CollegeBoard SAT®

Illinois
State Board of
Education

Spring 2022

SAT® SCHOOL DAY

Accommodated Testing Manual

Look inside for:

- ACCOMMODATED TESTING ROOM PROCEDURES
- ACCOMMODATED TEST DAY SCRIPTS
- SECURITY REQUIREMENTS

About College Board

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

For further information, visit collegeboard.org.

Contact Us

Contact Information for School Staff

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

EMAIL: 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

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

EMAIL: sat@info.collegeboard.org

Test Day Complaints

EMAIL: testcenter@info.collegeboard.org

Test Question Inquiries

Students who have inquiries about potential ambiguities or errors in test questions can email satquestion@collegeboard.org.

Contents

Introduction

As the SAT® School Day proctor, you play an important role in ensuring the successful administration of the SAT, a key milestone on the path to college for many students. Taking the Illinois-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) requires the SAT with Essay be taken by all grade 11 Illinois public school students (including those served at nonpublic facilities) and by some grade 12 students for whom testing is required. See **isbe.net/Documents/Grade_12_Testers_Flow_Chart.pdf** for details about which grade 12 students may and must test. The ISBE-provided SAT serves as the state's regular high school assessment for the purpose of accountability. Please note that some students take the state's alternate assessment in lieu of the SAT with Essay. The SAT is provided at no cost to public school districts in Illinois.

Using This Manual

This manual is for proctors' use for the ISBE-provided SAT School Day testing only (not Saturday or Sunday testing) in spring 2022. Please do not share it with students or anyone else besides testing staff.

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

Before Test Day

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

During the Test

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

After the Test

After the test you'll assist in wrapping up the administration, which includes tasks such as accounting for all materials and returning them to the test coordinator. Completing the tasks in this section ensures that students receive their scores.

Appendix Resources

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

Typographical Icons

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

☎ *Contact by phone*

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

🔒 *Security requirement*

New for 2021-22

Important Changes and Reminders

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

1. For the latest updates to policy, please see **sat.org/covid19**.
2. Some instructions for preparing for accommodated testing that were previously in both the *SAT School Day Coordinator Manual* and *SAT School Day Accommodated Testing Manual* will now only appear in the coordinator manual. Make sure that your SSD coordinator or any other staff responsible for preparing for accommodated testing prior to test day have access to the relevant instructions in the *SAT School Day Coordinator Manual*. Instructions for proctors administering accommodations on test day are still included in this manual.
3. Schools can start testing earlier and/or later than the previously recommended start times and split their students across multiple testing groups:
    a. All requirements for timing and breaks still apply, and all testing must be completed within the same school day (unless students are approved for a multiday testing accommodation).
    b. No group of students can begin testing after another group has completed the test.

   c. Mobile phones may be returned to exiting groups of students as they complete testing only after the last group of students has begun testing.
   d. Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments (e.g., SAT School Day and PSAT™ 10).
   e. Local health and safety guidelines may require that only a limited number of students may access the restroom or hallways at a time. In such cases, you may elect to double the time of scheduled breaks (including accommodated breaks) to ensure that students can access the restroom or hallway in an orderly fashion. You may allow students to consume snacks and drinks while standing behind their desks (away from test materials).
   f. Assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.

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

Testing Basics

About the SAT

The SAT is part of the SAT Suite of Assessments, closely aligned tests that reflect what students are already learning in their classrooms and help educators monitor student progress. Visit **collegeboard.org/sat-suite** and **isbe.net/Pages/sat-psat.aspx** to learn more.

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

Standardized Testing

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

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

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

If you also serve as the SSD coordinator for your school, you'll have other responsibilities as well. The SSD coordinator works with students to apply for College Board–approved accommodations, state-allowed accommodations or SAAs, and English learner (EL) students who require time and one-half through the SSD Online portal. In addition, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day coordinator in determining testing rooms and staff needed for administering the test with accommodations.

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

Test Sections and Timing

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

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

Time allotted:

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

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

Time allotted:

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

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

Time allotted:

- 50 minutes

Accommodated Testing Overview

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

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

State-allowed accommodations (SAAs) allow students to use defined accommodations or supports; however, they do not result in college or scholarship reportable scores. Unlike College Board–approved accommodations, SAAs must be requested each academic year for students who need them.

Terminology

Refer to the appendix of the *SAT School Day Coordinator Manual* for a glossary of frequently used terms.

SAT Test Materials

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

Test Books

All test books display the title "The SAT Test Book," along with important notes for the student. Essay books are separate from the multiple-choice test books. The test books for students required to test on the primary test date have covers with purple accents. Students testing with accommodations may use standard test books with purple accents or accommodated materials with blue or lime green accents, depending on their approved accommodations or supports. Please refer to a copy of the NAR or the Guide for Testing with Accommodations later in this section for more information.

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

Rosters

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

Standard and Accommodated Testing Rooms

Students without accommodations or supports test in a standard room on the primary test date using purple test books. Proctors in the standard rooms should use the *Standard Testing Manual*, not this *Accommodated Testing Manual*, to administer the test in the standard rooms. Students with accommodations or supports may have different room, test date, and materials requirements from one student to the next—these will be noted on the NAR.

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

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

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

GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	**Accommodated Room(s)**	
Number of Testing Days	1 day (primary or makeup date)	1 day (primary or makeup date)	1- or 2-day testing during the accommodated testing window
Test Book Color	Purple	Purple	Blue (or lime green for SAAs)
Testing Manual	*SAT School Day Standard Testing Manual*	*SAT School Day Accommodated Testing Manual*, Scripts 1–3	*SAT School Day Accommodated Testing Manual*, Scripts 1–6
Accommodation Examples	▪ 14-point large-print test book ▪ Large-print answer sheet ▪ Magnification device (non-electronic) ▪ Printed copy of verbal instructions ▪ Permission for food/medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Record answers in test book ▪ Use of colored overlay ▪ Auditory amplification/FM system ▪ Sign language interpreter for test directions	▪ Extended breaks ▪ Extra breaks ▪ 4-function calculator on Math Test – No Calculator section ▪ Permission to test blood sugar ▪ Small-group setting ▪ Time and one-half (+50%) for math (Math Test only) ▪ Time and one-half (+50%) for writing (Essay only) ▪ Time and one-half (+50%) for math and for writing (Math Test and Essay only)	▪ 20-point (or larger) large print ▪ Magnification device (electronic) ▪ Braille with raised line drawings ▪ Braille writer ▪ Human reader ▪ Pre-recorded audio (MP3 via streaming) format ▪ Writer/scribe to record responses ▪ Assistive technology–compatible (ATC) format ▪ Computer for Essay ▪ Breaks as needed ▪ One-to-one testing ▪ Late start time ▪ Home/hospital testing ▪ Limited testing time ▪ Time and one-half (+50%) for reading and/or EL (entire assessment) ▪ Double time (+100%) for reading (entire assessment) ▪ Double time (+100%) for math (Math Test only) ▪ Double time (+100%) for writing (Essay only) ▪ Double time (+100%) for math and writing (Math Test and Essay only) ▪ State-allowed accommodations

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

Refer to ISBE for information about SAAs. Refer to the NAR for additional information on testing these students.

Forms and Reporting

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

Testing Room Materials Report Form

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

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

Request to Cancel Test Scores Form

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

The test scripts inform students that if they request score cancellation, their scores will still be provided to ISBE, but College Board will not send them to colleges or scholarship organizations.

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

- Hand the form to the testing staff before leaving on test day.
- Fax the form to the number indicated on the form no later than 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 Request to Cancel Test Scores form in instances of illness. **Fill out an Irregularity Report (IR) in these cases.** Students will be eligible for a makeup administration. An IR isn't necessary for other situations where students elect to cancel their scores.

SAT School Day Irregularity Report (IR)

You'll receive at least 1 blank IR to use in the event an irregularity occurs during SAT School Day testing. The testing staff performs a critical role in reporting irregularities and affected students.

Without complete information, College Board can't resolve issues that arise. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 104 for instruction on when to fill out an IR.

Before Test Day

Prepare Yourself

TASKS

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

For SSD Coordinators

SSD Coordinators should consult the *SAT School Day Coordinator Manual* for instructions and information on what to do before test day. Ask your test coordinator for a copy of the coordinator manual if they have not already provided you with one.

For Proctors: Prepare Your Room for Test Day

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

TASKS

Prepare to Collect Student Belongings

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

During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label items collected so they can be returned after testing. If your school isn't allowed to collect devices, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don't have a bag or backpack with them.) More information is given under Prohibited Devices Policies on page 21.

KEY INFORMATION

Testing Room Requirements

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

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

Seating Requirements

The following seating requirements apply for all testing rooms:

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

The following seating arrangements are not allowed:

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

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

Prepare Your Students

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

- Inform students testing in the accommodated testing window of when and where to report for testing.
- Tell students testing with pre-recorded audio format:
  - To bring earphones for taking the test (unless the school is providing earphones). **Bluetooth earphones aren't allowed.**
  - That they'll test over 2 days.
  - That they'll use the pre-recorded audio format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
  - To practice so they're familiar with the software before testing. For tips and practice tests, go to **accommodations.collegeboard.org/request-accommodations/how-students-can-practice**.
- Tell students using the ATC format to bring earphones if they're using text-to-speech software (unless the school is providing earphones). Remind them they'll use the ATC format to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).
- Tell students with College Board approval to use a calculator on the Math Test – No Calculator portion of the SAT to bring a separate 4-function calculator for this purpose. (Percentage and square root functions are permitted.)
- Tell students approved for extended time they'll need to stay for the entire test. They can't move on to the next section or leave early if they finish before time is up.

Prepare Your Preadministration Session

TASKS

Your test coordinator will provide the appropriate materials for your session, depending on whether students have parental consent to complete the optional questionnaire:

- *Student Answer Sheet Instructions*, 1 copy for each student
- Answer sheets with students' pre-ID labels affixed
- Large-print answer sheets (if applicable) with students' pre-ID labels affixed
- Extra blank answer sheets for any students without pre-ID labels
- A list of students with the type of answer sheet needed (large-print or standard)

The test coordinator will indicate which group of students you will be administering to: students with consent or students without consent.

IMPORTANT: *Even when a pre-ID label is affixed, students must still bubble in their name and other required personal information (fields 1–9 on the answer sheet) for data verification purposes. When distributing answer sheets, make sure to correctly match any answer sheet with a pre-ID label to the correct student.*

Conduct the Preadministration Session

There are 3 parts to the preadministration session: required student information for scoring, free score report requests, and the optional questionnaire. All students will participate in the first 2 activities. Only students with parental consent should participate in the optional questionnaire portion of the session.

TASKS

- Before starting the session, post any information the students will need, such as the 6-digit school (AI) code, school name, city, and state.
- Give each student an answer sheet and a copy of the *Student Answer Sheet Instructions*. A large-print version of the *Student Answer Sheet Instructions* is provided for students with approved accommodations that necessitate large print.
- Make sure you correctly match any labeled answer sheet to the student whose information is on the label. Give any student who doesn't have a labeled answer sheet a blank answer sheet.

- Some students may be using large-print answer sheets. This accommodation will be noted on the list of students received from the test coordinator.
- Read the appropriate script: Preadministration Script – Students with Consent (will complete Student Search Service® and optional questionnaire) or Preadministration Script – Students Without Consent.
- Read aloud the scripts in shaded areas. 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 must fill in the appropriate bubbles for their names and other required personal information (fields 1–8 on the answer sheet) and Test Type (field 9).
    - If any student's label has an incorrect legal last or first name, give the student a blank answer sheet and securely destroy the answer sheet with the incorrect label.
    - Students should skip fields A–D and the Certification Statement on the answer sheet because these sections are completed on test day.

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

Selecting the Right Preadministration Script

Ⓐ FOR STUDENTS WITHOUT CONSENT

If you're reading these scripts to students without consent, turn to Preadministration Scripts – Students Without Consent on page 10.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

Preadministration Scripts – Students with Consent

Fill in the school code in the script before beginning.

To all students, say:

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

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

When students are ready, say:

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

To students using a large-print answer sheet, say:

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

To all students, say:

Please check to make sure your correct legal name appears on the pre-ID label on your answer sheet. Raise your hand if your name is not correct. *[pause]*

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

If the first name or last name listed on the label does not correctly reflect the student's legal name, give them a blank answer sheet for the session. If any other information is incorrect, including school information or assessment (e.g., SAT), students can use the answer sheet—they'll bubble in their correct information during the session. Shred or discard securely any answer sheet with an incorrect student name.

For field 1, say:

Begin by filling in your legal last name, first name, and middle initial (if you have one) as they appear on your label in field 1. If you include a name other than your legal last name, your scores may be delayed. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

For field 2, say:

In field 2, print our 6-digit school code __________ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

For fields 3 and 4, say:

Move on to field 3. Fill in “Yes” if you are testing at your school, then print our school’s name, city, and state in field 4. Look up when you’re done. *[pause]*

For field 5, say:

In field 5, print and bubble in your 9-digit state student ID number, starting with the first column to the left. You can find your 9-digit state student ID number in the upper left corner of the pre-ID label. If you don’t know your 9-digit state student ID number, and there is not a pre-ID label on your answer sheet, please raise your hand. Look up when you’re done. *[pause]*

IMPORTANT: *If you have state student ID numbers available, provide them to the students to grid on their answer sheets. If you do not have access to state student ID numbers, advise the students to leave that field blank and work with the test coordinator to complete it on the students’ behalf before test day.*

For field 6, say:

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

For field 7, say:

In field 7, date of birth, fill in the bubble for the right month. On large-print answer sheets, fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. *[pause]*

For field 8, say:

Complete field 8. *[pause]*

For field 9, Test Type, say:

In field 9, bubble in “SAT with Essay” as the test that you will be taking. *[pause]*

For fields 10–14, say:

Turn to page 2 of your answer sheet, and fill in your address in fields 10 through 13. Leave field 14 blank. These fields are optional. Raise your hand if you have any questions. Look up when you’re done. *[pause]*

When everyone is ready, say:

We’ll come back to field 15 later.

For field 16, say:

Turn to page 3 of your answer sheet. Follow the directions in your instructions booklet to fill in field 16 and indicate whether or not you’d like to opt in. Raise your hand if you have questions. *[pause]*

For field 17, say:

If you’d like to get information from College Board via email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17. Indicate at the top of the field whether this is your own email address or a parent’s or guardian’s email address. If you give your own email address and opt in to Student Search Service, you may also get information from colleges sent to your email address. Please look up when you’re finished. *[pause]*

For field 18, say:

Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. This field is optional. If you agree to these terms, enter your phone number. Please look up when you’re done. *[pause]*

Make sure students have approximately 45 minutes to complete the remaining fields on the answer sheet.

Students using large-print instructions may need your help with the list for field 15.

For field 15, say:

We’re now going to skip back to field 15 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you’re entitled to send your scores—for free—to as many as 4 colleges, universities, or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you’re not ready to apply.

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

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

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

When everyone is ready, say:

Now we'll complete the rest of the fields, starting on page 3 of your answer sheet.

You can read about the benefits of providing this optional information in your *Student Answer Sheet Instructions* booklet. It's important that you know College Board will be able to use this information and provide it to others for additional uses, such as research.

These fields are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For fields 19–39, say:

Using your *Student Answer Sheet Instructions* booklet, complete fields 19 through 22, then find fields 23 through 39 in your answer sheet to complete those fields. Leave fields A through D on the back of your answer sheet unmarked. When you're finished, close your *Student Answer Sheet Instructions* booklet, place it next to your answer sheet on your desk, and wait quietly while others finish. Raise your hand if you have any questions. *[pause]*

When all students have finished, proceed to Complete the Preadministration Session on page 12.

Preadministration Scripts – Students Without Consent

Use this preadministration script for students without consent.

Fill in the school code in the script before beginning.

To all students, say:

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

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

When students are ready, say:

Today we will complete the identifying information portion of the SAT answer sheet. You'll also be able to take advantage of your 4 free score reports by indicating which colleges, universities, or scholarship programs to send your scores to.

To students using large-print answer sheets, say:

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

To all students, say:

Please check to make sure your correct legal name appears on the label on your answer sheet. Raise your hand if your name is not correct. *[pause]*

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

If the first name or last name listed on the label doesn't correctly reflect the student's legal name, give them a blank answer sheet for the session. If any other information is incorrect, including date of birth or school information, students can still use the answer sheet—they'll enter their correct information during the session. Shred or discard securely any answer sheet with an incorrect student name.

For field 1, say:

Begin by filling in your legal last name, first name, and middle initial (if you have one) as they appear on your label in field 1. If you include a name other than your legal last name, your scores may be delayed. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. *[pause]*

For field 2, say:

In field 2, print our 6-digit school code __________ and fill in the corresponding bubbles. Look up when you're done. *[pause]*

For fields 3 and 4, say:

Move on to field 3. Fill in "Yes" if you are testing at your school, then print our school's name, city, and state in field 4. Look up when you're done. *[pause]*

For field 5, say:

In field 5, print and bubble in your 9-digit state student ID number, starting with the first column to the left. You can find your 9-digit state student ID number in the upper left corner of the pre-ID label. If you don't know your 9-digit state student ID number, and there is not a pre-ID label on your answer sheet, please raise your hand. Look up when you're done. *[pause]*

IMPORTANT: *If you have state student ID numbers available, provide them to the students to bubble on their answer sheets. If you do not have access to state student ID numbers, advise the students to leave that field blank and work with the test coordinator to complete it on the students' behalf before test day.*

For field 6, say:

In field 6, fill in the bubble for your current grade. *[pause]*

For field 7, say:

In field 7, date of birth, fill in the bubble for the right month. On large-print answer sheets, fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

For field 8, say:

Complete field 8. *[pause]*

For field 9, Test Type, say:

In field 9, bubble in "SAT with Essay" as the test that you will be taking. *[pause]*

For fields 10–14, say:

Turn to page 2 of your answer sheet, and fill in your address in fields 10 through 13. Leave field 14 blank. These fields are optional. Raise your hand if you have any questions. Look up when you're done. *[pause]*

IMPORTANT: *Students using SAAs will not be eligible to send scores to colleges, universities, or scholarship programs.*

Students using large-print instructions may need your help with the list for field 15.

For field 15, say:

We're now going to move on to field 15 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you're entitled to send your scores—for free—to as many as 4 colleges, universities, or scholarship programs. Completing this section is optional. Colleges and universities are always eager to get scores from students, even if you're not ready to apply.

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

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

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

Now say:

When you're finished, close your *Student Answer Sheet Instructions* booklet and place it next to your answer sheet on your desk. Do not make any marks in fields 16 through 39 or A through D. *[pause]*

Complete the Preadministration Session

When students are ready, say:

> I will now collect your answer sheets and *Student Answer Sheet Instructions* booklets. Your answer sheets will be returned to you on test day.

- Confirm that students have bubbled their state student ID accurately in field 5. For any students who left field 5 blank, work with the test coordinator to enter and bubble their state student ID on the answer sheet.
- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and *Student Answer Sheet Instructions* as directed by your test coordinator and return them to the test coordinator for secure storage until test day.

During the Test

Get Started

TASKS FOR PROCTORS

Follow Your Test Day Schedule

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

Prepare the Testing Room

Be sure to:

☐ Double-check your testing room meets seating requirements, including guidelines for type and spacing of seats. (See Sample Seating Plans on page 99 in the Appendix.)

☐ Cover or remove any instructional material, such as maps and charts, if not done previously.

☐ Confirm the clock works and is visible from all seats in the room.

☐ Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.

☐ Post the following information for students:

- Test date
- School name, city, and state
- 6-digit school (AI) code assigned to your school
- 3-digit testing room code provided by test coordinator

  IMPORTANT: *We strongly recommend using testing room codes. If your school doesn't use testing room codes, list the room name or number.*

- "SAT with Essay"
- "Use a No. 2 pencil only. Do not use a pen or mechanical pencil."

☐ If provided in your testing room packet (see Account for Testing Materials later in this section), post the "Testing in Progress" flyer on the outside of your testing room door.

☐ Gather No. 2 pencils from your testing room packet to distribute to students who only have mechanical pencils.

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

Additional Information for Pre-recorded Audio (MP3) Format

Whoever downloads the actual test content will need the correct 7-character test Form Code from the back of the test books in your room. If your students are downloading the test content themselves, post the following on the board: "Form Selection" followed by the 7-character Form Code. All test books in your room will have the same Form Code listed on the center of the back cover. Students will use this information to download the correct test form on Day 1 and Day 2 in the streaming application.

IMPORTANT: *After Section 4, you'll be directed in the scripts to post the correct Form Selection code for the Essay.*

Post this information for students using pre-recorded audio (MP3) format as relevant to the equipment students are using:

☐ Navigating the test:

- Test Directions: Select **Test Directions** to listen to directions
- Start Section: Select **Section** icon
- Next Section: Click **Stop** at the bottom of the screen to return to the section table of contents
- Change Volume: Click and drag **slider bar** at the bottom center of the screen

☐ Keyboard navigation:
  - Pause or Play: **Ctrl/Command-P**
  - Back: **Ctrl/Command-B**
  - Forward: **Ctrl/Command-F**

For instructions on how to start the MP3 streaming application and download the test form on test day, see Administer the Pre-recorded Audio Format on page 17.

Study and Prepare Scripts Before Testing

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

- Refer to the NAR to know which test script(s) to use. If you're testing students with accommodations that require different timing for different sections of the test, we strongly recommend you prepare your manual ahead of testing so you can easily find your place. Use the page references provided in this manual to help navigate different script combinations.
- Some of the instructions have alternative scripts to read depending on options in use by your school. Review these scripts in advance and mark the appropriate ones for your testing room.
- Before admitting students, fill in the appropriate information where a blank line " __________ " appears in the text.

Plan for Pre-Essay Lunch Break

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

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

IMPORTANT: *Ask your test coordinator if you are unsure whether you need to provide a lunch break for students taking the SAT with Essay in 1 day.*

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

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

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

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

Account for Testing Materials

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

- A room roster or copy of the NAR showing students assigned to your room
- A Testing Room Materials Report form listing the test materials for your room
- Multiple-choice test books, Essay books, and any additional testing materials and alternate test formats that your students require
- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session
- A supply of blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets
- An optional "Testing in Progress" flyer
- Translated test directions and/or word-to-word dictionaries for EL students, if needed
- If testing students using an ATC format, a printed copy of the appropriate standalone ATC script
- Blank forms, including an IR and at least 1 Request to Cancel Test Scores form
- Index cards or sticky notes to note students' SSD numbers on if using pre-recorded audio (MP3 via streaming)

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

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet. Also record the number of Essay books received.
- Later, after testing has begun, you'll record the distribution of test books in your room by writing the serial numbers on the seating chart (Part B of the form).

- After testing, when you prepare to return materials to the test coordinator, record the serial numbers of the test books you're returning in Part A of the form, along with the number of answer sheets and Essay books being returned.

Missing Test Materials

If you discover a test book is missing, follow these procedures:

- If a test book is missing before testing has begun, identify the missing test book's serial number and then check the desk of the student assigned that serial number. Also check the desks of students who received the test books with serial numbers before and after the missing book's serial number.
- If testing has already begun, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it's located. If no one acknowledges having the test book, check each student's desk (even unoccupied desks, since the test book may have been placed there).

If the test book is still missing, ask the test coordinator to call the Illinois Educator Help Line immediately. Report the incident on an IR.

Distribute Materials

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

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

☐ Purple test books are for 1-day testing on the primary test date.

☐ Students approved to test during the accommodated testing window will have specific materials with blue or lime green covers.

Each ATC flash drive provides all sections of the test, including the Essay.

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

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

Using the Scripts

Determine ahead of test day which script or combination of scripts to use for the students in your room. The NAR will list which script(s) you need to use for the students in your room. If your students require more than 1 script (e.g., for math-only extended time), review the instructions in advance.

TASKS

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

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

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

For students using the ATC format, proctors will use a separate standalone script in addition to this manual. Take time to review the "Notes for Proctor" in your standalone script. It will explain how to integrate the script with the instructions in this manual.

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

Administer the Test

TASKS

Admit Students to the Testing Room

Admit students one at a time, taking care to assign seats at random or by prearrangement. Verify students have powered off mobile phones as you admit them to the room.

Check that students are in the correct testing room. Students testing in your room must appear on the NAR and/or your room roster.

If your school is conducting classroom check-in, check each student against the room roster as they enter the room:

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

If a student arrives late, you can admit them as long as you haven’t already started the timed sections of the test.

Collect or Store Devices

As students enter the room, prepare them for either turning in their phones and other electronic devices or storing them at the side of the room during testing. See Prohibited Devices Policies on page 21 for more information.

Monitor and Time the Test

- Accurately time each test section. Students must be given the entire amount of time and can’t move on to the next SAT section until time is called.
- Record the start and stop times on the lines provided in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure the stop time is correctly calculated.
- Walk around the room at regular intervals to check that students are working on the correct section in the test book and on the answer sheet.

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

Monitor Breaks

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

For the breaks:

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

Complete the Count of Materials

- On the Testing Room Materials Report form provided to you by the test coordinator, account for all test materials (used and unused for testing) in Part A of the form. (The test coordinator may give you a loose form or may have filled in the form on the back cover of this manual.) If a book appears to be missing, follow procedures in Missing Test Materials earlier in this section.
- Make a note of the count of Essay books in Part A as well.
- Once testing has started, use the chart in Part B of the Testing Room Materials Report form (also printed on the back of this manual) to record the serial numbers of the test books distributed to students and the order you used to hand them out.

KEY INFORMATION

Calculator Policies and Guidelines

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

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in Acceptable Calculators on page 102, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor's permission to use the backup.

Calculator Malfunction

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

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

Monitoring Equipment Use

Follow instructions in the scripts to monitor calculator use.

- Only battery-operated, handheld equipment can be used for testing.
- Students may not share calculators.
- All scientific and most graphing calculators are acceptable. (See Acceptable Calculators on page 102.)
- 4-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

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

Scheduled Breaks

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

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

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

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

Some students may be approved for extra and/or extended breaks (see Administering Accommodated Breaks on page 18 for details). Students approved for extended time on some or all of the assessment receive extra breaks (see Administering Extended Time on page 19 for details). Specific timing instructions may be noted on the NAR.

The Overview of Timing and Breaks on page 91 in the Appendix provides a visual guide to these requirements. This manual includes specific instructions for accommodated breaks, and the scripts include break timing.

Unscheduled Breaks

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

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

Administer Accommodations

TASKS

Prepare Computers on Test Day

See the instructions in the *SAT School Day Coordinator Manual* for information on initial setup of computers for ATC and pre-recorded audio (MP3) formats.

SSD *If administering the pre-recorded audio format, the streaming application must be downloaded on each computer prior to test day.*

On test day, before testing begins:

- **For ATC format:** Ensure each student's computer is powered on and the flash drive is inserted (and that the student's name is written on the flash drive packaging). Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

  IMPORTANT: *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.*

- 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.
- **For the pre-recorded audio format:** Ensure each student's computer is powered on and connected to the internet. The audio streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

Page Settings for Printing Essays

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

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

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

Administer the Pre-recorded Audio Format

You'll need the NAR to run the streaming application because it lists each student's SSD number, which is required to access the test form. If your students will be downloading their own test forms, provide each student with their College Board SSD number on a sticky note or index card as they enter the room for testing.

To administer the pre-recorded audio format, you'll sign in to the streaming application on all computers before students enter the room to begin testing.

Step 1: Launching the Streaming Application

Before testing begins, the proctor or designated staff member will perform the following tasks:

1. Make sure you have posted special instructions for navigating the MP3 streaming application as described in Prepare the Testing Room on page 12.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
3. Access the streaming application on each computer by double-clicking the icon from the computer or Chromebook desktop and signing in with your SSD Online credentials.
4. Click the yellow **Launch Test** button under **Take a test or essay**. You'll be brought to the **Test Administration** screen.

Step 2: Download the Test Form on Test Day

Proctors may choose to access students' test forms if the number of MP3 test takers is small; otherwise, if students will be completing this step themselves, skip this step, and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts.)

If you choose to access the test form on students' behalf, perform the following steps on each computer before students enter the room:

1. On the **Test Administration** screen, enter your 6-digit school (AI) code.
2. Under the **Assessment Type** drop-down menu, choose **SAT School Day**.
3. Under **Student Information**, fill in the student's first and last name as they appear on the NAR.
4. In the **SSD Number** field, enter the student's 10-digit College Board SSD number.
5. Select the button marked **Confirm SSD**. A check mark will appear to show the number is confirmed.
6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the blue test book in the **Form Selection** field. (All test books in your room will have the same Form Code.) You'll use this same Form Code on both Day 1 and Day 2. To select the Essay on Day 2, you'll type the word "Essay" followed by a space and then the 1-character code on the back of the Essay books in your room (for example: **Essay Q**).
7. Select **Day 1** from the **Test Day** drop-down menu (on Day 2, you will select **Day 2**), and click **Continue**.
8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you'll admit and seat each student at the computer assigned to them. If you're downloading the test form on students' behalf, you'll need to repeat the procedure on Day 2 of the test administration.

IMPORTANT: *As students enter the room, instruct them* **not** *to start the test until told to do so.*

Step 3: Turning to the Correct Section of Scripts to Begin or Resume Testing

- On Day 1, continue with Begin the Test Here on page 24.
- At the start of Day 2, turn to Admitting Students on page 77.
- At the start of the Essay, turn to Starting the Essay for Pre-recorded Audio Format on page 82.

Troubleshooting for Pre-recorded Audio Streaming

If problems arise during testing, contact your SSD coordinator or test coordinator. They may:

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

KEY INFORMATION

Administering Accommodated Breaks

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

Administer accommodated breaks as follows:

- **Extra Breaks:** Give students approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section and an extra break in the middle of Sections 1, 4, and the SAT Essay.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.
- **Breaks as Needed:** When a student is approved for breaks as needed, they may take a break during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request within reason. This time doesn't count toward testing time (the testing clock stops).

Administering Extended Time

The SAT is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time and cannot move on to the next SAT section until time is called. This manual includes timing charts for each script in the Appendix.

You should plan ahead for which scripts apply to the students in your room. Students approved for math-only or writing-only extended time will be tested with a combination of scripts. EL students testing with time and one-half test with Script 6.

Students approved for extended time receive extra breaks, and the scripts give instructions for offering them at appropriate times for accommodated students. You can review the timing and breaks for specific scripts in the Overview of Timing and Breaks on page 91.

Administering Large-Print Tests

Test students approved for use of a large-print test book with standard time, unless they're also approved for extended time.

Students who test with the 14-point test must test on the primary test date unless approved for additional accommodations that require window testing. Students approved for the 20-point or larger font test may test during the accommodated window. Make sure each student is given their correct test book based on their accommodation for 14-point, 20-point, or larger print. Refer to the NAR for more information.

General Notes for Electronic Devices

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

To be scored, all typed essays must be printed out according to the guidelines outlined in Page Settings for Printing Essays on page 17. All written responses must be deleted from the equipment following successful printout.

Administering ATC and Pre-recorded Audio

The ATC Format

Students using the ATC format should be tested with standard time (except for Section 2) unless they have also been approved in SSD Online for extended time. For Section 2, the Writing and Language Test, allow all ATC users double time to navigate between the questions and the answer choices. A student approved for more than double time should test with their approved time allowance. Administer the test 1 section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they're not accessing any other sites while working on the test. Note that you will need to distribute test books to these students in case they need to reference them during testing.

The Pre-recorded Audio Format

Students using the pre-recorded audio format must be given double time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over 2 days. Note that you will need to distribute test books to these students in case they need to reference them during testing.

Administering Braille Test Formats

The braille with raised line drawings test is divided into several books, which you will distribute 1 at a time. The braille type used is Unified English Braille (UEB). The Math Test uses the 1972 revised Nemeth Code.

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

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

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

Administering Raised Line Drawings

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

If a student doesn't read braille but is approved to use raised line drawings, you may help them find their place, since all labels and numbers in that book are in braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-print and large-print tests.

Administering Human Readers

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

Students who use human readers in conjunction with other formats will find the 2 texts differ slightly because the script read by a human reader describes the figures in greater detail than given in other formats. Students testing with a human reader must test in a one-to-one setting.

Administering Scribes

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

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

Maintain Security in the Testing Room

Make sure you understand and follow these policies:

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

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

TASKS

Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure students using large-print answer sheets are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student loses their place on the answer sheet, resulting in misplaced answers, follow the instructions in the Irregularity Chart on page 104.
- Make sure students do not use any prohibited aids, as instructed in the scripts.

Monitor Students Approved to Type Their Essays

For all students typing their essays, including pre-recorded audio students, do the following:

- When time is called for the SAT Essay, tell students to stop typing and send the essay to the printer. For pre-recorded audio users, make sure the printer settings specify 1-sided printing. For other students, whether printing from a computer or other electronic aid, print the pages according to the page settings given in Page Settings for Printing Essays on page 17.
- Once the essay is printed, you'll read a script instructing students to write their full name on the back of each sheet (in the center of the sheet), before they are collected.

The streaming application automatically sets formatting and printer settings. For students approved to type the essays and who are **not** using the streaming application, do the following:

- Have students use the print layout view so that they can properly limit the length of their essays.
- Monitor students to make sure they do not:
  - Exceed the page limit
  - Use any special word-processing features or access the internet (see General Notes for Electronic Devices on page 19)
- Confirm the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer. (The streaming application will automatically delete all files associated with the test when the student exits the application.)

Prevent Copying and Communication

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

- Ensure proper spacing between students and watch for roaming eyes to prevent copying and communication during testing.
- Watch for possession of mobile phones or other prohibited items.
- Be on the lookout for “cheat sheets” written on paper, calculators, or skin/clothing and shoes/footwear.
- Carefully observe students using calculators. A mobile phone can be disguised as a calculator.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

Report Irregularities

- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the IR.
- If the Irregularity Chart indicates to call the Illinois Educator Help Line, report the situation immediately.

Complete the Irregularity Report (IR)

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

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

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

KEY INFORMATION

Prohibited Devices Policies

Review the following policies:

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

Prohibited Devices and Aids

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

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

Device Collection Procedures

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

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

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

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

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

Returning Devices:

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

Medical Devices

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

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

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

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

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

Test Observers and Visitors

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

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.*

Using the Irregularity Chart

The Irregularity Chart on page 104 in the Appendix lists the most common irregularities along with the procedures and actions you should use in response to them. Where the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

Use the IR to record an irregularity, including:

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

Make sure reports are complete and explicit. Fill out just 1 form for each issue, even if it affects more than 1 student (such as mistiming).

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

SAT Scripts for Accommodated Testing

TASKS

The scripts in this manual are designed to ensure that every student who takes the SAT has a fair and equal experience. So, when administering the test, please read the script out loud exactly as written. Take time to review the script(s) that apply to your students so that you can administer the test accurately, confidently, and calmly. Your attitude can help students be confident and calm, too.

- Only read the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly. Pause where you see *[pause]* in the script to allow students time to follow instructions.
- Do not read information in *[bracketed italics]* out loud.
- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions. Answer student questions about procedure only, not about test content.
- You can repeat parts of the script if students ask you to do so or if you feel you need to do so.
- Before admitting students, supply the appropriate information where a blank line "__________" appears in the text.
- If your students are using the MP3 streaming application and will be downloading their own tests, give each student a sticky note or small unmarked piece of paper with their 10-digit SSD number written on it. They will need this piece of paper on both days of testing to start the MP3 streaming app on their computer.

IMPORTANT: *If you are administering the test with the ATC or pre-recorded audio (MP3) format, you must complete setup of the computers before you begin testing as described in the SAT School Day Coordinator Manual. If you're administering the pre-recorded audio format via streaming, you must also complete the test day setup instructions provided in Administer the Pre-recorded Audio Format on page 17.*

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

Begin the Test Here

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

At all administrations, say:

Good morning. As you know, you're here to take the SAT. Congratulations on taking this important step toward your college and career goals.

Before we begin the test, I am going to read some instructions. This should take about 20 minutes. Please listen carefully and raise your hand if you have any questions. Remember, my role is to make sure you have the best opportunity to demonstrate your skills and knowledge.

If you are using printed directions, open the booklet now to follow along as I give instructions.

Explain Testing Rules and Consequences

Continue by saying:

College Board SAT terms and conditions include rules and policies to make sure all students have a fair and equal test experience. Everyone in this room today is responsible for helping make that happen. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be invalidated. They may also be prevented from taking other College Board tests in the future.

List examples of misconduct by saying:

Here are some examples of unfair advantages:

- Giving or receiving help of any kind
- Looking through the test book before time starts
- Looking at any section other than the one we're currently on
- Marking or changing answers after time is called
- Attempting to remove test materials from the testing room
- Possessing a mobile phone or any other unauthorized testing aid either during testing or during breaks
- Possessing an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test

- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

These policies help make sure your testing experience today is fair, and that you can focus on your own test without distractions.

Confirm Prohibited Devices Are Powered Off

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

READ ONLY ONE OPTION

Ⓐ If your school is collecting personal belongings, say:

By this time you should have turned in all phones and any other electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test. The only exception is for computers or other devices approved for testing as an accommodation. *[pause]*

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

At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. The only exception is for computers or other devices approved for testing as an accommodation. *[pause]*

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

To all students, say:

Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If you are seen with a device or your device makes a noise or creates a disturbance while in your possession, I will have to dismiss you from testing. From this point on, I will dismiss any student that I see with a phone, smartwatch, or other electronic device.

Prepare Desks for Testing

Now say:

Thank you for paying attention to these instructions. Now, you'll clear your desks for testing.

- Remove everything from your desk except your Number 2 pencils with erasers, acceptable calculators, including any backup calculators, and printed instructions or word-to-word dictionary, if you are using one.
- If you brought extra batteries, drinks, or snacks, put them on the floor under your desk.
- If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

Check Items on Student Desks

Once desks are cleared of prohibited items, say:

I will take a moment now to look around and make sure you're all using acceptable calculators.

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

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Weapons or firearms
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord

If unauthorized devices or aids are visible, have students remove them from their desks. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) If any students have mechanical pencils, give them No. 2 pencils to use instead.

Then say:

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

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

Distribute Answer Sheets

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

After distributing answer sheets, say:

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

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

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distribute Test Books on page 27.

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

To all students, say:

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

Next, say:

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

For field 2, say:

If you need to complete field 2, and you attend this school, print our 6-digit school code ________ in field 2 and fill in the corresponding bubbles. Look up when you're done.

If you don't attend this school, raise your hand. I will come over to give you the correct code to enter in field 2. *[pause]*

If your test coordinator gave you the correct AI codes for these students, provide them those codes to fill in.

For fields 3 and 4, say:

If you need to complete fields 3 and 4 and you attend this school, fill in the bubble for "Yes" in field 3 and print our school's name, city, and state in field 4. If you don't regularly attend this school, fill in the bubble that applies to you in field 3 and print your school information in field 4. Raise your hand if you aren't sure what to fill in. *[pause]*

For field 5, say:

If field 5 is blank, print and bubble in your 9-digit state student ID number, starting with the first column to the left. You can find your state student ID number in the upper left corner of the label. If you don't know your state student ID number, please raise your hand. Look up when you're done. *[pause]*

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

For field 6, say:

If field 6 is blank, fill in the bubble for your current grade. *[pause]*

For field 7, say:

In field 7, date of birth, fill in the bubble for the right month. On large-print answer sheets, fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with a zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

For field 8, say:

If field 8 is blank, complete it now. *[pause]*

For field 9, say:

If field 9 is blank, bubble in "SAT with Essay" now. *[pause]*

Before distributing test books, say:

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

Distribute Test Books

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

Now say:

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

Give each student the appropriate test materials in serial-number order. Students testing with a human reader, pre-recorded audio (MP3), braille, or ATC formats should receive test books at this time. Computers for pre-recorded audio and ATC users should already have the test set up according to the instructions provided under Prepare Computers on Test Day on page 17.

Continue by saying:

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

Then print this school's code _______ and name ________________________________, and this room's testing room code (or name) __________________, which I've posted for you. *[pause]*

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

Then say:

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

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

Give additional instructions for marking answers by saying:

It's important that you follow the directions for marking your answers so your answer sheet can be scored. I'm going to emphasize the most important points to make sure they're clear. Please listen carefully.

- Mark all of your answers on the answer sheet. You may use your test book for scratch work, but only answers marked on the answer sheet can be scored, unless you have College Board approval to mark them in the test book.
- After time has been called, you may not transfer answers from your test book to your answer sheet or fill in bubbles.
- Make sure you use a Number 2 pencil. Don't use a pen, a colored pencil, or a mechanical pencil.
- Mark 1 answer for each question and fill in the bubbles on the answer sheet darkly and completely.
- Don't make any marks on your answer sheet other than your answers. Stray marks on your answer sheet will interfere with scoring.
- If you erase, do so completely. Incomplete erasures may be scored as intended answers.

IMPORTANT: *Read the following script quietly* **only** *to students who are approved to record their answers in their test book.*

Say only to students who are approved to record their answers in their test book:

If you've been approved to record your answers in the test book, circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as completely as you can.

During the test, make sure that all other students are recording their answers on their answer sheets.

Complete Test Information on the Answer Sheets

For field 9, Test Type, say:

In field 9, bubble in the test you're taking today, which I have posted on the board.

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

Ⓐ FOR PRE-RECORDED AUDIO (MP3) USERS

- If students are using the **MP3 streaming app**, turn to Script 6: Pre-recorded Audio Format on page 70 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use **flash drives**, continue with the scripts that follow.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

For field A, Form Code, say:

Find field A on the back of your answer sheet (or page 16 of your large-print answer sheet). Find the Form Code on the back of the test format you're testing with—that is, your test book, reader's script (provided to your reader), braille book, or flash drive package. Copy the Form Code exactly as it appears on your test into field A on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

For field B, Test ID, say:

For field B, find the Test ID on the back of the test format you're testing with—that is, your test book, reader's script (provided to your reader), braille book, or flash drive package. Copy the Test ID exactly as it appears on your test into field B on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

For field C, Test Book Serial Number, say:

For field C, look at the front cover of your test book or other test format. Find the number in the upper right corner labeled Test Book Serial Number. Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. *[pause]*

Check that students are filling in the correct codes. Students using a human reader, braille, or a flash drive shouldn't copy any codes from the subtitled reference test book onto their answer sheets.

After students have completed fields A–C, say:

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

If your school is not using testing room codes, instruct students to leave field D blank.

If your school is using testing room codes, say:

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

IMPORTANT: *If your school has been approved to administer the pre-recorded audio (MP3) format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 72.*

Final Points Before Testing

To all students, say:

You'll begin the test in just a few minutes, after I read a few final instructions.

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

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

Continue by saying:

I'll also walk around the room every now and then to make sure everyone is working on the correct section. For the SAT, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a different section, even if you finish the current section early.

Remember to do your best and provide an answer for every question, even if you're not sure of the correct answer. You won't lose points for incorrect answers.

Once the test has ended, please stay seated and don't leave the room until I dismiss you. If you have any questions you may ask them now. *[pause]*

Specific Format Instructions

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

For all other students, turn now to Proceed to Appropriate Script on page 30.

To a scribe, say:

Please follow these instructions:

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

Do you have any questions? *[pause]*

To a student who is using a scribe, say:

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

To a human reader, say:

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

To students using braille format, say:

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

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

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

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

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

Proceed to Appropriate Script

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

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

If testing ATC users, switch now to the specialized standalone ATC script that gives the right timing for your room and begin reading at the SAT School Day Script for ATC Format.

If testing students using the pre-recorded audio format, you should already be reading from Script 6: Pre-recorded Audio Format on page 70.

For all other students, use the following table to find the right script to start testing in your room. Depending on the accommodations you're administering, you may need to begin with one script and switch to another later in the testing session.

SCRIPTS TO USE FOR TESTING

To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time for Accommodated Testing on page 30
Standard timing with extra breaks	Script 2: Standard Time with Extra Breaks on page 36
Time and one-half (used in combination with Script 1 for extended time on math and/or writing only)	Script 3: Time and One-Half for One-Day Testing on page 44
Double time	Script 4: Double Time on page 52
Time and one-half for reading for entire SAT with Essay	Script 5: Time and One-Half for Two-Day Testing on page 61
Specialized timing and instructions for pre-recorded audio (MP3) format	Script 6: Pre-recorded Audio Format on page 70

SCRIPT 1:
Standard Time for Accommodated Testing

Use this script to administer the following accommodations without other extended time accommodations:

- Braille or large-print test formats
- Breaks as needed or extended breaks
- Math-only and/or writing-only extended time (you'll see instructions for where to switch to Script 3 or Script 4 for these students)
- Permission to test blood sugar; small-group setting; or permission to use a 4-function calculator on Section 3
- SAAs that don't require extended time on the entire test or extra breaks

SECTION 1:
Reading Test

STANDARD TIME

◷ **65 Minutes**

IMPORTANT: *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

When everyone is ready, say:

> We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 65 minutes to work on Section 1. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.
>
> Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.
>
> If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.
>
> Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

65 MINUTES STANDARD TIME

START TIME ____________ **STOP TIME** ____________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:

You have 35 minutes remaining in Section 1.

After 60 minutes, say:

You have 5 minutes remaining in Section 1.

After exactly 65 minutes, say:

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

To all students, say:

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

For the break, say:

We'll stop now for a 10-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- If you brought a snack, you may eat it in designated areas only.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 10 minutes.

Break Between Sections

10-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet, you are agreeing that you will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including but not limited to email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day testers and online at **sat.org**.

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

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

SECTION 2:
Writing and Language Test

STANDARD TIME

35 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

35 MINUTES STANDARD TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

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

To all students, say:

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

Ⓐ FOR STUDENTS WITH EXTENDED TIME ON MATH

- For students approved for time and one-half on math, turn to Script 3 and start at Break Before Section 3 on page 47.
- For students approved for double time on math, turn to Script 4 and start at Break Before Section 3 on page 55.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 3:
Math Test – No Calculator

STANDARD TIME

25 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES STANDARD TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

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

To all students, say:

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

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4: Math Test – Calculator

STANDARD TIME

55 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 55 minutes to work on Section 4. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

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

- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES STANDARD TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes, say:

You have 30 minutes remaining in Section 4.

After 50 minutes, say:

You have 5 minutes remaining in Section 4.

After exactly 55 minutes, say:

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

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book.

Now say:

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

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

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

Break Between Sections

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

IMPORTANT: *For students taking the SAT with Essay in 1 day, your school may choose to give students up to a 30-minute lunch break after Section 4, instead of the standard 2-minute break. If you are unsure of your school's policy, make sure to confirm with your test coordinator before test day. Refer to Plan for Pre-Essay Lunch Break on page 13 for more information.*

After collecting and counting test books, say:

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

2-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. *[pause]*

Before the Essay

Depending on the accommodations of students in your room, you may need to turn to a different script for the Essay. Pause for a moment to read the instructions below and determine what your students require next.

Ⓐ FOR STUDENTS WITH EXTENDED TIME FOR WRITING

- For time and one-half for writing only, turn to Script 3, The Essay on page 50.
- For double time for writing only, turn to Script 4, The Essay on page 59.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

The Essay

STANDARD TIME

50 Minutes

To all students, say:

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

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

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

Continue by saying:

> When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code _______ and name _______________, and this room's testing room code (or name) _______, which I've posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

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

Give Students Directions for Recording the Essay

You may have a mixture of students approved to type the Essay and students writing the Essay on their answer sheets. Read the following scripts as appropriate to the students in your room.

To all students writing the Essay on an answer sheet, say:

> Now I'm going to give you a few instructions to help you make sure your essay is scored accurately.
>
> - Use the unlined planning page to take notes and plan your essay. Nothing you write on the unlined page will be scored.
> - When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
> - Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
> - Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

To students using a computer for the Essay, say:

> When using a computer for the Essay, you may not use any special word processing features, applications, software, or assistive technology unless it has been specifically approved. If you are using a test book with larger type size, you may use that type size for your essay. Four pages are allowed for regular type, 6 pages for 14-point type, and 10 pages for 20-point type. Any pages beyond your appropriate page limit will not be scored.
>
> I will come by now and make sure you are set up properly for typing your essay.
>
> Do you have any questions? *[pause]*

See Page Settings for Printing Essays on page 17 if you need to adjust computers for the Essay.

Time the Essay Section

To begin the Essay, say:

We'll now move on to the Essay. Once we begin, you'll have 50 minutes to work on the Essay section. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left. Keep your answer sheet and Essay book flat on your desk.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES

START TIME ___________ **STOP TIME** ___________

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

After 25 minutes have elapsed, say:

You have 25 minutes remaining in the Essay section.

After 45 minutes, say:

You have 5 minutes remaining in the Essay section.

After exactly 50 minutes, say:

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

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

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

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

To all students, say:

Please sit quietly while I collect your Essay books.

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

IMPORTANT: *Testing is now complete. Proceed to After the Test on page 86 to collect test materials and dismiss students.*

SCRIPT 2:
Standard Time with Extra Breaks

Use this script for students approved for extra breaks with standard timing on some or all sections of the test.

To test students with extended breaks or breaks as needed, use Script 1.

SECTION 1:
Reading Test

65 MINUTES STANDARD TIME WITH EXTRA BREAKS

33 Minutes **5-Minute Break** 32 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 65 minutes to work on Section 1. We'll stop for a short break after 33 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

33 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 15 minutes, say:

You have 50 minutes remaining in Section 1 and 18 minutes until the break.

After 28 minutes, say:

You have 37 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 33 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 32 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

32 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 17 minutes (from the break), say:

You have 15 minutes remaining in Section 1.

After 27 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

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

To all students, say:

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

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day test takers and online at **sat.org**.

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

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

SECTION 2:
Writing and Language Test

STANDARD TIME WITH EXTRA BREAKS

🕒 **35 Minutes**

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

35 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

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

To all students, say:

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

Ⓐ FOR STUDENTS WITH EXTENDED TIME ON MATH

- For students approved for time and one-half on math, turn to Script 3 and start at Break Before Section 3 on page 47.
- For students approved for double time on math, turn to Script 4 and start at Break Before Section 3 on page 55.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:
Math Test – No Calculator

STANDARD TIME WITH EXTRA BREAKS

25 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

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

To all students, say:

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

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:
Math Test – Calculator

55 MINUTES STANDARD TIME WITH EXTRA BREAKS

28 Minutes **5-Minute Break** **27 Minutes**

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 55 minutes to work on Section 4. We'll stop for a short break after 28 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

28 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 10 minutes, say:

You have 45 minutes remaining in Section 4 and 18 minutes until the break.

After 23 minutes, say:

You have 32 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 28 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 27 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

27 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 12 minutes (from the break), say:

You have 15 minutes remaining in Section 4.

After 22 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

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

To all students, say:

> Close your answer sheet so that page 1 is on top. Close your test book.

Now say:

> Before I collect your test materials, please turn over your answer sheet (or turn to page 16 if you're using a large-print answer sheet) and check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]*
>
> Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. *[pause]*

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

Break Between Sections

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

IMPORTANT: *For students taking the SAT with Essay in 1 day, your school may choose to give students up to a 30-minute lunch break after Section 4, instead of the standard 2-minute break. If you are unsure of your school's policy, make sure to confirm with your test coordinator before test day. Refer to Plan for Pre-Essay Lunch Break on page 13 for more information.*

After collecting and counting test books, say:

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

2-MINUTE BREAK

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

At the end of the break, say:

> Please take your seat. *[pause]*

Before the Essay

Depending on the accommodations of students in your room, you may need to turn to a different script for the Essay. Pause for a moment to read the instructions that follow and determine what your students require next.

Ⓐ FOR STUDENTS WITH EXTENDED TIME FOR WRITING

- For time and one-half for writing only, turn to Script 3, The Essay on page 50.
- For double time for writing only, turn to Script 4, The Essay on page 59.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the following script.

The Essay

50 MINUTES STANDARD TIME WITH EXTRA BREAKS

25 Minutes **5-Minute Break** 25 Minutes

To all students, say:

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

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

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

Continue by saying:

> When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number ___________, school name ________________________, and this room's testing room code (or name) _____________, which I have posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

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

Give Students Directions for Recording the Essay

You may have a mixture of students approved to type the Essay and students writing the Essay on their answer sheets. Read the following scripts as appropriate to the students in your room.

To all students writing the Essay on an answer sheet, say:

Now I'm going to give you a few instructions to help you make sure your essay is scored accurately.

- Use the unlined planning page to take notes and plan your essay. Nothing you write on the unlined page will be scored.
- When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
- Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
- Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

To students using a computer for the Essay, say:

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

I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Page Settings for Printing Essays on page 17 if you need to adjust computers for the Essay.

Time the Essay Section

To begin the Essay, say:

We'll now move on to the Essay. Once we begin, you'll have 50 minutes to work on the Essay section. We'll stop for a 5-minute break after 25 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Keep your answer sheet and Essay book flat on your desk. Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

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

After 10 minutes, say:

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

After 20 minutes, say:

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

After 25 minutes, say:

Stop work and put your pencil down. To help you find your place quickly after the break, put your answer sheet on top of the page that you are currently working on in your Essay book. Close your Essay book and leave it on your desk. You will now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

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

At the end of the break, say:

Take your seat. You have an additional 25 minutes remaining in the Essay section. I will post the start and stop times, and I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left before the section ends. Open your Essay book and take out your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____________ **STOP TIME** ____________

After 10 minutes (from the break), say:

You have 15 minutes remaining in the Essay section.

After 20 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

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

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

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

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

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

To all students, say:

Please sit quietly while I collect your Essay books.

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

IMPORTANT: *Testing is now complete. Proceed to After the Test on page 86 and follow the instructions to collect test materials and answer sheets before dismissing students.*

SCRIPT 3: Time and One-Half for One-Day Testing

IMPORTANT: *If you are administering the SAT with Essay to students testing with time and one-half (i.e., for reading, for use of EL supports, or for use of a human reader/scribe), use Script 5: Time and One-Half for Two-Day Testing on page 61.*

SECTION 1: Reading Test

98 MINUTES TIME AND ONE-HALF

49 Minutes 5-Minute Break 49 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 1 hour and 38 minutes to work on Section 1. We'll stop for a short break after 49 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

49 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 25 minutes, say:

You have 1 hour and 13 minutes remaining in Section 1 and 24 minutes until the break.

After 44 minutes, say:

You have 54 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 49 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 49 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

49 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 24 minutes (from the break), say:

You have 25 minutes remaining in Section 1.

After 44 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

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

To all students, say:

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

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day test takers and online at sat.org.

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

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

SECTION 2:
Writing and Language Test

TIME AND ONE-HALF
53 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 53 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

53 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes, say:

You have 28 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

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

To all students, say:

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

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:
Math Test – No Calculator

TIME AND ONE-HALF

38 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 38 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES TIME AND ONE-HALF

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 20 minutes, say:

You have 18 minutes remaining in Section 3.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

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

To all students, say:

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

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⏱ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:
Math Test – Calculator

83 MINUTES TIME AND ONE-HALF

42 Minutes **5-Minute Break** **41 Minutes**

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 83 minutes to work on Section 4. We'll stop for a short break after 42 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

42 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 20 minutes, say:

You have 1 hour and 3 minutes remaining in Section 4 and 22 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 42 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 41 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

41 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 21 minutes (from the break), say:

You have 20 minutes remaining in Section 4.

After 36 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

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

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book.

Now say:

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

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

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

Break Between Sections

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

IMPORTANT: *For students taking the SAT with Essay in 1 day, your school may choose to give students up to a 30-minute lunch break after Section 4, instead of the standard 2-minute break. If you are unsure of your school's policy, make sure to confirm with your test coordinator before test day. Refer to Plan for Pre-Essay Lunch Break on page 13 for more information.*

After collecting and counting test books, say:

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

2-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. *[pause]*

Before the Essay

Depending on the accommodations of students in your room, you may need to turn to a different script for the Essay. Pause for a moment to read the instructions below and determine what your students require next.

Ⓐ FOR STUDENTS WITH EXTENDED TIME FOR MATH ONLY

- To administer the Essay with standard time and no extra breaks, turn to Script 1, The Essay on page 35.
- To administer the Essay with standard time with extra breaks, turn to Script 2, The Essay on page 42.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

The Essay

75 MINUTES TIME AND ONE-HALF

38 Minutes **5-Minute Break** 37 Minutes

To all students, say:

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

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

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

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number __________, school name ____________________, and this room's testing room code (or name) ____________, which I have posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

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

Give Students Directions for Recording the Essay

You may have a mixture of students approved to type the Essay and students writing the Essay on their answer sheets. Read the following scripts as appropriate to the students in your room.

To students writing the Essay on the answer sheet, say:

Now I'm going to give you a few instructions to help you make sure your essay is scored accurately.

- Use the unlined planning page to take notes and plan your essay. Nothing you write on the unlined page will be scored.
- When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
- Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
- Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

To students using a computer for the Essay, say:

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

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

I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Page Settings for Printing Essays on page 17 if you need to adjust computers for the Essay.

Time the Essay Section

To begin the Essay, say:

We'll now move on to the Essay. Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Keep your answer sheet and Essay book flat on your desk. Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES TIME AND ONE-HALF

START TIME ____________ **STOP TIME** ____________

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

After 20 minutes, say:

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

After 33 minutes, say:

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

After 38 minutes, say:

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

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

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. You have an additional 37 minutes remaining in the SAT Essay. I will post the start and stop times, and I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left before the section ends. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

37 MINUTES TIME AND ONE-HALF

START TIME ____________ **STOP TIME** ____________

After 17 minutes (from the break), say:

You have 20 minutes remaining in the Essay section.

After 32 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

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

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

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

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

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

To all students, say:

Please sit quietly while I collect your Essay books.

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

IMPORTANT: *Testing is now complete. Proceed to After the Test on page 86 and follow the instructions to collect test materials and answer sheets before dismissing students.*

SCRIPT 4: Double Time

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

SECTION 1: Reading Test

130 MINUTES DOUBLE TIME

65 Minutes | **5-Minute Break** | 65 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 2 hours and 10 minutes to work on Section 1. We'll stop for a short break after 65 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

65 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:

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

After 60 minutes, say:

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

After exactly 65 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 65 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

65 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 30 minutes (from the break), say:

You have 35 minutes remaining in Section 1.

After 60 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

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

To all students, say:

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

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.

- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day testers and online at sat.org.

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

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

SECTION 2:
Writing and Language Test

DOUBLE TIME

70 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 10 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

70 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 35 minutes, say:

You have 35 minutes remaining in Section 2.

After 65 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:

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

To all students, say:

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

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:
Math Test – No Calculator

DOUBLE TIME

50 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 25 minutes, say:

You have 25 minutes remaining in Section 3.

After 45 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, say:

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

After Section 3

Depending on their accommodations, your students may be continuing to test on Day 1, or they may need to stop testing for the day and resume on Day 2. Pause for a moment to read the instructions that follow and determine what your students require next.

Ⓐ FOR STUDENTS TESTING IN 2 DAYS

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

Ⓑ FOR STUDENTS TESTING IN 1 DAY

For students testing with double time for math only, continue with the break that follows for 1-day testing.

Break Before Section 4 for One-Day Testing

For the break, say:

> Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.
>
> We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.
>
> We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

> Please take your seat. Don't open any section of the test until I tell you to.

Proceed to Section 4: Math Test – Calculator.

End of Day 1

To students ending Day 1, say:

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

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

When all materials have been accounted for, say:

> When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at _______________.
>
> Please gather your belongings and exit the room quietly.

On Day 2, continue as follows.

On Day 2 of Testing

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

Powering Off and Storing Devices

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

READ ONLY ONE OPTION

Ⓐ If your school is collecting personal belongings, say:

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

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

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

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

To all students, say:

Any electronic device other than your testing device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If you're seen with a device or your mobile phone makes a noise or creates a disturbance while in your possession, I'll dismiss you from testing. From this point on, I'll dismiss any student that I see with a phone, smartwatch, or other electronic device.

Preparing to Test

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:

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

- Remove everything from your desk except your Number 2 pencils with erasers, an acceptable calculator if you brought one, and any items you're approved to use as an accommodation. *[pause]*
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. *[pause]*
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

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

Walk around the room to make sure no one has any unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) Refer to Check Items on Student Desks on page 25 for a list of prohibited devices and aids.

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

Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials don't have your name on them.

Distribute the designated test materials and answer sheets from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils.

SECTION 4:
Math Test – Calculator

110 MINUTES DOUBLE TIME

🕒 55 Minutes **5-Minute Break** 55 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 50 minutes to work on Section 4. We'll stop for a short break after 55 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes, say:

You have 1 hour and 25 minutes remaining in Section 4 and 30 minutes until the break.

After 50 minutes, say:

You have 60 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 55 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 55 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes (from the break), say:

You have 30 minutes remaining in Section 4.

After 50 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

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

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book.

Now say:

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

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

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

Break Between Sections

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

IMPORTANT: *For students taking the SAT with Essay in 1 day, your school may choose to give students up to a 30-minute lunch break after Section 4, instead of the standard 2-minute break. If you are unsure of your school's policy, make sure to confirm with your test coordinator before test day. Refer to Plan for Pre-Essay Lunch Break on page 13 for more information.*

After collecting and counting test books, say:

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

2-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. *[pause]*

Before the Essay

Depending on the accommodations of students in your room, you may need to turn to a different script for the Essay. Pause for a moment to read the instructions below and determine what your students require next.

Ⓐ FOR STUDENTS WITH EXTENDED TIME FOR MATH ONLY

- To administer the Essay with standard time and no extra breaks, turn to Script 1, The Essay on page 35.
- To administer the Essay with standard time with extra breaks, turn to Script 2, The Essay on page 42.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

The Essay

100 MINUTES DOUBLE TIME

50 Minutes **5-Minute Break** 50 Minutes

To all students, say:

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

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

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

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number __________, school name ______________________, and this room's testing room code (or name) ____________ , which I have posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

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

Give Students Directions for Recording the Essay

You may have a mixture of students approved to type the Essay and students writing the Essay on their answer sheets. Read the following scripts as appropriate to the students in your room.

To students writing the Essay on the answer sheet, say:

Now I'm going to give you a few points to help you make sure your essay is scored accurately.

- Use the unlined page marked "For Planning Only" to take notes and plan your essay. Nothing you write on the unlined page will be scored.
- When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
- Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
- Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

To students using a computer for the Essay, say:

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

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

I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Page Settings for Printing Essays on page 17 if you need to adjust computers for the Essay.

Time the Essay Section

To all students, say:

We'll now move on to the Essay.

Once we begin, you'll have 1 hour and 40 minutes to work on the Essay. We will stop for a short break after 50 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

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

After 25 minutes, say:

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

After 45 minutes, say:

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

After 50 minutes, say:

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

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

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume. Students may stand and stretch but should not leave the room without your permission.

At the end of the break, say:

Please take your seat. You have an additional 50 minutes remaining in the Essay section. I will post the start and stop times, and I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left before the section ends. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

After 25 minutes (from the break), say:

You have 25 minutes remaining in the Essay section.

After 45 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

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

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

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

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

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

To all students, say:

Please sit quietly while I collect your Essay books.

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

IMPORTANT: *Testing is now complete. Proceed to After the Test on page 86 and follow the instructions to collect test materials and answer sheets before dismissing students.*

SCRIPT 5:
Time and One-Half for Two-Day Testing

IMPORTANT: *The following script is for time and one-half on the entire test (for reading or use of a human reader/scribe) for students taking the SAT with Essay.*

SECTION 1:
Reading Test

98 MINUTES TIME AND ONE-HALF

49 Minutes **5-Minute Break** 49 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 1 hour and 38 minutes to work on Section 1. We'll stop for a short break after 49 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

49 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 25 minutes, say:

You have 1 hour and 13 minutes remaining in Section 1 and 24 minutes until the break.

After 44 minutes, say:

You have 54 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 49 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 49 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

49 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 24 minutes (from the break), say:

You have 25 minutes remaining in Section 1.

After 44 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

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

To all students, say:

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

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day testers and online at sat.org.

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

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

SECTION 2:
Writing and Language Test

TIME AND ONE-HALF

53 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 53 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

53 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes, say:

You have 28 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

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

To all students, say:

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

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:
Math Test – No Calculator

TIME AND ONE-HALF

38 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 38 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 20 minutes, say:

You have 18 minutes remaining in Section 3.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

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

End of Day 1

To students ending Day 1, say:

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

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

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

When all materials have been accounted for, say:

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

Please gather your belongings and exit the room quietly.

On Day 2, continue as follows.

On Day 2 of Testing

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

Powering Off and Storing Devices

Collection of personal belongings:

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

READ ONLY ONE OPTION

Ⓐ If your school is collecting personal belongings, say:

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

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

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

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

To all students, say:

Any electronic device other than your testing device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If you're seen with a device or your mobile phone makes a noise or creates a disturbance while in your possession, I'll dismiss you from testing. From this point on, I'll dismiss any student that I see with a phone, smartwatch, or other electronic device.

Preparing to Test

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:

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

- Remove everything from your desk except your Number 2 pencils with erasers, an acceptable calculator if you brought one, and any items you're approved to use as an accommodation. *[pause]*
- If you brought a backup calculator or extra batteries, get those out and put them under your seat in plain sight. *[pause]*
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

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

Walk around the room to make sure no one has any unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) Refer to Check Items on Student Desks on page 25 for a list of prohibited devices and aids.

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

Then, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials don't have your name on them.

Distribute the designated test materials and answer sheets from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils.

SECTION 4:
Math Test – Calculator

83 MINUTES TIME AND ONE-HALF

42 Minutes **5-Minute Break** **41 Minutes**

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 83 minutes to work on Section 4. We'll stop for a short break after 42 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

42 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 20 minutes, say:

You have 1 hour and 3 minutes remaining in Section 4 and 22 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 42 minutes, say:

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

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 41 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

41 MINUTES TIME AND ONE-HALF

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 21 minutes (from the break), say:

You have 20 minutes remaining in Section 4.

After 36 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

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

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book.

Now say:

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

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

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

Break Between Sections

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

After collecting and counting test books, say:

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

2-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. *[pause]*

The Essay

75 MINUTES TIME AND ONE-HALF

38 Minutes | **5-Minute Break** | 37 Minutes

To all students, say:

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

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

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

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number __________, school name ________________________, and this room's testing room code (or name) ____________ , which I have posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

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

Give Students Directions for Recording the Essay

You may have a mixture of students approved to type the Essay and students writing the Essay on their answer sheets. Read the following scripts as appropriate to the students in your room.

To students writing the Essay on the answer sheet, say:

Now I'm going to give you a few points to help you make sure your essay is scored accurately.

- Use the unlined page marked "For Planning Only" to take notes and plan your essay. Nothing you write on the unlined page will be scored.
- When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
- Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
- Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

To students using a computer for the Essay, say:

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

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

I'll come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

See Page Settings for Printing Essays on page 17 if you need to adjust computers for the Essay.

Time the Essay Section

To begin the Essay, say:

We'll now move on to the Essay. Once we begin, you will have 1 hour and 15 minutes to work on the Essay. We will take a 5-minute break after 38 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Keep your answer sheet and Essay book flat on your desk. Now read the directions, then turn to the Essay question and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

38 MINUTES TIME AND ONE-HALF

START TIME ____________ **STOP TIME** ____________

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

After 20 minutes, say:

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

After 33 minutes, say:

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

After 38 minutes, say:

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

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

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. You have an additional 37 minutes remaining in the SAT Essay. I will post the start and stop times, and I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left before the section ends. Open your Essay book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and begin work where you left off. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

37 MINUTES TIME AND ONE-HALF

START TIME ____________ **STOP TIME** ____________

After 17 minutes (from the break), say:

You have 20 minutes remaining in the Essay section.

After 32 minutes (from the break), say:

You have 5 minutes remaining in the Essay section.

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

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

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

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

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

To all students, say:

Please sit quietly while I collect your Essay books.

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

IMPORTANT: *Testing is now complete. Proceed to After the Test on page 86 and follow the instructions to collect test materials and answer sheets before dismissing students.*

SCRIPT 6:
Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven't yet done so, return to Begin the Test Here on page 24.

IMPORTANT: *If your school has been approved to administer the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 72.*

IMPORTANT: *Only read the following script if you did not download the test form on each student's computer as described in Administer the Pre-recorded Audio Format on page 17. If you have already downloaded students' test forms, skip forward to Complete Test Information on page 71.*

Start the Streaming Application

At this point, the streaming application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the **Test Administration** screen where students will input their assessment, student, and form selection information. At this point, if you haven't already, give each student a sticky note or index card with their 10-digit College Board SSD number written on it. They'll need this on both days of testing.

To students accessing the audio streaming application test form, say:

Today you'll be taking the test using an audio application. First, you'll enter some information to access your test form.

Confirm that students' computers display the correct starting screen by saying:

Your screen should display **Assessment Information** at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

When everyone is ready, say:

Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please enter the 6-digit school code _______ that I have posted. *[pause]*

2. From the **Assessment Type** drop-down menu, choose **SAT School Day**. *[pause]*
3. Under **Student Information**, please fill in your first and last name. *[pause]*
4. In the **SSD Number** field, please fill in the 10-digit number written on the piece of paper I gave to you. *[pause]*
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. *[pause]*

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the piece of paper given to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call the SSD office.*

Give instructions for starting the test download by saying:

Now you'll enter the Form Code so that you can download the correct test. In the **Form Selection** field, type the 7-character code _______ exactly as I have posted it on the board. *[pause]*

Continue by saying:

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, select **Day 1**. *[pause]*
2. Select the **Continue** button.
3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the **Confirm** button. *[pause]*
4. After confirming, you may select **Begin Form Download**.
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to.

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. While the test is downloading, we'll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

Walk around the room to confirm that all students have selected the correct test form.

Complete Test Information

IMPORTANT: *For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can't be scored. You may need to assist students.*

For fields A and B, check that students are filling in the correct code from their screens, not from the test book.

For field A, Form Code, say:

Find field A on the back of your answer sheet (or page 16 of your large-print answer sheet). Find the Form Code on your screen under **Form Information**. Copy the 7-character code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. *[pause]*

For field B, Test ID, say:

For field B, find the Test ID on your screen under **Form Information**. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. *[pause]*

For field C, Test Book Serial Number, say:

For field C, look at the front cover of your test book. Find the number in the upper right corner labeled Test Book Serial Number. Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. *[pause]*

Check that students are copying the Test Book Serial Number from the test book.

After students have completed fields A–C, say:

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

If your school is not using testing room codes, instruct students to leave field D blank.

If your school is using testing room codes, say:

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

Explain Pre-recorded Audio Navigation

To all pre-recorded audio format users, say:

The test has been set up on your computer. Do not begin the test until I tell you to do so. I will review the navigation with you now.

To students using a PC or a Mac, say:

You may use your mouse to navigate. If you are using a PC or Chromebook, you can also navigate using your keyboard's **Control** key. If you are using a Mac, you'll use the **Command** key.

I have written the keyboard and other navigation commands on the board and will go over them now. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track, and when a track is playing, it's highlighted.

Go over the pre-recorded audio navigation by saying:

- Use **Control-P** or **Command-P** to play or pause the audio. You can also click the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, click and drag the **volume control slider**.
- To skip back to a previous track, press **Control-B** or **Command-B**.
- To skip forward to the next track press **Control-F** or **Command-F**.
- To move forward and backward within a track, click on the **timeline ribbon** at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast-forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

IMPORTANT: *Skip the following script if your students are testing with the audio streaming application.*

To students using flash drives, say:

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using **Control-A**.
- Use the mouse and timeline ribbon to go forward and back.
- All other navigation commands work as I have posted them.

To all students, explain procedure by saying:

If your section ends before I call time, you may return to any tracks within the section to review your work, but you may not navigate to any other section. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it's time to pause and take off your earphones. When it's time to pause, click **Pause** and take your earphones off so you can hear my directions. At that point, if the section is ended, I'll tell you to click **Stop**. Are there any questions about the information I've just read? *[pause]*

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

To all students, say:

We're going to listen to the test introduction now.

IMPORTANT: *Skip the next script if your students are using a flash drive format.*

To students using the streaming application, say:

Click **Begin Test** and then click **Yes** when the pop-up box appears. *[pause]*

To all students, say:

Plug in your earphones, but don't put them on just yet. When I tell you to start the directions, put them on to hear the introduction. When you have listened to the introduction, select **Pause** or press **Control-P** or **Command-P** to pause. Then take off your earphones and look up to signal that you are ready to continue with the test. Now double-click **Test Directions** to hear the introduction. *[pause]*

Assist any students whose volume is off, too low, or too high.

When students are ready, say:

Click the square **Stop** button. This will take you back to the list of test sections.

Final Points Before Testing

To all students, say:

You'll begin the test in just a few minutes, after I read a few final instructions.

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

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll also walk around the room every now and then to make sure everyone is working on the correct section. For the SAT, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a different section, even if you finish the current section early.

Remember to do your best and provide an answer for every question, even if you're not sure of the correct answer. You won't lose points for incorrect answers.

Once the test has ended, please stay seated and don't leave the room until I dismiss you. If you have any questions you may ask them now. *[pause]*

SECTION 1:
Reading Test

130 MINUTES DOUBLE TIME

65 Minutes **5-Minute Break** 65 Minutes

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 2 hours and 10 minutes to work on Section 1. We'll stop for a short break after 65 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break. When I signal you to pause, select **Pause** or press **Command-P** or **Control-P** and take off your earphones so that you can hear my directions.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

To all students, say:

We're about to start the test. Now open your test book to Section 1 in case you want to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 1**, listen to the directions, and begin work. *[pause]* Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

65 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You'll need student names for seating students on Day 2 of testing.

After 30 minutes, post the time remaining, signal students, and say:

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

After 60 minutes, post the time remaining, signal students, and say:

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

After exactly 65 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. *[pause]*

Pause the test by clicking **Pause** or pressing **Command-P** or **Control-P**.

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

If any students select the **Stop** button by accident, tell them that after the break they can navigate back to their question by selecting the section and scrolling down to the question they're working on.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 65 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on by selecting **Play** or pressing **Control-P** or **Command-P**.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

65 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 30 minutes (from the break), post the time remaining, signal students, and say:

You have 35 minutes remaining in Section 1.

After 60 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 1.

After exactly 65 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 1. Click the square **Stop** button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

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

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

Certification Statement

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

When everyone is ready, say:

When you submit your answer sheet you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the internet. These conditions are in place to make sure all students have a fair and equal test experience. The conditions are spelled out in the *SAT School Day Student Guide* available to all SAT School Day testers and online at sat.org.

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

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

SECTION 2:
Writing and Language Test

115 MINUTES PRE-RECORDED AUDIO TIME

58 Minutes **5-Minute Break** 57 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 55 minutes to work on Section 2. We'll stop for a short break after 58 minutes, and then you'll continue with Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section.

Open your test book to Section 2 in case you want to refer to it. *[pause]* Your computer screen should show the list of sections.

To all students, say:

When I say "Time starts now," you can put on your earphones, double-click **Section 2**, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

58 MINUTES PRE-RECORDED AUDIO TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 30 minutes, post the time remaining, signal students, and say:

You have 1 hour and 25 minutes remaining in Section 2 and 28 minutes until the break.

After 53 minutes, post the time remaining, signal students, and say:

You have 1 hour and 2 minutes remaining in Section 2 and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. *[pause]*

Pause the test by clicking **Pause** or pressing **Command-P** or **Control-P**.

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 2. You have an additional 57 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on by selecting **Play** or pressing **Control-P** or **Command-P**.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

57 MINUTES PRE-RECORDED AUDIO TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 27 minutes (from the break), post the time remaining, signal students, and say:

You have 30 minutes remaining in Section 2.

After 52 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 2.

After exactly 57 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 2. Click the square **Stop** button at the bottom of the window to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

IMPORTANT: *If you are testing students using flash drives, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 101 and then return to this script as directed.*

Instruct students to close the streaming application by saying:

Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application for today. We will restart it on Day 2. Please sit quietly while the test application closes. *[pause]*

Now say to all students:

This concludes Day 1 of testing. Close your answer sheet and place it inside the front cover of your test book. I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

Collect Test Materials

1. Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.
2. Collect answer sheets and test materials, including any scratch paper, from each student in the same order that they were distributed. If students downloaded test forms themselves, collect the notes or pieces of paper that you copied their SSD numbers onto. They'll need these again for the second day of testing.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at __________.

Please gather your belongings and exit the room quietly.

Return any collected mobile phones and personal belongings and dismiss students.

Day 2 of Testing

Before Admitting Students for Day 2 of Testing

1. Ensure navigation notes are posted for students to see (as given under Prepare the Testing Room on page 12).
2. Power on all computers. Make sure the volume is not muted and each computer is plugged in.

SSD *If you're administering the test to students approved to type the Essay, make sure computers are connected to a working printer.*

3. Turn to the applicable instructions for the students you are testing:
    a. For students using the streaming application, follow the same steps as you did on Day 1 under Administer the Pre-recorded Audio Format on page 17 to prepare the computers for testing. If your students are downloading the test form themselves, the steps for them to follow are outlined in the script later in this section.
    b. For students using flash drives, turn to Setting Up Computers for Pre-recorded Audio Flash Drives on page 100.

Admitting Students

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

Powering Off and Storing Devices

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

READ ONLY ONE OPTION

Ⓐ If your school is collecting personal belongings, say:

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

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

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

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

To all students, say:

Any electronic device other than your testing device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation. If you're seen with a device or your mobile phone makes a noise or creates a disturbance while in your possession, I'll dismiss you from testing. From this point on, I'll dismiss any student that I see with a phone, smartwatch, or other electronic device.

Preparing to Test

Set aside the Essay books in a location where students cannot access them. These will not be distributed until after the multiple-choice test books have been collected once Section 4 has been completed.

Continue by saying:

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

- Remove everything from your desk except your Number 2 pencils with erasers, an acceptable calculator and backup calculator if you brought one, and any items you're approved to use as an accommodation. *[pause]*
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

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

Walk around the room to make sure no one has any unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) Refer to Check Items on Student Desks on page 25 for a list of prohibited devices and aids.

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

Then, say:

Now place your calculators under your desks. You won't need them for Section 3. *[pause]* Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or writer has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students approved to use scratch paper.

If students are downloading their own test forms on their computers, give them the sticky note or piece of paper with their SSD number that you used for Day 1 of testing. Also make sure that the **Form Selection** is still posted from the previous day. (This is the 7-character **Form Code** from the back cover of the test books in your room.)

IMPORTANT: *If you are testing students using flash drives, skip forward to Section 3: Math Test – No Calculator.*

IMPORTANT: *Only read the following script if you did not download the test form on each student's computer as described in Administer the Pre-recorded Audio Format on page 17. If you have already downloaded students' test forms, skip forward to Section 3: Math Test – No Calculator.*

Guide students to download their test file by saying:

The test is being administered via streaming audio. As we did for the first day of testing, I will guide you through the steps to enter the information about your test and download it to your computer.

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code I have posted. *[pause]*
2. Under the **Assessment Type** drop-down menu, choose **SAT School Day**. *[pause]*
3. Under **Student Information**, please fill in your first and last name.
4. In the **SSD Number** field, please fill in the 10-digit number that I have written down and given to you. *[pause]*
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. *[pause]*

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper that you gave to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call the SSD office.*

Then say:

In the **Form Selection** field, type the 7-character code ________ exactly as I have posted it on the board. *[pause]*

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, confirm you are testing on **Day 2**. *[pause]*
2. Select the **Continue** button.

3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select **Confirm**.
4. After confirming, you may select **Begin Form Download**.
5. At this point I want everyone to stop while your form downloads. When the **Begin Test** button appears, do not select it until instructed to do so.

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

SECTION 3:
Math Test – No Calculator

DOUBLE TIME

50 Minutes

IMPORTANT: *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

To all students, say:

Plug in your earphones. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. *[pause]*

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see To students using a PC or a Mac, say: on page 72.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you'll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the **Reference Information** if you need it later.

IMPORTANT: *Skip the next script if your students are using flash drives.*

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

To all students, say:

Open your test book to Section 3 in case you want to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 3**, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ____________ **STOP TIME** ____________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 25 minutes, post the time remaining, signal students, and say:

You have 25 minutes remaining in Section 3.

After 45 minutes, post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 3. Click the square **Stop** button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

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

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:

Math Test – Calculator

110 MINUTES DOUBLE TIME

55 Minutes **5-Minute Break** **55 Minutes**

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 50 minutes to work on Section 4. We'll stop for a short break after 55 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and double-clicking on **Question 1**. Remember, you can go back and select the **Reference Information** if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you want to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 4**, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes, post the time remaining, signal students, and say:

You have 1 hour and 25 minutes remaining in Section 4 and 30 minutes until the break.

After 50 minutes, post the time remaining, signal students, and say:

You have 60 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 55 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. *[pause]*

Pause the test by clicking **Pause** or pressing **Command-P** or **Control-P**.

To all students, say:

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

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 55 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on by selecting **Play** or pressing **Control-P** or **Command-P**.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 25 minutes (from the break), post the time remaining, signal students, and say:

You have 30 minutes remaining in Section 4.

After 50 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 4.

After exactly 55 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 4. Click the square **Stop** button at the bottom of the window to stop work on Section 4 of the test.

Make sure all students have stopped work and removed their earphones.

IMPORTANT: *If testing students using flash drives, skip the next script.*

To all students using the MP3 streaming format, say:

Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[pause]*

Now say to all students:

Before I collect your test materials, please turn to the back of your answer sheet and check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]*

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

Help any students that need to fill out fields A–C. If a student taking the MP3 streaming test didn't complete Form Code (field A), staff may copy this information from another student's answer sheet **after all students are dismissed**. All students in the MP3 streaming room will have the same Form Code.

Now say:

When you are finished checking, place your answer sheet faceup on your desk. Please stay seated and remain quiet while I collect and count your test books. You may stand to stretch if you need to, but please don't talk.

Collect all students' test books in the same order that the books were distributed. Count the books to ensure you have the correct number before beginning the next section. Place the test books where students can't access them.

If students downloaded their test forms themselves, do **not** collect the notes that you copied each student's SSD number onto. They'll need their SSD number to begin the Essay.

Before the Essay

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

After collecting and counting test books, say:

I will now launch the Essay on your computers. You'll need to step away from your desk for a brief stretch break while I launch the Essay. Please remain quiet.

To launch the Essay, the proctor or SSD coordinator will need to relaunch the application by entering their SSD Online credentials. (This must be completed out of the student's line of sight.) Complete the steps under Administer the Pre-recorded Audio Format on page 17 to prepare the computers for Essay testing.

Starting the Essay for Pre-recorded Audio Format

If you have already completed the test information and downloaded the Essay for students, skip ahead to The Essay.

Before beginning the next script, change the information you posted earlier under **Form Selection** by replacing the 7-character Form Code with the word "Essay" followed by a space and then the 1-letter Essay Code from the back of the Essay books in your room (for example, **Essay Q**).

Guide students to download their test file by saying:

Please take your seat. *[pause]*

I will guide you through the steps to enter the information about your test and download it to your computer.

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code I have posted. *[pause]*
2. Under the **Assessment Type** drop-down menu, choose **SAT School Day**. *[pause]*
3. Under **Student Information**, please fill in your first and last name.
4. In the **SSD Number** field, please fill in the 10-digit number that I have written down for you. *[pause]*
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. *[pause]*

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the sticky note and that the student is typing the number correctly. If you need further assistance, call the SSD office.*

Then say:

In the **Form Selection** field, type in the code exactly as I have posted it. *[pause]*

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, select **Day 2**. *[pause]*
2. Select the **Continue** button.
3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select **Confirm**.
4. After confirming, you may select **Begin Form Download**.
5. At this point I want everyone to STOP while your form downloads. When the **Begin Test** button appears, do NOT select it until instructed to do so.

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

The Essay

100 MINUTES DOUBLE TIME

50 Minutes **5-Minute Break** 50 Minutes

To all students, say:

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

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

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

Continue by saying:

When you receive your Essay book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school's code number __________, school name ______________________, and this room's testing room code (or name) ____________ , which I have posted for you.

Next, say:

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

Check that students have filled in the Essay Code.

IMPORTANT: *The Essay Code will also be displayed on the Essay book and should match what's on the student's computer screen (or flash drive packaging).*

Give Students Directions for Recording Their Essay

IMPORTANT: *If your students are using flash drives, skip the following script.*

To students using the streaming application, say:

The software provides an **Essay Editor** for use by any student who is approved to type their essay. Anyone using this without approval may not receive an Essay score. Please raise your hand if you're not sure whether you're approved to use the Essay Editor. *[pause]*

IMPORTANT: *Check the NAR to confirm if any students are approved to type their essays. The* ***Essay Editor*** *will be available regardless of approval, so you will need to carefully monitor its use by your students.*

Read the appropriate script(s) in this section to students, depending on if they are writing their essay on the answer sheet or typing it.

To all students writing the Essay on an answer sheet, say:

Now I'm going to give you a few instructions to help you make sure your essay is scored accurately.

- Use the unlined planning page to take notes and plan your essay. Nothing you write on the unlined page will be scored.
- When you're ready, start writing your essay on the first lined page, which says "Begin Your Essay Here." Write your essay on these lined pages and within the marked margins.
- Use a Number 2 pencil. If you do not use a pencil, or if you leave the pages blank, you will receive an Essay score of zero.
- Your essay must fit within the pages provided. Don't write anything past the word "STOP" on the last lined page, because anything written past that point will not be scored.

Unless approved to type the Essay, students must write their essays on their answer sheets. Don't give them scratch paper for the Essay.

To students typing the Essay in the streaming application, say:

Once you start the Essay, if you've been approved to type your essay, you can use the yellow **Essay Editor** tab on the right side of the screen. Remember, you must not type your essay unless you've been approved to do so by College Board. You have the choice of 2 fonts: Times New Roman or Arial. There are 3 font sizes available. Choose the 10-point font, unless you have been approved to use a 14-point or 20-point test book. Do not adjust the margin settings. The Essay Editor doesn't contain any special word processing features, applications, software, or assistive technology. The Essay Editor can be opened and closed without losing anything you've typed. No shortcut keys work in the editor, and the tab key does not work.

IMPORTANT: *If you have students using flash drives who are also approved to use a computer for the Essay, ensure that their computers are set up to produce the correct font size as noted under Page Settings for Printing Essays on page 17. Read the next script to these students.*

To students using a flash drive who are typing the Essay, say:

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

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

I will come by now and make sure you are set up properly for typing your essay.

Do you have any questions? *[pause]*

Time the First Half of the Essay Section

To all students, say:

We'll now move on to the Essay. Once we start, you'll have 1 hour and 40 minutes to work on the Essay section. We will stop for a short break after 50 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left.

Please do not sign your essay or add your name to it (as in "By Jane Doe"). Doing so could delay your essay score.

Keep your answer sheet flat on your desk. Open your Essay book in case you need to refer to it. Your computer screen should show 2 sections, 1 for the Essay Directions, and 1 for the Essay.

IMPORTANT: *Skip the next script if your students are using flash drives.*

To students using the streaming application, say:

Click **Begin Test** and then click **Yes** when the pop-up box appears. *[pause]*

To all students, say:

When I say "Time starts now," you can put on your earphones, start the **Essay Directions**, and listen to the directions. After you listen to the directions, double-click the Essay, listen to the Essay question, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

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

- Periodically post the time remaining, and signal that you've done so to students wearing earphones.
- Walk around the room to check that everyone is working on their essays.
- Check to see students are using a No. 2 pencil to write their essays.

After 25 minutes, signal students and say:

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

After 45 minutes, signal students and say:

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

After 50 minutes, signal students to take off their earphones and say:

Pause your work and take off your earphones. *[pause]*

If you're typing your essay, minimize or hide the text editor on your screen. Put your answer sheet on top of the page that you're currently working on in your Essay book. Close your Essay book and leave it on your desk. You'll now have 5 minutes to stretch. Do not discuss test questions during the break or leave the testing room without permission. We'll start testing again in exactly 5 minutes.

Time the Break and the Second Half of the Essay

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing resumes. Students may stand and stretch but should not leave the room without your permission.

Walk around the room to check that all test files are paused and that all answer sheets are closed with Essay books inside them.

At the end of the break, say:

Please take your seat. Do not open your Essay file until I tell you to do so. You have an additional 50 minutes remaining in the Essay section. I will post the start and stop times, and I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left before the section ends. Open your Essay book and place your answer sheet flat on your desk.

When I say "Time starts now," you may return to writing your essay. If you are typing the Essay, you'll need to resume working in the text editor. If you need to listen to the Essay prompt at any time, you can put on your earphones and select **Play** or press **Control**- or **Command-P** to resume the Essay. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME ___________ **STOP TIME** ___________

After 25 minutes (from the break), signal students and say:

You have 25 minutes remaining in the Essay section.

After 45 minutes (from the break), signal students and say:

You have 5 minutes remaining in the Essay section.

After exactly 50 minutes (from the break), signal students to take off their earphones and say:

Stop your work. Put your pencil down. *[pause]*

Time is up for the Essay. Close your answer sheet and your Essay book.

To students who typed their essays, say:

Click the **Print** icon on your screen.

Once essays are printed, have students write their full name on the back of each sheet (in the center of the sheet), and place the sheets inside their answer sheets.

You can print an essay typed in the streaming application even if the student inadvertently closes the application before printing. Choose **Print an Essay** from the opening screen in the application to do so. You'll need to enter the student's SSD number to retrieve, view, and print the essay.

IMPORTANT: *If testing students using flash drives, skip the next script.*

Guide students to close the audio streaming format by saying:

Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[pause]*

After the Test

To all students, say:

Congratulations, you have finished the test.

To all students (except SAA students), say:

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete and return to me before you leave the room.

To cancel your scores later, you must notify College Board in writing no later than 10:59 p.m. Central Time on the fourth weekday from today.

Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email or phone call.

If you cancel your scores, they will still be sent to the state, but they will not be sent to your chosen colleges or scholarship organizations or be available in the College Board reporting system.

IMPORTANT: *Because students testing with lime green materials are not eligible to send scores to colleges and scholarship programs, score cancellation does not apply to them.*

To all students, say:

Please continue to sit quietly while I collect your Essay books.

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

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

Collect Test Materials

TASKS

Collect Test Books and Other Test Materials

Collect other test materials except for answer sheets, including scratch paper and any translated directions, at this time. Place materials where students can't access them.

Collect Flash Drives

1. For students using flash drives with the pre-recorded audio format, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 101.
2. If testing students using the ATC format, collect the flash drives. Walk around the room to close each media player. Click on the **X** in the upper right corner of the media player window, or click on **File** and select **Exit** from the drop-down menu. Then eject the USB flash drive by doing the following:
    a. For PCs, in the notification area in the lower right corner of the monitor, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then click on **Eject USB Disk**.
    b. For Mac computers, eject the flash drive by clicking on the **Up Arrow** next to the icon under **Devices**.
    c. For Chromebooks, click on the **Eject** icon next to the flash drive in the devices list.

3. Place each drive in the original package for each student.
4. Before powering off each computer, ensure the cache is emptied and no files have been copied onto the computer.

Before Collecting Answer Sheets

Read this script to determine if any students need to complete nontest information on their answer sheets.

To all students, say:

If you still have nontest information to fill out on your answer sheet, including any new score report requests that you want to make in field 15, where you can choose which colleges or scholarship programs you want to receive your scores, please open your answer sheet to page 2. Score report requests you make now will be free of charge. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I'll help you complete your answer sheets.

If you have already completed all the nontest information on your answer sheet, leave your answer sheet faceup on your desk.

For students who have completed nontest information on the answer sheets, proceed to Collect Answer Sheets on page 88. When you have dismissed these students, return to Completing the Answer Sheets that follows for any students remaining. **Students without consent can update their score sends in field 15, but should not answer any other questions on the answer sheet.**

Completing the Answer Sheets

Distribute a copy of the *Student Answer Sheet Instructions* to students remaining in the room for completing the nontest information on their answer sheets.

To all students, say:

Follow along in the *Student Answer Sheet Instructions* booklet as I read instructions to you.

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

For fields 10–14, say:

Turn to page 2, and fill in your address in fields 10 through 13 of your answer sheet. These fields are optional. Leave field 14 blank. Raise your hand if you have any questions. Look up when you're done. *[pause]*

Students using large-print instructions may need your help with the list for field 15.

IMPORTANT: *Students using SAAs will not be eligible to send scores to colleges, universities, or scholarship programs.*

If testing students with SAAs, skip the script for field 15 and tell these students to leave field 15 unmarked.

For field 15, say:

Find field 15 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you're entitled to send your scores to as many as 4 colleges or scholarship programs. If you complete this optional section, your scores will be sent free of charge. You can also send scores later for a small fee. Colleges and universities are always eager to get scores from students, even if you're not ready to apply.

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

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles. Let me know if you have any questions.

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

IMPORTANT: *If you have students who only asked to change their score reports, you can dismiss them while others are completing the additional fields.*

Now say:

If you have no other information to include on your answer sheet, close the *Student Answer Sheet Instructions* and your answer sheet, and place the answer sheet faceup on your desk.

Read the remaining scripts below if you have students who need to complete fields 16–39 **and they have consent to complete the optional questionnaire**. After reading these scripts, you may turn to Collect Answer Sheets on page 88 to dismiss students who don't need to complete these fields.

To students remaining in the room, say:

I'll now help students start completing the rest of the answer sheet, and while they're working, I'll dismiss anyone who is finished.

For field 16, say:

Turn to page 3. Follow the directions in your booklet to fill in field 16 and indicate whether or not you'd like to opt in. Raise your hand if you have questions. *[pause]*

For field 17, say:

If you'd like to get information from College Board by email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17. This is on page 6 if you're using a large-print answer sheet. Indicate at the top of the field whether this is your own or a parent or guardian's address. If you give your own email address and opted in to Student Search Service in field 16, you may also get information from colleges sent to you. *[pause]*

To all students, for field 18, say:

Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. *[pause]*

When everyone is ready, say:

Now we'll complete the rest of the nontest questions, which ask for more information about you, your educational background, experiences, and activities and interests.

You can read about the benefits of providing this optional information in your *Student Answer Sheet Instructions* booklet. It's important that you know College Board will be able to use this information and provide it to others for additional uses, such as research.

These fields are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

Instructions for how to complete these fields are provided in your *Student Answer Sheet Instructions* booklet starting on page 2. Follow the instructions to complete fields 19 through 22. Then turn to the inside back cover of your answer sheet (or page 8 in your large-print answer sheet) to complete fields 23 through 39. Raise your hand if you have any questions. *[pause]*

When you're finished, close your *Student Answer Sheet Instructions* booklet and place it next to your answer sheet on your desk. Place your answer sheet faceup on your desk. Please wait quietly while others finish.

When you're ready to dismiss students, continue with the instructions under Collect Answer Sheets.

Collect Answer Sheets

Collect an answer sheet (and *Student Answer Sheet Instructions* booklet, if applicable) from each student who is ready for dismissal—these students should have their answer sheets placed faceup on their desks.

For each student, before moving on to the next person, do the following:

- Make sure students have completed fields 1–9 on the front page of the answer sheet. If there is a discrepancy, ask the student to show ID and explain the discrepancy. Document this on an IR.
- If there is a discrepancy and you suspect impersonation, fill out an IR and note the student's name. Notify the test coordinator immediately.
- Flip the answer sheet over to make sure they completed the Form Code and other fields from the Complete on Test Day section, fields A–C. (For large-print answer sheets, these fields are on page 16.) These fields must be completed for a student's answer sheet to be scored.

Before Dismissing Students

Make sure answer sheets are not inserted in or between test books or Essay books.

Keep students seated until you're sure you have an answer sheet and the testing materials used by each student.

- Verify by count you have a multiple-choice test book, an Essay book, and answer sheet for each student being dismissed.
- Verify by serial number you have collected the test books assigned to your room.
- If you have any students approved to write their answers in the test book, you must ensure their answer sheets include the students' personal and test information for fields 1–9 and A–C before dismissing students.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

In addition, you are not permitted to discuss or share today's Essay question until after scores are released.

Remind students of consequences by saying:

As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be invalidated and they may be prevented from taking other College Board tests in the future.

Returning Collected Items:
If you have collected personal belongings from students, read script Ⓐ. *If you have not collected any belongings, read script* Ⓑ.

READ ONLY ONE OPTION

Ⓐ To students whose belongings were collected, say:

This test administration is now over. As you prepare to leave, please come up and retrieve your personal belongings that I collected from you earlier. Once you have all your belongings, you may exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

Ⓑ To students who have all their belongings, say:

The test administration is now over. Gather your belongings, and exit the room quietly. Please keep in mind that students in other rooms may still be testing. Congratulations again and thank you for your participation and for all of your hard work.

If all students have left the room: Continue with the tasks under After Students Leave the Room.

If students remain in the room: Return to Completing the Answer Sheets on page 87 to guide them in completing the nontest information on their answer sheets.

After Students Leave the Room

TASKS

Transcribe Student Responses for Scoring

A completed answer sheet (standard or large print) must be submitted for a student to receive a score report.

- If you have any students approved to write their answers in the test book, do the following:
  - Transcribe the student's answers on a standard answer sheet that has their personal identification gridded and includes a Pre-ID label.
  - On the front cover of the test book, write "Answers in book" and copy the litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
  - On the test book, make sure the student's name and 6-digit school (AI) code have been recorded.
  - Transfer responses from the test book to the regular answer sheet pages.
  - Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.
- For students approved to use braille writers or computers to record answers, you or a monitor or support staff member must:
  - Transfer multiple-choice and student-produced responses from braille or computer pages to the regular answer sheet pages. (Typed essays do not need to be transcribed, and should be returned according to the instructions under Prepare the Typed Essay for Scoring.)
  - On the materials that you transferred answers from, write the student's name, 6-digit AI code, and answer sheet litho code.
- Large-print answer sheets don't need to be transcribed and should be returned with used answer sheets.

Prepare the Typed Essay for Scoring

If you have tested students who were approved for a computer to type their essays, prepare the typed essay for scoring as follows:

- Ensure that each printed essay page includes identifying information so that the essay can be matched with the student's answer sheet. On the back of each page—leaving a minimum of a 2-inch margin at the top and a 1-inch margin at the bottom, left, and right of the page—write the following information:
    - Name (if not already printed by the student)
    - 6-digit school (AI) code
    - Original answer sheet litho code (shaded box in the bottom right corner of page 1)
- Make an extra copy of the printout of the essay, write the student's name on it, and give it to the coordinator for their records.
- Attach the typed essay page(s) by paper clip to the student's answer sheet and place both into the white Accommodated Testing Envelope.
- Essays (including those typed in the MP3 application) must be printed and included with the answer sheet to be scored. If the essay cannot be included with the answer sheets (e.g., printer failure), note this on an IR. Do not allow retyping of an essay for any reason once the test is over. Doing so will result in score cancellation.

IMPORTANT: *After you have printed the essay, test content will be eliminated from the computer automatically for MP3 streaming app users. For students using computers only for typing the essay, check to make certain the essay file is deleted and the computer's deleted items folder is emptied before turning off the computer.*

- Make sure the Essay Code has been gridded in on the answer sheet (page 6).

Finish Up

- Complete and sign the Testing Room Materials Report form and seating chart.
- Fill out an IR if you encountered any testing issues.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster or NAR identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:

☐ Answer sheets
☐ Test books, including flash drives and any other alternate test formats
☐ Any materials you transcribed student responses from, if applicable
☐ Essay books
☐ Printed essays, if any
☐ Room roster or NAR
☐ IRs, if any
☐ Completed Testing Room Materials Report form
☐ Any other materials provided to you by the test coordinator, including any completed Request to Cancel Scores forms

Appendix

Overview of Timing and Breaks

	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total Time
	Reading	**Writing and Language**	**Math Test – No Calculator**	**Math Test – Calculator**	**Essay**	SAT w/ Essay—(including breaks)
Script 1 Standard Time (Standard and Accommodated Rooms)	65 minutes 10-min. break	35 minutes	25 minutes 5-min. break	55 minutes	2-min. break 50 minutes	4 hours, 7 minutes
Script 2 Standard Time with Extra Breaks	33 minutes 5-min. break 32 minutes 5-min. break	35 minutes 5-min. break	25 minutes 5-min. break	28 minutes 5-min. break 27 minutes	2-min. break 25 minutes 5-min. break 25 minutes	4 hours, 22 minutes
Script 3 Time and One-Half (+50%) 1-Day Testing	49 minutes 5-min. break 49 minutes 5-min. break	53 minutes 5-min. break	38 minutes 5-min. break	42 minutes 5-min. break 41 minutes	2-min. break 38 minutes 5-min. break 37 minutes	(N/A—Script 3 is only used in combination with other scripts for the SAT with Essay)
Script 4 Double Time (+100%)	65 minutes 5-min. break 65 minutes 5-min. break	70 minutes 5-min. break	50 minutes 5-min. break	55 minutes 5-min. break 55 minutes	2-min. break 50 minutes 5-min. break 50 minutes	8 hours, 7 minutes
Script 5 Time and One-Half (+50%) 2-Day Testing	49 minutes 5-min. break 49 minutes 5-min. break	53 minutes 5-min. break	38 minutes **End Day 1**	42 minutes 5-min. break 41 minutes	2-min. break 38 minutes 5-min. break 37 minutes	6 hours, 14 minutes
Script 6 Pre-recorded Audio (MP3) Users	65 minutes 5-min. break 65 minutes 5-min. break	58 minutes 5-min. break 57 minutes **End Day 1**	50 minutes 5-min. break	55 minutes 5-min. break 55 minutes	2-min. break 50 minutes 5-min. break 50 minutes	8 hours, 57 minutes

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

Timing That Requires Combined Scripts

TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

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

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

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

Standard SAT Section Timing Chart—Nonstandard Administration

START AND STOP TIMES FOR STANDARD SECTIONS *All times are "minutes after the hour."*

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

Standard SAT Section Timing Chart—with Extra Breaks

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS *All times are "minutes after the hour."*

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

Time and One-Half (+50%) SAT Section Timing Chart—One- or Two-Day Testing

START AND STOP TIMES FOR TIME AND ONE-HALF (+50%) SECTION TIMING *All times are "minutes after the hour."*

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

Double Time (+100%) SAT Section Timing Chart

START AND STOP TIMES FOR DOUBLE TIME (+100%) SECTION *All times are "minutes after the hour."*

Start Time	Section 1		Section 2	Section 3	Section 4		SAT Essay	
	65 min.–break–65 min.		70 min.	50 min.	55 min.–break–55 min.		50 min.–break–50 min.	
:00	:05	:05	:10	:50	:55	:55	:50	:50
:01	:06	:06	:11	:51	:56	:56	:51	:51
:02	:07	:07	:12	:52	:57	:57	:52	:52
:03	:08	:08	:13	:53	:58	:58	:53	:53
:04	:09	:09	:14	:54	:59	:59	:54	:54
:05	:10	:10	:15	:55	:00	:00	:55	:55
:06	:11	:11	:16	:56	:01	:01	:56	:56
:07	:12	:12	:17	:57	:02	:02	:57	:57
:08	:13	:13	:18	:58	:03	:03	:58	:58
:09	:14	:14	:19	:59	:04	:04	:59	:59
:10	:15	:15	:20	:00	:05	:05	:00	:00
:11	:16	:16	:21	:01	:06	:06	:01	:01
:12	:17	:17	:22	:02	:07	:07	:02	:02
:13	:18	:18	:23	:03	:08	:08	:03	:03
:14	:19	:19	:24	:04	:09	:09	:04	:04
:15	:20	:20	:25	:05	:10	:10	:05	:05
:16	:21	:21	:26	:06	:11	:11	:06	:06
:17	:22	:22	:27	:07	:12	:12	:07	:07
:18	:23	:23	:28	:08	:13	:13	:08	:08
:19	:24	:24	:29	:09	:14	:14	:09	:09
:20	:25	:25	:30	:10	:15	:15	:10	:10
:21	:26	:26	:31	:11	:16	:16	:11	:11
:22	:27	:27	:32	:12	:17	:17	:12	:12
:23	:28	:28	:33	:13	:18	:18	:13	:13
:24	:29	:29	:34	:14	:19	:19	:14	:14
:25	:30	:30	:35	:15	:20	:20	:15	:15
:26	:31	:31	:36	:16	:21	:21	:16	:16
:27	:32	:32	:37	:17	:22	:22	:17	:17
:28	:33	:33	:38	:18	:23	:23	:18	:18
:29	:34	:34	:39	:19	:24	:24	:19	:19
:30	:35	:35	:40	:20	:25	:25	:20	:20
:31	:36	:36	:41	:21	:26	:26	:21	:21
:32	:37	:37	:42	:22	:27	:27	:22	:22
:33	:38	:38	:43	:23	:28	:28	:23	:23
:34	:39	:39	:44	:24	:29	:29	:24	:24
:35	:40	:40	:45	:25	:30	:30	:25	:25
:36	:41	:41	:46	:26	:31	:31	:26	:26
:37	:42	:42	:47	:27	:32	:32	:27	:27
:38	:43	:43	:48	:28	:33	:33	:28	:28
:39	:44	:44	:49	:29	:34	:34	:29	:29
:40	:45	:45	:50	:30	:35	:35	:30	:30
:41	:46	:46	:51	:31	:36	:36	:31	:31
:42	:47	:47	:52	:32	:37	:37	:32	:32
:43	:48	:48	:53	:33	:38	:38	:33	:33
:44	:49	:49	:54	:34	:39	:39	:34	:34
:45	:50	:50	:55	:35	:40	:40	:35	:35
:46	:51	:51	:56	:36	:41	:41	:36	:36
:47	:52	:52	:57	:37	:42	:42	:37	:37
:48	:53	:53	:58	:38	:43	:43	:38	:38
:49	:54	:54	:59	:39	:44	:44	:39	:39
:50	:55	:55	:00	:40	:45	:45	:40	:40
:51	:56	:56	:01	:41	:46	:46	:41	:41
:52	:57	:57	:02	:42	:47	:47	:42	:42
:53	:58	:58	:03	:43	:48	:48	:43	:43
:54	:59	:59	:04	:44	:49	:49	:44	:44
:55	:00	:00	:05	:45	:50	:50	:45	:45
:56	:01	:01	:06	:46	:51	:51	:46	:46
:57	:02	:02	:07	:47	:52	:52	:47	:47
:58	:03	:03	:08	:48	:53	:53	:48	:48
:59	:04	:04	:09	:49	:54	:54	:49	:49

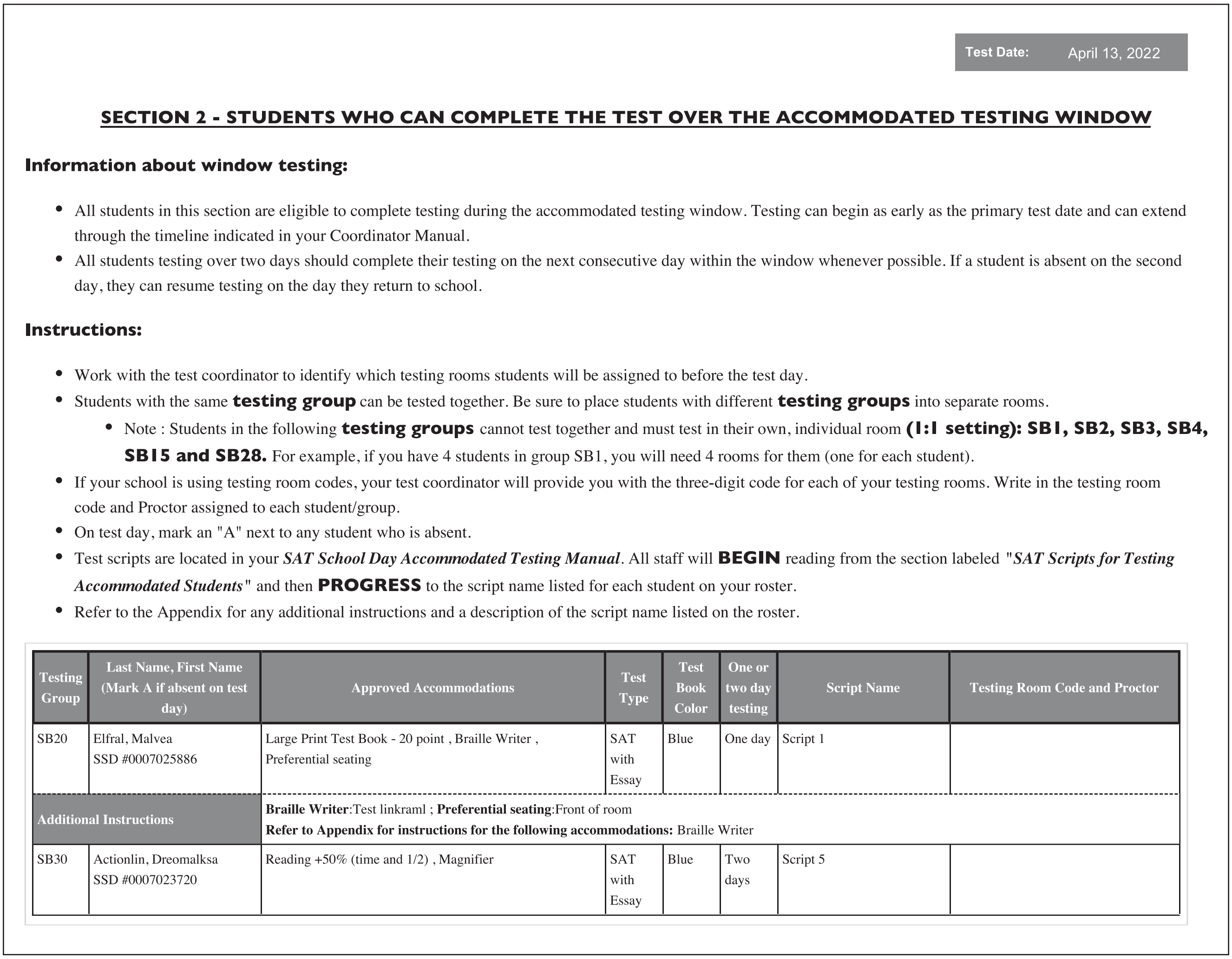
Pre-recorded Audio (MP3) Format SAT Section Timing Chart

START AND STOP TIMES FOR PRE-RECORDED AUDIO (MP3) SECTIONS *All times are "minutes after the hour."*

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

Sample Nonstandard Administration Report (NAR)

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



Test Date: April 13, 2022

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

Information about window testing:

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

Instructions:

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

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

Sample Accommodated Test Day Schedule

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

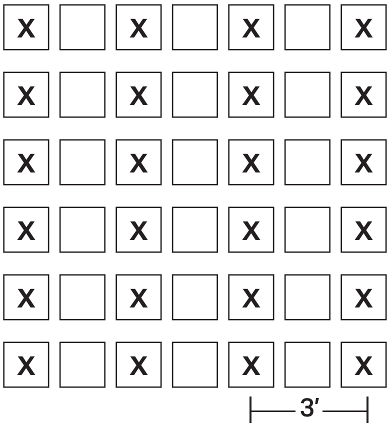
EXAMPLE OF AN ACCOMMODATED TEST DAY SCHEDULE

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

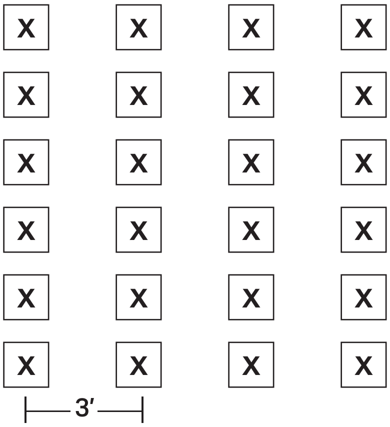
Sample Seating Plans

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

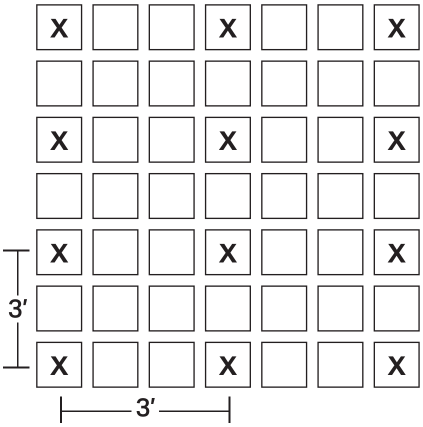
Plan IA: level seating



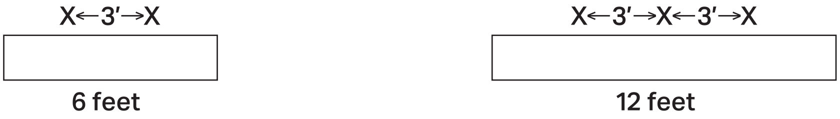
Plan IB: level seating



Plan II: elevated seating



Plan III: tables



Additional Instructions for Administering Pre-recorded Audio with Flash Drives

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

Setting Up Computers for Pre-recorded Audio Flash Drives

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

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

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

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

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

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

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

Set Up PCs or Macs

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

Set Up Chromebooks

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

Before Test Day

Once you've set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 101.

During Testing

Once all computers are ready for testing, turn to the appropriate parts of the scripts.

- On Day 1, turn to Script 6: Pre-recorded Audio Format on page 70.
- On Day 2, turn to Admitting Students on page 77.

Troubleshooting for Pre-recorded Audio Flash Drives

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

1. From within the Flux Player, select the **Help** drop-down menu.
2. Select **Contact support**.
3. In the **Describe your issue** box, type "Failed to apply license file."
4. Enter an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)

5. Check the box for "I agree to collect support-related information about this computer" (this step identifies which license you need).
6. Select **Send**.

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

Posting Information for Students Using Pre-recorded Audio on Flash Drives

If you're testing students with the pre-recorded audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac:

- Navigating the test:
  - Test Directions: Select **Test Directions** to listen to directions
  - Start Section: Select **Section** icon
  - Next Section: Select **Stop** at bottom of screen to return to section table of contents
  - Change Volume: Select and drag **Slider Bar** at the bottom of the screen
- Keyboard navigation for PCs and Macs:
  - Pause or Play: **Control/Command-P**
  - Back: **Control/Command-B**
  - Forward: **Control/Command-F**

For Chromebook:

- Starting and navigating the test:
  - In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.
  - To select a section, select the test section folder (e.g., SAT Section 1 Reading Test).
  - To start the files in a section playing, press **Control-A** to highlight all files in the folder, then press **Enter**.
- To pause or play, use the mouse to control the media player menu.

Using the Pre-recorded Audio Testing Script with Flash Drives

You'll use the testing script for pre-recorded audio (Script 6) for students using flash drives because navigation is similar and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer. You'll be instructed to skip to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it's time to end Day 1 of testing).
- If your students are using Chromebooks, you'll need to remind them to do the following at the start of a new section:
  - Select the section folder.
  - Highlight all the tracks by pressing **Control-A**.
  - Press **Enter** when time starts.

Closing Media Players and Collecting Pre-recorded Audio Flash Drives

To all students using pre-recorded audio flash drives, say:

> I will now collect your flash drives.

Walk around the room to close each media player and collect pre-recorded audio flash drives.

1. Close the media players as follows:
   - For PCs, select the **Account** drop-down menu and select **Exit**.
   - For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
   - For Chromebooks, select the **X** in the top right corner of the media player window.
2. Eject the flash drive by doing the following:
   - For PCs, in the notification area in the lower right corner of the screen, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then select **Eject USB disk**.
   - For Macs, eject the flash drive by selecting the **Up Arrow** next to the icon under **Devices**.
   - For Chromebooks, select the **Eject** icon next to the flash drive in the devices list.
3. Place each flash drive in the original packaging for each student. Check that each student's last name is written on the packaging.
4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

To return to the end of Section 2, turn to the script that begins **Now say to all students:** on page 76.

To return to After the Test, turn to Before Collecting Answer Sheets on page 87.

Acceptable Calculators

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

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

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series
FX-6200 series
FX-6300 series
FX-6500 series
FX-7000 series
FX-7300 series
FX-7400 series
FX-7500 series
FX-7700 series
FX-7800 series
FX-8000 series
FX-8500 series
FX-8700 series
FX-8800 series
FX-9700 series
FX-9750 series
FX-9860 series

CFX-9800 series
CFX-9850 series
CFX-9950 series
CFX-9970 series
FX 1.0 series
Algebra FX 2.0 series
FX-CG-10
FX-CG-20 series
FX-CG-50
FX-CG-500 (Using the stylus is not permitted.)
Graph25 series
Graph35 series
Graph75 series
Graph95 series
Graph100 series

HEWLETT-PACKARD

HP-9G
HP-28 series
HP-38G
HP-39 series
HP-40 series

HP-48 series
HP-49 series
HP-50 series
HP Prime

SHARP

EL-5200
EL-9200 series
EL-9300 series

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

TEXAS INSTRUMENTS

TI-73
TI-80
TI-81
TI-82
TI-83/TI-83 Plus
TI-83 Plus Silver
TI-84 Plus
TI-84 Plus CE
TI-84 Plus Silver
TI-84 Plus C Silver
TI-84 Plus CE-T
TI-84 Plus T
TI-84 Plus CE Python
TI-84 Plus CE-T Python Edition

TI-85
TI-86
TI-89
TI-89 Titanium
TI-Nspire
TI-Nspire CX
TI-Nspire CM-C
TI-Nspire CAS
TI-Nspire CX CAS
TI-Nspire CM-C CAS
TI-Nspire CX-C CAS
TI-Nspire CX II
TI-Nspire CX II-T
TI-Nspire CX II CAS
TI-Nspire CX II-T CAS
TI-Nspire CX II-C CAS

RADIOSHACK

EC-4033
EC-4034

EC-4037

OTHER

Datexx DS-883
Micronta

NumWorks
Smart^2

Unacceptable Calculators

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

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

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

Photo ID Requirements

Acceptable IDs

ID Requirements

Photo IDs aren't required for SAT School Day 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 2020-21 is valid through December 31, 2021, and is **not** acceptable for spring 2022 testing.)
- Be an original, physical document (not photocopied or electronic).
- 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** (must be prepared by the student's school or signed by a notary if a student is homeschooled)

Unacceptable IDs

Types of Identification to Reject

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

Examples of Unacceptable ID

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

Irregularity Chart

HOW TO HANDLE IRREGULARITIES

Irregularity	What you should do	How to fill out the IR
Test Site Issues		
Test site closing/ cancellation of testing ☎ Call the Illinois Educator Help Line immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day, your test coordinator will: ▪ Notify your principal or district. ▪ Notify campus/building security. ▪ Notify students of the cancellation. Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. Order makeup materials as soon as possible.	Explain circumstances and impact of issue. Bubble Page 1, Section 6—"Disturbance/interruption." Include a list of students affected.
Suspension of testing due to active threat Contact law enforcement if warranted.	If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site: ▪ Follow your school's procedures for lockdown or evacuation. ▪ Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials. **Important:** Weapons don't include religious items (e.g., Kirpan) or small pocket knives or multi-tools.	Explain circumstances and impact of issue and section(s) affected. Bubble Page 1, Section 6—"Test site environment issue."
Interruption ☎ Call the Illinois Educator Help Line if the interruption (e.g., fire alarm) can't be resolved.	▪ Provide clear instructions for student and staff safety. ▪ Direct students not to talk or use electronic devices. ▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave. ▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers. ▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given. ▪ If testing must be canceled, your primary test date materials can't be kept or used for makeup testing (see "Test site closing/cancellation of testing"). The test coordinator must: – Order makeup materials immediately. – 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 the *SAT School Day Coordinator Manual*. – Notify students they'll take a makeup test.	Note the source, length, and impact of the interruption and the section(s) affected. Bubble Page 1, Section 6—"Disturbance/interruption." Fill in the number of affected students in 6a and the testing room code in 6b. If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes (8-digit serial numbers) in Section 11.

Irregularity	What you should do	How to fill out the IR
Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing ☎ Call the Illinois Educator Help Line immediately.	Notify your test coordinator. Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books don't correspond with those on the shipping notice.	Bubble Page 1, Section 6—"Missing materials."
Missing materials during testing ☎ Call the Illinois Educator Help Line immediately.	▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Don't allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, put monitor in charge of the testing room and contact the test coordinator. **Test coordinator:** Follow instructions from the Illinois Educator Help Line for ordering makeup materials.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials." Fill in the testing room code in box 6b. In the Comments section, note the serial number of any missing test books.
Missing test book after testing ☎ 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 College Board representative.	Explain the circumstances fully. Bubble Page 1, Section 6—"Missing materials." Fill in the number of students affected in Section 6a, fill in the testing room code number in Section 6b, and list the affected student(s) on Page 4, Section 11.
Insufficient number of answer sheets ☎ Call the Illinois Educator Help Line immediately.	If you don't have enough answer sheets for all students testing, call the Illinois Educator Help Line immediately for instructions on how to proceed.	Bubble Page 2, Section 7b, Other Issue—"Other" and write "Insufficient answer sheets."
Defective answer sheet	▪ Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with the next question. – 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. – **Important:** After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), gender (8), test type (9), and fields A–D on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together. – Return with other used answer sheets. ▪ If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of answer sheets."	Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the 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 2 answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue—"Student needed second answer sheet."

Irregularity	What you should do	How to fill out the IR
Defective test book or flash drive ☎ Call the Illinois Educator Help Line immediately if the defect appears in several test books.	- Replace the defective book or flash drive if you have an extra with the same cover/packaging that doesn't have the same defect. If able to replace, direct the student to continue testing with original answer sheet. - If the defective test book or flash drive causes a loss of testing time, allow the student to make up the time for that section at the end of test administration. - If the test book or flash drive can't be replaced, dismiss the student and tell them they'll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance. - On the front cover of the test book, print "Defective" and identify error, school code, and location and nature of defect.	Identify the student. Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR. Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose "Other" and describe.
Pre-recorded audio (MP3) streaming issues ☎ If administration is compromised, call the SSD office immediately.	- Consult Troubleshooting for Pre-recorded Audio Streaming on page 18 for more information. - If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.	Note the impact of the issue and section(s) affected. Bubble Page 1, Section 6—"Defective/incorrect materials" (for a group). Bubble either Page 2, Section 7b, Defective Materials Issue—"Blank or defective MP3 audio or ATC test format," or Page 2, Section 7b, Defective Materials Issue—"Intermittent problems with MP3 audio or ATC test format," as appropriate (for an individual).
Security Violations/Student Misconduct		
Observed misconduct ☎ Call the Illinois Educator Help Line immediately.	If you observe a student removing an answer sheet, test book, or parts of a test book; or attempting to impersonate another student: - 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. - If the student attempted to remove all or part of a test book, on the front of the test book, note the student's name and write "Attempted theft of test book." - If pages are missing or damaged, indicate which pages on the IR. **Test coordinator:** Don't dismiss the student until you have called the Illinois Educator Help Line.	Attach test book to IR. Provide the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—"Student removed or attempted to remove test materials" or "Student impersonated another student." Note test book serial number and, if applicable, pages and sections.
Student leaves during test	- If a student is leaving due to illness, see the Irregularity Chart entry for "Illness." - If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don't know who left the room for a break. - If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.	Attach test book to IR. Provide the student's name. Bubble Page 2, Section 7b, Student Error/Issue—"Student left early/left without permission." Note test book serial number and, if applicable, pages and sections.

Irregularity	What you should do	How to fill out the IR
Test book misuse/ working on the wrong section	If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time: ▪ Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ 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. ▪ Fill out an IR. ▪ Return answer sheets with other used answer sheets.	If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—"Student worked after time called," or "Student worked on wrong section," or "Student obtained improper access to test/part of test." Note the duration of the violation, if applicable.
Use or possession of test content/ answers ☎ Call the Illinois Educator Help Line.	If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible: ▪ Collect the device, answer key, or other prohibited aid. ▪ Follow procedures to dismiss the student from the testing room: – Inform the student that you must write up the incident and that their scores will be invalidated. – Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room. ▪ Before returning any devices to the student, the coordinator should: – Determine if images of test content were captured and/or distributed. – Take a photo of any applicable smartphone screen or recorded answer key to return with the IR. – After collecting evidence, ensure that any test content is deleted before the device is returned to the student. ▪ Don't return any written answer keys to student. Any written answer keys and/or images of answer keys should be sent to College Board for investigation.	Bubble Page 2, Section 7a, Action Taken—"Dismissed." Bubble Page 2, Section 7b, Student Errors/Issue—"Student gave or received help," or "Student used a phone or prohibited device, or it made noise." Mention any other relevant specifics, such as use of an answer key, in the Comments section on Page 3.
Noise or disturbances made by prohibited devices	Your action will depend on whose possession the device is in when it goes off. If a student's prohibited device produces noise or other disturbances while in their own possession: ▪ Follow the instructions in "Observed with prohibited devices." If a student's phone produces noise or other disturbances while in the proctor's possession or stored away from the student's desk: ▪ This shouldn't be considered grounds for immediate dismissal, as long as the device isn't under the desk or otherwise in the student's possession. ▪ The proctor should turn off the phone to prevent additional disturbances during testing. ▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal. ▪ You don't need to report these actions on an IR.	An IR is not needed for an initial warning.

Irregularity	What you should do	How to fill out the IR
Observed with prohibited devices Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.	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: ▪ Tell the student to hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned. The student may be eligible for a makeup: – If the student used or accessed their phone or device, including in response to a noise or alarm, the student is **not** eligible for a makeup test. – If the phone or device made a noise but the student was not using or accessing the phone, submit a request for makeup materials. For makeup testing, plan to collect their phone or prohibit the student from bringing a phone into the testing room. ▪ If test content is detected on the device, follow instructions in this chart under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices. ▪ Collect the test book and answer sheet and dismiss the student from testing. Don’t readmit the student to the testing room. **Test coordinator:** If you suspect the device was used to share test information, immediately call the Illinois Educator Help Line while the student is still present.	Note that the device made noise or was in use. Attach the test book to the IR. Provide the student’s name. Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.” Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.” Indicate the type of prohibited aid used in the Comments section on Page 3.
Calculator misuse/ prohibited aids (Unless approved as an accommodation)	If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 22) either during the test or during breaks: ▪ Warn the student individually to stop use of the prohibited aid. ▪ Tell the student that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ If the student continues, collect the test book and answer sheet and dismiss the student. ▪ On the front cover of the test book, note the student’s name and write “Prohibited item.” ▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed in this chart under “Observed with prohibited devices.”	Attach the test book to the IR. Provide the student’s name. Bubble in Page 2, Section 7a, Action Taken and “Did student complete testing?” as appropriate. Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.” Indicate the type of aid used in the Comments section on Page 3. For students using a calculator on a noncalculator section, bubble Page 2, Section 7b, Student Errors/ Issue—“Student used calculator on a noncalculator section.”

Irregularity	What you should do	How to fill out the IR
Refusal to follow instructions ☎ If behavior is caused by an uncontrollable manifestation of a disability, call the Illinois Educator Help Line for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving or receiving help/information, or discussing test or Essay questions: ▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices. ▪ Inform the student that you must write up the incident and that their scores may be invalidated. ▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room. **Test coordinator:** Do not dismiss student until you have spoken to a College Board representative.	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the IR. Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.” Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations” or “Student gave or received help.”
Misadministration		
Seating requirements not followed	See Seating Requirements on page 6. If these regulations aren’t followed, fill out the IR.	Bubble Page 1, Section 6—“Staff did not follow seating requirements.” Fill in the testing room code in field 6b and list the affected students in the Comments section.
Accommodations given that were not approved (Including time and one-half support for EL students)	▪ Stop testing and collect the student’s test materials and answer sheet. ▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date. ▪ Dismiss the student. ▪ The student is eligible for a makeup. – Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible. – If you need to order materials after the makeup ordering deadline, call the Illinois Educator Help Line immediately to request materials. – If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office.	Provide the student’s name. Note accommodation given and actions taken. Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”

Irregularity	What you should do	How to fill out the IR
Approved accommodations not given	▪ Advise the student that their approved accommodations were inadvertently not provided. ▪ Offer the student the option to continue testing without the approved accommodations or to stop testing. ▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options. ▪ The student may be eligible for a makeup. – Add the student to your list of possible makeups needed and 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. – If the student is approved for accommodations that are administered in the accommodated testing window, contact the SSD office.	Provide the student's name. Note accommodation not given and actions taken. On Page 2, Section 7a, Student Information, indicate whether student completed testing or not. Bubble Page 2, Section 7b, Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."
Disturbance or other distractions ☎ Call the Illinois Educator Help Line if guidance is needed or the problem can't be resolved.	If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, etc.) or move the students. If testing must be interrupted: ▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. ▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted. ▪ If evacuation is required, refer to "Interruption" earlier in this chart. ▪ Note stop time and inform students that the testing time will be adjusted. ▪ Once testing resumes, adjust testing time. ▪ Tell students to send a test day complaint email (address in the front of this manual) by the fourth weekday from the test date if they feel they were affected. ▪ If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.	Note the length and impact of the disturbance. Bubble Page 1, Section 6—"Disturbance/interruption." Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section.
Undertiming ☎ Call the Illinois Educator Help Line.	▪ If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students. ▪ Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed. ▪ 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.	Note the section(s) affected and length of timing discrepancy. Bubble Page 1, Section 6—"Undertiming" (for a group), or Page 2, Section 7b, Student Errors/Issue—"Test was undertimed" (for an individual).

Irregularity	What you should do	How to fill out the IR
Overtiming ☎ Call the Illinois Educator Help Line.	**Proctor:** End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections. **Test coordinator:** 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. Ensure the start and stop times are included. Bubble Page 1, Section 6—“Overtiming” (for a group); or Page 2, Section 7b, Student Errors/Issue—“Test was overtimed” (for an individual). Complete the Comments section and student information, and sign.
Testing staff issues ☎ If staff actions have potentially 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. **Test coordinator:** 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 student information, and sign.
Student Issues		
Student changing from standard to accommodated	The test coordinator may allow a student to change from standard to accommodated testing when they have confirmed the student’s eligibility approval. The test coordinator will follow these steps as long as they have appropriate materials and enough staff and space available: ▪ Mark the student as moved on the standard room list. ▪ Add the student to the NAR and note their SSD number. ▪ Write a note for the student to present to the proctor of the room they’re moving to, asking that they add them to their room roster. ▪ Provide the appropriate testing materials for the student.	No IR is needed.
Excessive breaks This irregularity does not apply to students approved for “breaks as needed.” ☎ Call the Illinois Educator Help Line if there is a security concern.	▪ Ask the student the reason for excessive breaks. (Is the student ill?) ▪ If the student is ill, follow the instructions in this chart under “Illness.” ▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time. ▪ Have the room or hall monitor check where the student is going during breaks.	Note the student’s name. Bubble Page 2, Section 7b, Other Issue—“Other.”

Irregularity	What you should do	How to fill out the IR
Illness	▪ Permit the student to leave the test room temporarily. Collect the test book (confirm it contains test content and no pages have been removed) and answer sheet; return them when the student reenters. Do not allow extra testing time. ▪ 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. ▪ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can't be scored. – If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible. ▪ If illness results in a disturbance, see instructions for "Disturbance."	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.
Answers placed incorrectly on answer sheets	▪ Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted. ▪ If no extra answer sheets are available, follow the procedures under "Insufficient number of answer sheets" earlier in this chart. ▪ Tell the student to print their name on the new answer sheet, then continue in the appropriate place. ▪ **Important:** After the test is over, have the student grid their name (1) and date of birth (7) and Form Code (A) on the back of the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together. ▪ **Test coordinator:** – 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. – For students testing with accommodations, return these answer sheets in the white Accommodated Testing Envelope.	Provide the student's name on the IR. Bubble Page 2, Section 7b, Student Errors/Issue—"Student misplaced/misgridded answers" (1 answer sheet only), or "Student needed second answer sheet."
Answers written in test book, not on answer sheet ☎ Call the Illinois Educator Help Line immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	▪ 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're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section"). ▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.	Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless College Board has approved this accommodation.) Bubble Page 2, Section 7b, Student Errors/Issue—"Student recorded answers in book without approved accommodation."

Irregularity	What you should do	How to fill out the IR
Answer sheet left blank or completely erased	▪ Notify the student that you've observed this behavior. Indicate that if the behavior persists, you will report it. ▪ If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test. ▪ If the student wants to cancel the test, provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. ▪ If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance.	Explain the circumstances fully. Note the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—"Student failed to follow test administration regulations."
Calculator malfunction	▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time. ▪ If the student decides to cancel, inform them that their scores will still be sent to the state but will not be sent by College Board to the student's chosen colleges or scholarship organizations. ▪ Provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.	Document the malfunction on the IR. Bubble Page 2, Section 7b, Student Errors/Issue—"Student had calculator malfunction."
Fields A–C on answer sheet incomplete	Locate the student's test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.	No IR is needed.
Test question ambiguity	Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to **satquestion@collegeboard.org**.	Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.

Notes

CollegeBoard SAT®

Testing Room Materials Report for SAT® School Day Testing

Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in section 1 and sections 2 and 3 in Part A.
- If necessary, remove the completed form from the back of the manual when the proctor returns it to you.
- Enclose all copies of this form in the Gray-Bordered Envelope and return with used answer sheets.

Directions for Proctor:

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

1 TESTING ROOM INFORMATION

Test Date: ______________________________ 6-Digit School (AI) Code: ______________________________

Room Number: ____________________ Room Type: ☐ Standard ☐ Accommodated

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

Proctor: ______________________________ ______________________________

Name (please print) Signature

Part A: Accounting for Test Materials

2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
	Total number of books **received:**		________ to ________ ________ to ________ ________ to ________

3	ESSAY BOOKS RECEIVED (IF ANY)	QUANTITY
	Total number of Essay books **received:**	

4	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
	Used test books **returned:**		________ to ________ ________ to ________ ________ to ________
	Unused test books **returned:**		________ to ________ ________ to ________ ________ to ________
	Total number of test books **returned:**		

5	USED ANSWER SHEETS RETURNED	QUANTITY
	Total number of **used** answer sheets **returned**:	

6	ESSAY BOOKS RETURNED (IF ANY)	QUANTITY
	Used Essay books **returned:**	
	Unused Essay books **returned:**	
	Total number of Essay books **returned:**	

Part B: Distribution of Test Materials

You (or a monitor) should use the chart below to indicate how test books were distributed to students seated in your testing room.

Do not record distribution (if any) of Essay books.

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

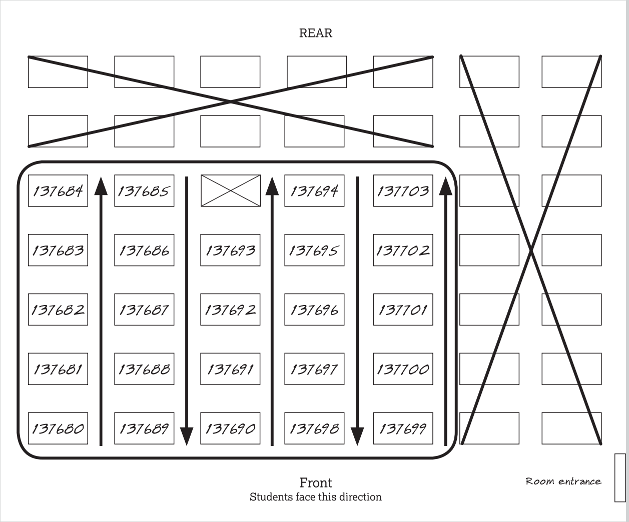
Name: ______________________________

School Code: ______________________________

Date: ______________________________

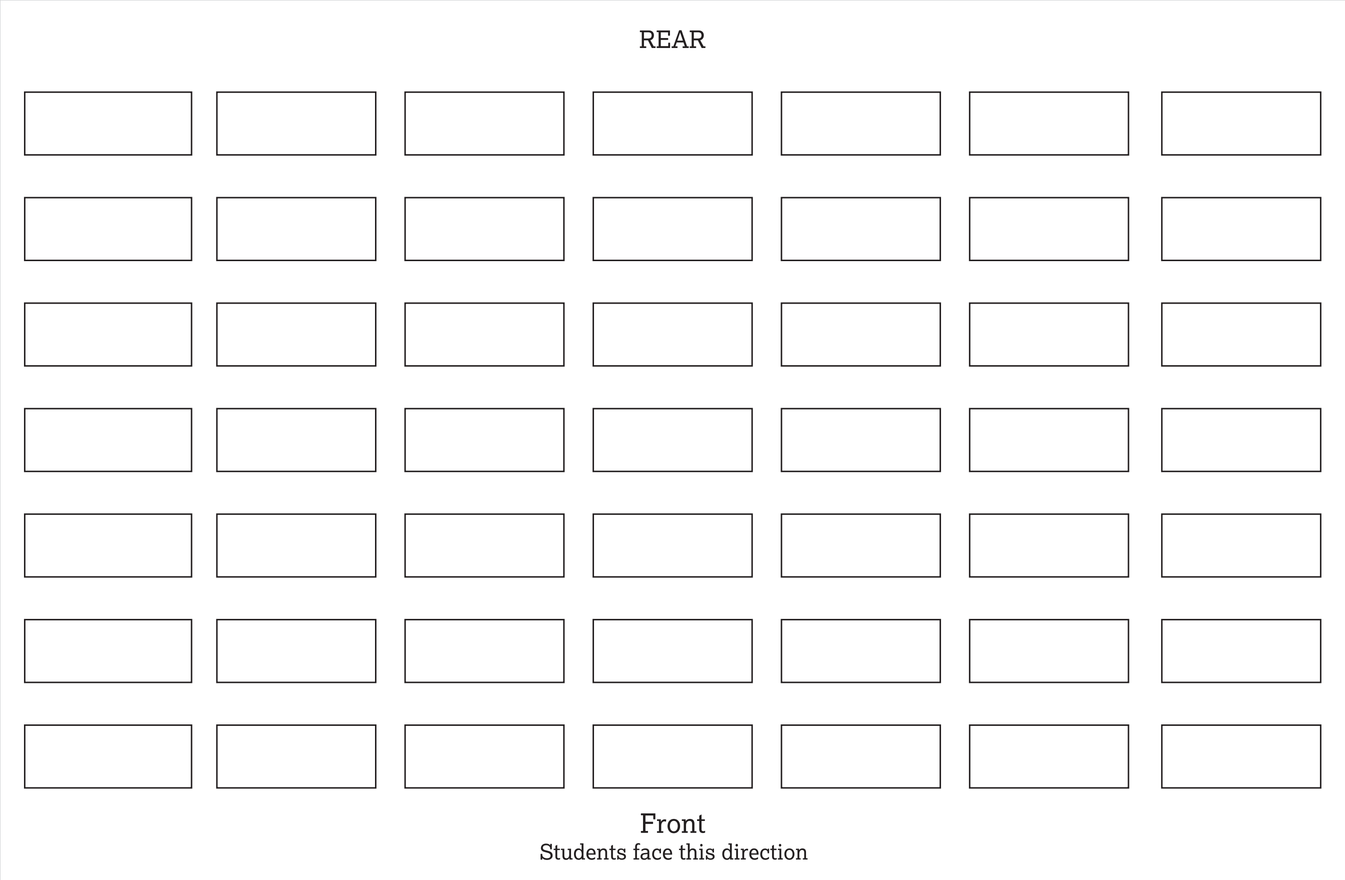
Seating Chart for Room #: ______________________________

Page: ______________ of ______________



Sample Seating Chart

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.
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 the they were moved. Complete an Irregularity Report explaining the reason for the change.


REAR
Front
Students face this direction