for test day by placing them in the correct testing room packets.

## Prepare Your Answer Sheets

### TASKS

#### Check the Pre-ID Labels

The labels are sorted alphabetically. The label looks like this:



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

The data provided on the labels will include:

- First name, last name, and middle initial
- Full state student ID
- School (AI) code and school name
- Date of birth
- Gender
- Grade
- Assessment and year

## Verify and Apply Labels

As soon as possible after you get the labels, check them to see if they're correct.

- Check the labels:
  - ◆ Is the school (AI) code correct?
  - ◆ Do the students named attend your school?
  - ◆ Is the grade level correct?
- If the first name or last name listed on the label does not correctly reflect the student's legal name, please do not use the label. If any other information is incorrect, including date of birth or school information, the label should be applied.
- If you have students with incorrect labels, or if you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.
- Prepare your answer sheets for the preadministration session:
  - ◆ Set aside enough blank answer sheets for students who don't have correct labels. If possible, plan to hold a separate preadministration session for these students.
  - ◆ If you have requested, but not yet received, College Board approval for any students to use a large-block answer sheet, set aside their labels and blank large-block answer sheets.
  - ◆ Apply your verified labels in the shaded box on page 1 of the answer sheets. Place each label as accurately as possible within the box.
- Organize your labeled answer sheets by alphabetizing them within preadministration groups before securely storing them. Remind proctors to return answer sheets to you in alphabetical order after conducting the preadministration session.

## Conduct the Preadministration Session

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

Some students who take the test may be absent for the preadministration session. The two testing manuals (for standard testing and accommodated testing) include instructions for assisting students to complete the student information questions after testing is completed. If you have a large enough group of these students, consider assigning them to a separate testing room so they can complete the nontest portion of the answer sheet without delaying other students.

### TASKS

- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- Staff should be given state student ID numbers for the students participating in the preadministration session. Staff will give each student their prelabeled answer sheet and a copy of the *Student Answer Sheet Instructions* and the Mobile Opt-In Policies document.
  - ◆ Some students on the NAR may be using large-block answer sheets.
  - ◆ Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.
- Those conducting the session will need to use the scripts in the *SAT School Day Standard Testing Manual* under the heading “Conduct the Preadministration Session.” Be sure to distribute copies of the manual to staff who need them. Note that the *SAT School Day Accommodated Testing Manual* also contains the preadministration instructions and can be used for this purpose as well.
- In the *SAT School Day Standard Testing Manual*, staff will read aloud the scripts in tinted areas and pause when [pause] appears to give students time to follow instructions. Instructions for the proctors that shouldn’t be read aloud appear outside the shaded areas.
- All students should participate in a preadministration session.
- All students, including those with a pre-ID label, must fill in the appropriate bubbles (or squares on a large-block answer sheet) for their names and other required personal information. The required fields include:
  - ◆ 1. Name
  - ◆ 2. Testing Location
  - ◆ 3. School
  - ◆ 4. School Code
  - ◆ 5. Student ID Number
  - ◆ 6. Grade Level
  - ◆ 7. Date of Birth
  - ◆ 8. Sex

Students will complete the following fields on test day (these will be skipped during the preadministration session):

- ◆ A. Form Code
- ◆ B. Test ID
- ◆ C. Test Book Serial Number
- ◆ D. Testing Room Code
- ◆ E. Testing Type

Students have the opportunity to add or change their 4 free score sends on test day.

- After the session is complete, collect all answer sheets and *Student Answer Sheet Instructions* from staff. We recommend sorting answer sheets by testing room, as described in Assemble Testing Room Packets on page 37. Answer sheets must be securely stored until test day. Keep the *Student Answer Sheet Instructions* to add to the testing room packets for test day distribution if students need to add or change their 4 free score sends.

# During the Test

## Follow Your Test Day Schedule

### TASKS

To ensure standardization across all School Day testing, adhere to the prearranged schedule as closely as possible. The Sample Standard Test Day Schedule on page 61 is based on average opening times for schools.

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

### KEY INFORMATION

#### Timing of the Test and Breaks

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

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

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

### Scheduled Breaks

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

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

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

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

Some students may be approved for extra and/or extended breaks. Students approved for extended time on some or all of the assessment receive extra breaks. Specific timing instructions may be noted on the NAR.

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

### Unscheduled Breaks

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

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




## Equip Testing Rooms

### TASKS

#### Provide Materials to Proctors

The morning of test day:

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

 If a test book is missing, contact OTI immediately.

#### Provide Materials to Off-Sites

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

- Count test books for the off-site location.
- Add the multiple-choice test books (standard or accommodated), along with Essay books (standard or accommodated), to the package of tests for the off-site location. Only full bundles of test books should be sent to off-site locations. Shrink wrap should be broken at the off-site location on test day.
- Fill out the Testing Room Materials Report. The coordinator for the off-site location will need to distribute the tests by filling out separate Testing Room Materials Reports for each proctor at their location.

#### Post Signs

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

### Information for Posting in Testing Rooms

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

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

- Test date
- School name, city, state
- 6-digit school (AI) code
- 3-digit testing room code (or other room identifier)
- “SAT with Essay”
- “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”

Remind proctors who are testing students with formats that require computer navigation (e.g., MP3 audio format) to post relevant information on the board for these students, as indicated under Prepare the Testing Room in the *SAT School Day Accommodated Testing Manual*.

## Admit Students to the Testing Area

### TASKS

#### Manage Central Check-In

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

- Check ID for students you don't recognize.
- Annotate your Master Student List as students check in.
  - ◆ Write a “P” (present) next to the name of each student who checks in.
  - ◆ If a student is ineligible to test, mark them with an “X” and dismiss them to the principal's office for assignment to nontest activities.
  - ◆ After check-in is complete, put an “A” (absent) next to the name of any student who is absent. You'll use this information to help you know how many of which materials to request for the makeup administration.
  - ◆ Add student information for any student not on your original Master Student List. Use “M” to indicate students who are moved (see how to manage these requests later in this section).
- Send students to the correct testing rooms. Monitors at each entrance can help you to direct students.

## Manage Classroom Check-In

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

Staff should:

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

**IMPORTANT:** Alert your proctors that any changes from standard to nonstandard testing (or the reverse) must be written and signed by the test coordinator for the student to present when entering the testing room.

## Manage Late Arrivals

See Admitting Latecomers for more information.

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.
- Students who arrive after the timed test has begun in the late-arrivals room cannot test. They should be marked as absentees on your Master Student List. Add them to the list of students requiring a makeup.

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

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

- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Add the student to the nonstandard room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.

- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

If a student requires specific accommodated materials that aren't available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately request materials for testing by calling the SSD office.

A student can be provided accommodations as long as they provide an eligibility approval letter, or if they are noted on your NAR, display as approved in SSD Online, or are listed on the eligibility roster from the online SSD system. If none of these circumstances apply, contact the SSD office for instructions.

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

## Manage Requests to Waive Accommodations on Test Day

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

- Ensure that the student has a signed letter indicating this request to waive approved accommodations (must be signed by the student or by a parent/guardian if the student is younger than 18). Keep the letter in the student's file for future reference. (Don't send it back to the College Board.)
- Note the change on your Master Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room, and remember to update the Testing Room Materials Report form.

## KEY INFORMATION

### Admitting Extra Students

Some students who recently enrolled in your school may not have a label or appear on your Master Student List. You can accommodate these students as long as you have enough materials, staff, and seats. If unable to test them, include these students in your list of makeups needed, as detailed later in this section.

Photo ID is not required for students from your school who are familiar to the testing staff. If you're asked to test students who don't attend your school, you'll need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 69.

### Admitting Latecomers

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

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

A few things to note about admitting latecomers:

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



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

## Your Role During Testing

### Maintain School Security

#### TASKS

##### Test Observers and Visitors

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

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

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

**IMPORTANT:** *If you have any concerns about an individual's authorization, check with the coordinator for verification before admitting the person to a testing room.*


##### Handle Escalations

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

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

## Handle Dismissals

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

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

Refer to the Irregularity Chart on page 74 for further instructions on handling specific dismissals.

## Handle Student Complaints

Many student complaints can be prevented by careful planning, preparation, and implementation of the procedures described in this manual. We sometimes receive the following types of complaints:

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

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

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

## Report Test Administration Irregularities

### TASKS

#### Complete the Irregularity Report (IR)

The IR form is scanned, so use a No. 2 pencil, or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to print all information neatly and fill in bubbles completely.

**IMPORTANT:** *Always include the names of students and the answer sheet litho codes (8-digit serial number from bottom right corner of answer sheet) involved in an irregularity. (See the Sample Irregularity Report (IR) on page 85.)*

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

### KEY INFORMATION

#### Using the Irregularity Chart

The Irregularity Chart on page 74 in the Appendix lists the most common irregularities along with the procedures and actions you should use in response to them. When the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

**IMPORTANT:** *Contact the Illinois Educator Help Line immediately for timing irregularities or other issues.*



Use the IR to record an irregularity, including:

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

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

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

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## Proctor and SSD Coordinator Role During Testing

### Administer the Test

#### TASKS

##### Prepare the Testing Room

Make sure proctors:

- Double-check that their testing room meets seating requirements, including guidelines for type and spacing of seats. (See Sample Seating Plans on page 69.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it's working properly.
- Post information for students on the board.
- Read scripts exactly as written.
- Maintain security in the testing rooms.
- If school policy allows, have a plan to collect cell phones from students, or have a designated area in the room for students to place their phone as they enter the room.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

### Count and Distribute Materials

Ensure that your proctors account for testing materials in the testing room as instructed in their manual.

Proctors must count the test books:

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

Proctors and SSD coordinators must count the Essay books:

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



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

### Admit Students to the Testing Room

The proctor will admit students one at a time, taking care to assign them seats at random or by prearrangement. The proctor will verify that students have powered off their cell phones as they are admitted to the room. If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room, following the instructions in their manuals (see Manage Classroom Check-In on page 43).

### Time the Test

The proctor times the test following the instructions in their manuals (see Timing of the Test and Breaks on page 41).

## Maintain Security in the Testing Room

### KEY INFORMATION


#### Preventing Copying and Communication

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

- Watch for use of cell phones or other prohibited items, or for “cheat sheets” written on paper, calculators, or clothing and shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.



- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

## Monitor Breaks

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

## Report Irregularities

If proctors encounter security breaches or other situations that affect the test, they need to follow the reporting procedures provided in their manuals. These procedures are much the same as those followed by the test coordinator, as explained in Report Test Administration Irregularities on page 45 under Your Role During Testing.

## Administer Accommodations


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

## TASKS

### Prepare Computers for Accommodated Testing

Students may be approved to use a computer for taking the entire test with certain formats or for taking the Essay. Before testing begins:

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

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

For students using formats delivered on flash drives (MP3 or ATC), the proctor should set up each computer with the specific flash drive for each student before students enter the room.

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

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Information about setting up and testing computers is provided in the *SAT School Day Accommodated Testing Manual*.

## Set Up Computers for MP3 Audio Users

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

Setup for MP3 testing should be done in advance of test day in order to ensure a smooth administration. From time to time, you may encounter technical issues, such as with the license, on a specific machine or USB port. If you experience error messages referring to media authorization or unlocking of media and/or licenses, follow the instructions in the *SAT School Day Accommodated Testing Manual* under Troubleshooting for USB Formats.

- Print the student's last name, first name, and middle initial on the back of the MP3 packaging.
- Remove each flash drive from its packaging.
- Insert the flash drive into a USB port.
- Open the USB drive.
  - ◆ On both PCs and Macs, find the icon in the lower left of your screen.
  - ◆ On a Mac, click on the icon to open **Finder**. You should see a description of the drive in the pop-up list.
  - ◆ On a PC, right click on the icon and select **File Manager** or **File/Windows Explorer**. The flash drive will appear in the list labeled **This PC** or **Computer**.
  - ◆ Double-click the name of the flash drive (which appears as a 6-digit number).
- Start the software: Double-click the software application, labeled **Start.exe** on PC or **Start.app** on Mac.
  - ◆ Flux Player will launch.
  - ◆ A table of contents will display the sections of the test.

### Set Up Chromebooks

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

### Set Up Computers for ATC Users

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

The proctor should:

- Print the student's last name, first name, and middle initial on the back of the ATC packaging.
- Remove each USB flash drive from its packaging.
- Insert the USB flash drive into a USB port on a computer that has Microsoft Word and the student's usual assistive software installed (JAWS or ZoomText, for example).
- Enter the password on the flash drive package. Students will need access to the password when taking the test.

### KEY INFORMATION

The *SAT School Day Accommodated Testing Manual* contains detailed instructions on how to administer the test to students with the following accommodations:

- Extended time
- Accommodated breaks
- Large print
- MP3 audio and ATC
- Braille
- Braille graphs and figures
- Readers
- Scribes

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

# After the Test

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

## Collect Testing Materials

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

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


### TASKS

#### Collect Materials from Proctors

- ☐ Testing Room Materials Report form (or testing manual), with completed seating chart on the back.
- ☐ Annotated room roster and/or Nonstandard Administration Report (NAR).
- ☐ Multiple-choice test books, both used and unused, and Essay books.
- ☐ Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, printed essays, USB flash drives, etc.).
- ☐ Answer sheets, both used and unused (see What Is a Used Answer Sheet? on page 50). Make sure there are no answer sheets remaining inside test books.
- ☐ Any completed IRs.
- ☐ *Student Answer Sheet Instructions*.
- ☐ Any printed translated testing instructions.
- ☐ Any word-to-word glossaries.
- ☐ Any completed Request to Cancel Test Score forms.

Also perform these tasks:

- ☐ Verify on the Testing Room Materials Report forms that the materials returned by each proctor match the materials you initially issued to them.
- ☐ **Count materials by hand.** Record your counts for use on the Coordinator Report Form (CRF). As you count, do a spot check to ensure that all required information is filled in on the front (fields 1–8) and back (fields A–E) of the answer sheets.
- ☐ Ask that each proctor double-check their room to see if anything has been left behind, either by staff or by students.

 *If a test book or Essay book is discovered missing after students have been dismissed, contact the Illinois Educator Help Line immediately. Report the incident on an IR. Speak with the Illinois Educator Help Line before returning any test materials.*

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

## Prepare Materials for Return TASKS

### Ensure Completeness of Room Rosters

Once you've collected all materials from proctors, carefully check each room roster and NAR against your final Master Student List, noting the room assignment and testing room code of each student. Having an accurate, final list of test takers provides important information to the College Board, particularly when discrepancies arise. For this reason, we strongly suggest that you make a copy of either the room rosters or the Master Student List for your files before you return the original(s) with the CRF and used answer sheets.

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

### Sort Materials

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

#### Test Books

- Separate standard test books from alternate test formats.
- Keep any accommodated materials for use in the window separate, and securely store them for later testing.
- Separate multiple-choice test books from Essay books.
- Set aside test books for students approved to record answers in test books, clipped to the corresponding transcribed answer sheets. Ensure the test book says "Answers in Test Book" on the cover.

- Set aside all other unused test books for return (new materials will need to be requested for makeup testing).

### Answer Sheets

Separate the answer sheets into 2 groups—answer sheets to return in the primary test shipment and answer sheets to securely store for further testing (see What Is a Used Answer Sheet? if you need clarification):

#### 1. To be included in the primary test day answer sheet return shipment:

- Used answer sheets for standard testing with no accommodations.
- Used answer sheets for accommodated testing with students listed on the NAR who completed testing on the primary test date (to be placed in the white Accommodated Testing Envelope for return in the answer sheet return shipment).

**(SSD)** *The answer sheet of any student listed on the NAR must be returned in the white Accommodated Testing Envelope for accurate scoring, even if they tested with the 50% extended time EL support or tested in the standard room (for example, with 14-point test book).*

#### 2. To be placed in secure storage for later testing:

- Used answer sheets for accommodated testing with students listed on the NAR who haven't completed testing. Include in this group the answer sheets for EL students testing with 50% extended time. Place these answer sheets in secure storage for the next day of testing in the accommodated window.
- Answer sheets that have student information (i.e., a pre-ID label and/or student's gridded information) but no answers marked for the test questions. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing.
- Blank, unused answer sheets. Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. Return any unused answer sheets in the test book shipment once makeup testing is complete.

### Other Materials

Refer to What to Do with Materials later in this section for what you should keep or destroy.

### What Is a Used Answer Sheet?

An answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test or anything written on the lined pages of the SAT Essay, and the answer sheet includes a label or gridded student information.

Answer sheets with demographic information or labels but no test responses should be stored securely until after testing and destroyed if still unused once makeup testing is complete.

### Complete the CRF

Fill out a Coordinator Report Form (CRF) for the shipment of testing materials you're returning. See How to Fill Out the Coordinator Report Form (CRF) on page 72 for step-by-step instructions.

- ☐ **Primary test date:** Fill out and return with answer sheets for all students, including those with accommodations or EL supports, who completed testing on the primary test date. Use your primary test date when completing the form.
- ☐ **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for these students. Use your primary test date when completing the form.
- ☐ **Makeup testing:** At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on the makeup date. Use your makeup test date when completing the form. (Do **not** return answer sheets for students who tested on the primary test date or during the accommodated window in this shipment.)

### Complete the CRF for Off-Sites

Off-site locations will need to fill in the assigned school (AI) code in field 4.

### Common Errors That May Delay Score Reporting

Use care to avoid these common issues.

- The number of used answer sheets received does not match the number of students tested, as entered on the CRF.
- The school (AI) code on the CRF is incorrect.
- The test coordinator has neglected to sign the CRF in pencil.
- Used answer sheets are returned with the test book shipment.
- Used answer sheets for students with accommodations or supports who appear on the NAR are not returned in the white Accommodated Testing Envelope.

- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 54.
- Typed essays are not returned clipped to the students' answer sheets.
- The school hasn't responded to a query from ETS regarding a testing irregularity.


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

## Makeup Ordering

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

## KEY INFORMATION

### What to Do with Materials

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

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

Test Materials	Return	Keep Copies for Your Records	Destroy
CRF	Yes—in answer sheet return shipment	Yes	No
Used answer sheets containing student responses to test questions	Yes—in answer sheet return shipment	No	No
Used answer sheets containing student responses to test questions (regular and large block) for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Blank unused answer sheets	Yes—in test book return shipment <b>after</b> makeup testing is complete	No	No
Answer sheets with demographic information or label but no test question responses (absentees)	No—securely store until makeup testing	No	After makeup testing: return used answer sheets for scoring and securely destroy any answer sheets that still have no question responses
Unused pre-ID labels (if applicable)	No—store securely if needed for makeup testing	No	Yes—securely destroy after makeup testing is complete
<i>Student Answer Sheet Instructions</i>	No	No	Yes—after makeup testing is complete
Mobile Opt-In Policies documents	No—test takers can keep; store extras securely if needed for makeup testing	No	Yes—securely destroy after makeup testing is complete
Standard and accommodated test books (used and unused) from primary test date	Yes—in test book return shipment(s)	No	No



Test Materials	Return	Keep Copies for Your Records	Destroy
Accommodated test books and alternate test formats (used and unused) from window testing	Yes—in test book return shipment(s) once window testing is complete	No	No
Test books for students approved to write answers in their books	Yes—clipped ( <b>not</b> stapled) to corresponding transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books for standard testing and for students listed on the NAR	Yes—clipped to IR in gray-bordered envelope in answer sheet return shipment	No	No
Typed essays	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
Student scratch paper, computer pages, or braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Annotated Master Student List (if used)	Yes—loose in answer sheet return shipment	Yes	No
Room rosters	Yes—if all information was not transferred to your Master Student List	Yes	No
Annotated NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No

Test Materials	Return	Keep Copies for Your Records	Destroy
Testing Room Materials Report forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
SAT School Day Testing Staff Agreement form	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
Completed Request to Cancel Test Scores Forms	Yes—in Gray-Bordered Envelope in answer sheet return shipment	No	No
Signed parent or guardian letter allowing student to waive accommodations	No	Yes—keep in student's file	No
List of testing rooms, with testing room codes (if used), and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes
Word-to-word glossaries for EL students	No	No	Keep for future use
Manuals	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover unused reports, forms, envelopes, flyers, or posters	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover copies of <i>SAT School Day Student Guide</i>	No	No	Keep for future use

## Pack Materials for Return

### TASKS

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

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

The used answer sheet shipment includes items listed here. Place items in the box or UPS Express Pak **from bottom to top** in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets.

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

- Place used answer sheets for standard test takers on the bottom.
- Next, add other answer documents for standard testing, including:
  - ◆ Used answer sheets for standard test takers associated with a reported irregularity. (The associated IR should be returned in the Gray-Bordered Envelope.)
  - ◆ Used answer sheets for standard test takers with misplaced marks, clipped together by student.
  - ◆ Test books with answers to be transcribed because of insufficient or defective answer sheets.
- Next, place the white Accommodated Testing Envelope (required for any students listed on the NAR), with the following items inside:
  - ◆ Annotated NAR (required for scoring).
  - ◆ Used answer sheets (standard or large block) for students listed on the NAR.
  - ◆ Any test books for students approved to write answers in their test books, clipped to corresponding transcribed answer sheets.
  - ◆ Any scratch paper, computer pages, or braille pages, all clipped to the corresponding answer sheets.
  - ◆ Typed essays, clipped to the corresponding answer sheets. Ensure that the back of each essay page includes identifying information so that the essay can be matched with the student's answer sheet: student name, 6-digit school code, and answer sheet litho-code number. Attach the typed essay page(s) by paper clip to the student's answer sheet.
  - ◆ Any answer sheets for students listed on the NAR that are associated with an irregularity (such as misplaced marks or defective answer sheets). The associated IR should be returned in the Gray-Bordered Envelope.
- Add the Gray-Bordered Envelope next, with the following items inside:
  - ◆ Testing Room Materials Report forms with seating charts.
  - ◆ SAT Testing Staff Agreement form with staff signatures.
  - ◆ SAT School Day Request to Cancel Test Scores forms (if any).
  - ◆ Defective test books or defective Essay books.
  - ◆ Test books associated with specific irregularities that require the test book to be attached to the IR (e.g., use of prohibited items).
  - ◆ Any other IRs from the administration.
- A copy of your final Master Student List (if applicable) or room rosters with any notations.
- Place the completed, signed CRF on top and close the box.

# Returning Used Answer Sheets and Forms

Use the prelabeled return box(es)/UPS Express Pak(s) that came with your test materials to pack in the order shown.

**6 Coordinator Report Form (CRF)**

**5 Annotated Master Student List**

Include a copy of your Master Student List with any notations

**4 Gray-Bordered Envelope**

Include only materials listed to the right in this envelope

**3 White Accommodated Testing Envelope**

Include only materials listed to the right in this envelope

**2 Ancillary items (if any)**

Include only materials listed to the right

**1 Standard used answer sheets**

**Gray-Bordered Envelope Contents:**

- ☐ Testing Room Materials Report forms
- ☐ SAT School Day Testing Staff Agreement form
- ☐ Irregularity Reports (IRs), if any
- ☐ Defective test books, defective Essay books, defective MP3 or ATC flash drives, if any
- ☐ Request to Cancel Test Scores forms, if any

**White Accommodated Testing Envelope Contents:**

- ☐ NAR (required for scoring)
- ☐ Used answer sheets (standard or large-block) for students listed on the NAR (including EL students approved to test with 50% extended time)
- ☐ Test books for any students approved to write answers in their test books, clipped to corresponding transcribed answer sheets
- ☐ Scratch paper, computer pages, typed essays, or braille pages, all clipped to the corresponding answer sheets

**Possible Ancillary Items:**

Place any of these items that apply on top of the regular used answer sheets:

- ☐ Used answer sheets associated with an irregularity
- ☐ Used answer sheets with misplaced marks, clipped together by student
- ☐ Test books containing answers that must be transcribed (due to insufficient or defective answer sheets)

Note the tracking number for your records.

10 LBS 1 OF 1

SHIP TO:  
PEARSON EDUCATIONAL MEASUREMENT  
315-841-4700  
920 EAREVIST LAKE SOUTHWEST  
CEDAR RAPIDS IA 52404-9078

IA 524 0-10

UPS NEXT DAY AIR 1

TRACKING #: 1Z 04R 650 25 9750 6329

Reference # 1: 00271  
Reference # 2: 942611

UPS Return Label

School Name: \_\_\_\_\_  
School Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Total Sheets: \_\_\_\_\_  
Box: \_\_\_\_\_

PEARSON  
PROCESSED - CENTER  
920 EAREVIST LAKE SU  
CEDAR RAPIDS, IA 52404

169-301-001 0042056994 ANS

Colored Label



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

Use the box(es) or UPS Express Pak(s) with olive labels for returning answer sheets from the primary test day.

Use the box(es) or UPS Express Pak(s) with orange labels for returning answer sheets once all students have finished testing in the accommodated testing window.

Answer sheets for makeup testing must be returned separately.

- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples.
- Do not wrap answer sheets in anything.
- Do not cover preapplied labels with another label or place another label on the same box.

If not already supplied on the label, print your school name, school code, and full address.

Print the package number and total number of answer sheet return packages being sent (e.g., Package 1 of 2).

Note: Supplied labels may be different from samples shown.

## Pack Test Books and Unused Answer Sheets for Return

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

If you are missing the preaddressed labels, contact the Illinois Educator Help Line.

Place items in the box **from bottom to top** in this order. Confirm the correct order of materials using Returning Test Books, Essay Books, and Unused Answer Sheets.

- Unused answer sheets (if any). Return these in your last test book shipment, after any makeup testing is complete.
- Used and unused standard test books. Confirm no answer sheets have been left inside test books.
- Used and unused alternate test formats, such as flash drives, braille, reader scripts, etc. Place flash drives in their original packaging before packing them in the return box.
- Essay books. Place Essay books on top in the first box, e.g., "box 1 of 2."

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**IMPORTANT:** *Keep answer sheets with pre-ID labels for the makeup administration for students who missed the primary test date.*

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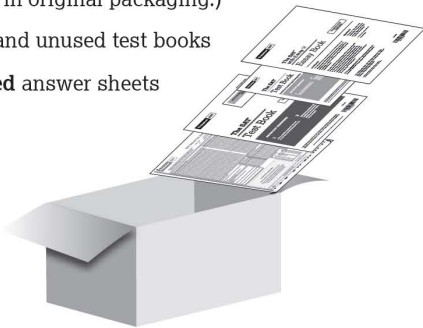


# Returning Test Books, Essay Books, and Unused Answer Sheets

## 1. Pack

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

1. Used and unused Essay books  
(Place loosely on top in the first return carton.)
2. Used and unused MP3/ATC flash drives, if any  
(Place in original packaging.)
3. Used and unused test books
4. Unused answer sheets

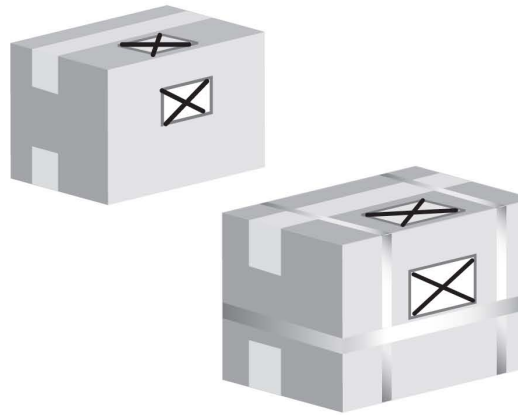


Include **all** packed cartons together in one return shipment and clearly mark them as a set (e.g., "Box 1 of 2").

## 2. Seal

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

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



## 3. Label

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

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



## 4. Ship

The day before the test, you'll receive an email with a pickup date, time, and confirmation number. If you don't receive the email confirmation, contact Illinois Educator Help Line. If you need to make a change to your courier pickup, contact UPS.

## Important Notes

- Do not put answer sheets inside test books.
- Only return unused answer sheets in this shipment. (See What Is a Used Answer Sheet? earlier in this section.)
- If your return labels are missing, contact Illinois Educator Help Line.

## Return Materials

When returning materials:

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

### TASKS

#### Return Timetable

- For testing on the primary test date, return materials no later than the day after the primary test administration.
- For testing in the accommodated testing window, return materials the day after all testing is complete, but no later than the end of the accommodated window.
- For makeup testing, return materials no later than the day after the makeup test administration.

**IMPORTANT:** Answer sheets returned later than April 26 may not be scored or included in accountability calculations.

#### Return Used Answer Sheet Shipment

It's critical that the answer sheets from your school or off-site location arrive on time for scoring. On the primary School Day test date immediately after all students have finished testing, or, at the latest, by the next school day after the test administration, return used answer sheets with student-recorded responses to test questions and other materials needed for scoring. Don't include any blank answer sheets or answer sheets that weren't used on test day in this shipment. (See What to Do with Materials on page 51 for more information.)

- **Do not delay the return of the primary test day materials for accommodated students who have not completed testing.** You will return their answer sheets after they complete testing. See Return Materials for Accommodated Window Testing for more information.
- Use the packages with olive preapplied return labels provided for primary test date answer sheets. (Save the materials with orange preapplied accommodated window labels for any shipments of answer sheets used in accommodated testing after the primary test date.)
- Make sure to record the tracking number for all of your shipments and keep them on file for 6 months.

#### Return Test Book Shipment

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

- Cover or remove any existing labels on the exterior of the shipping cartons.
- Apply a UPS test book return label and a red label to each box.
- Make sure to record the tracking numbers for all of your shipments and keep them on file for 6 months.

#### Return Materials for Accommodated Window Testing

After you have sent in the primary test day materials, you may have an additional shipment for students testing in the accommodated window.

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

#### Return Materials for Makeup Testing

If you administer makeup testing, follow the same steps to return your makeup materials as you did for the primary test date. Makeup testing answer sheets must be sent back using a separate CRF. Use the return materials in your makeup test shipment.

### KEY INFORMATION

#### Courier Pickups

Pickups will be scheduled for the days following the primary test date, the end of the accommodated window, and the makeup date. You'll receive emails with your pickup dates and times and your confirmation numbers. If you don't receive the email confirmation, contact the Illinois Educator Help Line.

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## Store Materials for Your Records

Securely store copies of the following for your records for six months:

- Annotated Master Student List
- Room rosters
- NAR
- Tracking numbers
- IRs
- CRF(s)
- Testing Room Materials Report forms
- Signed SAT School Day Testing Staff Agreement form
- List of testing rooms, assigned testing room codes, and assigned staff
- If applicable, printed copies of essays written by students approved to use a computer for the Essay
- Any signed letters from parents/guardians for students waiving their approved accommodations

# Appendix

## Student Eligibility and ISBE's Student Information System (SIS)

### Eligible Students

With the exception of some with the most significant cognitive disabilities (see below), **all** students who are enrolled in a high school program operated by a public school district and classified at the time of testing as being in grade 11 (see definition below) take the ISBE-provided SAT. This includes students who are transferred to alternative school programs or attend alternative schools for needed services, foreign exchange students, and students who have tested previously but are again classified as being in grade 11. Home school districts should ensure these students are assessed.

Students who are completely or partially homeschooled or who attend a private/parochial school do not take the ISBE-provided SAT unless they are receiving instruction from the public school in English language arts and/or mathematics.

English learners for whom it is their **first year in a U.S. school** must participate in all portions of the SAT, including the math and ELA portions (including the Essay). As needed, request accommodated materials for these students as applicable and/or provide needed EL supports.

Students new to an Illinois public school already having grade 12 status should not test (e.g., a grade 12 student who moves to Illinois from another state or transfers into an Illinois public school after having been homeschooled until grade 12). However, some public school students in grade 12 are required to take the SAT. These grade 12 students include those who did not test previously and were not exempt previously. Please see the ISBE document posted on [www.isbe.net/Documents/Grade\\_12\\_Testers\\_Flow\\_Chart\\_2019.pdf](http://www.isbe.net/Documents/Grade_12_Testers_Flow_Chart_2019.pdf) for details about which grade 12 students are required to test.

Contact ISBE with questions about specific student cases by writing to [assessment@isbe.net](mailto:assessment@isbe.net) or by calling 866-317-6034.

### Definition of Grade 11

ISBE defines “grade 11” for the purpose of administering the ISBE-provided SAT as “the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district.”

### Students Who Do Not Have to Test

An enrolled grade 11 or 12 student does not have to test if, at the time of testing, he or she is:

- **Medically Exempt.** Student (a) was hospitalized because of medical emergencies or procedures (e.g., because of a motor vehicle or other type of accident, surgery, psychiatric emergency) during the time of testing or (b) was participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse during the time of testing.
- **Homebound.** Student was homebound during the time of testing, and it was not feasible or appropriate for the student to be tested due to their medical condition.
- **In Jail/Locked Facility.** Student was in jail or a locked facility during the time of testing.
- **Out of State/Country.** Student was residing in or attending a facility located out-of-state or out-of-country during the time of testing. This includes any Illinois student in a foreign exchange program.

Districts must indicate the reason why the student did not test in ISBE's Student Information System (SIS) during the assessment corrections window.

### Students Who Transfer During the Time of Testing

Most students will test on the initial test date of April 9, 2019, or the makeup date of April 23, 2019. Students testing with certain accommodations may test during the two-week accommodations testing window from April 9–23, 2019. Please contact ISBE for guidance if students who have not yet tested transfer into or out of your school after April 9, 2019, but prior to the makeup test date of April 23, 2019.

### Home Schools and Serving Schools/Programs Definitions

In some instances a student attends a public school/program that is not the student's home school. “Home school” refers to the school that the student would attend if not placed/transferred elsewhere to receive needed services. The “serving school” is the school/program where the student is being educated away from the home school.

### Established SAT Test Centers

In cases where students attend serving schools different from their home schools, students are allowed to take the ISBE-provided SAT at either the home or serving school, depending on arrangements made between the two schools, as long as the school where the student will test has been established as an SAT test center. The school that will be administering the ISBE-provided SAT is referred to as the “testing school” and is responsible for submitting accommodations requests for the student in the College Board’s SSD Online system. The College Board will determine the test material order based on the number of students pre-ID’d at the testing school location and the students approved for accommodations in the SSD Online system for the testing school location. Test materials may not be transported from one location to another without written permission from the College Board.

### Reporting the Testing School in ISBE’s Student Information System (SIS)

Home districts upload student enrollment data to SIS, including the student’s grade, the **home school** Region-County-District-Type-School (RCDTS) code, and the **serving school** RCDTS code. Students who are enrolled as grade 11 and some who are enrolled in grade 12 will automatically be included on the SAT Pre-ID Report in ISBE’s SIS. This SAT Pre-ID Report will initially use the serving school’s RCDTS code to populate the **testing school** field. No later than

January 25, 2019, the home district must verify the appropriate **testing school** RCDTS code in ISBE’s SIS. Visit [www.isbe.net/Pages/sat-psat.aspx](http://www.isbe.net/Pages/sat-psat.aspx) to ensure the testing school RCDTS code is on the list of established SAT test centers. The SAT Pre-ID Report in ISBE’s SIS serves as an up-to-date roster of students ISBE expects to be tested or identified with a valid reason for no valid test attempt (e.g., medically exempt).

### Pre-ID Labels

The testing school name is printed on the pre-ID label to identify where the student tests. Pre-ID labels are mailed to the testing school identified in ISBE’s SIS, along with the other non-secure materials. If the testing school is not an established SAT test center, the label will be printed and mailed to the home school instead.

If there is no pre-ID label available for a student, the testing school must ensure that all required student demographic information is gridded, as directed in the *SAT School Day Coordinator Manual* in the Conduct the Preadministration Session section. Make sure all information gridded is clear and accurate. If a pre-ID label is affixed to the answer sheet, it is still necessary to manually enter student demographic information as a double check.

### Score Reports

Students’ scores will be included in the College Board’s reporting portal based on the testing school. Scores will also be available in ISBE’s SIS.

## Sample Standard Test Day Schedule

(Times are approximate.)

### EXAMPLE OF A STANDARD TEST DAY SCHEDULE

Time	Task
6:45 a.m.	Staff reporting time and facility preparation.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.
7:30 a.m.	Students report to the designated assembly area.

Time	Task
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).
8 a.m.	Close testing room doors.
8–8:30 a.m.	Distribute materials and read preliminary instructions.
8:30 a.m.	Begin testing.
12:55 p.m.	Testing ends for standard timing.



## Sample Accommodated Test Day Schedule

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

### EXAMPLE OF AN ACCOMMODATED TEST DAY SCHEDULE

Time	Task	Time	Task
6:45 a.m.	Staff reporting time and facility preparation.	8:30 a.m.	Begin testing.
7 a.m.	Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.	Noon	First day of testing ends after Section 3 for 50% extended time (reading) administration of SAT with Essay.
7:15 a.m.	Staff report to their rooms and prepare for student arrival.	12:55 p.m.	Testing ends for students testing with standard time. First day of testing ends after Section 3 for 100% extended time (reading) administration.
7:30 a.m.	Students report to the designated assembly area.	2nd Day	Start testing at 8 a.m., resuming with Section 4.
7:45–8 a.m.	Admit students to assigned testing rooms and collect electronic devices (if applicable).	11:05 a.m.	Testing ends for 50% extended time administrations.
8 a.m.	Close testing room doors.	Noon	Testing ends for most 100% extended time administrations of SAT with Essay.
8–8:30 a.m.	Distribute materials and read preliminary instructions.		

## Sample Master Student List

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

**SSD** All students testing with accommodations and EL students testing with 50% extended time are listed on the Nonstandard Administration Report (NAR). Reach out to your school's SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.

	P=present A=absent M=moved X=no entry	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	Testing Room (3-digit code/room name)	Accommodated? Y=Yes N=No	Testing Group	Test Book Type	EL Support Type	Language	Staff Assigned
1	P	Jones	Anita		3/5/2002	09090909	123	N	Essay	Purple			A. Teacher
2	A	Smith	Terry	O	10/15/2001	10101010	156	N	Essay	Purple			B. Proctor
3	P	Ramirez	Juan	J	2/15/2002	51515151	123	N	Essay	Purple			A. Teacher
4	P	Brown	Robert		9/1/2002	0001024991	789	Y	SB30	Blue	50% XT; translated directions	Spanish	S. Scholar
5	P	Szymanski	Ella		8/12/2002	0001025199	012	Y	R2	Purple			M. Coordinator
6	P	North	Adrian		11/30/2001	0001025188	234	Y	R1	Purple			T. Coach
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

## Sample Testing Staff Agreement

# SAT School Day Testing Staff Agreement



School Name: \_\_\_\_\_

School (AI) Code: \_\_\_\_\_ Test Date: \_\_\_\_\_

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

### Each testing staff person affirms that he or she:

- Has read and agrees with all rules and guidelines indicated in the relevant SAT School Day manual, including, but not limited to, the pages setting forth conditions under which the SAT must be administered and the information on staff qualifications and conflict of interest restrictions;
- Is a high school graduate, at least 18 years old, speaks English fluently, possesses the same level of unquestionable integrity and maturity expected of a member of the school staff, and affirms the diversity of the students being tested and acts in a fair, courteous, nondiscriminatory, and professional manner;
- Understands and agrees that the SAT and all the questions contained in it are the property of the College Board and protected by copyright law, and that no one other than the student or authorized reader for College Board–approved accommodations can open a test book and see the test content;
- Understands and agrees that copying, reproducing, or removing any materials from any SAT test book is illegal;
- Is not prohibited by any law or regulation from working with minors or on school property;
- Is not engaged in any private SAT test preparation that is conducted outside the auspices of his or her 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, and will not engage in such activity for the remainder of the current school year (the teaching and normal review of course content, including test familiarization, that is part of regularly scheduled school course work is acceptable);
- Has not taken the SAT within 180 days of the above test date; and
- If authorized to handle test books before test day, does not have a member of their household or immediate family ("related student") taking the SAT on the above test date at any testing site. In such instances, the related student's scores are subject to cancellation.

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

**Ensure that every staff member signs the back of this form.**

**IMPORTANT:** Coordinators must ensure that the testing staff are properly trained to administer a secure administration. Coordinators should not discuss details about test policies or procedures (e.g., handling test materials, training, and packaging for return) with anyone other than their staff, including the media or through social media. Refer all media questions to SAT School Day Support as listed in your manual.

## SAT School Day Testing Staff Agreement

[illegible]

126896-123735 • Y818E130 • Printed in U.S.A.

XX8S0012



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**SAT<sup>®</sup>**

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

### Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in blocks 1, 2, and 3.
- If necessary, remove the completed form from the back of the manual when the proctor returns it to you.
- Enclose all copies of this form in the gray-bordered envelope and return with used answer sheets.

### Directions for Proctor:

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

### 1 TESTING ROOM INFORMATION

Test Date: \_\_\_\_\_ 6-digit School (AI) Code: \_\_\_\_\_

Room Number: \_\_\_\_\_ Room Type: ☐ Standard ☐ Accommodated

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

Proctor: \_\_\_\_\_  

Name (please print)
Signature

## Part A: Accounting for Test Materials

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



## Part B: Distribution of Test Materials

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

Print the name of the person completing the seating chart below, along with the 6-digit school code and date. Fill in the room number and page number (e.g., page 1 of 1). For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Name \_\_\_\_\_

School Code \_\_\_\_\_

Date \_\_\_\_\_

Seating Chart for Room # \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

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

REAR

137684 137685 137694 137703

137683 137686 137693 137695 137702

137682 137687 137692 137696 137701

137681 137688 137691 137697 137700

137680 137689 137690 137698 137699

Front  
Students face this direction

Room entrance

Sample Seating Chart

5. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which they were moved. Complete an Irregularity Report explaining the reason for the change.

REAR


Front  
Students face this direction



## Sample Nonstandard Administration Report (NAR)

The NAR will include a summary of students with their SSD numbers, followed by a list of the students with accommodations who will test on the primary test date. If applicable, the primary test date list will be followed by another section that provides a list of students with accommodations who will complete testing during the accommodated testing window. Any students with SAAs who will test during the accommodated testing window will be listed last. The NAR will also provide additional instructions for testing students with accommodations. The sample below shows a page from a NAR showing 2 of these groups of accommodated students.

Test Date: April 09, 2019

### **SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMMODATED TESTING WINDOW**

#### **Information about window testing:**

- All students in this section are eligible to complete testing during the accommodated testing window. Testing can begin as early as the primary test date and can extend through the timeline indicated in your Coordinator Manual.
- All students testing over two days should complete their testing on the next consecutive day within the window whenever possible. If a student is absent on the second day, they can resume testing on the day they return to school.

#### **Instructions:**

- Work with the test coordinator to identify which testing rooms students will be assigned to before the test day.
- Students with the same **testing group** can be tested together. Be sure to place students with different **testing groups** into separate rooms.
  - Note : Students in the following **testing groups** cannot test together and must test in their own, individual room (**1:1 setting**): **SB1, SB2, SB3, SB4, SB15 and SB28**. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).
- If your school is using testing room codes, your test coordinator will provide you with the three-digit code for each of your testing rooms. Write in the testing room code and Proctor assigned to each student/group.
- On test day, mark an "A" next to any student who is absent.
- Test scripts are located in your *SAT School Day Accommodated Testing Manual*. All staff will **BEGIN** reading from the section labeled "*SAT Scripts for Testing Accommodated Students*" and then **PROGRESS** to the script name listed for each student on your roster.
- Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.

Testing Group	Last Name, First Name (Mark A if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Testing Room Code and Proctor
SB20	Elfral, Malvea SSD #0007025886	Large Print Test Book - 20 point , Braille Writer , Preferential seating	SAT with Essay	Blue	One day	Script 1	
Additional Instructions		Braille Writer:Test linkraml ; Preferential seating:Front of room Refer to Appendix for instructions for the following accommodations: Braille Writer					
SB30	Actionlin, Droomalksa SSD #0007023720	Reading +50% (time and 1/2) , Magnifier	SAT with Essay	Blue	Two days	Script 5	

## Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable. Check the list of acceptable graphing calculators below for models that are permitted.

**IMPORTANT:** Contact the Illinois Educator Help Line if you are unsure whether a calculator is acceptable.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

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

#### HEWLETT-PACKARD

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

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### RADIO SHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	NumWorks
Micronta	Smart <sup>2</sup>

## Unacceptable Calculators

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

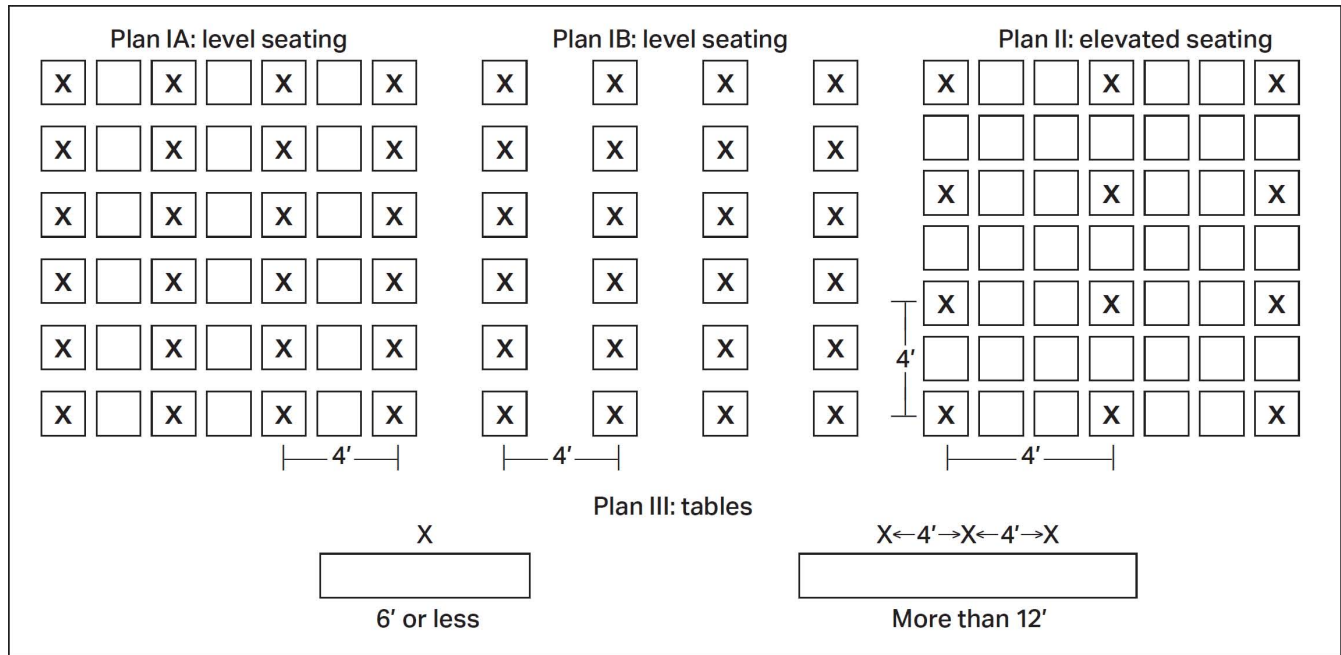
- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a QWERTY (typewriter-like)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

- Models that use electrical outlets, make noise, or have a paper tape

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

## Sample Seating Plans

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



## Photo ID Requirements

### Acceptable IDs

#### ID Requirements

Photo IDs aren't required for SAT testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2017-18 is valid through December 31, 2018, and is not acceptable for spring 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Include the student's full, legal name.
- Include a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

#### Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card

- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at [sat.org/school-day](https://sat.org/school-day) (must be prepared by the student's school or signed by a notary if a student is homeschooled)

### Unacceptable IDs

#### Types of Identification to Reject

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

#### Examples of Unacceptable ID

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

## Overview of Accommodated Timing and Breaks

OVERVIEW OF ACCOMMODATED TIMING AND BREAKS						
	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total SAT with Essay—testing + breaks
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay	
<b>Script 1</b> Standard Time (Accommodated Room)	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break	4 hours, 7 minutes
					50 minutes	
	10-min. break		5-min. break			
<b>Script 2</b> Standard Time with Extra Breaks	33 minutes	35 minutes	25 minutes	28 minutes	2-min. break	4 hours, 22 minutes
					25 minutes	
	5-min. break					
	32 minutes			5-min. break	5-min. break	
	5-min. break	5-min. break	5-min. break	27 minutes	25 minutes	
<b>Script 3</b> 50% Extended Time One-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2-min. break	(N/A—Script 3 is only used in combination with other scripts for the SAT with Essay)
					38 minutes	
	5-min. break					
	49 minutes			5-min. break	5-min. break	
	5-min. break	5-min. break	5-min. break	41 minutes	37 minutes	
<b>Script 4</b> 100% Extended Time	65 minutes	70 minutes	50 minutes	55 minutes	2-min. break	8 hours, 7 minutes
					50 minutes	
	5-min. break					
	65 minutes			5-min. break	5-min. break	
	5-min. break	5-min. break	End Day 1	55 minutes	50 minutes	
<b>Script 5</b> 50% Extended Time Two-Day Testing	49 minutes	53 minutes	38 minutes	42 minutes	2-min. break	6 hours, 14 minutes
					38 minutes	
	5-min. break					
	49 minutes			5-min. break	5-min. break	
	5-min. break	5-min. break	End Day 1	41 minutes	37 minutes	
<b>Script 6</b> MP3 Audio Users	65 minutes	58 minutes	50 minutes	55 minutes	2-min. break	8 hours, 57 minutes
					50 minutes	
	5-min. break	5-min. break				
	65 minutes	57 minutes		5-min. break	5-min. break	
	5-min. break	End Day 1	5-min. break	55 minutes	50 minutes	

# Timing That Requires Combined Scripts

## TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

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

**IMPORTANT:** Combine these times with the standard time sections in Script 1. Use Script 2, standard time with extra breaks, for students approved for extra breaks.



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

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

Use a No. 2 pencil to complete this form. Please confirm that your school code (AI code) is correctly prefilled in item 4—it's required for reporting scores to your school, district, and/or state. Contact the Illinois Educator Help Line if your code is not correct.

---

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

---

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

# Sample Coordinator Report Form (CRF)

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

## COORDINATOR REPORT FORM (CRF) FOR SAT® SCHOOL DAY

**MUST BE RETURNED WITH USED ANSWER SHEETS**

SAT® CollegeBoard

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

### 1 School and Coordinator Information

Home Town H.S.

School Name

200 Main Street

Street Address

Home Town

MA

01001

City

State/Country

Zip/Postal Code

David Coordinator

Coordinator Name

dcoordinator@hometownus.edu

Coordinator Email Address

311-555-1212

Coordinator Phone Number

### 2 Administration Date

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

- ☐ October 10, 2018  
☐ October 24, 2018  
☐ March 6, 2019  
☐ March 27, 2019  
☒ April 9, 2019  
☐ April 23, 2019

### 3 Date in Accommodated Window (if applicable)

Month	Day	Year
<input type="radio"/> Oct	<input type="radio"/> 01	<input type="radio"/> 2018
<input type="radio"/> Nov	<input type="radio"/> 01	<input type="radio"/> 2019
<input type="radio"/> Dec	<input type="radio"/> 02	
<input type="radio"/> Jan	<input type="radio"/> 03	
<input type="radio"/> Feb	<input type="radio"/> 04	
<input type="radio"/> Mar	<input type="radio"/> 05	
<input type="radio"/> Apr	<input type="radio"/> 06	
<input type="radio"/> May	<input type="radio"/> 07	
<input type="radio"/> June	<input type="radio"/> 08	

### 4 School Code

9	9	9	9	9	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

### 5 Test Center Code

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Complete ONLY if assigned a test center code for SAT School Day testing in 2018-19.

### 6 Accommodations Answer Sheets

Are you submitting answer sheets for students receiving accommodations?

☐ No

☒ Yes (Enclose all answer sheets for students with accommodations in the white Accommodated Testing Envelope with the NAR.)

Used Answer Sheet Hand Counts	
Count by hand the used answer sheets and record quantities in fields 7 and 8.	
(a) Transcribed answer sheets along with test books for students approved to write answers in the book (INCLUDE sheets that are incorrectly gridded or defective)	+
(b) Used answer sheets for other accommodated testing (INCLUDE sheets that are incorrectly gridded or defective)	+
(c) Used answer sheets for standard testing (INCLUDE sheets that are incorrectly gridded or defective)	+
(d) Total count of used answer sheets returned (a+b+c)	=

### 7 SAT® Answer Sheets

2
15
180
197

### 8 Total Used Answer Sheets Returned

Fill in the boxes using leading zeros (e.g., 0123) and fill in the corresponding bubbles.

0	1	9	7
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

### 9 Transcribed And Other Materials Returned

Ensure that answers for students who used a braille device or computer are transcribed to a machine-scorable answer sheet and included in the Used Answer Sheet Hand Counts above. Count materials that have been transcribed below:

(a) Braille Printouts	# of students	1
(b) Computer Printouts	# of students	

### 10 SAT School Day Coordinator Signature

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

Signature: David Coordinator

Date: 4/9/19

### 11 Are you submitting an Irregularity Report?

- ☐ No
- ☒ Yes

### For Official Use Only





0	1	2	3	4	5	6
0	1	2	3	4	5	6
0	1	2	3	4	5	6









XX8S0001

# Irregularity Chart


## HOW TO HANDLE IRREGULARITIES

Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/cancellation of testing</b>  Call the Illinois Educator Help Line immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> <li>▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return.</li> <li>▪ Order makeup materials as soon as possible.</li> </ul>	Explain circumstances and impact of issue.  Bubble Page 1, Section 6—"Disturbance/interruption."  Include a list of students affected.
<b>Interruption</b>  Call the Illinois Educator Help Line if the interruption (e.g., fire alarm) can't be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for student and staff safety.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ Collect test books and answer sheets, if necessary, while maintaining safety. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure that materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> <li>▪ If testing must be canceled, your primary test date materials cannot be kept or used for makeup testing. Do the following:               <ul style="list-style-type: none"> <li>– Order makeup materials immediately.</li> <li>– Securely store all primary test date test materials. As soon as possible, pack and return all primary test date test materials following the instructions in Return Test Book Shipment on page 58.</li> <li>– Notify students that they will take a makeup test.</li> </ul> </li> </ul>	Note the source, length, and impact of the interruption and the section(s) affected.  Bubble Page 1, Section 6—"Disturbance/interruption." Fill in the number of affected students in 6a and the testing room code in field 6b. If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes in Section 11.
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<b>Materials missing or damaged before testing</b>  Call the Illinois Educator Help Line immediately.	Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice.	Note any such irregularity.  Bubble Page 1, Section 6—"Missing materials."
<b>Missing materials during testing</b>  Call the Illinois Educator Help Line immediately.	<ul style="list-style-type: none"> <li>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>▪ Do not allow any student to leave the testing room until materials are accounted for.</li> <li>▪ If materials aren't located, put monitor in charge of the testing room and contact coordinator.</li> </ul> Follow instructions from the Illinois Educator Help Line for ordering makeup materials.	Bubble Page 1, Section 6—"Missing materials."  In the Comments section, note the serial number of any missing test books.

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Missing test book after testing</b>  Call the Illinois Educator Help Line immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials."
<b>Insufficient number of answer sheets</b>  Call the Illinois Educator Help Line immediately.	<ul style="list-style-type: none"> <li>▪ Instruct students to write their name, school number, and test date on the back covers of their test books. Tell them to circle multiple-choice answers and write student-produced responses in their test books.</li> <li>▪ On front cover of test book, write "Answers in test book need to be transcribed."</li> <li>▪ Use a rubber band to group together all books that have answers marked in them.</li> <li>▪ Return in the white Accommodated Testing Envelope.</li> </ul>	Bubble Page 2, Section 7b, Other Issue—"Other" and write "Insufficient answer sheets."
<b>Defective answer sheet</b>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with next question.               <ul style="list-style-type: none"> <li>– If testing time is lost because of defective answer sheet, allow the student to make up the time, and complete the demographic information, at the end of test administration.</li> <li>– <b>Important:</b> After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), sex (8), and fields A–E on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</li> <li>– Return with other used answer sheets.</li> </ul> </li> <li>▪ If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of answer sheets."</li> </ul>	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR.  Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe in the Comments section on page 3.  If there are two answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/ Issue—"Student needed second answer sheet."
<b>Defective test book</b>  Call the Illinois Educator Help Line immediately if the defect appears in several test books.	<ul style="list-style-type: none"> <li>▪ Replace the defective book if you have an extra book with the same cover that doesn't have the same defect. If able to replace the book, direct the student to continue testing with original answer sheet.</li> <li>▪ If the test book can't be replaced, dismiss the student and tell them they will take a makeup test. Add this student to your list of makeups needed and order makeup testing materials.</li> <li>▪ If the defective test book causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.</li> <li>▪ On front cover of the test book, print "Defective" and identify error, school number, and location and nature of defect.</li> </ul>	Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.  Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe.


Irregularity	What you should do	How to fill out the IR
<b>Admission/Identification Issues</b>		
<b>Student changing from standard to accommodated</b>  Call the Illinois Educator Help Line immediately.	<p>When a student presents an Eligibility Approval Letter—or you have confirmed approval with the SSD office—and the student requests to test with accommodations, follow these steps as long as you have appropriate materials and enough staff and space available:</p> <ul style="list-style-type: none"> <li>▪ Mark the student as moved on the standard room list.</li> <li>▪ Add the student to the NAR and note their SSD eligibility number.</li> <li>▪ Write a note to the proctor of the room you're moving the student to. They should add the student to the room roster.</li> <li>▪ Provide the appropriate testing materials for the student.</li> <li>▪ Return the student's answer sheet in the white Accommodated Testing Envelope.</li> </ul>	<p>No IR is needed.</p>
<b>Student sent to wrong room</b>  Call the Illinois Educator Help Line immediately.	<ul style="list-style-type: none"> <li>▪ Room changes must be made prior to the start of timed testing. If any student is moved to another room after the test books are distributed and the test begins, report this as an irregularity.</li> <li>▪ If the student has tested without approved accommodations or with unapproved accommodations, follow instructions given in the Misadministration section of this chart.</li> </ul>	<p>Explain the reason for the change.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student seated in wrong room."</p>
<b>Security Violations/Student Misconduct</b>		
<b>Observed misconduct</b>  Call the Illinois Educator Help Line immediately.	<p>If you observe a student removing a test book or parts of a test book, attempting to impersonate another student, or leaving the building during testing:</p> <ul style="list-style-type: none"> <li>▪ Note the student's name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student's name and write "Attempted to impersonate," "Attempted theft of test book," or "Left building," as appropriate.</li> <li>▪ If pages are missing or damaged, indicate which pages on the IR.</li> </ul> <p><b>Test coordinator:</b> Do not dismiss the student until you have called the Illinois Educator Help Line.</p>	<p>Attach test book to IR. Provide the student's name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student removed or attempted to remove test materials," or "Student impersonated another student," or "Student left early/left without permission." Note test book serial number and, if applicable, pages and sections.</p>





Irregularity	What you should do	How to fill out the IR
<b>Test book misuse/ working on the wrong section</b>	<p>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</p> <ul style="list-style-type: none"> <li>Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.)</li> <li>If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.</li> <li>On the front of the test book, note the student's name and write "Looking through test book," "Wrong section," or "Working past time," as appropriate. Fill out an IR.</li> <li>Return answer sheets with other used answer sheets.</li> </ul>	<p>If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student's name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student worked after time called," or "Student worked on wrong section," or "Student obtained improper access to test/part of test."</p> <p>Note the duration of the violation if applicable.</p>
<b>Use or possession of test content through answer keys or images of test pages</b>  Call the Illinois Educator Help Line.	<p>If a student is observed using or distributing test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>Collect the device, answer key, or other prohibited aid.</li> <li>Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> <li>If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled.</li> <li>Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> <li>On front cover of test book, note the student's name and write the infraction on the book (e.g., "Prohibited electronic device" or "Student gave or received help").</li> </ul> </li> <li>Before returning any devices to the student, the coordinator should: <ul style="list-style-type: none"> <li>Determine if images of test content were captured and/or distributed.</li> <li>Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>After collecting evidence, ensure that any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>Do not return any written answer keys to student.</li> </ul>	<p>Bubble Page 2, Section 7b Student Errors/Issue—"Student gave or received help," or "Student used a phone or prohibited device, or it made noise."</p>




Irregularity	What you should do	How to fill out the IR
<p><b>Noises made by prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>▪ Mobile phones, smartphones</li> <li>▪ Cameras, scanners</li> <li>▪ Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>▪ Separate timers</li> </ul> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p><b>If a student's prohibited device makes noise while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Tell the student to turn it off and hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ If test content is detected on the device, follow instructions in this chart under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student's name and write "Prohibited electronic device."</li> <li>▪ Complete an IR.</li> </ul> <p><b>Test coordinator:</b> If you have any suspicion that the device was used to share test information, immediately call the Illinois Educator Help Line while the student is still in your charge.</p> <p><b>If a student's phone makes noises while in the proctor's possession or stored away from the student's desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student's possession.</li> <li>▪ The proctor should turn off the phone in order to prevent additional disturbances during testing.</li> <li>▪ The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</li> <li>▪ You do not need to report these actions on an IR.</li> </ul>	<p>Note that the device made noise while in the student's possession. Attach the test book to the IR. Provide the student's name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student used a mobile phone or prohibited device, or it made noise."</p>

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<p><b>Observed with prohibited electronic devices, including:</b></p> <ul style="list-style-type: none"> <li>Mobile phones, smartphones</li> <li>Cameras, scanners</li> <li>Laptops, tablets, iPods, MP3 players, wearable technology</li> <li>Separate timers</li> </ul> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>Tell the student to hand it to you immediately.</li> <li>Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>On the front of the test book, note the student’s name and write “Prohibited electronic device.”</li> </ul> <p><b>Test coordinator:</b> If you have any suspicion that the device was used to share test information, immediately call the Illinois Educator Help Line while the student is still in your charge.</p>	<p>Note that the device made noise or was in use. Attach the test book to the IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”</p>
<p><b>Calculator misuse/prohibited aids, including:</b></p> <ul style="list-style-type: none"> <li>Highlighters or colored pencils</li> <li>Books, dictionary, or references</li> <li>Compass, ruler, protractor, or cutting device</li> <li>Scratch paper or notes</li> <li>Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features</li> </ul> <p>(Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a non-calculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid:</p> <ul style="list-style-type: none"> <li>Warn the student individually to stop use of the prohibited aid.</li> <li>Tell the student that a subsequent violation will be grounds for dismissal.</li> <li>If the student continues, collect the test book and answer sheet and dismiss the student.</li> <li>On the front cover of the test book, note the student’s name and write “Prohibited item.”</li> <li>If the calculator is on a mobile phone or wearable technology, dismiss the student, following procedures listed in this chart under “Observed with prohibited electronic devices.”</li> </ul>	<p>Attach the test book to the IR. Provide the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”</p> <p>For students using a calculator on a non-calculator section, bubble Page 2, Section 7b, Student Errors/Issue—“Student used calculator on a non-calculator section.”</p>

Irregularity	What you should do	How to fill out the IR
<b>Refusal to follow instructions</b>  <p>If behavior is caused by an uncontrollable manifestation of a disability, call the Illinois Educator Help Line for assistance.</p>	<p>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test or Essay questions:</p> <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores will be invalidated.</li> <li>▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.</li> <li>▪ On the front of the test book, note the student’s name and write “Refusing to follow instructions.”</li> </ul> <p><b>Test coordinator:</b> Keep the student in your custody until you have spoken to a representative.</p>	<p>For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the IR.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.”</p>
<b>Misadministration</b>		
<b>Accommodations given that were not approved</b>	<ul style="list-style-type: none"> <li>▪ Stop testing and collect the student’s test materials and answer sheet.</li> <li>▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date.</li> <li>▪ Dismiss the student.</li> <li>▪ The student is eligible for a makeup.               <ul style="list-style-type: none"> <li>– Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible.</li> <li>– If you need to order materials after the makeup ordering deadline, call the Illinois Educator Help Line immediately to request materials.</li> <li>– If the student is approved for accommodations that require testing during the accommodated window, contact the SSD Office.</li> </ul> </li> </ul>	<p>Provide the student’s name. Note accommodation given and actions taken.</p> <p>Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”</p>

Irregularity	What you should do	How to fill out the IR
<b>Approved accommodations not given</b>	<ul style="list-style-type: none"> <li>Advise the student that their approved accommodations were inadvertently not provided.</li> <li>Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.</li> <li>The student may be eligible for a makeup. <ul style="list-style-type: none"> <li>Add the student to your list of possible makeups needed and order makeup testing materials.</li> <li>If you need to order materials after the makeup ordering deadline, call the Illinois Educator Help Line immediately to request materials.</li> <li>If the student is approved for accommodations that are administered in the accommodated testing window, contact the SSD office.</li> </ul> </li> </ul>	<p>Provide the student's name. Note accommodation not given and actions taken.</p> <p>On Page 2, Section 7a, Student Information, indicate whether student completed testing or not.</p> <p>Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."</p>
<b>Disturbance, such as: loud and incessant noise, excessive heat or cold, or other distractions</b>  <p>Call the Illinois Educator Help Line if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>If evacuation is required, refer to "Interruption" earlier in this chart.</li> <li>Note stop time and inform students that the testing time will be adjusted.</li> <li>Once testing resumes, adjust testing time.</li> <li>Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected.</li> <li>If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.</li> </ul>	<p>Note the length and impact of the disturbance.</p> <p>Bubble Page 1, Section 6 — "Disturbance/interruption." Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section.</p>
<b>Undertiming</b>  <p>Call the Illinois Educator Help Line.</p>	<ul style="list-style-type: none"> <li>If a section has not yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed.</li> <li>Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call the Illinois Educator Help Line immediately to request materials.</li> </ul>	<p>Note the section(s) affected and length of timing discrepancy.</p> <p>Bubble Page 1, Section 6—"Undertiming" (for a group), or Page 2, Section 7b, Student Errors/Issue—"Test was undertimed" (for an individual).</p>



Irregularity	What you should do	How to fill out the IR
<b>Overtiming</b>  Call the Illinois Educator Help Line.	Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call the Illinois Educator Help Line immediately to request materials.	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6, “Overtiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was overtimed” (for an individual). Complete the Comments section and student information, and sign.
<b>Testing staff issues</b>  If staff actions potentially have caused a misadministration, call the Illinois Educator Help Line.	In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call the Illinois Educator Help Line immediately.	Note the impact of the issue and the section(s) affected. Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—“Test Delivery Issue” (for individual irregularities)—choose correct issue from list. Complete the Comments section and the student information and sign.
<b>Student Issues</b>		
<b>Excessive breaks</b> This irregularity does not apply to students approved for “breaks as needed.”  Call the Illinois Educator Help Line if there is a security concern.	<ul style="list-style-type: none"> <li>Ask the student the reason for excessive breaks (Is the student ill?).</li> <li>If the student is ill, follow the instructions in this chart under “Illness.”</li> <li>Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>Have the room or hall monitor check where the student is going during breaks.</li> </ul>	Note the student’s name. Bubble Page 2, Section 7b, Other Issue—“Other.”
<b>Illness</b>	<ul style="list-style-type: none"> <li>Permit the student to leave the test room temporarily. Collect the test book and answer sheet; return them when the student reenters. Do not allow extra testing time.</li> <li>If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may order makeup testing materials, counting the student as an absentee.</li> <li>If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.</li> <li>If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.</li> </ul>	Note length of absence, the student name(s), and question(s) affected. Note whether answer sheets were discarded, the reason, and the serial number, if possible. Bubble Page 2, Section 7b, Student Errors/Issue—“Student became ill.” Also bubble Page 2, Section 7a, “Did student complete testing?” (Yes or No). You may also add a comment if the student plans to test on the makeup date.
<b>Using pen or wrong type of pencil</b>	If you see any student using a pen or mechanical pencil, advise the student to switch to a No. 2 pencil immediately. Do not have students erase any answers. Have them continue using the same answer sheet. Students shouldn’t be dismissed from testing if they use a mechanical pencil.	Explain the circumstances fully on the IR. Note section(s) affected. Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.”

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</li> <li>Tell the student to print their name on the new answer sheet, then continue in the appropriate place.</li> <li><b>Important:</b> After the test is over, have the student grid their name (1), and date of birth (7), and form code (A) on the back of answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.</li> <li>For standard test takers, pack these answer sheets, along with any other such ancillary materials, on top of the rest of the used answer sheets for standard test takers.</li> <li>For students testing with accommodations, return these answer sheets in the white Accommodated Testing Envelope.</li> </ul>	<p>Provide the student’s name on the IR.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”</p>
<b>Answers written in test book, but not recorded on answer sheet</b> This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	<ul style="list-style-type: none"> <li>Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to the answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.</li> <li>Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	<p>Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless the College Board has approved this accommodation).</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student recorded answers in book without approved accommodation.”</p>
<b>Answer sheet left blank or completely erased</b>	<ul style="list-style-type: none"> <li>Notify the student that you have observed this behavior. Indicate that if the behavior persists, you will report it.</li> <li>If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.</li> <li>If the student wants to cancel the test, provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it.</li> <li>If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.</li> </ul>	<p>Explain the circumstances fully. Note the student’s name.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations.”</p>

Irregularity	What you should do	How to fill out the IR
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time.</li> <li>▪ If the student decides to cancel, inform the student that their scores will still be sent to the state and district and may be accessible to your school, but will not be sent by the College Board to the student's chosen colleges or scholarship organizations.</li> <li>▪ Provide an SAT School Day Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</li> </ul>	<p>Document the malfunction on the Irregularity Report.</p> <p>Bubble Page 2, Section 7b, Student Errors/Issue—"Student had calculator malfunction."</p>
<b>Test question ambiguity</b>	Report the type of question ambiguity.	<p>Add any student information if possible on the IR, as full a description as possible, and your contact information.</p> <p>Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.</p>



**7. INDIVIDUAL IRREGULARITIES INFORMATION:**

Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe all events and actions taken.

**7a. Student Information: (MUST be completed)**Name: Senior Tester

(Print exactly as entered on answer sheet.)

Name of attending high school: Home Town H.S.Date of birth: 05-10-02

(Print exactly as entered on answer sheet.)

Answer Sheet Litho Code: 90909090

(8-digit serial code on bottom right corner of answer sheet.)

Sex: ☐ Male ☒ FemaleGrade Level: ☐ 12th ☒ 11th ☐ 10th ☐ Other gradeAction Taken: ☐ Warned ☐ Dismissed ☒ NoneDid student complete testing? ☒ Yes ☐ No**State**

<input type="radio"/> AL	<input type="radio"/> IL	<input type="radio"/> MT	<input type="radio"/> RI	<input type="radio"/> PR
<input type="radio"/> AK	<input type="radio"/> IN	<input type="radio"/> NE	<input type="radio"/> SC	<input type="radio"/> AA
<input type="radio"/> AZ	<input type="radio"/> IA	<input type="radio"/> NV	<input type="radio"/> SD	<input type="radio"/> AE
<input type="radio"/> AR	<input type="radio"/> KS	<input type="radio"/> NH	<input type="radio"/> TN	<input type="radio"/> AP
<input type="radio"/> CA	<input type="radio"/> KY	<input type="radio"/> NJ	<input type="radio"/> TX	<input type="radio"/> AS
<input type="radio"/> CO	<input type="radio"/> LA	<input type="radio"/> NM	<input type="radio"/> UT	<input type="radio"/> FM
<input type="radio"/> CT	<input type="radio"/> ME	<input type="radio"/> NY	<input type="radio"/> VT	<input type="radio"/> GU
<input type="radio"/> DE	<input type="radio"/> MD	<input type="radio"/> NC	<input type="radio"/> VA	<input type="radio"/> MH
<input type="radio"/> DC	<input checked="" type="radio"/> MA	<input type="radio"/> ND	<input type="radio"/> WA	<input type="radio"/> MP
<input type="radio"/> FL	<input type="radio"/> MI	<input type="radio"/> OH	<input type="radio"/> WV	<input type="radio"/> PW
<input type="radio"/> GA	<input type="radio"/> MN	<input type="radio"/> OK	<input type="radio"/> WI	<input type="radio"/> UM
<input type="radio"/> HI	<input type="radio"/> MS	<input type="radio"/> OR	<input type="radio"/> WY	<input type="radio"/> VI
<input type="radio"/> ID	<input type="radio"/> MO	<input type="radio"/> PA		

**7b. Issue Information:****Check-in Issue:**

- ☐ Student arrived late  
☐ Student refused to turn in/turn off electronic device(s)  
☐ Student waived nonstandard accommodations  
☐ Student had questionable/unacceptable ID

**Defective Materials Issue**

Complete COMMENTS section on page 3:

- ☐ Smudges/ink blots  
☐ Holes in pages  
☐ Torn pages  
☐ Missing pages  
☐ Pages repeated  
☐ Pages stuck together  
☐ Blank MP3 audio or ATC test format  
☐ Intermittent problems with MP3 audio or ATC test format  
☐ Incorrect directions  
☐ Duplicate/missing serial numbers  
☐ Serial number in wrong spot  
☐ Other: \_\_\_\_\_

**Test Delivery Issue:**

- ☐ Staff behavior was distracting  
☐ Staff distributed incorrect material  
☐ Test materials were distributed/collected incorrectly  
☐ Staff gave incorrect instructions  
☐ Staff did not give breaks  
☐ Staff gave incorrect, unapproved, or no accommodations (not including students who opted out of their accommodations)  
☐ Staff did not announce remaining time

**Environment Issue:**

- ☐ Problem with lighting, temperature, noise, etc.

**Other Issue:**☐ Other: \_\_\_\_\_**Student Errors/Issue:**

- ☐ Student seated in wrong room  
☒ Student misplaced/misgridded answers  
☐ Student recorded answers in book without approved accommodation  
☐ Student needed second answer sheet  
☐ Student became ill  
☐ Student left the SAT with essay testing room early  
☐ before the distribution of essay  
☐ after the distribution of essay book  
☐ Student had calculator malfunction  
☐ Student impersonated another student (Provide other student's name in COMMENTS section on page 3)  
☐ Student worked after time called Minutes: \_\_\_\_\_  
☐ Student worked on wrong section Minutes: \_\_\_\_\_  
☐ Student used an unauthorized aid (e.g., dictionary)  
☐ Student left early/left without permission  
☐ Student gave or received help  
 (Provide other student's name in COMMENTS section on page 3)  
☐ Student used a phone or prohibited device, or it made noise  
☐ Student used calculator on non-calculator section  
☐ Student removed or attempted to remove test materials  
☐ Student obtained improper access to test/part of test  
☐ Student failed to follow test administration regulations  
☐ Student disrupted test, causing testing to start/end late  
☐ Student filled in answers on answer sheet with another student's pre-ID information  
☐ Test was overtimed } ☐ 1-2 minutes  
☐ Test was undertimed } ☐ 3-4 minutes  
☐ } ☐ 5 minutes or more

**8. TEST QUESTION AMBIGUITY INFORMATION:**

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

- ☐ No correct answer ☐ Wording is ambiguous ☐ Other: \_\_\_\_\_  
☐ More than one correct answer ☐ Not enough information to answer question \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Mailing Address: \_\_\_\_\_

Test Book Serial #: \_\_\_\_\_ Test Section #: \_\_\_\_\_ Test Question #: \_\_\_\_\_



**9. COMMENTS:**

Fully describe the irregularity or student's concern and any action(s) taken.

*Student gridded Section 3 SPRs in Section 4.*

*Issued blank answer sheet at beginning of Section 4.*

*Student lost approx. 3 minutes of time on Section 4.*

**10. SCHOOL STAFF CONTACT INFORMATION:**

Complete the fields below so that we can contact you if we need further information. Contact information should be for the specific person reporting the incident. Do not provide student information in this section.

Staff Member Name: *Mary B. Proctor*

Email Address: *mbproctor@hometownhs.edu*

Phone #: *311-555-1212*

Staff Member Signature: *Mary Proctor*

SAT Coordinator Signature: *David Coordinator*

Page 3

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

[illegible]

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



100

DO NOT WRITE IN THIS AREA

Q4673/4

## Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CSR:** Customer service representative.

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

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

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

**EL:** English learner.

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

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

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

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

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

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

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

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

**Home/hospital testing:** A preapproved accommodation that allows a student who has a disability that prevents them from attending school to test at a location other than school (e.g., home or hospital). This must be requested through SSD Online.

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

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

**Irregularity Report (IR):** Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

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

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

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

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

**Misconduct:** Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SSD Eligibility Form:** A paper form that a student can use to request College Board approval for accommodations on College Board assessments without the assistance of their school.

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

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

**Student Answer Service (SAS):** A service for students who have taken the SAT; it provides a report that lists the question types and levels of difficulty and the student's response to each question (correct, incorrect, or no response).

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

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

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

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

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

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

**Testing Room Materials Report form:** The form used by the test coordinator to document the test books, Essay books, and answer sheets delivered to the proctor. The form is completed by the proctor to report the testing materials being returned. It also includes a seating chart to record the serial number of each multiple-choice test book distributed to each seat in the room in the order it was distributed.

**Testing Staff Agreement:** A form that must be signed by all testing staff prior to the start of testing. Each member of the testing staff affirms their acceptance of specific provisions regarding the administration of College Board tests.

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



