Digital SAT® Coordinator Manual

Look inside for:

- TESTING ROOM PROCEDURES
- STAFF AND FACILITY REQUIREMENTS
- SECURITY REQUIREMENTS
- TEST ADMINISTRATION SETUP AND MANAGEMENT
About the College Board

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

For further information, visit collegeboard.org.

Contact Us

If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

**School Day Support**
(not for parents or students)

**SCHOOL DAY SUPPORT HOTLINE:** 855-373-6387

If you are a test coordinator, or a state or district administrator, first press 1, then press 7 for Digital. Other support options include the following:

- General College Board assessments questions and policies
- Test material questions or issues
- Services for Student with Disabilities (SSD) questions about testing with accommodations
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions
- Billing questions

**EMAIL:** schooldayassessments@collegeboard.org

**WEB:** digitaltesting.collegeboard.org

**TEST DAY COMPLAINTS EMAIL:** testcenter@info.collegeboard.org

**TEST QUESTION AMBIGUITY/ERROR EMAIL:** satquestion@collegeboard.org

**College Board Services for Students with Disabilities (SSD)**

If you have questions about procedures for testing students with disabilities, contact:

**WEB:** collegeboard.org/ssd

**MAIL:** The College Board
Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226

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

**PHONE:** 844-255-7728 (toll free for educators with SSD inquiries only)

212-713-8333 (local)

**HOURS:** 8 a.m.–6 p.m. ET, M–F

**FAX:** 609-771-7944

Send eligibility-related mail such as SSD Coordinator Forms or applications for accommodations to:

**MAIL:** College Board SSD
P.O. Box 7504
London, KY 40742-7504

**FAX:** 866-360-0114

**Office of Testing Integrity**

**PHONE:** 609-406-5430

(Contact if materials are missing or damaged, or if test security is in question)
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Introduction

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

Using This Manual

This manual is for the use of test coordinators for digital SAT School Day testing only (not paper-based or weekend testing) in spring 2019. Please do not share it with students or anyone else besides testing staff.

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

You’ll also find a list of key terms later in this introductory section.

Before the Test

Before the test, you’ll need to prepare your space, network/technology, staff, students, and materials. Completing the tasks under Before Test Day on page 14 prepares you for testing.

During the Test

During the test, you’ll have activities to organize that include admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks under During the Test on page 29 helps you have a smooth administration.

After the Test

After the test, you’ll have a few things to do to wrap up the administration, such as returning materials. Completing the tasks under After the Test on page 36 ensures that students get their scores.

Appendix Resources

The following resources are provided in the Appendix of this manual:
- Glossary of Terms
- Sample Standard Test Day Schedule
- Sample Nonstandard Test Day Schedule
- Acceptable Calculators
- Unacceptable Calculators
- Student Digital Testing Tools
- CB Secure Browser Tools for Students with Accommodations
- Sample Master Student List
- Sample Nonstandard Administration Report (NAR)
- Photo ID Requirements
- Overview of Accommodated Timing and Breaks
- Timing That Requires Combined Scripts
- Sample Irregularity Report (IR)
- Digital Testing Irregularity Chart
- Digital Testing Room Seating Arrangements
- Digital SAT Testing Room Seating Chart
- Guide to SAT Accommodations

Typographical Icons

Typographical icons are used throughout this manual to draw attention to specific information and action items.

IMPORTANT: Urgent/Important

📞 Contact by phone
)}> Procedures or information for administering the test for students with accommodations
🔒 Security requirement
New for Spring 2019

Important Changes

General Administration Updates:

1. We’ve changed the titles and responsibilities of the roles you and your testing staff assume for administering the test to be consistent across our assessments and other College Board programs. These changes are reflected throughout all of our publications, systems, and communications. For more information, see Selecting Staff.

<table>
<thead>
<tr>
<th>Past Title</th>
<th>Current Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>supervisor</td>
<td>test coordinator</td>
</tr>
<tr>
<td>associate supervisor</td>
<td>proctor</td>
</tr>
<tr>
<td>hall proctor</td>
<td>hall monitor</td>
</tr>
<tr>
<td>room proctor</td>
<td>room monitor</td>
</tr>
</tbody>
</table>

2. The Supervisor’s Irregularity Report (SIR) has been renamed the Irregularity Report (IR).

3. A subset of iPads are now permitted as test-taking devices. iPads used on test day must have a screen display of 9.7 inches or greater. The use of iPad minis will not be supported. Please see the digital testing portal for detailed requirements.

4. We continue to expand the supports offered for English learners.
   - EL students will now be eligible to test with 50% extended time with school approval.
   - Although College Board approval isn’t required for testing English learners with extended time, the 50% extended time EL support must be entered in SSD Online by the deadline.
   - EL students testing with 50% extended time will use the same materials as accommodated students approved for 50% extended time testing, and they can test in the accommodated room as long as no additional accommodations are being administered that might interfere with their concentration.
   - The test coordinator should assign an EL coordinator to assist in the setup and administration of EL supports.

Testing Basics

About the SAT

The SAT is part of the SAT Suite of Assessments, closely aligned assessments that reflect what students are already learning in their classrooms and help educators monitor student progress. Visit sat.org to learn more about the SAT Suite.

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

Standardized Testing

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

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

Test Types

SAT School Day offers three ordering and administration options:

1. SAT (students won’t take the Essay)
2. SAT with Essay (all students take the Essay)
3. Both SAT and SAT with Essay (some students will take the Essay and some won’t)

**IMPORTANT:** If your school is testing as part of a contract, your district or state will determine which options are available to your students.

Test Sections and Timing

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

The SAT is composed of several tests that follow the same order.

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

Time allotted:

- 65 minutes for Reading
- 35 minutes for Writing and Language
**Math**: Includes one portion that permits calculator use and one that does not. Each portion is composed of multiple-choice and student-produced response questions.

**Time allotted:**
- 25 minutes for Math Test – No Calculator
- 55 minutes for Math Test – Calculator

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

**Time allotted:**
- 50 minutes

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

**Terminology**
See the Glossary of Terms on page 53 in the Appendix for definitions of frequently used terms and acronyms.

**Staff Roles and Responsibilities**

**Digital SAT Test Coordinator**
As the coordinator of record, you manage the test site and staff, and you ensure that all testing equipment is configured and meets the conditions and requirements for College Board digital testing. You’re expected to be at the school to supervise all activities related to testing, including accommodated testing.

Administering the digital SAT requires you and all testing staff to sign the Testing Staff Agreement form to signify your acceptance of the conditions and requirements in this manual and your commitment to administering the digital SAT on the scheduled date. Mandatory training has been provided for all digital SAT School Day test coordinators. Be sure to have your designated backup test coordinator complete it well before test day.

**Technology Coordinator**
Each test center must appoint a technology coordinator. The technology coordinator’s responsibilities include:
- Performing product and performance validations on school testing infrastructure.
- Confirming that hardware, software, and network bandwidth meet minimum specifications.
- Working with the test coordinator to confirm technical readiness.
- Assisting the test coordinator with device preparation for the digital administration, as assigned.

**SSD Coordinator**
The SSD coordinator works with students to apply for College Board–approved accommodations through the SSD online portal. In addition, the SSD coordinator works with the test coordinator to modify student test settings in Test Information Distribution Engine (TIDE), order any supplementary paper materials (if necessary), and administer accommodated testing. As part of the testing staff, the SSD coordinator accesses, verifies, and prints the NAR and assists the test coordinator in determining materials, testing rooms, and staff needed for administering the test with accommodations, including state-allowed accommodations (SAAs) if applicable. All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials that remain in use after standard materials used on the primary test date have been returned for scoring.

**Proctors**
Proctors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They account for all testing materials and equipment, conduct the test using the TA Interface, and monitor students to ensure a fair administration. Proctors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.

**Hall or Room Monitors**
Hall and room monitors assist you and your proctors with test administration duties. Hall monitors don’t administer the test, but they do help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks. Hall monitors may be members of the school’s staff or other adults who have been trained to help you and the proctors.
Digital SAT Materials

**IMPORTANT:** Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, follow the procedures below to ensure that you have received the correct materials.

Your school should receive the following in the test shipment:

- Copies of the Digital SAT Coordinator Manual
- Copies of the SAT School Day Irregularity Report (IR) forms
- Copies of the Digital Testing Room Quick Start Guide
- Copies of the SAT Digital Testing Room Seating Chart
- Testing Staff Agreement form
- Prelabeled courier return envelope

Manuals and Scripts

This Digital SAT Coordinator Manual gives complete instructions for preparing your school for testing. You’ll also receive two other testing manuals: one for standard testing and one for accommodated testing. Both testing manuals include preadministration scripts for guiding students to complete their personal information and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the Digital SAT Accommodated Manual provides several different test administration scripts. See Prepare to Test with Accommodations on page 24 for details.

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

Alternate Test Formats

The College Board uses American Institutes for Research (AIR) testing platforms to deliver the digital SAT. The test and platforms are designed to support the diverse needs of students. Students testing with accommodations test in the CB Secure Browser with their digital-equivalent accommodations and/or the support of assistive technology.

Rosters

For your own management of testing at your school, we strongly recommend that you develop a Master Student List, or roster, of test takers for SAT School Day. Recommendations for compiling your Master Student List for standard and accommodated students are given in Before Test Day on page 14 later in this manual. You’ll use the Master Student List to make a roster for each testing room. Each proctor will need a room roster for their room.

If you develop a Master Student List, we recommend that you make a copy and save it in a safe location for six months after test day. In the event of an irregularity or discrepancy, the list may be used as part of an investigation.

Nonstandard Administration Report (NAR)

The SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations, state-allowed accommodations, and EL 50% extended time. The SSD Coordinator can use the NAR to assign students to accommodated rooms.

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

Some students may require different accommodations for digital testing than for paper-based tests. For example, some students who are approved for large print for paper-based tests may be accommodated through the use of zoom text for digital tests, while a student who is approved for colored overlay may require the color contrast feature for digital testing. Please review the tables of testing tools and digital alternatives to SAT accommodations provided in the Appendix. Work with your SSD coordinator and technology coordinator to confirm that any required system configurations are enabled correctly for students who need them. More information is provided in the Digital SAT Accommodated Manual.
**Forms and Reporting**
You and your staff must be familiar with the reports and forms used in the testing room.

**Seating Chart**
Proctors should use the separate seating chart provided to record the seating in their rooms. If issues arise, the chart will be used to investigate the reported irregularity.

Use the separate seating chart provided to record the seating in your room. If issues arise, the chart will be used to investigate the reported irregularity.

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

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

**Request to Cancel Test Scores Form**
If a student wants to cancel their test score from this administration, they must contact the College Board to obtain a 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 that’s given on their test ticket.

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

Students must sign and date the form, then submit it in one of the following ways:
- Fax the form to the number indicated no later than 11:59 p.m. ET on the fourth weekday following the date testing ends. (For example, the fourth weekday following a test administered on a Tuesday would be the next Monday.)
- Send the form by overnight delivery to the address indicated, to arrive no later than 11:59 p.m. ET on the fourth weekday following the date testing ends.

Scores cannot be canceled by email or phone.

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

**Testing with Accommodations**
The chart that follows shows the different room types and what accommodations are administered in each type of room.

Note that students may be approved for more than one accommodation. You may need to use more than one script for some students (for example, extended time on math only requires a standard time script and an extended time script). The NAR gives the script or scripts to use for a student.
# GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Number of Testing Days</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day</td>
<td>1 day</td>
</tr>
<tr>
<td>Accommodation Examples</td>
<td>No accommodations</td>
<td>Magnifier/Zoom Text</td>
</tr>
<tr>
<td></td>
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<td>Written copy of oral instructions</td>
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<td>Permission for food/medication</td>
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<td>Wheelchair accessibility</td>
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<td>Preferential seating</td>
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<td>Color contrast</td>
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<td>Sign language interpreter for test directions</td>
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</tbody>
</table>

## Roster

<table>
<thead>
<tr>
<th>Roster</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master Student List or Room Roster</td>
<td>Master Student List or Room Roster</td>
</tr>
</tbody>
</table>

## Testing Manual

<table>
<thead>
<tr>
<th>Testing Manual</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
</table>

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

*Students approved for writing-only extended time receive extended time only on the SAT Essay. If taking the SAT with no Essay, these students test in the standard room with standard time (unless they have other accommodations that can’t be provided in the standard room).

**Refer to your state department of education for a list of state-allowed accommodations.
Test Coordinator’s Checklist

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

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complete the online test coordinator training. (We’ll email you instructions for accessing it approximately 6 weeks before test day.)</td>
<td>digitaltesting.collegeboard.org</td>
</tr>
<tr>
<td>□ Work with your technology coordinator to confirm network and hardware configuration and needs for digital testing.</td>
<td>digitaltesting.collegeboard.org</td>
</tr>
<tr>
<td>□ Distribute SAT Student Guide for Digital Testing and encourage students to visit sat.org/practice for practice tests and digitaltesting.collegeboard.org/for-students for the Student Digital Test Preview.</td>
<td>Prepare Your Students on page 25</td>
</tr>
<tr>
<td>□ Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 14</td>
</tr>
<tr>
<td>□ Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included. Review student test settings in TIDE to ensure that approved accommodations have been properly configured.</td>
<td>Accessing SSD Online to Determine Room Needs for Accommodated Students on page 14</td>
</tr>
<tr>
<td>□ Designate a secure area for receiving, checking, and storing your test materials.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>□ Estimate how many standard and accommodated rooms you’ll need based on the number of students testing. Identify which rooms in your facility can be used for testing.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>□ Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.</td>
<td>Plan Your Staff on page 16</td>
</tr>
<tr>
<td>□ Create user accounts in TIDE for all test administration support staff.</td>
<td>Add Users on page 20</td>
</tr>
<tr>
<td>□ Create room rosters by assigning students to testing rooms.</td>
<td>Build Your Master Student List for Testing on page 14</td>
</tr>
<tr>
<td>□ Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing.)</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Plan activities for students who won’t be testing, such as field trips, practice testing, an alternative school schedule, etc.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Notify your school population of modifications to the normal school day.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Plan your preadministration session.</td>
<td>Prepare Your Preadministration Session on page 27</td>
</tr>
</tbody>
</table>
## Introduction

### Test Coordinator's Checklist

### TWO WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Schedule and conduct staff training.</td>
<td>Train Your Staff on page 21</td>
</tr>
<tr>
<td>- Print test tickets for all students.</td>
<td>Print Test Tickets on page 20</td>
</tr>
<tr>
<td>- Conduct your preadministration session.</td>
<td>Conduct the Preadministration Session on page 28</td>
</tr>
<tr>
<td>- Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.</td>
<td>Build Your Room Rosters on page 17</td>
</tr>
<tr>
<td>- Plan test day schedule and accommodated testing window schedule.</td>
<td>Build Your Plan for Testing on page 18</td>
</tr>
<tr>
<td>- Notify school staff of testing room assignments and alternative arrangements for nontesting students.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>- Configure all student test settings in TIDE based on each student’s accommodation(s).</td>
<td>Manage Accommodated Student Settings on page 20</td>
</tr>
</tbody>
</table>

### ONE WEEK BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review and print your NAR to make sure you have planned for all students approved to test with accommodations and supports.</td>
<td>SSD Online: <a href="http://collegeboard.org/ssd-online">collegeboard.org/ssd-online</a></td>
</tr>
<tr>
<td>- Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters on page 17</td>
</tr>
<tr>
<td>- Finalize and confirm accommodated student settings in TIDE.</td>
<td>Manage Accommodated Student Settings on page 20</td>
</tr>
<tr>
<td>- Identify students who need EL supports and print necessary translated test directions.</td>
<td>Prepare to Test Students with English Learner (EL) Supports on page 24</td>
</tr>
<tr>
<td>- If students are using student-provided glossaries, collect them and confirm that they don’t include any improper writing or pages. You’ll redistribute them to students on test day.</td>
<td>Prepare to Test Students with English Learner (EL) Supports on page 24</td>
</tr>
<tr>
<td>- Notify students of when and where to report on test day. Post testing room assignments.</td>
<td>Prepare Your Students on page 25 Post Testing Room Assignments on page 19</td>
</tr>
<tr>
<td>- Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and Students on page 21</td>
</tr>
<tr>
<td>- Conduct your preadministration session, if you haven’t already.</td>
<td>Conduct the Preadministration Session on page 28</td>
</tr>
<tr>
<td>- Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.</td>
<td>Share Staff Room Assignments on page 22</td>
</tr>
<tr>
<td>- Hold a brief assembly with students who are testing to prepare them for test day.</td>
<td>Prepare Your Students on page 25</td>
</tr>
<tr>
<td>- Print test tickets for all students who are testing.</td>
<td>Printing Test Tickets from Student List on page 20</td>
</tr>
<tr>
<td>- Review facility preparation with technology coordinator and custodial staff.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
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</table>
# Test Coordinator's Checklist

## Introduction

### ON OR BEFORE TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare testing room packets for proctors.</td>
<td>Prepare Your Materials on page 26</td>
</tr>
<tr>
<td>Check that all staff have signed the SAT School Day Testing Staff Agreement.</td>
<td>Plan Your Staff on page 16</td>
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<tr>
<td>Print test tickets if you haven’t already.</td>
<td>Printing Test Tickets from Student List on page 20</td>
</tr>
<tr>
<td>Make sure all devices (test-taking devices and proctor devices) are configured for testing and connected to a power source.</td>
<td>Digital Testing on page 19</td>
</tr>
<tr>
<td>Ensure that testing room arrangements align with seating policies.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>Remind staff to cover any instructional materials in the testing rooms before admitting students.</td>
<td>Plan Your Space on page 15</td>
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### ON TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure all announcements and bells are discontinued for the duration of testing.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>Complete your testing room packets for proctors.</td>
<td>Prepare Your Materials on page 26</td>
</tr>
<tr>
<td>Post any revised testing room assignments and room assignments for nontesting students.</td>
<td>Admit Students to the Testing Area on page 31</td>
</tr>
<tr>
<td>Open the CB Secure Browser on all student devices. (&quot;AIR Secure Test&quot; on iPad and Chromebooks)</td>
<td>Equip Testing Rooms on page 30</td>
</tr>
<tr>
<td>Distribute testing room packets to proctors. Remind proctors to post Quiet, Please and No Electronic Devices flyers, if available. Also remind staff to instruct students to power off electronic devices and to then collect them according to school policy.</td>
<td>Equip Testing Rooms on page 30</td>
</tr>
<tr>
<td>Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.</td>
<td>Admit Students to the Testing Area on page 31</td>
</tr>
<tr>
<td>Maintain security in your school and support testing staff while testing is in progress.</td>
<td>Your Role During Testing on page 32</td>
</tr>
<tr>
<td>Report test administration irregularities (if any).</td>
<td>Your Role During Testing on page 32</td>
</tr>
</tbody>
</table>

### AFTER TESTING IS COMPLETED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect materials from proctors.</td>
<td>Collect Testing Materials on page 36</td>
</tr>
<tr>
<td>Prepare materials for return.</td>
<td>Collect Testing Materials on page 36</td>
</tr>
<tr>
<td>Make copies of key forms and store securely.</td>
<td>Prepare Materials for Return on page 36 or Store Materials for Your Records on page 37</td>
</tr>
<tr>
<td>Return test materials.</td>
<td>Return Materials on page 36</td>
</tr>
<tr>
<td>Request makeup materials if necessary.</td>
<td>Collect Testing Materials on page 36</td>
</tr>
</tbody>
</table>
Before Test Day

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

Prepare Yourself

TASKS

- Complete training if you haven’t already.
- Become familiar with the TA Interface using the TA Digital Test Preview site at digitaltesting.collegeboard.org.
- Read this entire manual.
- Confirm with your technology coordinator that the network and testing equipment is configured and meets all requirements.
- Sign the Testing Staff Agreement.
- Distribute manuals to proctors for their review.

Build Your Master Student List for Testing

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

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

TASKS

Compile Lists of Students

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

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

1. Pull the list of eligible students from your school’s student information system, TIDE, or work with your district assessment coordinator to get the list of students. Closer to test day, you may need to add any new students, including students who have recently transferred to your school.

2. You may be asked to test students who don’t attend your school, such as homeschooled students or students from other schools. Make sure these students are accounted for as part of the Master Student List.

3. Ask your SSD coordinator to print a copy of the NAR and make sure you’ve accounted for students testing with accommodations or supports in your Master Student List.

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

KEY INFORMATION

Accessing SSD Online to Determine Room Needs for Accommodated Students

The SSD coordinator will need to supply the test coordinator with information about approved student accommodations to ensure proper planning for test day. The SSD Online accommodations management system provides a list of all students who have requested accommodations and their approval status, through the eligibility roster, the Nonstandard Administration Report (NAR), and through individual or advanced search functionality. As additional accommodations are approved, update the appropriate test settings in TIDE, and place any test material orders, as needed. If you submit late requests for accommodations or supports after the deadline, including SAAs or extended time for EL students, you will need to call SSD to confirm that any required materials can arrive in time for testing. Please note that all manuals, guides, and translated test directions will also be available online at digitaltesting.collegeboard.org.

Using the Eligibility Roster

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

**TASKS**

**Evaluate Rooms for Testing**
- Work with your administration to identify which of the available rooms will be used for testing.
- Make a list of available rooms and how many students each room can hold, based on the seating, technology, and room requirements given in Key Information below.

**Identify the Number of Rooms You’ll Need for Testing**
Use the Master Student List to determine the number of standard and accommodated testing rooms you’ll need. Refer to the testing group field on the NAR as you make assignments for accommodated testing rooms.

**KEY INFORMATION**

**Facility Requirements**
To prepare for test day, you will need:
- Bells and announcements to be silenced on test day
- A place to securely receive and store testing materials
- An area where students can assemble before testing
- Rooms for testing standard and accommodated students
- A late-arrivals room for students who arrive late but in time to still be tested

**Testing Room Requirements**
To promote an effective and secure administration, testing rooms must fulfill the following requirements:
- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - One test-taking device for each student testing
  - A designated proctor device for test management and monitoring
  - Access to the internet, wired or wireless
  - 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**
Digital testing room seating requirements differ from those for the paper-based SAT. Use the SAT Digital Testing Room Seating Chart on the back cover to plan how students are seated in the testing room.

The following are seating requirements for digital testing rooms:
- Chairs must have backs.
- Partitions between students are highly recommended.
- With partitions: 3 feet apart side-to-side and 5 feet back-to-back/front-to-back (measured from the center of one computer to the center of the next computer).
- Without partitions: No less than 4 feet side-to-side (measured from the center of one computer to the center of the next computer) and 5 feet back-to-back.
  - Face-to-face seating configurations aren’t allowed without partitions.
- U-shaped seating configurations are allowed; however, students must face outward and toward the wall and must not be seated next to one another in the connecting corner.
- Testing stations should be configured in such a way as to prevent students from viewing one another’s computer monitors.
- Be sure there is unimpeded access to every student by staff.
- Provide enough desk space for the testing device, plus the use of scratch paper and a calculator.
- If laptops are used, they must be placed on tables or desks.

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

**Additional Requirements for Accommodated Testing Rooms**
The testing group on the NAR indicates students who may test together.
- Students who require different timing or breaks must be tested in separate rooms.
- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they follow the same testing schedule (e.g., same breaks).
- Use of more than one test room is required if a student’s accommodations would disturb other students or if the student is approved for one-to-one testing. Students approved for a reader or scribe must test in a one-to-one setting. These scenarios are noted on your NAR.
Before Test Day  Plan Your Staff

- Students using text-to-speech software, a screen reader, or a refreshable braille device without earphones must test in separate rooms. The NAR will indicate when students should be tested in the standard room. These students will have accommodations including:
  - preferential seating
  - wheelchair access
  - use of a large-block answer sheet or the digital alternative
  - permission for food or medication
  - use of a magnifier, or a sign language interpreter for oral instructions
  - auditory amplification or FM system
If a student is approved for one of these accommodations, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

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

Seat students using a magnifier, zoom, or a calculator with large or raised display in the back of the room.

Plan Your Staff

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

TASKS

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

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

KEY INFORMATION

Staff Policies
To qualify for the test administration team, individuals must be high school graduates, be at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner. Testing staff should also meet your district and state requirements.

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

2. When making staff assignments, adhere to these policies:
   - If a staff member’s child or member of their household is taking the SAT on SAT School Day at any test site during the same testing window, they must not take a role that will give them access to test materials or the CB Secure Browser before test day. At a minimum, this includes the roles of test coordinator, SSD coordinator, and backup test coordinator. In cases where this policy is not followed, the related student’s scores are subject to invalidation.
   - Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their own child or other member of their household, the scores will be invalidated, and the student will require a makeup test.

Before accepting assignment to the testing staff, all individuals you recruit, including any backup coordinator, must review, agree to, and sign the SAT School Day Testing Staff Agreement. You are also required to sign the form as test coordinator.

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

Proctors Needed
Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one proctor.
Room Monitors Needed
Depending on the number of students in the testing room, you may also need room monitors.* Since each room has at least one proctor, a separate room monitor is not required, but recommended.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–25</td>
<td>0–1*</td>
</tr>
<tr>
<td>26–50</td>
<td>2</td>
</tr>
<tr>
<td>51–75</td>
<td>3</td>
</tr>
<tr>
<td>76 or more</td>
<td>3+ (1 monitor for each additional 25 students)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

SAT Testing Staff Agreement
Before the test begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. You and your backup coordinator also need to sign the Agreement. In addition to the policies covered earlier in this section, the Agreement includes the staff person’s acknowledgment that:

- They have read and understand this section of this manual including, but not limited to, the conditions under which the SAT must be administered and the information on staff qualifications and conflict of interest restrictions;
- They understand and agree that the SAT and all the questions contained in it are the property of the College Board and protected by copyright law, and that no one other than a student or authorized reader can see the test content;
- They understand and agree that copying, reproducing, or removing any materials from any SAT test is illegal, and persons taking such actions will be prosecuted by the College Board;
- They are not prohibited by any law or regulation from working with minors or on school property;
- They may not administer the test to a member of their household or immediate family, and if they do, the related student’s scores are subject to cancellation.

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

Tasks
Assign Students to Testing Rooms
Divide your students into testing rooms based on room capacity.

- Separate your list of students testing with accommodations or supports into testing groups. Remember that students testing in the same room must have the same testing schedule.
- Add each student’s testing room assignment to your Master Student List by recording the testing room code.
- Also record accommodated students’ testing room assignments on the NAR.
Create Individual Room Rosters
Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors.

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

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

Build Your Plan for Testing
There are a number of activities that you must complete leading up to test day.

TASKS

Plan for Preadministration
The preadministration session is designed to allow students to take advantage of SAT benefits, including Student Search Service and their four free score sends in advance, and to prepare for testing by prefilling their demographic information in advance of test day.

- Filling out the personal information fields may take as much as 45 minutes, so schedule a session ahead of test day to walk students through completing them.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class or in small groups). Don’t let students take test tickets out of the room. All activities for the preadministration session must take place with school supervision.
- Think about how to best prepare students in advance. They will need to know the colleges and scholarship programs they wish to send scores to, and have discussed with their parents if they wish to participate in Student Search Service. Plan to distribute SAT Student Guides for Digital Testing in advance of the preadministration session.
- We highly recommend conducting the session before test day. If students are absent for your preadministration, plan a session with them at some other time before test day.

For the preadministration session, be sure you have test tickets printed for each student. The test tickets contain the student’s information for signing in to the CB Secure Browser (exclusive of the Session ID). Distribute the test tickets to students when prompted in the testing scripts.

See Prepare Your Preadministration Session on page 27 for detailed instructions.

Online Training
All SAT School Day coordinators are required to take training once. You’ll receive a link to access training approximately six weeks before test day. You can email the link to other test day staff, such as SSD coordinators and proctors.

See Train Your Staff on page 21 for a list of topics your staff should be familiar with.

Plan Training Sessions
You may also choose to schedule a training session with your staff to review the TA Interface, procedures, forms, and timing; to announce staff assignments; and to answer questions. At your training session(s) for proctors and hall monitors, stress the importance of preventing any student from having an unfair advantage. Review the regulations specific to digital testing in this manual and communicate any local arrangements and procedures for test day.

Plan Accommodated Testing Window Schedule
- Ask your SSD coordinator for a list of students who will be testing during the accommodated testing window.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- Schedule the second day of accommodated testing on the next consecutive school day.
- Reserve rooms needed for two days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for two-day testing.
Digital Testing

Before Test Day

Plan Student Check-In
Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 31 for more information. If you’re using a central check-in, you’ll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

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

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

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

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

Plan for Makeup Testing
Be aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing will be administered in the paper and pencil test mode. This requires that you follow all of the policies and procedures outlined in the SAT School Day Coordinator Manual.

All of the following tasks apply to planning for the makeup testing:
- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 36.

KEY INFORMATION
- Schools will receive preadministration materials in the month before the test, including copies of the SAT Student Guide for Digital Testing.
- Plan for standard time testing:
  - To administer the SAT you’ll need about 3 hours and 30 minutes for admission, administrative activities, and actual testing of standard-time testers.
  - For the SAT with Essay you’ll need about 4 hours and 40 minutes for standard-time testers.
- Plan for extended time testing: Use the Overview of Accommodated Timing and Breaks on page 40 to plan for testing students with 50% or 100% extended time on the test or portions of the test.

Digital Testing Devices
For the digital test administration, all devices supporting the digital test administration must meet the College Board’s minimum system requirements (hardware/software) for testing as detailed in the Step-by-Step Guide at digitaltesting.collegeboard.org. All devices used for the administration must be able to connect to the internet via wired or wireless networks to launch the Test Administration (TA) Interface and the CB Secure Browser. Desktops, laptops, iPads, and Chromebooks that meet minimum requirements are permitted as test-taking devices.

Student Test-Taking Device: Each student must have an assigned test-taking device with the College Board Secure Browser installed (called “CB Secure Browser” on Windows and Mac machines; “AIR Secure Test” is used to launch the Secure Browser on Chromebooks and iPads). Ensure that the number of student test-taking devices matches the number of students you have testing. Devices may not be shared. Students aren’t allowed to use any test-taking device other than the one provided by the test coordinator and technology coordinator. The College Board strongly recommends that all test-taking devices be connected to a power source, but if this is not possible, all test-taking devices must be able to hold a charge for a minimum of five hours.
Digital Testing Preparation in TIDE
To prepare for digital testing, navigate to TIDE through the College Board Digital Testing Portal at digitaltesting.collegeboard.org. The tasks outlined in this section must be completed before test day.

Add Users
Test coordinators must create user accounts in advance of test day to ensure test day staff have time to set up their accounts and practice managing a test using the TA Digital Test Preview. Follow these steps to create accounts:

1. Sign in to TIDE.
3. From the drop-down, select Add Users.
4. Enter the user’s email address, then select Add User. (Note: the user’s email address will also be their account username.)
5. Enter the user’s first and last name.
6. Select the user’s role.
7. Click Save.

After accounts are created, all users will receive an email from AIR with a link to establish their user account. Users must click the link within the time frame specified in the email to create a password and activate their account.

Manage Accommodated Student Settings
All student test settings, including all accessibility features (e.g., extended time, Text-to-Speech, etc.) must be configured in TIDE before test day to ensure student access to the digital test. TIDE synchronizes with the Secure Browser and TA Interface to accurately reflect all student information across all testing applications.

Use the Test Settings and Tools drop-down to view and edit accessibility features and accommodations for students approved to test with an accommodation. Refer to the Digital SAT Accommodated Manual for details and the steps for assigning test settings and tools.

Print Test Tickets
A test ticket contains the student’s information for signing in to the Secure Browser (exclusive of the Session ID). Each student must have a test ticket to access the test. The proctor in each session will distribute the tickets to the students assigned to their testing room on test day.

You should print test tickets approximately 3–5 days before the test date. Ensure that all materials are locked away in a secure area, such as a locked cabinet, closet, or vault, and check them carefully for tampering.

TIDE generates the test tickets as a PDF for download. You can print the tickets from your student list.

IMPORTANT: Don’t print materials until all student and test day details have been finalized. If any changes are made, be sure to reprint any materials affected by the change.

Printing Test Tickets from Student List
1. Sign in to TIDE.
2. Under Administering Tests, open the Print Test Tickets drop-down.
3. Select Print from Student List from the drop-down.
4. Use the search/filter options to select the students to print.
5. Click Search.
6. Select the students from the list that appears.
7. At the top of the list, select the printer icon.
8. From the drop-down, select My Selected Test Tickets or All Test Tickets.
9. A new window will appear. Select 1x1 Ticket Layout. Tickets should be printed using the 1x1 layout option to ease organization across rooms and facilitate distribution to students.
10. Click Print (a PDF will automatically download).
11. Open the PDF and print tickets using your PDF viewer.

Testing Room Kits
As close to test day as possible, we recommend you create kits for your testing rooms:

1. Gather test materials required for digital testing.
2. Using your test taker count and list of rooms, assign standard test takers to rooms and count the correct number of materials for each room. Place each room’s materials, including the test tickets for the students assigned to each room, in the room’s bin or box.
3. Assign students with accommodations to rooms. Place a list of assigned students’ accommodations and specific materials in a separate bin or box for each room. Distribute the Digital SAT Accommodated Manual when you train these proctors so they can prepare for using the appropriate script(s).
4. Return the bins and boxes to secure storage until test day, when you will distribute them to the proctors assigned to each room.
Manage Test Day Impacts

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

TASKS

Prepare to Collect Student Belongings

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

For more information go to Preventing Issues Involving Phones and Electronic Devices on page 23.

Plan for Test Day Impacts to Rooms and Students

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

Establish a Signaling System

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

Minimize Distractions

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

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

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

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

Train Your Staff

TASKS

Hold Training Sessions

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

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

If you have not already done so, have prospective staff read and sign the Testing Staff Agreement.

Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting personal belongings (if permitted under school policy)
- Seating policies
- Calculator policies
- General responsibilities of each position
- Reading from the correct scripts
- Using the TA Interface and the CB Secure Browser
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
Share Staff Room Assignments

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

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room.
- What script(s) they will be using and approximate timing of the test. For accommodated testing, the NAR includes information about which scripts to use for students. Your staff needs to familiarize themselves with any shifting of scripts that needs to take place on test day.
- Where and when to report on test day.
- General setup of rooms.
- Contents of the testing room packet they will receive on test day. (See Prepare Your Materials on page 26 for more information.)
- How to navigate the TA Interface to administer and monitor testing.

KEY INFORMATION

Maintaining Security

Make sure your staff understands and follows these policies:

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

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

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

Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to School Day Support. See the Irregularity Chart on page 57 for more information.

Prohibited Aids

During the opening scripts that they read to students, proctors are directed to check desks for prohibited aids and devices, which cannot be on the desks or used during testing, including breaks. Because electronic devices, including phones, can be used to record test questions and answers, staff must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices on page 23. Anyone using other prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations or SAAs for particular testing aids.) Note any such activities on an IR.

Prohibited aids include, but are not limited to:

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

Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. Other medical devices generally require accommodations. Contact the SSD office if there are questions about a medical device.
Permission to Test Blood Sugar
Students who are approved to test blood sugar may do so at any time during the test. Students are not permitted to bring a cell phone unless their eligibility letter or NAR specifically indicates approval to do so. If a student is approved to bring a cell phone, they must test in an accommodated testing room.

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

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device makes noise or is being used, the test coordinator must dismiss that student and, if warranted, confiscate the device. If a student's phone makes noises while in the proctor’s possession or stored away from the student’s desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone in order to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device makes noise while in a student's possession, follow instructions in the irregularity chart for collection and checking of electronic devices. A student doesn’t need to be holding a phone for it to be considered in their possession—a phone is considered in the student’s possession if it’s on or under the student’s desk. The test coordinator should contact School Day Support immediately for further instructions if test content is detected on a device.

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

- Instruct students to disable alarms and power-off cell phones and electronic devices when they enter the testing room.

- Collect students’ cell phones and wearable technology in a basket, envelope, or bag before testing begins.

- Give students sticky notes and/or small envelopes to label their items with their name.

- Collect labeled items from students once they’re seated. If possible, keep student items in the order they were collected in, for easier return after testing.

- Keep the devices at the front of the room on the proctor’s desk for the duration of testing.

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

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats.

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

Calculator Policies and Guidelines
Calculators may be used only on the Math Test – Calculator portion of the SAT, unless a student has been preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. Students may have calculators on their desks only when working on these questions. See Acceptable Calculators on page 42.

The digital SAT includes the Desmos online graphing calculator as an embedded tool. Students can practice using the calculator tool before test day through the Student Digital Test Preview at desmos.com/calculator.

General policies are as follows:

- All questions can be answered without a calculator.

- We recommend that students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.

- Students should supply their own calculators. If your school provides calculators, be sure that students are familiar and comfortable with using them.

- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor’s permission to use the backup.

- Students have access to the Desmos online graphing calculator in the Secure Browser as part of the universal toolset. When the calculator is allowed, students will see a calculator icon in the toolbar near the zoom buttons.
Monitoring Equipment Use
Follow instructions in the scripts to monitor the use of calculators and digital testing equipment.

- All devices used for digital testing must be school owned.
- All devices must be navigated to the sign-in page of the CB Secure Browser for testing.
- All devices should be connected to a power source or be able to maintain a charge for up to five hours.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

*Students approved to use a calculator on the Math Test - No Calculator section must use a four-function calculator for this purpose. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren’t more advanced models. A calculator will also be available for these students in the toolbar of the Secure Browser.*

Calculator Malfunction
Students should raise their hands if their calculator malfunctions before or during the test and they wish to use a backup. Allow them to use an acceptable backup calculator or batteries that they brought and to continue to test. Remind them that they have access to the calculator tool in the Secure Browser.

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

Prepare to Test Students with English Learner (EL) Supports
The College Board provides supports for EL students who may need them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include translated test directions, use of an approved word-to-word bilingual glossary, and 50% extended time. To use 50% extended time, the support must be entered in SSD Online prior to the deadline. Students can use any of the supports alone or in combination with one another.

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

**TASKS**

- Identify the students who require EL supports and the languages they require.
- Modify the test settings in TIDE for each student.
- Print the translations and review the list of approved glossaries available at [digitaltesting.collegeboard.org](http://digitaltesting.collegeboard.org) to obtain copies for test day. No EL supports will be shipped with the test materials.
- Schools must provide glossaries for students who need them; students may not bring their own glossaries to the test.
- Store glossaries securely until you’re ready to assemble testing room packets for proctors.

Prepare for Extended Time EL Support
Testing with 50% extended time as an EL support must be entered for students in SSD Online by the deadline. These students will display on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with 50% extended time on the entire test as long as no other accommodations are being administered that would distract them.

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**Prepare to Test with Accommodations**

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

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

Students who are approved for accommodations will fall into these groups:
Those who will test in a standard testing room and must test on the primary test date.

Those who will test in an accommodated testing room and may test on any day during the accommodated testing window.

Accommodated students must adhere to all standard testing administrative procedures, requirements, and timing regulations, unless their accommodation specifically allows otherwise. If you have accommodated students who require a makeup, follow the procedures to set up all equipment for the student's needs.

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

Refer to the Digital SAT Accommodated Manual for more instructions and the scripts for testing students with accommodations.

Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, determine how to assign support staff, such as scribes, or sign language interpreters (for directions only), to students approved for them, in either a digital or paper-based testing room.

- Do not assign a relative of the student testing to act in a supportive capacity to that student.

- Do not assign a single reader or scribe to more than one student.

- For students who are approved to test with a paper accommodation and require a reader to dictate test questions, the proctor should use the SAT School Day Accommodated Manual on test day.

- Students using a scribe for paper or digital administration will take the test with 50% extended time for reading unless a student is already approved for 100% (or more) extended time. If taking the SAT with Essay, students assisted by a scribe test over two days.

- Students who are deaf or hearing impaired may:
  - Have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions to the student, not translations of test content.
  - Be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

- Students may use the Guide to the Nemeth Code if they are taking the braille format of the SAT.

Request Accommodations and EL Supports

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

- Accommodation requests are submitted by the SSD coordinator in the College Board’s online request system, SSD Online.

- The SSD coordinator will also work with the test coordinator to determine which students will be using the EL support of 50% extended time.

- Each school must have one SSD coordinator, but may have more.

- For detailed instructions on how to get access, see collegeboard.org/ssdonline.

Prepare Your Students

TASKS

Inform Students About SAT School Day

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

Distribute the SAT Day Student Guide for Digital Testing to students as soon as possible. Please ensure that each student leaves the classroom with a copy.

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

Encourage students to visit the Student Digital Test Preview at digitaltesting.collegeboard.org/for-students ahead of test day to become familiar with the tools and navigation in the Secure Browser. Emphasize that a universal toolset, including a calculator, is available in the Secure Browser for use during testing. And, the Student Digital Test Preview lets students with accommodations requiring the use of assistive technology device(s) see how the device works with the Secure Browser. Share the website and tell students they can access the preview as guest users—no username or password required.
Before Test Day  Prepare Your Materials

Students can find answers to general questions about the SAT and what to expect on test day at sat.org. Be sure to let them know digital SAT School Day testing has been arranged and may differ from weekend testing and paper-based formats in a few important respects (for example, the dates of testing and score release, the use of a computer for testing, and completion of the essay). Let students know how the SAT helps their college and career planning.

Inform Families About SAT School Day
We also suggest you engage students’ families to inform them of what students can expect on School Day and what the SAT means to students’ college and career planning. Let them know about free practice from Khan Academy. Suggest they discuss information in the SAT Student Guide for Digital Testing with their child before the preadministration session, focusing on the four free score sends.

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

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

What to Bring on Test Day
On test day, students must bring the following:

- Two pens or pencils for scratchwork.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Acceptable photo ID if a student is unfamiliar to testing staff or testing at a school they don’t attend.
- Signed and notarized SAT School Day Student ID Form with an acceptable photo if a student doesn’t have an acceptable photo ID or is homeschooled.
- Earphones (if the school doesn’t provide them), if using an assistive technology or text-to-speech format for testing.

We also recommend that students bring:

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

Remind students approved to use a basic, four-function calculator on the Math Test – No Calculator portion of the test that they may bring one on test day in addition to their acceptable calculator for the Math Test – Calculator. A calculator will also be available to them in the Secure Browser toolbar.

What Not to Bring on Test Day
Students may not have the following in the test area or break area, except in the case of approved accommodations:

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

Marking Answers in the CB Secure Browser
Correctly selecting answers in the Secure Browser is very important. Students must be sure the radio button next to the response they wish to choose is selected. Some questions in the Writing and Language Test consist of only the four answer options (with only the question number above the options). In these cases, students should choose the option they think is the best choice in the context of the passage. For student-produced response questions on the Math Test, students will type their answers directly in the Secure Browser following the instructions outlined in the test.

Prepare Your Materials
TASKS
Create a Testing Room Cover Sheet
In preparation for distributing materials to your proctors, we recommend that you create a “Testing Room Cover Sheet” for each testing room. Include the following information:

- The URL for digital testing (digitaltesting.collegeboard.org)
- Number of students assigned to a room
Prepare Your Preadministration Session

Plan the Session

Holding a preadministration session in advance of test day allows students to complete their identifying information early to shorten the test day for both students and staff. Additionally, the preadministration session lets students and staff access, navigate, and interact with the digital testing environments (the Secure Browser and TA Interface). Share the SAT Student Guide for Digital Testing and information about the preadministration session in advance so students can discuss with their families if they will participate in Student Search Service and which colleges they’ll include in their four free score sends.

We recommend you conduct the session in rooms that will be used for testing at a time of day that will reflect test day conditions on your school’s network. The preadministration session will ensure your devices and network have been configured and are ready for test day. There are several tasks you should plan for to ensure a successful preadministration session.

**TASKS**

- **Use your Master Student List of who will be testing (both standard and accommodated students).**
  - Work with your SSD coordinator to identify any students who may require test settings management in TIDE or other resources to support an accommodation.
- **Create user accounts for the staff recruited for the preadministration session.**
- **Print test tickets for all students.**
- **Assign a testing room to each proctor administering the test. This includes staff administering the test on the primary test date.**
- **Assign your students to the appropriate testing rooms. This will be the start of your room rosters for test day. Organize test tickets to correspond to the testing room assignments you’ve made.**
- **Work with your technology coordinator to be sure all rooms and test-taking devices to be used for the session have been configured for digital testing.**
- **Inform students of the planned sessions. Explain that the preadministration session allows students to take advantage of the benefits of the SAT, including opting in to Student Search Service and identifying the colleges to receive their score reports. Alert them in advance to come prepared with:**
  - A list of four colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day.
  - Their top three college majors.
- **Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.**
Before Test Day  Conduct the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the way you plan to conduct the preadministration session and the number of students you’re testing, the preadministration session may be conducted by you, or you may need one or more staff to conduct multiple sessions.

Before the preadministration, meet as a group with the staff who will administer the sessions.

- Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
- Ask staff to note any issues with the school’s network or testing devices. These issues should be addressed beforehand so they don’t reoccur on test day.
- Review roles and responsibilities of staff conducting the sessions.
- Review how to navigate to the TA Interface and Secure Browser.

**IMPORTANT:** Don’t let students take the test tickets out of the room. Plan to collect test tickets before dismissing students.

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Conduct the Preadministration Session

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

**TASKS**

- Before starting the session, staff should make sure they have the test tickets for the students in their room.
- Staff will give each student their individual test ticket and be able to point to the location of the registration number on the ticket.
- Those conducting the session will need to use the scripts in the appropriate manual under the heading Conduct the Preadministration Session. Be sure to distribute the necessary copies of the manual to staff who need them.
- Staff should verify that all student devices have opened the Secure Browser from the computer’s desktop and show the sign-in page.
- Staff must navigate to the TA Interface on their proctor device to administer the session.
- After the preadministration session is complete, collect all test tickets from staff. We recommend sorting the test tickets by testing room, as described in Assemble Testing Room Packets on page 27. Securely store test tickets until test day.
During the Test

Follow Your Test Day Schedule

TASKS
To ensure standardization across all School Day testing, make sure to adhere to the prearranged schedule as closely as possible. The Sample Standard Test Day Schedule on page 38 is based on average opening times for schools.

Also make sure to confirm network and test-taking device readiness for all testing rooms.

KEY INFORMATION
Timing of the Test and Breaks
The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the entire amount of time; they can't enter the Session ID for the next test section until time has expired for the current section and the proctor provides the credentials for the next section. Proctors can use the section timing chart(s) in the Appendix of their testing manual to help them accurately time each section.

Proctor Clock in the TA Interface
In standard time sessions, the proctor's clock in the TA Interface displays the time allowed for the test section. Upon the start of the test section (the timed portion of the test), the clock will count down the time remaining in the section. Each individual test-taking device manages a student's time on the test section. When the allotted section time ends, the proctor's clock will begin to count up to a maximum of 5 minutes to account for any variability in student start times. This 5-minute buffer allows any student who has experienced an interruption to their testing time due to a technical issue to be allotted their lost time up to 5 minutes.

When all students' testing time expires or the 5-minute buffer time is reached, the session will automatically end. The TA Interface will alert you that the test session has ended; click OK and begin a new session for the next test section (click Select Tests).

In testing rooms with extended time or extra breaks, the proctor clock will not be available. Use the wall clock to keep the official time for the test because the session will not automatically end in the TA Interface. When you observe that all students appear in a “Completed” status, you must stop the session by clicking the STOP button in the TA Interface.

IMPORTANT: Students must be given their full testing time per section. Don’t stop the session early, even if all students appear to have completed testing.

Student Clock Tool
As part of the universal toolset, students have access to the clock tool in the Secure Browser that displays the time remaining in the test section. The student can choose to hide or show the clock throughout the test.

When there are 5 minutes remaining in the section, the student clock will turn red and provide a pop-up warning message. The student can't hide the clock once the 5-minute warning displays.

Proctors can monitor student test progress in the TA Interface, which will display the approximate time remaining for each student.

Even though students have access to the clock tool, the proctor should note the approximate start and stop times on the board to aid students’ time management during the test. Timing charts are supplied in the Digital SAT Standard Testing Manual and Digital SAT Accommodated Manual.

IMPORTANT: The time displayed for each student may reflect different times based on the student’s entry to the test section.

Remind staff to follow these policies for the timing of tests:

- Monitor student test progress and the timing of each test section.
- Record the approximate start and stop times in the area provided in the scripts.
- Inform you immediately of any timing irregularities.
- Record irregularities and actions taken on the IR.
- Don’t stop sessions early, or ahead of the automated test end by clicking the Stop icon.

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 (if taking the SAT with Essay)
During the Test  Equip Testing Rooms

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

Students approved for math-only extended time receive standard time on the first two sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator) and halfway through Section 4 (Math Test – Calculator). Students approved for writing-only extended time receive an extra 5-minute break halfway through the SAT Essay portion of the test. They receive extended time only on the SAT Essay, not on Section 2.

The Overview of Accommodated Timing and Breaks on page 40 in the Appendix provides a visual guide to these requirements. The Digital SAT Accommodated Manual includes specific instructions for accommodated breaks, and the scripts include break timing.

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

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

- Inform students that they won’t get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- In the Secure Browser, ask the student to navigate to the next unanswered question. Do not pause the student’s test. Do not allow extra time.
- Make sure no test materials have been removed from the testing room.
- 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.

Accommodated Breaks
Students approved for breaks due to their accommodation are subject to the same regulations that apply to students who take standard breaks. Post break times for them as noted in the scripts.

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

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

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

Equip Testing Rooms

Tasks

Equipping the Digital Testing Room
Work with your technology coordinator to secure the number of rooms needed for testing based on the number of test takers and technology/seating requirements. Be sure that all devices and technology have been configured and prepared for College Board digital testing. On the morning of test day, be sure that all test-taking devices are connected to a power source or can hold a charge of at least five hours. We recommend that you and your staff open the CB Secure Browser (AIR Secure Test on iPads and Chromebooks) on all student devices to reduce stress at the start of the test.

Provide Materials to Proctors
The morning of test day, complete your testing room packets and distribute them to proctors. Proctors should confirm they have received enough materials from you for the number of students on their roster.

In addition to the testing room packets you provide to proctors, other items needed in the testing room are:

- A device for the proctor to connect to the TA Interface
- A testing device for each student assigned to the room, fully charged or connected to a power source
- A copy of the SAT Digital Testing Room Seating Chart
- A supply of pencils or pens for scratch work
Admit Students to the Testing Area

TASKS

Manage Central Check-In
If you designated a central location where students can gather before testing begins, follow these procedures.

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

Manage Classroom Check-In
Plan to have proctors use the room rosters and/or the NAR in accommodated testing rooms to check in students as they arrive.

Staff should:

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

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

Manage Late Arrivals
See Admitting Latecomers on page 32 for more information.

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

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

- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the nonstandard room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Acquire or reprint the student’s test ticket.
- Make any required changes to the student’s settings in TIDE (based on the accommodation).

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

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

If a student requests a change to testing that requires specific computer configuration you don’t have time to complete on test day, you may still have time to make changes for testing later in the accommodated testing window (depending on your primary test day).
KEY INFORMATION

Admitting Extra Students
Some students who recently enrolled in your school may be eligible to test there if your bulk registration coordinator included them for testing. These students should appear in your roster within TIDE. If you are unable to test them, include these students in your list of makeups needed.

Photo ID is not required for students from your school who are familiar to the testing staff. If you’re asked to test students who don’t attend your school, you’ll need to check their identification. See Photo ID Requirements on page 56. Advise these students to keep their IDs handy during test day.

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

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

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn’t be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the first break occurs in other rooms.
- Ensure testing in any late-arrivals room begins early enough to end before your normal school dismissal time.

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

Your Role During Testing

Maintain School Security

TASKS

Test Observers and Visitors
Staff from the College Board, Educational Testing Service (ETS), the American Institutes for Research (AIR), or administrators from your state assessment office or district may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification and a letter of authorization from the College Board, ETS, or your state department of education prior to giving visitors access to the testing area or equipment to be used for testing.

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

If the media are present during a test, they must remain outside the building. Make sure their presence does not distract or disturb students. Stop any attempts to record or photograph the test administration. Call SAT School Day Support about any media requests for test information or test coverage.

IMPORTANT: If you have any concerns about an individual’s authorization, contact School Day Support for verification before admitting that person to a testing room.

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

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Unauthorized visitors
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location
- Timing irregularities, technical issues, or other administration issues that may require a makeup test
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing materials from the testing room, or leaving the building during testing
Handle Dismissals
Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies provided in the SAT Student Guide for Digital Testing. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or follow your school’s predetermined protocol for students who are dismissed from testing for misconduct (e.g., the principal’s office). Students who are dismissed because of misconduct are not eligible for makeup testing.

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

Refer to the Irregularity Chart on page 57 for further instructions on handling specific dismissals.

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

- Delayed check-in and testing
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties
- Apparent mistimings or distracting noises
- Cheating

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

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

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

- For all irregularities, fill in fields 1–4 (page 1) and field 10 (page 3) of the form.
- In field 4a, write your 6-digit school (AI) code.
- In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or your makeup test date according to what administration you’re reporting.
- In field 4c, fill in the bubble if the irregularity has occurred during a makeup administration.
- Leave field 4d blank.

To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. In addition to the issue information in field 6, also fill the bubble for “Other” and write “digital.” You must note the date of birth for each affected student.

To report an individual irregularity (an issue that affects one 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. In addition to the issue information in field 7, also fill the bubble for “Other” and write “digital.” Be sure to fill out the information in its entirety.

In all situations, provide as much detail as possible.

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

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

Use the IR to record an irregularity, including:

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

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

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

Administer the Test

**TASKS**

**Prepare the Testing Room**

Make sure proctors:

- Walk around the room to check that all student test-taking devices display the CB Secure Browser sign in page. If not, they need to open the Secure Browser (“AIR Secure Test” for iPads and Chromebooks).
- Log in to the TA Interface on their proctor device from digitaltesting.collegeboard.org.
- Double-check that their testing room meets seating requirements for digital testing, including guidelines for type and spacing of seats. (See Digital Testing Room Seating Arrangements on page 65.)
- Assign seats at random or by prearrangement with the test coordinator. Never allow students to select their own seats.
- Cover or remove any instructional material, such as maps and charts.
- Check the clock to make sure it’s working properly.
- Post information for students on the board.
- Read scripts exactly as written.
- Maintain security in the testing rooms.
- If school policy allows, have a plan to collect cell phones from students, or have a designated area in the room for students to place their phone as they enter the room.
- Once testing has begun, complete the seating chart provided.

Admit Students to the Testing Room

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

They should:

- Write a “P” (present) next to the name of each student who checks in.
- Ask any student they don’t know for identification. They should send any student from another school who can’t present acceptable ID to the test coordinator.
- Put an “A” next to the name of any student who is absent after closing the testing room.

If a student arrives late to the testing room, the proctor can admit them as long as they haven’t yet begun the timed sections of the test.

**Time the Test**

The SAT is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time; they can’t enter the Session ID for the next test section until time has expired for the current section and the proctor provides the credentials for the next section.

The proctor should time the test as follows:

- The TA Interface will keep accurate time for all students in the room. When all students’ testing time expires, the session will automatically end. The TA Interface will alert the proctor that the test session has ended; they should click OK and begin a new session for the next test section (by clicking **Select Tests**). Even if all students appear to have completed testing in the section, the proctor should not click the **Stop** button to stop the session early.
- Enter the start and approximate stop times in the script as students begin working on each section; even though students have access to the clock tool, the proctor should note the approximate start and stop times on the board to aid students’ time management during the test.
- Announce **Stop** when the TA Interface alerts them that the session has ended.
- In testing rooms with extended time or extra breaks, the proctor clock will not be available. Use the wall clock to keep the official time for the test because the session will not automatically end in the TA Interface. When you observe that all students appear in “Completed” status, you must stop the session by clicking the **STOP** button in the TA Interface.
Maintain Security in the Testing Room

KEY INFORMATION

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

- Watch for use of cell phones or other prohibited items, or for “cheat sheets” written on paper, calculators, or clothing and shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator with a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.
- Be sure that if a student leaves their test-taking device, that the screen displays an unanswered question or the CB Secure Browser sign-in page.

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

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

Report Irregularities
If proctors encounter security breaches or other situations that affect the test, they must follow the reporting procedures provided in their manuals.
After the Test

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

## Collect Testing Materials

You’ll need to collect all of the materials you provided to proctors in the testing room materials packets.

### TASKS

**Collect Materials from Proctors**

Verify that the materials returned by each proctor match the materials you initially issued to them.

- [ ] A completed seating chart.
- [ ] Annotated room roster and/or NAR.
- [ ] Test tickets.
- [ ] All scratch paper, used and blank.
- [ ] Any completed IRs.
- [ ] Any printed translated testing instructions.
- [ ] Any word-to-word glossaries.

Also perform these tasks:

- [ ] Ask that each proctor double-check their room to see if anything has been left behind, either by staff or by students.
- [ ] Make sure that each staff member has signed the Testing Staff Agreement.
- [ ] Review and sign IRs. Confirm that your school’s AI code is gridded correctly. If needed, complete additional IR(s). Note any student irregularities that may require a makeup.
- [ ] Release staff members.

### Prepare Materials for Return

#### TASKS

**Ensure Completeness of Room Rosters**

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

**Pack Materials for Return**

Place the following in the return envelope:

- Completed IRs
- NAR—required for scoring
- All completed Digital Testing Room Seating Charts
- Signed Test Staff Agreement form
- Master Student List

### Return Materials

When returning materials:

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

#### TASKS

**Ship Materials**

Return materials immediately after testing ends. If you’re testing students over two days, store materials securely and return materials after the second day of testing is complete.

- If you’ll administer a makeup test, hold all materials and return them once testing at your school is complete.
— Arrange for the prelabeled return envelope to be picked up before the end of test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.

- If UPS doesn’t make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
- Write down your UPS package tracking number.
- If UPS isn’t available in your area, return materials via another traceable express courier. Record your tracking number.
- Don’t use first-class mail or any other nontraceable method.

If you must use another courier, return materials to:

**SAT Digital Testing**
ETS – Room Q-130
c/o Document Processing
1425 Lower Ferry Road
Ewing Township, NJ 08618

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**Store Materials for Your Records**

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

- Test tickets
- Annotated Master Student List
- Room rosters
- NAR
- Tracking numbers
- IRs
- Seating charts
- Signed SAT School Day Testing Staff Agreement form
- List of testing rooms and assigned staff
## Sample Standard Test Day Schedule

(Times are approximate.)

### EXAMPLE OF A STANDARD TEST DAY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials to staff, including test-taking devices.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for standard timing of the SAT (no Essay).</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>Testing ends for standard timing of the SAT with Essay.</td>
</tr>
<tr>
<td>3:45–4:45 p.m.</td>
<td>UPS pickup of all testing materials and forms for primary test day.</td>
</tr>
</tbody>
</table>
## Sample Accommodated Test Day Schedule

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

### EXAMPLE OF AN ACCOMMODATED TEST DAY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials and devices to staff.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for students taking the SAT with standard time.</td>
</tr>
<tr>
<td>Noon</td>
<td>First day of testing ends after Section 3 for 50% extended time (reading) administration of the SAT with Essay.</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>Testing ends for students taking the SAT with Essay with standard time. First day of testing ends after Section 3 for 100% extended time (reading) administration of the SAT and SAT with Essay.</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Testing ends for 50% extended time (reading) administration of the SAT (no Essay).</td>
</tr>
<tr>
<td>2nd Day</td>
<td>Start testing at 8 a.m., resuming with Section 4.</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Testing ends for most 100% extended time administrations of the SAT (no Essay).</td>
</tr>
<tr>
<td>11:05 a.m.</td>
<td>Testing ends for 50% extended time administrations of the SAT with Essay.</td>
</tr>
<tr>
<td>Noon</td>
<td>Testing ends for most 100% extended time administrations of the SAT with Essay.</td>
</tr>
</tbody>
</table>
# Overview of Accommodated Timing and Breaks

## Overview of Accommodated Timing and Breaks

<table>
<thead>
<tr>
<th>Script 1</th>
<th>Standard Time (Accommodated Room)</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>Writing and Language</td>
<td>Math Test – No Calculator</td>
<td>Math Test – Calculator</td>
<td>Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>3 hours, 15 minutes</td>
<td>4 hours, 7 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 2</td>
<td>Standard Time with Extra Breaks</td>
<td>33 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>28 minutes</td>
<td>2-min. break</td>
<td>3 hours, 25 minutes</td>
<td>4 hours, 22 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>5-min. break</td>
<td>25 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>32 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>27 minutes</td>
<td>25 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 3</td>
<td>50% Extended Time One-Day Testing</td>
<td>49 minutes</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>4 hours, 57 minutes</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>38 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>41 minutes</td>
<td>37 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 4</td>
<td>100% Extended Time</td>
<td>65 minutes</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>2-min. break</td>
<td>6 hours, 20 minutes</td>
<td>8 hours, 7 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>5-min. break</td>
<td>50 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>65 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>End Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 5</td>
<td>50% Extended Time Two-Day Testing</td>
<td>49 minutes</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
<td>2-min. break</td>
<td>N/A—Script 5 is only used for the SAT with Essay</td>
<td>6 hours, 14 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>53 minutes</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>38 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>End Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Timing That Requires Combined Scripts

## Timing Chart for Accommodated Testing Using Combined Scripts

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 4</th>
<th>100% Extended Time for Math and Writing on SAT with Essay</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
<td><strong>Section 2</strong></td>
<td><strong>Section 3</strong></td>
<td><strong>Section 4</strong></td>
<td><strong>Essay</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>Writing and Language</td>
<td>Math Test – No Calculator</td>
<td>Math Test – Calculator</td>
<td>Essay</td>
</tr>
<tr>
<td>65 minutes</td>
<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>10-min. break</td>
<td>5-min. break</td>
<td><strong>End Day 1</strong></td>
<td>55 minutes</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scripts 1 &amp; 4</th>
<th>100% Extended Time for Writing Only on SAT with Essay</th>
<th>SAT Essay</th>
<th>Total SAT—testing + breaks</th>
<th>Total SAT with Essay—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
<td><strong>Section 2</strong></td>
<td><strong>Section 3</strong></td>
<td><strong>Section 4</strong></td>
<td><strong>Essay</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>Writing and Language</td>
<td>Math Test – No Calculator</td>
<td>Math Test – Calculator</td>
<td>Essay</td>
</tr>
<tr>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>10-min. break</td>
<td>5-min. break</td>
<td><strong>End Day 1</strong></td>
<td>55 minutes</td>
<td>50 minutes</td>
</tr>
</tbody>
</table>

**Important:** For students approved for extra breaks, use Script 2. The timing for some of the sections will be slightly different from what is shown in this table for Script 1.
Acceptable Calculators

For the Math Test – Calculator portion: all scientific calculators are acceptable, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted. All students have access to an embedded online calculator in the Secure Browser for the Math Test – Calculator.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

<table>
<thead>
<tr>
<th>CASIO</th>
<th>SHARP</th>
<th>TEXAS INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>FX-9860 series</td>
<td>EL-5200</td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>CFX-9800 series</td>
<td>EL-9200 series</td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>CFX-9850 series</td>
<td>EL-9300 series</td>
</tr>
<tr>
<td>FX-6500 series</td>
<td>CFX-9950 series</td>
<td></td>
</tr>
<tr>
<td>FX-7000 series</td>
<td>CFX-9970 series</td>
<td></td>
</tr>
<tr>
<td>FX-7300 series</td>
<td>FX 1.0 series</td>
<td></td>
</tr>
<tr>
<td>FX-7400 series</td>
<td>Algebra FX 2.0 series</td>
<td></td>
</tr>
<tr>
<td>FX-7500 series</td>
<td>FX-CG-10</td>
<td></td>
</tr>
<tr>
<td>FX-7700 series</td>
<td>FX-CG-20 series</td>
<td></td>
</tr>
<tr>
<td>FX-7800 series</td>
<td>FX-CG-50</td>
<td></td>
</tr>
<tr>
<td>FX-8000 series</td>
<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
<td>TI-83/TI-83 Plus</td>
</tr>
<tr>
<td>FX-8500 series</td>
<td>Graph25 series</td>
<td>TI-83 Plus Silver</td>
</tr>
<tr>
<td>FX-8700 series</td>
<td>Graph35 series</td>
<td>TI-84 Plus</td>
</tr>
<tr>
<td>FX-8800 series</td>
<td>Graph75 series</td>
<td>TI-84 Plus CE</td>
</tr>
<tr>
<td>FX-9700 series</td>
<td>Graph95 series</td>
<td>TI-84 Plus Silver</td>
</tr>
<tr>
<td>FX-9750 series</td>
<td>Graph100 series</td>
<td>TI-84 Plus C Silver</td>
</tr>
<tr>
<td>FX-9850 series</td>
<td></td>
<td>TI-84 Plus CE-T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEWLETT-PACKARD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HP-9G</td>
<td>HP-48 series</td>
<td>TI-85</td>
</tr>
<tr>
<td>HP-28 series</td>
<td>HP-49 series</td>
<td>TI-86</td>
</tr>
<tr>
<td>HP-38G</td>
<td>HP-50 series</td>
<td>TI-89</td>
</tr>
<tr>
<td>HP-39 series</td>
<td>HP Prime</td>
<td>TI-89 Titanium</td>
</tr>
<tr>
<td>HP-40 series</td>
<td></td>
<td>TI-Nspire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TI-Nspire CX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TI-Nspire CM-C CAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TI-Nspire CAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TI-Nspire CX CAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RADIO SHACK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC-4033</td>
<td></td>
<td>EC-4037</td>
</tr>
<tr>
<td>EC-4034</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Datexx DS-883</td>
<td></td>
<td>NumWorks</td>
</tr>
<tr>
<td>Micronta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart²</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unacceptable Calculators

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

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

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

Secure Browser Features for Students

The Secure Browser offers built-in tools to support a student’s digital testing experience. These tools are optional and can be used at the student’s discretion. These tools don’t need to be set in TIDE.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Clock</td>
<td>Displays the amount of time allowed for the test section. Upon starting the test, the student clock will begin to count down. At 5 minutes remaining, the student clock will turn red and provide a pop-up warning message.</td>
</tr>
<tr>
<td>Mark for Review</td>
<td>A tool that allows the student to flag questions for future review during the assessment.</td>
</tr>
<tr>
<td>Calculator (for Math Test – Calculator only)</td>
<td>An embedded on-screen digital calculator for calculator-allowed questions. It appears when students click on the calculator button. A four-function calculator is available in the Math Test – No Calculator section for students with prior approval.</td>
</tr>
<tr>
<td>Notes</td>
<td>A feature that a student can use as virtual scratch paper to make notes.</td>
</tr>
<tr>
<td>Highlighter</td>
<td>A feature for marking text, test questions, or response options with a color.</td>
</tr>
<tr>
<td>Line Reader</td>
<td>A feature that a student can use as a guide when reading text.</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>A feature that a student may use to eliminate those answer choices that seem incorrect.</td>
</tr>
<tr>
<td>Zoom In/Zoom Out</td>
<td>A feature that allows the student to change the display size of the text and images on the screen.</td>
</tr>
<tr>
<td>Navigation Buttons</td>
<td>Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.</td>
</tr>
<tr>
<td>Questions Drop-Down List</td>
<td>A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display “(marked)” in this list.</td>
</tr>
<tr>
<td>Context Menu</td>
<td>This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.</td>
</tr>
<tr>
<td>Expand button (not pictured)</td>
<td>A feature that allows a student to expand a passage section or the question section for easier readability.</td>
</tr>
</tbody>
</table>
Secure Browser Tools for Students with Accommodations

The Secure Browser offers tools for use by students who have accommodations that require the activation of specific test settings or tools in the Secure Browser. The accommodations require the SSD coordinator to manage students’ tests under the Test Settings and Tools tab in TIDE. These accommodations settings and tools are identified in the following table.

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Description</th>
<th>Valid Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology (AT) Digital alternative to ATC formats</td>
<td>Enables the use of assistive technology software and hardware (e.g., screen readers, refreshable braille devices, etc.).</td>
<td>Off&lt;br&gt;On</td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Displays the test with a different background or font color.</td>
<td>None</td>
</tr>
<tr>
<td>Four-Function Calculator</td>
<td>Allows students to use the online four-function calculator on the Math Test – No Calculator test.</td>
<td>Off&lt;br&gt;On</td>
</tr>
<tr>
<td>Masking</td>
<td>Allows students to block off answer choices or any parts of the test content.</td>
<td>Off&lt;br&gt;On</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>Adjusts the mouse pointer to match color and size preferences.</td>
<td>System Default&lt;br&gt;Large Black&lt;br&gt;Extra Large Black&lt;br&gt;Large Green&lt;br&gt;Extra Large Green&lt;br&gt;Large Red&lt;br&gt;Extra Large Red&lt;br&gt;Large White&lt;br&gt;Extra Large White&lt;br&gt;Large Yellow&lt;br&gt;Extra Large Yellow</td>
</tr>
<tr>
<td>Tool Name</td>
<td>Description</td>
<td>Valid Value</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Streamlined Mode</td>
<td>Questions are presented sequentially without a split screen.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Permissive Mode</td>
<td>Allows students with screen readers or other assistive technology to integrate with the Secure Browser.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Timing</td>
<td>Various timing scenarios based on documented need.</td>
<td>Standard Time</td>
</tr>
<tr>
<td></td>
<td>Note: No self-pacing; students must sit for the entire duration of extended time requested.</td>
<td>Standard Time with Breaks</td>
</tr>
<tr>
<td></td>
<td>Students approved for extended time for reading must receive extended time on all sections of the test.</td>
<td>50% Extended Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% Extended Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150% Extended Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>200% Extended Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other with Documentation</td>
</tr>
<tr>
<td>Text-to-Speech (TTS)</td>
<td>TTS allows parts of the test to be read aloud.</td>
<td>Off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On</td>
</tr>
<tr>
<td>Digital alternative to MP3, Reader, and ATC formats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTS Rule</td>
<td>Determines which parts of the test are read aloud.</td>
<td>Read Text Only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Text and Graphics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optimized for Screen Reader (AT only)</td>
</tr>
<tr>
<td>Font Size</td>
<td>Sets font size for presentation of test content.</td>
<td>Level 0</td>
</tr>
<tr>
<td>Digital alternative to the large print</td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 8</td>
</tr>
</tbody>
</table>
Guide to SAT Accommodations

Student accommodations must be approved by SSD prior to test day and should be consistent with the accommodations they use for taking assessments in school. The digital alternatives provided below should be considered in consultation with the student and family.

Students taking the test with accommodations, especially those with assistive technology devices, should pre-test the device in the Student Digital Test Preview prior to test day to ensure operational functionality.

If the digital accommodation supports within the Digital Test Preview do not meet the student testing needs, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (i.e., paper test book, human reader, etc.)

Accommodation Alternatives for Digital-Testing Mode

In some cases, students may require a different accommodation for digital testing than needed for paper-testing mode. Work with your SSD coordinator to confirm the accommodations that will be used by students for digital testing mode.

Standard Testing Room(s)–Standard Time for Accommodated Students

The standard testing room will include students testing with accommodations as well as those testing with the following features that can be delivered through the universal tool set in the Secure Browser. These features do not require configuration of the student test settings in TIDE:

<table>
<thead>
<tr>
<th>SSD Accommodation</th>
<th>Digital Alternatives</th>
<th>Room Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer (Word Processor)</td>
<td>Digital Test Mode</td>
<td>Standard</td>
</tr>
<tr>
<td>Record answers in test book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large print test book (14pt–20pt or larger)</td>
<td>Zoom in/Zoom out (Levels 1-4)</td>
<td>Standard</td>
</tr>
<tr>
<td>Large block answer sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifying machine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students whose accommodation does not allow them to participate in the digital administration of the SAT will be grouped accordingly, as indicated in the Nonstandard Administration Report (NAR). Please refer to the instructions in the SAT School Day Accommodated Testing Manual for a paper administration. Students using the digital alternatives for certain accommodations can be assigned to designated rooms with similar accommodations and timing. Additional guidance is provided below, in Digital Alternatives on page 47.
Digital Alternatives

Some students may test with accommodations that are not appropriate for a digital test. If this is the case, the student may choose to opt out of testing in the digital mode and test with a paper-based test, or the student may choose to test with the digital alternatives listed below. Please work with your school’s SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

<table>
<thead>
<tr>
<th>Accommodation Approved by SSD</th>
<th>Digital Alternative</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology Compatible (ATC) test form</td>
<td>Assistive Technology (AT) (100% extended time for Writing and Language)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 Audio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 audio format</td>
<td>Text-to-Speech (TTS)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Reader</td>
<td>Read Text Only (50% extended time)</td>
<td></td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 audio format</td>
<td>Text-to-Speech (TTS)</td>
<td>Nonstandard</td>
</tr>
<tr>
<td>Reader</td>
<td>Read Text and Graphics (100% extended time)</td>
<td></td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large print test book</td>
<td>Zoom</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>Large block answer sheet</td>
<td>Font Size</td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifying machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color overlay</td>
<td>Color contrast</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>Four-function calculator</td>
<td>Four-Function Calculator Tool</td>
<td>Standard (if no extended time accommodation)</td>
</tr>
<tr>
<td>Large print, colored overlay</td>
<td>Mouse Pointer</td>
<td>Standard (aligned with color contrast and zoom)</td>
</tr>
</tbody>
</table>
### Appendix Sample Master Student List

These are suggested fields; you should create a list to meet your own school’s needs.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Date of Birth</th>
<th>ID Number</th>
<th>P</th>
<th>A</th>
<th>M</th>
<th>X</th>
<th>Testing Room</th>
<th>Accommodated?</th>
<th>EL Support</th>
<th>Type</th>
<th>Language</th>
<th>Staff Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones</td>
<td>Anita</td>
<td></td>
<td>3/5/2003</td>
<td>999888777</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A. Teacher</td>
</tr>
<tr>
<td>Smith</td>
<td>Terry</td>
<td>O</td>
<td>10/16/2002</td>
<td>000112222</td>
<td>A</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B. Proctor</td>
</tr>
<tr>
<td>Ramirez</td>
<td>Juan</td>
<td>J</td>
<td>2/15/2003</td>
<td>666444555</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A. Teacher</td>
</tr>
<tr>
<td>Skymanski</td>
<td>Ella</td>
<td></td>
<td>8/12/2003</td>
<td>000102579</td>
<td>P</td>
<td></td>
<td></td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S. Scholar</td>
</tr>
<tr>
<td>North</td>
<td>Adrian</td>
<td></td>
<td>11/30/2002</td>
<td>000102578</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T. Coach</td>
</tr>
</tbody>
</table>

**IMPORTANT:** All students testing with accommodations are listed on the Nonstandard Administration Report (NAR). Reach out to your school’s SSD coordinator to print copies in advance of the test. You’ll need to include these students when planning for staff and selecting testing rooms.
Sample Irregularity Report (IR)

1. GENERAL INSTRUCTIONS TO COORDINATOR:  Form 1 of 1

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>Feb</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Apr</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Jun</td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>Jul</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Aug</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Sep</td>
<td></td>
<td>09</td>
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<td>Oct</td>
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<td>Nov</td>
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<tr>
<td>Dec</td>
<td></td>
<td>19</td>
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</tbody>
</table>

2. Testing Start Date

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09</td>
<td>2019</td>
</tr>
</tbody>
</table>

3. PROGRAM  SAT  

School Code 99996

Indicate the type of testing and room number: 201

4. SCHOOL INFORMATION:

School/Institution Name and Address:

Name: Home Town HS.
Address: 200 Main St.
City: Home Town
State/Province: MA
Postal Code: 01001
Country: USA

Print and fill in your 6-digit school IAR code from left to right.

5. TEST BOOK INFORMATION:

Test Section

Form Code

Test Book Serial Number

Essay Code

6. GROUP IRREGULARITIES INFORMATION:

- Fill in the circle in front of each case that applies.
- Write the names of involved students on the last page of the IR.
- To report incorrect/missing materials, indicate details on the shipping notice and clip it (no staples) to the IR. Always call the School Day support line immediately in such situations.

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

Over: 1–2 minutes

Under: 3–4 minutes

5–7 minutes

8 minutes or more

- Defective/incorrect materials
- Disturbance/interruption
- Missing materials
- Test site environment issue
- Staff behavior was distracting
- Staff distributed incorrect material
- Staff seated students in wrong room
- Staff did not post signs or directions

- Staff gave incorrect, unapproved, or no accommodations
- Staff gave incorrect instructions
- Staff did not give breaks
- Staff did not announce remaining time
- Staff did not follow seating requirement
- Testing started late
- Time testing started
- Test materials were distributed/collcted incorrectly

- Other:

---

Digital SAT Coordinator Manual  Spring 2019  49
Appendix  Sample Irregularity Report (IR)

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

7a. Student Information: (MUST be completed)
   Name: _________________________________________________________________________________
   Male  ☐  Female  ☐  12th  ☐  11th  ☐  10th  ☐  Other grade  ☐
   Did student complete testing?  ☐ Yes  ☐ Dismissed  ☐ None  ☐
   Date of birth: 05-10-02  ☜ Printed exactly as entered on answer sheet. ☜

7b. Issue Information:
   Check-in Issue:  ○ Student arrived late  ○ Student refused to turn in/off electronic device(s)
   ○ Student had questionable/unacceptable ID
   Defective Materials Issue  ○ Smudges/ink blots  ○ Holes in pages
   ○ Torn pages  ○ Missing pages
   ○ Pages repeated  ○ Pages stuck together
   ○ Blank MP3 audio or ATC test format
   ○ Intermittent problems with MP3 audio or ATC test format
   ○ Incorrect directions
   ○ Duplicate/missing serial numbers
   ○ Serial number in wrong spot
   ○ Other: ____________________________________________________________________________

   Test Delivery Issue:  ○ Staff behavior was distracting
   ○ Staff distributed incorrect material
   ○ Test materials were distributed/collection incorrectly
   ○ Staff gave incorrect instructions
   ○ Staff did not give breaks
   ○ Staff gave incorrect, unapproved, or no accommodations
   (not including students who opted out of their accommodations)
   ○ Staff did not announce remaining time
   Environment Issue:  ○ Problem with lighting, temperature, noise, etc.
   Other Issue:  ○ Other: ____________________________________________________________________________

8. TEST QUESTION AMBIGUITY INFORMATION:
   Fill in the circle in front of each case that applies. Use the COMMENTS section on page 3 to describe the student’s concerns.
   ○ No correct answer  ○ Wording is ambiguous  ○ Other: ____________________________________________________________________________

Student's Name: _____________________________________________________________
Student's Mailing Address: ___________________________________________________
Test Book Serial #: ____________________________________ Test Section #: __________ Test Question #: ___________________
9. **COMMNETS:**
Fully describe the irregularity or student's concern and any action(s) taken.

The student left the testing room and did not return, with 15 minutes remaining in Section 4.

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

   - **Staff Member Name:** Mary B. Proctor
   - **Email Address:** mbproctor@hometownhs.edu
   - **Phone #:** 311-555-1212
   - **Staff Member Signature:** Mary Proctor
   - **SAT Coordinator Signature:** David Coordinator
11. **GROUP IRREGULARITY AFFECTED STUDENT INFORMATION**

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

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT DATE OF BIRTH</th>
<th>ANSWER SHEET LITHO CODE</th>
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</tbody>
</table>

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

**Sample Irregularity Report (IR)**
Glossary of Terms

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

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

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

Accommodation: A change in the format or administration of a test to provide access for a person with a disability and produce college-reportable scores. Must be approved by the College Board. Some examples include extended testing time, readers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

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

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

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

AIR Secure Test: The kiosk testing application for student test-taking devices that run on Chrome OS or iOS.

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

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

American Institutes for Research (AIR): The College Board partners with AIR, utilizing their Test Delivery System for digital tests in the SAT Suite of Assessments.

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

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

CB Secure Browser: Also referred to as the Secure Browser, this is a kiosk application that must be installed on all student test-taking devices. Once installed, the Secure Browser must be configured for College Board tests. Students will use the CB Secure Browser for the test and the preadministration session.

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

CSR: Customer service representative.

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

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

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

EL: English learner.

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

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

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

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

Fee Waiver Service: A service that offers benefits such as unlimited score sends and college application fee waivers to students for whom payment of fees might be a serious barrier to college entrance.
**Hall monitor:** Person responsible for monitoring the hallways during testing to respond to proctor needs (e.g., breaks, requests for test coordinator action) and to prevent any unauthorized activities in the testing area.

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

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

**Irregularity:** A problem, disruption, or unacceptable behavior during a test administration, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints. An irregularity may result in an invalidated test score or a required makeup. Refer to the Irregularity Chart for more information.

**Irregularity Report (IR):** Scannable form used to document any irregularities that occur.

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

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

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

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

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

**Preadministration session:** A session held before test day where students complete information about themselves.

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

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

**Questionnaire:** Also referred to as student information questions, a term applied to the questions that students answer in the preadministration session. Included is information such as the courses the student has taken, their grades and GPA, experience in various areas of study, extracurricular activities, sports, goals, college interests, and so forth.

**Request to Cancel Test Scores form:** Students must complete this form to request score cancellation.

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

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

**Secure Browser:** See CB Secure Browser.

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

**Session ID:** The unique identifying combination of numbers and letters assigned to each test session created by proctors in the TA Interface. The proctor must share this Session ID in a location viewable by all students. Along with their first name and registration number, students must enter the Session ID when signing in to the Secure Browser.

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

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

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

**SSD Online:** The College Board’s online system for educators that allows them to submit and manage accommodation requests for students with disabilities.
Student score report: Students may request that their scores be sent to colleges or scholarship organizations of their choosing. Students receive up to four free score sends with the test. Additional score sends may be requested for a fee (which is waived if the student qualifies for an SAT fee waiver).

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

Technology coordinator: A staff member who is responsible for ensuring that network and device configurations meet the minimum requirements for digital testing in the SAT Suite of Assessments.

Test Administrator (TA) Interface: AIR’s web-based application that proctors will use to launch each test section and monitor progress of students in the testing room.

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

Test Information Distribution Engine (TIDE): A web-based application that supports test coordinators throughout the testing process. TIDE includes features which allow test coordinators to manage user information and student test settings, monitor test progress, and execute other administrative functions.

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

Test ticket: A document printed for each student which includes their name, school, and registration number. The test coordinator must print a test ticket from TIDE for each student. Students will use the ticket to sign in to the Secure Browser.

TTS: Text-to-speech.

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

Acceptable IDs

ID Requirements

Photo IDs aren’t required for testing unless a student is testing at a school they do not normally attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student’s school. (A school ID from 2017–18 is valid through December 31, 2018, and is not acceptable for spring 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student’s full, legal name.
- Bear a recent recognizable photo that clearly matches the student’s appearance on test day. 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 nondriver ID card
- Official school-produced student ID card from the student’s current school
- Government-issued passport or U.S. Global Entry identification 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 conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- Electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

Examples of Unacceptable ID

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

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistiming of Sections</td>
<td><strong>Undertiming</strong>&lt;br&gt;Tell students that a report will be submitted and allow the full number of minutes on all other sections.</td>
<td>Note the section(s) affected and timing discrepancy.&lt;br&gt;&lt;br&gt;<strong>On page 1, section 6, fill in the circle for “Undertiming” (for a group), or page 2, section 7—Student Errors/Issue—fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in Section 11.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Overtiming</strong>&lt;br&gt;Tell students that a report will be submitted and allow the full number of minutes on all other sections.</td>
<td>Note the section(s) affected and timing discrepancy.&lt;br&gt;&lt;br&gt;<strong>On page 1, section 6, fill in the circle for “Overtiming” (for a group), or page 2, section 7—Student Errors/Issue—fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in Section 11.</strong></td>
</tr>
<tr>
<td>Environment</td>
<td><strong>Disturbance</strong>&lt;br&gt;If possible, reduce or eliminate the source of the disturbance or move the students and continue testing. If testing must be interrupted:&lt;br&gt;Click the <strong>Stop</strong> icon to stop the session and direct students to sit quietly until given further instructions. Note the stop time.&lt;br&gt;• If able to continue testing, return to the interrupted section, start a new session, and share the new Session ID for students to sign in. Do not return to any previously completed sections.&lt;br&gt;• The proctor’s clock will display full time for the test section; however, the student’s clock will reflect the student’s accurate remaining time.&lt;br&gt;• When all students have completed the test with their allotted time, the session will automatically end. Note the stop time and length of the disturbance on the IR.</td>
<td>Note the length and impact of the disturbance.&lt;br&gt;&lt;br&gt;<strong>Bubble page 1, section 6—“Disturbance/Interruption.”</strong>&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”. Fill in details in section 9—“Comments.”</td>
</tr>
<tr>
<td></td>
<td><strong>Test Cancellation</strong>&lt;br&gt;Call the College Board immediately.</td>
<td>Report the reason for the site change or cancellation.</td>
</tr>
</tbody>
</table>

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*Irregularity Chart*  
*Appendix*
# Appendix

## Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interruption</strong></td>
<td>Provide clear instructions for safety of staff and students if a fire alarm,</td>
<td>Note the source, length, and impact of the interruption and the section(s) affected.</td>
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<tr>
<td></td>
<td>power failure, etc., occurs. Note the time and take action to be sure no one has</td>
<td><strong>Bubble page 2, section 6—“Disturbance/Interruption.”</strong></td>
</tr>
<tr>
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<td>access to equipment while students are out of the room. Direct students not to</td>
<td><strong>Bubble page 2, section 6—“Other”</strong></td>
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<tr>
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<td>discuss the test, and monitor the group the entire time. If time allows,</td>
<td>and write “Digital” in the comments section on page 3.</td>
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<td>click the Stop icon to stop the session and advise students to sit quietly until</td>
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<td>instructed further.</td>
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<td></td>
<td>Note the stop time.</td>
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<td></td>
<td>• If able to continue testing, return to the interrupted section; don’t return to</td>
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<td></td>
<td>any previously completed sections.</td>
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<td></td>
<td>• The proctor’s clock will display the full time for the test section; however,</td>
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<td>the student’s clock will reflect the student’s accurate remaining time.</td>
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<tr>
<td></td>
<td>will automatically end.</td>
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<td></td>
<td>Tell students that a report will be submitted.</td>
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<td></td>
<td><strong>If testing can’t be resumed:</strong> Do not dismiss students until instructed to do so</td>
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<td>by your test coordinator.</td>
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**Missing Materials**

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<thead>
<tr>
<th>Missing materials (e.g., test tickets, testing devices, student rosters)</th>
<th>Report if any materials are missing or damaged, or if you detect any loss, theft, or tampering.</th>
<th>Note any such irregularity. <strong>Bubble page 1, section 6—“Missing Materials.”</strong> <strong>Bubble page 1, section 6—“Other”</strong> and write “Digital.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing materials (e.g., Coordinator Manual, IR Form[s])</td>
<td>Download materials from <a href="http://digitaltesting.collegeboard.org">digitaltesting.collegeboard.org</a>. If unable to download and print ahead of test day, call College Board Customer Support (855-373-6387).</td>
<td>Note the type of materials and the actions taken to locate the missing materials. <strong>Bubble page 1, section 6—“Missing Materials.”</strong> <strong>Bubble page 1, section 6—“Other”</strong> and write “Digital.”</td>
</tr>
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</table>

**Student Issues**

<table>
<thead>
<tr>
<th>Late Arrival</th>
<th>See Seat Late Arrivals.</th>
<th>Identify student. <strong>On page 2, section 7b—Check-in Issue—fill in the circle for “Student arrived late.”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student changing from standard to accommodated administration</strong></td>
<td>• If a student opts to switch from a standard to an accommodated administration: Manage any necessary test settings and tools for the student in TIDE. Changes must be made before the student attempts to sign in to the first timed section of the test (e.g., the Reading test).&lt;br&gt;• Assign the student to an accommodated testing room that corresponds to their accommodation, if necessary. Evaluate availability of resources to determine the best location for the student to test.&lt;br&gt;• As the test coordinator, use your best judgment and knowledge of testing schedule and facility resources to determine the best method to fulfill a student’s accommodation requirements.</td>
<td>Include student’s name and eligibility code.&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.</td>
</tr>
<tr>
<td><strong>Test settings not correct for assistive technology (AT) and/or text-to-speech (TTS)</strong></td>
<td>If a student has logged in to the test environment and their test settings or accommodations are not correct for the assistive technology (AT) and/or the auditory assistance tools for text-to-speech (TTS):&lt;br&gt;• Tell the student to log out. The test coordinator (or SSD coordinator) must modify the student’s test settings in TIDE.&lt;br&gt;• Contact College Board School Day Support to restart the student’s test.</td>
<td>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.&lt;br&gt;Fill in details in section 9—“Comments.”</td>
</tr>
<tr>
<td><strong>Student seat is changed</strong></td>
<td>If any student is moved to another seat after testing begins, indicate the seat they moved to on the seating chart.</td>
<td>Explain the reason for the change.&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.</td>
</tr>
<tr>
<td><strong>Observed misconduct</strong></td>
<td>If you observe a student removing materials from the testing room or leaving the building during testing:&lt;br&gt;• Note the student’s name and collect their test ticket and scratch paper. Pause the student’s test in the TA Interface. Dismiss the student. Do not readmit the student to the testing room.&lt;br&gt;• Notify the College Board immediately.</td>
<td>Explain the circumstances and the student’s behavior. Ensure the student’s name is provided.&lt;br&gt;Bubble page 2, section 7b—Student Errors/Issue—“Student removed or attempted to remove test materials,” or “Student left early/leave without permission.” Note sections.&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.&lt;br&gt;Fill in details in section 9—“Comments.”</td>
</tr>
<tr>
<td><strong>Student exits Secure Browser (AIR Secure Test on Chrome OS and iPads)</strong></td>
<td>• If any unauthorized application accidentally launches during testing, the student will be automatically exited out of the Secure Browser. Allow the student to continue testing.&lt;br&gt;• Ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.</td>
<td>Describe the circumstances and the test section. Ensure the student’s name is provided.&lt;br&gt;Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.&lt;br&gt;Fill in details in section 9—“Comments.”</td>
</tr>
</tbody>
</table>

**NOTE:** The student’s time will be maintained in the Secure Browser. Record the duration of the interruption on the IR. If the student is seen using the computer for non-test-related purposes, pause the student’s test in the TA Interface and dismiss the student. Do not readmit the student to the testing room.
<table>
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<tr>
<th>Irregularity</th>
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</thead>
</table>
| Use or possession of test content through answer keys or images of test pages| If a student is observed using, generating, or distributing test content, including answer keys or images of test items, at any time in the test center, 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:  
    - If possible, check the student's ID and inform student you must write up the incident and their scores will be canceled.  
    - Pause the student's test from the TA Interface, collect their test ticket, and dismiss the student. Do not allow them back in the testing room.  
  Before returning any devices to the student, the test 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 or answer keys are deleted before the device is returned to the student.  
  **Do not return any written answer keys to student.** | 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.”                                                      |
| Noises made by or use of prohibited electronic devices, including: cell phones, smartphones, cameras, scanners, tablets, PDAs, iPods, MP3 players, wearable technology, and separate timers | If a student’s prohibited electronic device makes noise or if the student is observed using any prohibited electronic device in the testing room or during breaks:  
  - Tell the student to turn it off and hand it to you immediately.  
  - Inform the student you must write up the incident and the device will be returned. (Return the device after it has been checked for testing content.)  
  - Pause the student’s test in the TA Interface, collect their test ticket, and dismiss the student. Do not readmit the student to the testing room. | Note that the device made noise or was in use. Ensure that the student’s name is provided.  
  Bubble page 2, section 7b—Student Errors/Issue—“Student used a phone or prohibited device, or it made noise.”  
  Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.  
  Fill in details in section 9—“Comments.”                                                                 |
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<td><strong>Prohibited aid or calculator use when not permitted</strong></td>
<td>Dismiss any student who uses a calculator on a section where it isn’t permitted, and does not have the approved accommodation for using the calculator, or who uses or accesses any of the prohibited aids listed in Prohibited Aids on page 22 either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players.) Collect the student’s test ticket and pause the student’s test in the TA Interface and dismiss the student. Do not readmit the student to the testing room.</td>
<td>Explain the occurrence. Ensure that the student’s name is provided. <strong>Bubble page 2, section 7b—Student Errors/Issue—“Student used an unauthorized aid.”</strong> <strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”</strong>. Fill in details in section 9—“Comments.”</td>
</tr>
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</table>
| **Giving and/or receiving information**            | Change the seat of any students suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. We recommend keeping a seating chart (see inside back cover of this manual) of students seated nearby (or entire room, if possible), and indicating original and changed seat location on the seating chart. Tell students that a report will be submitted. **OR** If you are certain a student is giving or receiving information or attempting to take the test for someone else:  
  • Collect the student’s test ticket and inform the student you must write up the incident.  
  • Pause the student’s test in the TA Interface and dismiss the student from testing. Do not readmit the student to the testing room. | Explain the occurrence. Ensure that the student’s name is provided. **Bubble page 2, section 7b—Student Errors/Issue—“Student failed to follow test administration regulations,” or “Student gave or received help.”** **Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”**. Fill in details in section 9—“Comments.”                                                                                     |
<p>| <strong>Student leaves during test</strong>                    | If warranted, pause the student’s test in the TA Interface and permit the student to leave without completing the test. Tell the student a report will be submitted.                                                                                                                                                                                                                                                                                                                                                           | Identify the student. <strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital test taker will request score cancellation” in section 9—“Comments.”</strong> Direct the student to call the College Board immediately.                                                                                                                                                                                                                     |</p>
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| Disruptive behavior        | Remove disruptive student from the testing room. If testing must be interrupted:  
  - Click the Stop icon to stop the session and instruct students to sit quietly until instructed further.  
  - Note the stop time and inform students the testing time will be adjusted. If able to continue testing:  
  - Return to the interrupted section by clicking Select Tests and selecting the test from the list and generate a new Session ID. Do not return to any previously completed sections.  
  - The proctor’s clock will display the full time for the test section; however, the student’s clock will reflect the student’s accurate remaining time.  
  - When all students have completed the test with their allotted time, the session will automatically end.  
  Once testing can restart, continue testing. Ask the students to sign in to the Secure Browser and enter the Session ID. Then approve the students for testing.  
  **NOTE:** Each student’s time will be maintained in the Secure Browser.  
  Monitor students at all times inside and outside the testing room.  
|                            |                                                                                                                                                                                                                  | Note the length and impact of the disturbance.  
  Bubble page 1, section 6—“Disturbance/Interruption.”  
  Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.  
  Fill in details in section 9—“Comments.” |
| Excessive breaks           | This irregularity does not apply to students approved for “breaks as needed.”  
  Call the College Board if there is a security concern.  
|                            | Ask the student the reason for excessive breaks (e.g., is the student ill?). **Ask the student to navigate to the next unanswered question. Do not allow extra time.** If the student is ill, follow the instructions under “Illness.” Have a room or hall monitor check where the student is going during breaks.  
|                            |                                                                                                                                                                                                                  | Note the length of absence, and the student(s) and question(s) affected.  
  Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.  
| Unscheduled breaks         | If a student asks permission to go to the restroom, testing time can’t be made up.  
  **Ask the student to navigate to the next unanswered question. Do not allow extra time.**  
|                            |                                                                                                                                                                                                                  | Note the length of absence, and the student(s) and question(s) affected.  
  Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.  
| Illness                    | Permit the student to leave the testing room temporarily. **Pause the student’s test in the TA Interface.** Upon return, ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.  
  **NOTE:** The student’s time will be maintained in the Secure Browser.  
  If the student is unable to continue, **pause the student’s test in the TA Interface**, collect their ticket, and dismiss the student from the testing room.  
|                            |                                                                                                                                                                                                                  | Bubble page 2, section 7b—Student Errors/Issue—“Student became ill.” Also bubble page 2, section 7a—“Did student complete testing?” (Yes or No).  
  Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.  
  Fill in details in section 9—“Comments.” |
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<td>Calculator malfunction</td>
<td>Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, remind student of the available calculator tool in the Secure Browser.</td>
<td>Document the malfunction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Bubble page 2, section 7b—**Student Errors/Issue—“Student had calculator malfunction.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fill in details in section 9—“Comments.”</td>
</tr>
<tr>
<td>Staff incorrectly permitted student to use accommodation(s)</td>
<td>Continue testing. Contact the College Board (see Contact Us on page 2) for instructions. In the case of overtiming, see “Overtiming.”</td>
<td>Identify student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**Bubble page 2, section 7b—Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.</strong></td>
</tr>
<tr>
<td>Staff didn’t assign correct accommodation(s)</td>
<td>Continue testing. Contact the College Board (see Contact Us on page 2) for instructions.</td>
<td>Identify student.</td>
</tr>
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<td></td>
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<td>**Bubble page 2, section 7b—Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.”</td>
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</tr>
<tr>
<td>Student score cancellation</td>
<td>Pause the student’s test from the TA Interface so that the student may exit out of the Secure Browser. Dismiss the student from testing room. Direct the student to call College Board Customer Service to request a score cancellation form for SAT School Day. Tell the student that you must submit a report.</td>
<td>Identify student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”</strong></td>
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<td></td>
<td></td>
<td>Write “Student score cancellation” in the comments section on page 3.</td>
</tr>
<tr>
<td>Possible test question ambiguities and errors</td>
<td>Direct student to give the best possible answer. Say a report will be submitted. If the student expresses concern after the test date, tell the student to report the test section, content of question, and nature of the error as soon as possible to: Assessment Design and Development The College Board 250 Vesey Street New York, NY 10281 Report the type of question ambiguity.</td>
<td>Add any student information, a full description of the error/ambiguity, and your contact information.</td>
</tr>
<tr>
<td></td>
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<td><strong>Bubble page 2, section 8—Choose correct issue and provide listed student information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”</strong></td>
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<tr>
<td>Hardware/Software/Network Malfunctions</td>
<td>If the test-taking device is unable to successfully launch and/or run the Secure Browser or access the test form, call the College Board. If a technical issue occurs and is resolved during testing, allow the student to continue testing. Ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.</td>
<td>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected. Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”. Fill in details in section 9—“Comments.”</td>
</tr>
<tr>
<td>Test-taking device malfunction</td>
<td>If a technical issue can’t be resolved and the timed portion of the test hasn’t begun (e.g., the Reading Test), move the student to another working device, if available, or to another testing room where testing hasn’t begun. If the timed portion of testing has begun and the issue cannot be resolved, collect the student’s test ticket and dismiss the student. Do not readmit the student to the testing room. Don’t allow technical issues to impede other students’ test time.</td>
<td></td>
</tr>
<tr>
<td>Secure Browser freezes</td>
<td>If the Secure Browser freezes and/or the loading screen appears for an extended period of time, force exit the student out of the Secure Browser, which may require you to restart the device. Allow the student to continue testing. Ask the student to sign in to the Secure Browser and enter the Session ID. Then approve the student for testing.</td>
<td>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected. Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”. Fill in details in section 9—“Comments.”</td>
</tr>
</tbody>
</table>

**NOTE:** The student’s time will be maintained in the Secure Browser.

Record the duration of the interruption on the IR.
Digital Testing Room Seating Arrangements

All distances are measured from the center of one workstation to the next workstation.

**Back-to-back seating without partitions**

- **4 feet**

**U-shaped seating without partitions**

- **4 feet**

**Front-to-back seating without partitions**

- **4 feet**

**Back-to-back seating with partitions**

- **3 feet**

**U-shaped seating with partitions**

- **3 feet**

**Front-to-back seating with partitions**

- **3 feet**
SAT Digital Testing Room Seating Chart

Print the name of the person completing the seating chart, the school name and code, and date below. 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 Name _______________________________________
School Code _______________________________________
Date ____________________________________________
Room No. _______________________________________
Page __________________________ of ________________

You or a proctor should use the chart below to indicate how students were seated with test-taking devices in your testing room.

If any student is moved to another test-taking station after the test begins, indicate on the seating chart the station to which the student was moved. Complete an Irregularity Report (IR) explaining the reason for the change.

1. For each occupied test-taking station, write the student's name.
2. Cross out any unused seats/stations.
3. Indicate the location of the entrance doors.

REAR

FRONT

Students face this direction