

**Spring 2020**

**Digital SAT<sup>®</sup>** 

# Coordinator Manual

**Look inside for:**



TESTING ROOM PROCEDURES



STAFF AND FACILITY  
REQUIREMENTS



SECURITY REQUIREMENTS



TEST ADMINISTRATION  
SETUP AND MANAGEMENT

**STATE-PROVIDED**

# About College Board

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

For further information, visit [collegeboard.org](https://collegeboard.org).

## Contact Us

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### School Day Support (Educators Only)

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

Listen to the options for your area of concern. Support options include the following:

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

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

**WEB:** [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org)

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### Test Day Complaints

**SAT SCHOOL DAY SUPPORT FOR STUDENTS AND PARENTS:**  
855-373-6387 (option 2)

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

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### Test Question Ambiguity/Error

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

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# Introduction

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

## Using This Manual

This manual is for test coordinators' use for Digital SAT School Day testing only (not paper-based or weekend testing) in spring 2020. 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.

### Before Test Day

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

### During the Test

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

### After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and planning for makeup testing.

## Appendix Resources

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

## Typographical Icons

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



Contact by phone



Procedures or information for providing accommodations to students with disabilities



Security requirement

## New for Spring 2020

### Important Changes

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

1. Seating requirements have changed. The minimum distance between students has been reduced from 4 feet to 3 feet in all seating configurations. Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk). At tables, students must be seated at least 3 feet apart and facing the same direction. You may seat 2 students at a table that is 6 feet or longer.
2. Test coordinators will use their school's regularly scheduled UPS pickup to return materials. If UPS does not make regular pickups at your school, you'll schedule a pickup with UPS using the prepaid label and information provided by College Board.
3. Preadministration scripts now include options for administering the session to students with and without parental consent. As part of the preadministration session, students have the option to participate in Student Search Service® and the optional questionnaire. Your school or district may already have a process in place for parental notification/consent; however, if not, College Board is now providing a consent form template to assist schools in obtaining parental consent for participating in Student Search Service and the optional questionnaire.
4. We've modified the questionnaire to allow for more diverse gender identification, in addition to male and female.
5. If you're reporting an irregularity, you'll apply a pink Irregularity Report (IR) label to the outside of all return shipments. If you're reporting a test day irregularity, scores may be delayed if you don't apply the IR label to the outside of your shipment.

## Testing Basics

### About the SAT

The SAT is part of the SAT Suite of Assessments, closely aligned tests that reflect what students are already learning in their classrooms and help educators monitor student progress. Visit [collegeboard.org/sat-suite](https://collegeboard.org/sat-suite) 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 College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

### Test Types and the SAT Essay

Throughout the manual, you will see references to either the SAT or the SAT with Essay. When using this manual, be sure you follow the correct test type for the students you're testing, as required by your state. (Most states require the Essay. Confirm with your state department of education.) You may be administering:

1. SAT (students won't take the Essay)
2. SAT with Essay (students take the Essay)

### Test Sections and Timing

Everyone testing on the primary test date will need to begin testing at the same time.

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

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

Time allotted:

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

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

Time allotted:

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

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

Time allotted:

- 50 minutes

### Accommodated Testing Overview

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

Most students will test in 1 or 2 days. There may be some students who will require more than 2 days for testing (for example, if they require more than 100% extended time or if testing time is limited).

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations; however, they do not result in college- or scholarship-reportable scores.

### Terminology

See the Glossary of Terms on page 75 for definitions of frequently used terms.

## Staff Roles and Responsibilities

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

### SAT School Day Coordinator

As the test coordinator, you are responsible for managing the test site and staff, and you ensure all testing materials are received, handled, and stored securely. You are responsible for completing setup tasks within the Test Information Distribution Engine (TIDE) platform. You are expected to be at the school to supervise all activities related to testing, including accommodated testing. You are also responsible for returning all test materials.

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

### Backup SAT School Day Coordinator

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

### SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for College Board–approved accommodations, state-allowed accommodations (SAAs), if applicable, and certain supports for English learners through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to modify student test settings in the Test Information Distribution Engine (TIDE), order any supplementary paper materials (if necessary), and administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable.

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

All testing materials, including any accommodated materials for students using the paper-test mode or figure supplements, are shipped to the test coordinator. The SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring.

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

### Proctors

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

### Hall and Room Monitors

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

# Digital SAT Test Materials

## SAT School Day Materials Tables

Your school will receive a shipment related to your test administration.

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

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

### STAFF MATERIALS – MANUALS AND INSTRUCTIONS

Material	What It Is and How It's Used
<i>Digital SAT Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the SAT School Day administration.
<i>Digital SAT Standard Testing Room Manual</i>	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the SAT and SAT with Essay in the standard room.
<i>Digital SAT Accommodated Testing Manual</i>	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the SAT and SAT with Essay to accommodated students.
Digital Testing Room Quick Start Guide	Quick reference with instructions to start the test and trouble shooting tips for proctors.
Coordinator Testing Materials Kit(s)	A packet sent with the test shipment containing flyers, forms, and material return envelopes. You'll set one of these aside for students testing in the accommodated window and another for makeup testing.

### STAFF MATERIALS – REPORTS AND FORMS

Material	What It Is and How It's Used
Testing in Progress Flyers	Flyers to be posted by staff to remind students that testing is in progress and no electronic devices are allowed. They can be photocopied if needed.
SAT School Day Request to Cancel Test Scores form	Form for students to request score cancellation for college reporting purposes.
SAT School Day Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.
SAT School Day Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the SAT.

### STAFF MATERIALS – ENVELOPES AND LABELS

Material	What It Is and How It's Used
Gray-Bordered Envelope	Envelope for test coordinator to return reports and forms needed for scoring.
White Accommodated Testing Envelope	Envelope for returning the NAR and other score-related materials for accommodated students.
Irregularity Report (IR) Label	Pink labels for indicating the inclusion of IRs in a shipment.

### STUDENT MATERIALS

Material	What It Is and How It's Used
<i>SAT Student Guide for Digital Testing</i>	A booklet for students explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.
<i>Digital SAT School Day Student Questionnaire Instructions</i>	A booklet of instructions to help students complete demographic and nontest questions during the questionnaire.



## Manuals and Scripts

This *Digital SAT Coordinator Manual* gives complete instructions for preparing your school for School Day testing. You'll also receive 2 other testing manuals: 1 for standard testing and 1 for accommodated testing. Both testing manuals include preadministration scripts and scripts for administering the test. Because of the variety of timing requirements for various accommodations, the *Digital SAT Accommodated Testing Manual* provides several different test administration scripts. See Prepare to Test with Accommodations on page 26 for details.

## Alternate Test Formats

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 secure browser with their digital-equivalent accommodations and/or the support of assistive technology.

## Rosters

For your own management of testing at your school, you'll need to develop a Master Student List, or roster, of test takers for SAT School Day. Recommendations for compiling your Master Student List for standard and accommodated test takers are given in Before Test Day on page 14. Each proctor will need a roster for their room.

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

## Forms and Reporting

### Nonstandard Administration Report (NAR)

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

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.

### Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT School Day Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you are agreeing to. See Staff Policies on page 16 for more information. See also the Sample Testing Staff Agreement on page 46 in the Appendix.

### Request to Cancel Test Scores Form

Students use this form to request score cancellation, which means their scores will not be reported to them or to any colleges. Give your staff copies of this form for each testing room. Direct students to fill out the form with exactly the same information given on their test tickets.

The test scripts inform students that if they request score cancellation, their scores will still be provided to their state and district and may be accessed by their school, but College Board will not send them to colleges or scholarship organizations.

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

- Hand the form to the testing staff before leaving on test day.
- Fax the form to the number indicated 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 isn't necessary for other situations where students elect to cancel their scores.

### SAT School Day Irregularity Report (IR)

You'll receive 1 or more blank IRs to use if an irregularity occurs during School Day testing, and a number of blank IRs to distribute to proctors for use in the testing room. The testing staff performs a critical role in reporting irregularities and affected students.

Without complete information, College Board can't resolve issues that arise. Please review the IR form with all proctors. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 62 for instruction on when to fill out an IR. A sample annotated IR is included in the Appendix.

## Standard and Accommodated Testing Rooms

Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school's SSD coordinator.

**IMPORTANT:** The NAR will indicate scripts to use, test type, and recommended "testing groups." In digital testing, these groupings may not apply. Students using the digital alternatives for certain accommodations can be assigned to designated rooms with similar accommodations and timing.

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. The NAR gives the script or scripts to use for a student. Proctors may need to use more than one script for some students (for example, math-only extended time requires a standard-time script and an extended-time script).

For accommodations not listed in the table, work with your SSD coordinator or contact the College Board SSD office.

Students approved for extended time for reading will use extended time on the entire test. This means students will test over 2 days for the SAT with Essay with 50% extended time. All students testing with 100% extended time will test over 2 days.

GUIDE FOR TESTING WITH ACCOMMODATIONS			
	Standard Room(s)	Accommodated Room(s)	
Number of Testing Days	1 day	1 day	1- or 2-day testing during the accommodated testing window
Accommodation Examples	<ul style="list-style-type: none"> <li>▪ Magnifier/ZoomText</li> <li>▪ Written copy of oral instructions</li> <li>▪ Permission for food/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Color contrast</li> <li>▪ Sign language interpreter for test directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator section</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small-group setting</li> <li>▪ 50% extended time for reading (entire assessment) on the SAT (without Essay)</li> <li>▪ 50% extended time as EL support (entire assessment) on the SAT (without Essay)</li> <li>▪ 50% extended time for math (Math Test only)</li> <li>▪ 50% extended time for writing (Essay only) for the SAT with Essay</li> <li>▪ 50% extended time for math and writing (Math Test and Essay only) for the SAT with Essay</li> </ul>	<ul style="list-style-type: none"> <li>▪ Text-to-speech format</li> <li>▪ Assistive Technology (AT) format</li> <li>▪ Scribe to record responses</li> <li>▪ Breaks as needed</li> <li>▪ One-to-one testing</li> <li>▪ Late start time</li> <li>▪ Limited testing time</li> <li>▪ 50% extended time for reading (entire assessment) on the SAT with Essay</li> <li>▪ 50% extended time as EL support (entire assessment) on the SAT with Essay</li> <li>▪ 100% extended time for reading (entire assessment)</li> <li>▪ 100% extended time for math (Math Test only)</li> <li>▪ 100% extended time for writing (Essay only)</li> <li>▪ 100% extended time for math and writing (Math Test and Essay only) for the SAT with Essay</li> <li>▪ State-allowed accommodations (will vary depending on your state)</li> </ul>
Testing Manual	Digital SAT Standard Testing Room Manual	Digital SAT Accommodated Testing Manual, Scripts 1–3	Digital SAT Accommodated Testing Manual, Scripts 1–5

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

**IMPORTANT:** *Students approved for writing-only extended time receive extended time only on the SAT Essay and no other test sections. If taking the SAT without 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 information about state-allowed accommodations. Refer to the NAR for additional information on testing these students.

## Test Coordinator's Checklist

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

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it approximately 6 weeks before test day.)	<a href="https://collegeboard.org/ptat">collegeboard.org/ptat</a>
<input type="checkbox"/> Work with your technology coordinator to confirm network and hardware configuration, including the installation of the secure browser on all student devices: AIRSecureTest on Chromebooks and iPads, or CB Secure Browser on Windows®, Mac®, and Linux®.	<a href="https://digitaltesting.collegeboard.org">digitaltesting.collegeboard.org</a>
<input type="checkbox"/> Distribute SAT Student Guide for Digital Testing and encourage students to visit <a href="https://sat.org/practice">sat.org/practice</a> for practice tests and <a href="https://digitaltesting.collegeboard.org/for-students">digitaltesting.collegeboard.org/for-students</a> for the Student Digital Test Preview.	Prepare Your Students on page 32
<input type="checkbox"/> Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 14
<input type="checkbox"/> If using a College Board or locally developed notice/consent form, distribute it with copies of the Student Guide if not done previously. Students should discuss with their parents or guardians and then return signed consent forms before the preadministration session.	Collect Consent Before the Session on page 35
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssd-online">collegeboard.org/ssd-online</a>
<input type="checkbox"/> Review student test settings in TIDE to ensure that approved accommodations have been properly configured.	<a href="https://cb.org/testsettings">cb.org/testsettings</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and storing your test materials (test tickets, manuals, and forms).	Plan Your Space on page 15
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space on page 15
<input type="checkbox"/> Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.	Plan Your Staff on page 16
<input type="checkbox"/> Create user accounts in TIDE for all test administration support staff.	Add Users on page 21
<input type="checkbox"/> Create room rosters by assigning students to testing rooms.	Build Your Room Rosters on page 18
<input type="checkbox"/> Arrange to minimize distractions: no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts on page 21

Activity	Where to Learn More
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing.)	Manage Test Day Impacts on page 21
<input type="checkbox"/> Plan activities for students who won't be testing, such as field trips, practice testing, an alternative school schedule, etc.	Manage Test Day Impacts on page 21
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 21
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 34

## TWO WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 22
<input type="checkbox"/> Print test tickets for all students participating in the preadministration session.	Digital Testing Preparation in TIDE on page 20
<input type="checkbox"/> Conduct your preadministration session.	Conduct the Preadministration Session on page 35
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 18
<input type="checkbox"/> Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing on page 18
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 21
<input type="checkbox"/> Configure all student test settings in TIDE based on each student's accommodation(s).	Manage Accommodated Student Settings on page 31

## ONE WEEK BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Review and print your NAR to make sure you have planned for all students approved to test with accommodations and supports.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssd-online">collegeboard.org/ssd-online</a>
<input type="checkbox"/> Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 18
<input type="checkbox"/> Finalize and confirm accommodated student settings in TIDE.	Manage Accommodated Student Settings on page 31
<input type="checkbox"/> Identify students who need EL supports and print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 25
<input type="checkbox"/> 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.	Prepare to Test Students with English Learner Supports on page 25
<input type="checkbox"/> Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students on page 32 Post Testing Room Assignments on page 19
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 21
<input type="checkbox"/> Conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 35
<input type="checkbox"/> Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Staff Room Assignments on page 22
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 32

Activity	Where to Learn More
<input type="checkbox"/> Print test tickets for all students who are testing.	Printing Test Tickets from Student List on page 21
<input type="checkbox"/> Review facility preparation with technology coordinator and custodial staff.	Manage Test Day Impacts on page 21

**ON OR BEFORE TEST DAY**

Activity	Where to Learn More
<input type="checkbox"/> Prepare testing room packets for proctors.	Prepare Your Materials on page 33
<input type="checkbox"/> Check that all staff have signed the SAT School Day Testing Staff Agreement.	Plan Your Staff on page 16
<input type="checkbox"/> Print test tickets if you haven't already.	Printing Test Tickets from Student List on page 21
<input type="checkbox"/> Make sure all test-taking devices and proctor devices are configured for testing and connected to a power source.	Devices on page 20
<input type="checkbox"/> Ensure that testing room arrangements align with seating policies.	Plan Your Space on page 15
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Plan Your Space on page 15

**ON TEST DAY**

Activity	Where to Learn More
<input type="checkbox"/> Make sure all announcements and bells are discontinued for the duration of testing.	Manage Test Day Impacts on page 21
<input type="checkbox"/> Complete your testing room packets for proctors.	Prepare Your Materials on page 33
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 38
<input type="checkbox"/> Launch the secure browser on student devices.	Equipping the Digital Testing Room on page 37
<input type="checkbox"/> 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.	Equipping the Digital Testing Room on page 37 or Admit Students to the Testing Area on page 38
<input type="checkbox"/> Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area on page 38
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 39
<input type="checkbox"/> Report test administration irregularities (if any).	Your Role During Testing on page 39

**AFTER TESTING IS COMPLETED**

Activity	Where to Learn More
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 42
<input type="checkbox"/> Make copies of key forms and store securely.	What to Do with Materials on page 44
<input type="checkbox"/> Return materials.	Return Materials on page 43



# Before Test Day

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

## Prepare Yourself

### TASKS

- Participate in training if you haven't already.
- Become familiar with the TA Interface using the TA Digital Test Preview site at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).
- Read this entire manual.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations and EL supports.
- Confirm with your technology coordinator that the network and testing equipment is configured and meets all requirements.
- Distribute testing room manuals to proctors for their review.
- Begin the Test Coordinator's Checklist on page 11.
- Meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations and EL supports.
- Sign the Testing Staff Agreement.

## Build Your Master Student List for Testing

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

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

### TASKS

#### Compile Lists of Students

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

Create a Master Student List, which will include all students eligible for testing.

1. Pull the list of eligible students from your school's student information system or 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 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.
4. Use the NAR to determine the names of students who will test with accommodations or supports.
5. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You'll now have a single Master Student List to use to compile room and staffing information. Check your list against the Sample Master Student List on page 47 to confirm your list has all the information you'll need for planning rooms and staff.

### KEY INFORMATION

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

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

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 accommodation 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.

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

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 requiring paper testing materials after the deadline, 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](https://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 requirements given in Key Information.
- If you are using 1 or more off-site testing locations, identify the number of rooms needed and confirm they meet the technology, facility, and seating requirements.

## Identify the Number of Rooms You Need for Testing

Use the Master Student List to determine the number of standard and accommodated testing rooms you'll need. Refer to the testing group field on the NAR as you make assignments for accommodated testing rooms. If possible, plan to test any students who didn't participate in the preadministration session in a separate room from those who did.

## KEY INFORMATION

### Facility Requirements

To prepare for test day, you will need:

- A place to securely receive and store testing materials
- An area where students can assemble before testing
- Separate rooms for standard and accommodated testing
- A late-arrivals room for students who arrive late but in time to be tested

### Testing Room Requirements

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

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

### Room Selection Tips and Recommendations

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

## Seating Requirements

Digital testing room seating requirements differ from those for College Board paper-based testing.

Observe the following requirements:

- Partitions and/or dividers between students are highly recommended.
- Students must be seated no less than 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).
- Face-to-face seating configurations are only allowed with the use of 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 to prevent students from viewing one another's computer screens.
- Ensure 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.

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

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See Digital Testing Room Seating Arrangements on page 49 for visual examples of these requirements.

## Additional Requirements for Accommodated Testing

The testing group on the NAR indicates which students may test together. See Sample Nonstandard Administration Report (NAR) on page 47.

- Students who require different timing or breaks must be tested in separate rooms, as noted on your NAR.
- Students with the same type of timing may be seated together, if noted on your NAR. EL students receiving 50% extended time can be seated with other 50% extended-time students.
- More than 1 test room is required if a student's accommodations would disturb other students or if the student is approved for 1-to-1 testing. Students approved for breaks as needed or a scribe must test in a 1-to-1 setting. These scenarios are noted on your NAR.

Please note that some accommodations may be provided in a standard testing room. These include:

- Preferential seating
- Wheelchair access

- Use of a large-block answer sheet 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.

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

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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 in SSD online for accommodations, SAAs (if applicable), or the EL 50% extended-time support, work with your SSD coordinator to ensure you have the proper staffing to meet students' needs.
- Make a list of available staff and their roles. 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 school staff member. 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 SAT coaching or SAT test preparation. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
  - ♦ Have taken the SAT within 180 days of test day.
2. When making staff assignments, adhere to these policies:
  - ♦ If a staff member has a child or member of their household taking the SAT School Day at any test site during the same testing window, they must not take a role in which they will have access to test materials or the 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 isn't followed, the related student's scores are subject to invalidation.
  - ♦ Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their own child or other member of their household, the scores will be invalidated, and the student will require a makeup test.

Before accepting assignment to the testing staff, all individuals that you recruit, including any backup coordinator, must review, agree to, and sign the SAT School Day Testing Staff Agreement. You're also required to sign the form as test coordinator. See the Sample Testing Staff Agreement on page 46 for more information.

## Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow your school or district policies for adding testing 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 1 proctor. A scribe can serve as proctor in their room, since they are testing just 1 student in a 1-to-1 setting.

## Room Monitors Needed

Room monitors help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks.

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

### FOR EACH DIGITAL TESTING ROOM

Number of Students	Number of Room Monitors Needed
1–25	0
26–50	1
51–75	2
76 or more	3+ (1 monitor for each additional 25 students)

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

## Hall Monitors Needed

You will always need at least 1 hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

### NUMBER OF HALL MONITORS NEEDED

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

## Support Staff Needed for Accommodated Testing

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

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

## Build Your Room Rosters

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

### TASKS

#### Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- If you have capacity constraints, you may be able to test students taking the SAT and SAT with Essay with standard timing in the same room. See *Identify the Number of Rooms You Need for Testing* on page 15 for important guidelines.
- Separate your list of students testing with accommodations or supports into the testing groups indicated on your NAR. Remember that students testing in the same room must have the same testing schedule.
- Also record accommodated students' testing room assignments on the NAR. The NAR separates students by testing group to aid the process.

#### Create Individual Room Rosters

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

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

#### Update and Finalize Your Room Rosters

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

## Build Your Plan for Testing

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

### TASKS

#### Plan for Preadministration

The preadministration session is designed to allow students to take advantage of SAT benefits, including Student Search Service® and their 4 free score sends in advance, as well as prepare for testing by preselecting their demographic information in advance of test day.

- Schools will receive preadministration materials, including *Digital Student Questionnaire Instructions* and copies of the *SAT Student Guide for Digital Testing*.
- 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 related to the preadministration must take place under school supervision.
- Filling out the personal information fields may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields.
- Think about how to best prepare students in advance. They will need to know the colleges they wish to send scores to and should talk to their parents about participating in Student Search Service. Plan to distribute the *SAT Student Guide for Digital Testing* and College Board consent forms, if using the provided template, 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 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 34 for detailed instructions.

#### Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Other test day staff must either take the online training provided or be trained by the test coordinator. You can share the link in the email with other test day staff, such as SSD coordinators and proctors. Make sure any test coordinators and proctors for off-site locations are provided with training. Schools can determine the best way to train other test day staff.

See Train Your Staff on page 22 for a list of topics your staff should review prior to testing.

## Plan Test Day Schedule

- Select a start time for testing that allows for the full time for testing within the normal school day.
  - ◆ To administer the SAT, you'll need about 3 hours and 45 minutes for admission, administrative activities, and actual testing of standard-time test takers.
  - ◆ For the SAT with Essay, you'll need about 4 hours and 40 minutes for standard-time test takers.
- Schools should plan to have students in their seats and ready to test by 8:30 a.m. at the latest. Contact School Day Support if your school needs to shift your start time to later than 9 a.m.
- Plan for extended-time testing: use the Overview of Timing and Breaks on page 53 to plan for testing students with 50% or 100% extended time on the test or portions of the test.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

## Plan Accommodated Testing Window Schedule

- Ask your SSD coordinator for a list of students testing during the accommodated testing window. This is also listed on the NAR.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- For students who require 2 days of testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms that are needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for 2-day testing.

## 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 38 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.

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**IMPORTANT:** *Take care not to post any student's personal identifiable information, such as date of birth.*

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

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## Plan for Breaks

Students may have snacks and drinks in designated areas during scheduled breaks in testing. Before test day, designate 1 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 can't be left unattended. Plan a schedule of break times with your staff before test day, and work out how you'll rotate your monitors to allow each staff person at least 1 break. Staff in the extended-time rooms may require additional breaks.

## Plan for Makeup Testing

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

For students absent on test day, securely store any test tickets until you hold the makeup testing.

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

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Identify the number of rooms needed.
- Set aside testing devices and a packet of materials, including manuals and IR forms, for the makeup rooms.
- Assign staff to testing rooms.
- Build your room rosters.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test on page 42.

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**IMPORTANT:** *Students who have previously completed the optional questionnaire during a preadministration session must complete the questionnaire again on the makeup day.*

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## Plan for Off-Site Testing

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

- Make sure any coordinators and proctors for off-site testing locations receive training. Each off-site testing location should have its own dedicated test coordinator.
- Plan for secure transport of materials to off-site testing locations as all materials will be shipped to the primary school site.
- Each location's test coordinator is responsible for ensuring that the off-site testing location meets the requirements for test materials security, room configuration, seating, and test day staffing as described in this manual.
- Confirm that each off-site testing location meets all requirements for digital testing room and device setup. Off-site testing locations must have internet connectivity, devices for proctors, configured devices for students, and access to a power source. See the Step-by-Step Guide at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).

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## Devices

All devices supporting the digital test administration must meet College Board's minimum system requirements (hardware/software) for testing as detailed in the Step-by-Step Guide at [digitaltesting.collegeboard.org/digital-preparedness](https://digitaltesting.collegeboard.org/digital-preparedness). All devices used for the administration must be able to connect to the internet via wired or wireless networks to launch the Test Administrator (TA) Interface and the AIR Secure Test or CB Secure Browser. All permitted test-taking devices must meet the minimum system requirements.

**Test Coordinator Device:** Each test coordinator will need a dedicated device to set up and monitor the test administration. Access all digital testing environments at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).

**Proctor Device:** Each digital testing room must have a dedicated device with access to the TA Interface. The proctor will use the device to open a test session, approve students to test, and monitor the test session.

**Student Test-Taking Device:** Each student must have an assigned test-taking device with the appropriate version of AIR's secure browser installed. Devices using Chrome OS or iOS must have the AIR Secure Test application. Devices operating on Windows, Mac, or Linux operating systems must have the CB Secure Browser.

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**IMPORTANT:** *If your school uses AIR Secure Test to deliver other tests (i.e., end of course, or other state assessments), the application must be configured for College Board tests. Before starting the test or the preadministration session, students must use the **4-square menu** icon to access the secure browser launchpad then select **College Board (PSAT 8/9, PSAT 10, SAT)** from the **Please select your organization or state:** drop-down. **College Board (PSAT 8/9, PSAT 10, SAT)** auto populates in the **Choose Your Assessment Program** drop-down.*

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Devices may not be shared among students. You should plan to have additional devices available for use as backup in case of equipment failure during testing (e.g., dead battery, broken hardware, etc.) Students aren't allowed to use any test-taking device other than those provided by the school.

College Board strongly recommends that all test-taking devices have access or be connected to a power source for the duration of testing. If this is not possible, all test-taking devices must be able to hold a charge for a minimum of 5 hours. Students should be allowed to move closer to a power source to maintain a charge. If students must change seats within the room to connect to a power source, note the location on the seating chart.

Students with accommodations requiring the use of an approved assistive technology device should pretest the device with the secure browser application in Student Digital Test Preview mode prior to test day to ensure operational functionality. Please see [cb.org/testsettings](https://cb.org/testsettings).

There is always a risk of disruption during paper or digital testing, including computer issues. College Board has put procedures in place to allow administrators and students to recover from disruptions and complete testing. Despite such efforts, there are situations where College Board's only option is to schedule a makeup test.

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## Digital Testing Preparation in TIDE

To prepare for digital testing, navigate to TIDE through the College Board Digital Testing Portal at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org). The test coordinator or designee must complete the tasks outlined in this section 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 digital test using the TA Interface Practice Site. Follow these steps to create accounts:

1. Sign in to TIDE.
2. Under **Preparing for Testing**, select **Users**.
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.

## Print Test Tickets

A test ticket contains the student's information for signing in to the test (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.

TIDE generates the test tickets as a PDF for download. You can print the tickets from your student list or from the roster view if you created TIDE rosters.

You should print test tickets before test day. 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.

**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 a print option (**Student List** or **Roster**) 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.
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 from the available options. Make sure the tickets clearly display the student name and registration number.
10. Click **Print** (a PDF will automatically download).
11. Open the PDF and print tickets.

## 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

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

More information is given under Prohibited Aids and Devices Policies 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 they need to.

#### Minimize Distractions

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

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

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

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

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## Train Your Staff

### TASKS

#### Hold Training Sessions

Approximately 6 weeks before test day, you'll receive an email with information on how to access the online training.

About 2 weeks before the test, schedule a training session with your staff to review procedures, test security measures, forms, and timing; to announce staff assignments; and to answer questions. At the session, distribute the appropriate manual to each proctor and encourage them to read through the script for the testing room they're assigned to before test day. This is particularly important for proctors testing students with extended time. At this session, you may want to give your staff access to the online training modules, especially the backup coordinator.

If you have not already done so, have prospective staff read and sign the Testing Staff Agreement (see Sample Testing Staff Agreement on page 46).

During the training, be sure to review the following:

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

## Additional Resources

In addition to this manual and the *Digital Testing Room Quick Start Guide*, you may find additional guides for the AIR Test Delivery System at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).

This includes:

- Test Information Distribution Engine (TIDE) User Guide
- Test Administrator (TA) User Guide
- Secure Browser Installation Guide - provided by operating system
- Quick Guide for Digital Testing Technology
- Digital Test Preview Guide

## Share Staff Room Assignments

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

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room.
- Whether they are giving the SAT or SAT with Essay.
- 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 proctors should 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 33 for more information.)
- How to navigate the TA Interface to administer and monitor testing.
- Who the backup test coordinator is, in case of your absence.

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## Maintain Security

Electronic devices, including smartwatches, smartphones, and other cell phones, can be used to record test questions and answers or to bring unauthorized aids or materials, including notes or answer keys, into the testing room. College Board strictly prohibits such devices to protect test content and prevent security breaches.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for using prohibited devices include **dismissal, score invalidation, and confiscation of the electronic device for investigation**. Refer to the Irregularity Chart for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

## TASKS

### Inform Staff of Policies

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 having students store electronic devices in bags/backpacks as they enter the testing room so they can't access the devices. Be ready to label items collected so they can be returned after testing or to provide clear plastic bags for students who need them for storing devices to the side of the testing room.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing or that are disruptive to students, such as talking on phones, using a computer, or grading papers.
- Make sure at least 1 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 unapproved calculators, phones, or prohibited aids during testing or breaks.


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**IMPORTANT:** *Some smartphones can be disguised as calculators. Also, separate erasers can be used to conceal aids and notes.*

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

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 **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 62 for more information.**

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## KEY INFORMATION

### Prohibited Aids and Devices Policies

Students are advised not to bring their phones into the testing room. Despite this, many students will have their phones with them on test day. Some alarms are set to sound even when the device is turned off.

During the opening scripts read to students, staff will remind students to turn off and (if school policy permits) turn in their phones and other electronic devices if they haven't already. After the opening scripts, staff are directed to check desks for prohibited aids and devices, which cannot be on the desks or accessed during testing, including during breaks. A detailed list of prohibited devices and aids accompanies the instructions for staff.

Once the script has been read and desks have been cleared, if a prohibited device makes noise or creates a disturbance (e.g., flashing light) while in a student's possession, or if a student is seen with a prohibited device, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device appears in the Irregularity Chart.) The test coordinator should contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should turn off the phone to prevent additional disturbances during testing and warn the student who owns the phone that additional disturbances will result in dismissal.

### Prohibited Devices and Aids

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

- Electronic equipment, including phones of any kind; personal computing devices (laptops, notebooks, Bluetooth devices such as wireless earbuds/headphones, or tablets); cameras; separate timers of any kind; audio players/recorders or headphones; wearable technology; digital watches, including smartwatches; or any other prohibited devices that can be used to record, transmit, or receive information.
- Highlighters, rulers, earplugs, books or references of any kind, and papers of any kind, including scratch paper not provided by the proctor.

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**IMPORTANT:** *Remind students that scratch paper will be provided on test day, issued by the proctor. Students should not bring their own.*

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Service animals, such as guide dogs, may be permitted without an accommodation and should not be turned away.

## Device Collection Procedures

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

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

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

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

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to place their devices in their backpacks or bags and to place these bags to the front or side of the room, away from desks.
- If a student doesn't have a bag, label the item and collect it individually as in option 1.
- Tell students to remove their pens or pencils, calculator, drinks, and snacks from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

### Returning Devices:

- Cell phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label, and have students confirm the device is theirs.

- If an item is left behind, return it with other materials to the coordinator. Record the student's name so they can be contacted.

## Medical Devices

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

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may have College Board approval to have a cell phone in the testing room for use with a glucose monitor. Only students specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not automatically permit the student to have a cell phone, unless also approved for a cell phone.)

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and airplane mode must be reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. Under no circumstances may a student keep their phone at their desk.

## Seating Policies

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

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See Digital Testing Room Seating Arrangements on page 49 in the Appendix.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Once testing has begun, complete the seating chart on the back of the Testing Room Materials Report form.

## Calculator Policies and Guidelines

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



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 [digitaltesting.collegeboard.org/for-students](https://digitaltesting.collegeboard.org/for-students).

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in Acceptable Calculators on page 48, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary calculator or batteries fail, but they need the proctor's permission to use the backup.

### Monitoring Equipment Use

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

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See Acceptable Calculators on page 48. All 4-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**SSD** *Students approved to use a calculator on the Math Test – No Calculator questions must use a basic 4-function calculator. (Percentage and square root functions are allowed.) Confirm that the calculators aren't more advanced models (scientific or graphing calculators).*

### Calculator Malfunction

Students should raise their hand if their calculator malfunctions before or during the test and they want to use a backup. Allow them to use an acceptable backup calculator or batteries they brought, and 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 solved without a calculator. If they choose to cancel their score, they must cancel the entire test. They'll need to fill out a *Request to Cancel Test Scores* form before leaving the testing room. The proctor should tell students that if they cancel their scores, the scores will still be sent to the state and district and may be accessible to your school, but the scores will not be sent to their chosen colleges or scholarship organizations.

## Prepare to Test Students with English Learner Supports

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

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

### TASKS

Once you identify the students who require EL supports and the languages they need, you'll need to obtain the supports and plan for 50% extended time for those who need it. This support must be requested each academic year for students who need it.

### Provide Translated Instructions and Glossaries

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

## Prepare for Extended Time EL Support

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

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## Prepare to Test with Accommodations

If your school has students who require assistive technology (e.g., a screen reader or refreshable braille device), the student or school must provide and configure the necessary hardware and software. Students who require assistive technology should be tested in a separate room. Students who may need an audio accommodation, such as having the test read aloud to them, can use the text-to-speech functionality embedded in the secure browser.

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**IMPORTANT:** *Student test settings must be enabled in TIDE prior to test day in order for the students to receive their accommodations.*

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Download the secure browser on devices that will be used for students testing with assistive technology. Encourage students to try out their technology on their testing device using the Student Digital Test Preview through the secure browser to determine if a device works with the assessment.

## TASKS FOR TEST COORDINATORS

### Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations. See Build Your Room Rosters on page 18 for more information. Proctors testing in accommodated rooms should closely review the *Digital SAT Accommodated Testing Manual* for additional details about administering the test with accommodations.

## Manage Student Test Settings

All student test settings (e.g., extended time, text-to-speech) 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.

Test coordinators should update test settings in TIDE with the appropriate accessibility features for individual students testing with accommodations. Use the **Test Settings and Tools** drop-down to view and edit accessibility features for students approved to test with an accommodation. Not all accommodations require setup in TIDE. Refer to Digital Testing Tools for Students with Accommodations on page 56 for more details.

### Assign Any Support Staff for Accommodated Students

- Follow the same guidelines as for other staff assignments (see Train Your Staff on page 22).
- Don't assign a support staff member to a student who is a relative of the staff member.
- Assign a single scribe to each student. (Scribes can't be shared unless students are testing on different days in the window.)
- Students assisted by a scribe must test in a 1-to-1 setting.


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

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- Contact the SSD office if any information is incorrect or if a student's name is missing from the SSD Online dashboard.

## Test Settings in TIDE

Test settings can be set or changed manually within an individual student's record in the TIDE platform.

To edit test settings within a student record:

1. Click the **Student Information** task menu, then click **View Edit Export Student**.
2. Enter search criteria into the fields provided to retrieve student records. Click **Search**.
3. To view and edit student test settings, click the icon next to the appropriate student's individual record. 

TIDE

CollegeBoard

Administration: 2019-2020 | User

Help

Inbox

Manage Account

Log Out

Preparing for Testing

Administering Tests

Reg Number/User Email

Users

Students

Test Settings and Tools

Rosters

Test Windows

Test Settings and Tools

Use this page to view, edit, or export students and their test accommodations.

more info

+ Search Students

Move to Other School

Number of students found: 75

Enter search terms to filter search results

OK

1-28 of 75 records | Page: 1 of 2

	Edit	School Information			Demographics										State or College Board Approved Accommodations			Test Time and Breaks	
		State	District	School	Attending Institution Code	Registration Number	Administration	Essay Indicator	Student's Last Name	Student's First Name	Student's Middle Initial	Birth Date (MM/DD/YYYY)	Grade	Gender	Local School ID	Accommodations	Non-Embedded Accommodations	English Learner (EL) Supports	Test Time and Breaks
		ZZ	999999	999992	999992	7777770504	PSAT 8/9 Fall 2019	No	Student	Demo504		09/03/2019	08	Male		State Allowed Accommodation	No	Yes	ES Extra/Extended Breaks-Standard Time MA Calc Extra/Extended Breaks-Standard Time MA No Calc Extra/Extended Breaks-Standard Time VI Extra/Extended Breaks-Standard Time RE Extra/Extended Breaks-Standard Time
		ZZ	999999	999992	999992	7777770507	PSAT 8/9 Fall 2019	No	Student	Demo507		09/03/2019	08	Female		College Board Accommodation	Yes	No	
		ZZ	999999	999992	999992	7777770508	PSAT 8/9 Fall 2019	No	Student	Demo508		09/03/2019	09	Male		College Board Accommodation	No	No	
		ZZ	999999	999992	999992	7777770503	PSAT 8/9 Fall 2019	No	Student	Demo503		09/03/2019	10	Female		College Board Accommodation	Yes	No	

4. On the **View Edit Student** page, the student's test settings will be displayed in separate sections, as shown in the graphic below.

View/Edit Student: Has Accommodation

Use this form to modify a student's settings. [more info](#)

Save Cancel

- + Demographics
- + Student Participation
- + State or College Board Approved Accommodations (Click more info above)
- + Integration with Assistive Technology
- + Visual Assistance Tools
- + Auditory Assistance Tools
- + Concentration Assistance Tools
- + Timing/Scheduling Tools
- + General Testing Tools

Save Cancel

- Expand the sections, and select the settings from the drop-down menus or use the switch to turn a setting on or off.

- Click **Save** at the bottom of the page to update the student's settings.

**IMPORTANT:** All updates to student test settings must be completed prior to test day.

## Test Settings with Special Dependencies and Requirements

The following test settings in this section have dependencies and/or additional requirements.

### English Language Supports

For students approved to receive EL supports, the support must be indicated in TIDE. Select **English Learner (EL) Supports: Yes**. Any student with this setting must also be given 50% extended time for all sections of the test, unless they are approved for more. Edit the timing for the student in the Test Time and Breaks section.

## Text-to-Speech (TTS)

### Text-to-Speech Rules defined:

The **TTS: Read Text Only** accommodation provides a short description of each image. This enables the native speech synthesizer to read the text on the screen and the short image description. It's intended for students who don't require a detailed description of images, and requires 50% extended time, unless approved for more.

Reading/Seeing Text	0 - Questionnaire	1 - Reading Test	2 - Writing and Language Test	3 - Math Test - No Calculator	4 - Math Test - Calculator
Text-to-Speech/Assistive Technology	TTS: Read Text Only	<div> None  None  <b>TTS: Read Text Only</b>  TTS: Read Text and Graphics  AT: Jaws, NVDA, Braille Display, etc. </div>	TTS: Read Text Only	TTS: Read Text Only	TTS: Read Text Only

The **TTS: Read Text and Graphics** accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads the alternative long description of images. It's intended for students who require detailed image descriptions and requires 100% extended time, unless approved for more.

Reading/Seeing Text	0 - Questionnaire	1 - Reading Test	2 - Writing and Language Test	3 - Math Test - No Calculator	4 - Math Test - Calculator
Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics	<div> None  None  TTS: Read Text Only  <b>TTS: Read Text and Graphics</b>  AT: Jaws, NVDA, Braille Display, etc. </div>	TTS: Read Text and Graphics	TTS: Read Text and Graphics	TTS: Read Text and Graphics

## Assistive Technology for Screen Readers and Refreshable Braille Devices

For students testing with a screen reader such as JAWS® or NVDA, please refer to [cb.org/testsettings](https://cb.org/testsettings) for configuration requirements.

The AT accommodation (i.e., JAWS, NVDA, Braille Display) renders an alternative long description for an image to convey the necessary information. It is intended for students with visual impairment using assistive technology devices, including screen readers such as JAWS, NVDA, and refreshable braille displays (RBDs). It is automatically enabled with the assistive technology (AT) accommodation. Students test with standard time, unless approved for other extended-time accommodation.

Reading/Seeing Text	0 - Questionnaire	1 - Reading Test	2 - Writing and Language Test	3 - Math Test - No Calculator	4 - Math Test - Calculator
Text-to-Speech/Assistive Technology	AT: Jaws, NVDA, Braille Display	<div> None  None  TTS: Read Text Only  TTS: Read Text and Graphics  <b>AT: Jaws, NVDA, Braille Display, etc.</b> </div>	AT: Jaws, NVDA, Braille Display	AT: Jaws, NVDA, Braille Display	AT: Jaws, NVDA, Braille Display

## Braille Graphs and Figures

Students testing with the assistive technology accommodation, and using a screen reader and/or refreshable braille device can request preembossed tactile graphics as supplementary materials. These materials can be requested by contacting College Board directly.



## Visual Assistance for Color, Font Size, and Mouse Pointer

For students who have color and/or font size accommodations, also consider adjusting the mouse pointer according to the preferred color and size for greater visibility.

**IMPORTANT:** Students who receive a zoom level (font size) of 5 or greater will see the test in the streamlined mode. The setting will be enabled for the student automatically in the secure browser.

## Non-Embedded Accommodations

For any accommodations that are not provided through the secure browser, including modified settings, preferential seating, small-group seating, 1-to-1 testing, or wheelchair accessibility, select **Yes** for Non-Embedded Accommodations.

## TASKS FOR SSD COORDINATORS

### Work with the Test Coordinator

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

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List.
- A list of needed support staff for accommodated students.
- Assistance with planning for rooms and materials.
- Assistance with planning the accommodated rooms and materials for students testing with digital alternatives.

## Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance in SSD Online. College Board–approved accommodations last until a year after the student's graduation. Some requests will be automatically approved upon submission of the request, while others will require documentation. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation.

For EL students requiring 50% extended time for the entire test, the SSD coordinator will work with the test coordinator to submit the request in SSD Online. Unlike College Board accommodations, the EL 50% extended time support must be requested each year for students who need it. This is the only EL support that must be requested in SSD Online.

- Each school must have 1 (but may have more) designated SSD coordinator with access to SSD Online.
- For detailed instructions on how to access SSD Online, see [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).

**IMPORTANT:** *If a student needs temporary assistance for an injury such as a broken arm or concussion, contact the SSD office. The support must be requested and approved before test day using the Support for Students with Temporary Physical/Medical Conditions form and won't be requested in SSD Online.*

## Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.
- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
  - ◆ The accommodations approved match the student's current identified accommodation needs. (Submit updates in SSD Online.)
  - ◆ The student's name and birth date are correct. (Submit a change request form to make any updates.)
  - ◆ The student's graduation date is correct. (Any updates must be made to the eligibility roster.)
- Submit updates to the eligibility roster (e.g., removing students no longer at your school or correcting graduation dates). Contact information is provided at [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).
- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

## Download and Verify the Nonstandard Administration Report (NAR)

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be available about 30 days before test day and will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day.

**IMPORTANT:** *If you submit late requests for accommodations or supports requiring paper testing materials after the deadline, you will need to call SSD to confirm that any required materials can arrive in time for testing.*

## 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 [cb.org/testsettings](https://collegeboard.org/testsettings) for details and the steps for assigning test settings and tools.

## KEY INFORMATION

### Types of Accommodations and Materials

The information provided here will help you plan for administering the test to students using these formats.

### Extended Time

If a student is testing with an extended-time accommodation (e.g., 50% or 100%), the secure browser will display the student clock with the appropriate amount of extended time based on the student's test settings.

**IMPORTANT:** *Students testing with extended time and students approved for extra breaks require a midsection break that must be managed by pausing the test session from the TA Interface. The proctor should follow the instructions for initiating a break as prompted by the scripts.*

**IMPORTANT:** *If a student is approved to test with more than 100% extended time, contact School Day support for additional guidance.*

### Test Aids and Support Staff

Students may be approved in SSD Online for aids or support staff such as a braille device or scribe to record responses.

Scribes and interpreters should be instructed on exam security and how to proceed during the exam administration.

Students approved for accommodations that include a scribe or equipment that might disturb others, or students taking the same assessment with varying amounts of extended time, must be seated in separate rooms. Before the assessment, the students should also discuss with their interpreter or scribe how best to work together. **A proctor must be in the room at all times.**

## Readers

Students approved for a reader can test with a human reader or digitally with Text-to-Speech (TTS).

**IMPORTANT:** From this point forward, “reader” refers to a human reader unless “screen reader” is specified.

For students using TTS, see Test Aids and Support Staff on page 31 above. Students testing with a human reader should be testing with a paper accommodation. The proctor should use the *SAT School Day Accommodated Testing Manual* along with the printed test book and answer sheet.

## Recording Responses – Digital Scribes

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

- Clicking and selecting answers in the secure browser.
- Dictating answers and text to a scribe to enter in the secure browser; they may not prompt the student in a way that would result in a different response.
- Using other assistive technology and having a scribe record answers, as needed.

Students who are deaf or hearing-impaired:

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

## State-Allowed Accommodations (if Applicable)

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in college or scholarship reportable scores. Students with SAAs can be seated in the same room as other students with College Board–approved accommodations.

# 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 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 4 eligible colleges, universities, or scholarship programs for free. Have them visit [collegeboard.org/sat-codes](https://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](https://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](https://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 tool set, 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.

Students can find answers to general questions about the SAT and what to expect on test day at [sat.org](https://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. And make them aware of the 4 free score sends and additional privacy policies described in the *SAT Student Guide for Digital Testing* so they can discuss with their child before the preadministration session.



## KEY INFORMATION

### When and Where to Report

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

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

### What to Bring on Test Day

On test day, students must bring the following:

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

We also recommend that students bring:

- Snacks and drinks (which must be stored away during testing).
- Extra batteries and a backup calculator.

**SSD** Remind students who are approved to use a basic, 4-function calculator on the Math Test – No Calculator portion of the test to bring one on test day in addition to their acceptable calculator for the Math Test – Calculator. A calculator will also be available to them in the secure browser toolbar.

### What Not to Bring on Test Day

Students may not have any of the items listed under Prohibited Devices and Aids on page 23, except in the case of approved accommodations.

### Marking Answers in the 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 4 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

#### Identify Authorized Staff

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

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

#### Secure Materials for Off-Site Testing

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

#### 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](https://digitaltesting.collegeboard.org))
- Number of students assigned to a room
- Type of test administered in the room—standard or accommodated (e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)

#### Assemble Testing Room Packets

As close to test day as possible, you'll need to create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room. Include the correct manuals for each room—standard or accommodated, and sort by consent form category (yes or no).

Use the following items to create your testing room packets:

- Testing room cover sheet.
- A copy of the room roster you created or NAR showing students assigned to the testing room.
- Printed test tickets for each student assigned to the room.
- Blank scratch paper (approximately 5 sheets per student).
- *Digital SAT School Day Student Questionnaire Instructions*. These will be used by students who didn't participate in the preadministration session.
- Irregularity Report (IR) forms.
- SAT School Day Request to Cancel Test Scores forms (at least 1 per testing room; make copies if you need more).
- Testing in Progress flyers. Make copies if you need more.
- The *Digital SAT Standard Testing Room Manual* or *Digital SAT Accommodated Testing Manual*, if not already distributed prior to test day.
- A *Digital Testing Room Quick Start Guide*.
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who need them.
- Clear plastic bags for storage of any epinephrine injectors (e.g., EpiPens) as well as electronic devices (if students need them to store devices to the side of the room). If the school allows collection of devices, also include any other materials needed, such as sticky notes or envelopes.

 Test materials must be kept securely stored until test day.

## Assemble Packets for Off-Site Testing

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

- Necessary test day materials, such as forms, envelopes, and manuals. Each off-site location will need IR forms, a white accommodated testing envelope, a gray-bordered envelope, and enough copies of the *Digital SAT Standard Testing Room Manual* or *Digital SAT Accommodated Testing Manual* and *Digital SAT School Day Student Questionnaire Instructions* for the testing rooms.
- Proctor device to connect to the TA Interface.
- A student roster showing students assigned to the proctor's testing room for attendance purposes.
- Test tickets for each student, printed from TIDE.

# Prepare Your Preadministration Session

## Plan the Session

The preadministration session is designed to save time on test day. There are 3 parts to the preadministration session: completing student information, taking advantage of the free score reports by providing up to 4 colleges or scholarship programs, and choosing to participate in Student Search Service and the questionnaire, which is voluntary and optional. If your school does not already collect parental consent, College Board has provided a template consent form to support this session.

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.
- Share the *SAT Student Guide for Digital Testing* along with information about the preadministration session in advance to all students so they can discuss with their families.
- 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 up to 4 colleges, universities, or scholarship programs they want their scores sent to. Students may select score recipients during the preadministration session and on test day.
- Determine how you plan to conduct the preadministration session (for example, in a class or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Determine staffing needs prior to preadministration. Depending on the way you plan to conduct the preadministration session and the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more staff to conduct multiple sessions.

- 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.
- 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 happen on test day.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
  - ◆ Review the *Digital SAT School Day Student Questionnaire Instructions*, which students will use during the session.
  - ◆ Review how to navigate to the TA Interface and secure browser.

### Collect Consent Before the Session

Schools should collect consent from parents for students who wish to opt in to Student Search Service and complete the optional questionnaire.

- Consent is only required to opt in to Student Search Service and the questionnaire. Students can still take the SAT without completing the questionnaire.
- Follow your district or school policy for collecting consent. Schools and districts may opt to use the consent forms provided by College Board or may choose to use their own. Consent should be collected prior to the preadministration session.
- If a parent does not return a consent form, the school should proceed assuming that the student/parent did not consent to opting in to Student Search.
- Consent forms should remain at the school until the student graduates and does not need to be returned to College Board.

## Conduct the Preadministration Session

There are 3 parts to the preadministration session: completing student information, taking advantage of the free score sends by providing up to 4 colleges or scholarship programs, and participating in Student Search Service and the optional questionnaire. All students will participate in the first 2 activities. **Only students with parental consent should participate in the optional questionnaire portion of the session.**

Some students who take the test may be absent for the preadministration session. The 2 testing manuals (for standard testing and accommodated testing) include instructions for assisting students with completing the student information questions after testing is over. If you have a large enough group of these students, consider assigning them to a separate testing room.

### TASKS

- Before starting the session, staff should make sure they have the test tickets for the students in their room.
- Post any information the students will need, such as the school name, city, and state.
- Staff will give each student a copy of the *Digital SAT School Day Student Questionnaire Instructions* and their individual test ticket. They should 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 *Digital SAT Standard Testing Room Manual* or the *Digital SAT Accommodated Testing Manual* under the heading "Conduct the Preadministration Session." Be sure to distribute copies of the manual to staff who need them.
- In the manuals, scripts that staff will read aloud appear in shaded boxes. Proctors will pause when *[pause]* appears to give students time to follow instructions. Instructions that shouldn't be read aloud appear outside the shaded areas.

After the session is complete, collect all test tickets and *Student Questionnaire Instructions* from staff. We recommend sorting test tickets by testing room, as described in Assemble Testing Room Packets on page 33. Test tickets must be securely stored until test day.

# During the Test

## Follow Your Test Day Schedule

### TASKS

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

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

### KEY INFORMATION

#### Timing of the Test and Breaks

The SAT is timed by section in all rooms, standard and nonstandard. Students must be given the test in the correct sequence with 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) provided in the Appendix of their testing manual to help them accurately time each section.

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

- Record the start and stop times on the lines provided in the scripts and on the board for students to see.
- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR).

#### Proctor Clock in the TA Interface

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**).

**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 tool set, 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 Room Manual* and *Digital SAT Accommodated Testing Manual*.

**IMPORTANT:** *The time displayed for each student may differ 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.
- 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 in an uncombined room)

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

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

The Overview of Timing and Breaks on page 53 in the Appendix provides a visual guide to these requirements. This manual includes specific instructions for accommodated breaks, and the scripts include break timing.

## Unscheduled Breaks

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

- Inform students they won't get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- Ask the student to navigate to the next unanswered question in the secure browser. Don't pause the student's test. Don't allow extra time.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It isn't necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

# 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 5 hours. We recommend that you and your staff launch the secure browser (AIR Secure Test or CB Secure Browser) 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.
- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.
- In addition to the testing room packets you provide to proctors, other items needed in the testing room are:
  - ◆ A 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 supply of pencils or pens for scratch work
  - ◆ Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes)

### Post Signs

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

### Information to Provide to Students

If applicable, the testing room packet also should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of students from your school assigned to the room and the optional codes assigned to them (if your school is using optional codes for managing the sorting of score reports)
- A list of school names and addresses for students from other schools (if any)



## 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 their name 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 absent student. You'll use this information to request materials for the makeup administration.
  - ◆ Add student information for any student not on your original Master Student List. Use "M" to indicate students who are moved (see how to manage these requests later in this section).
- Send students to the correct testing rooms. Station monitors at each entrance to help direct students.

#### Manage Classroom Check-In

If you're having students check in at their testing room, plan to have proctors use the room rosters and/or the NAR in accommodated testing rooms to check in students as they arrive.

**IMPORTANT:** *You'll need to process any requests to change from standard to accommodated testing (or the reverse) centrally. Anyone requesting such changes should be directed to the test coordinator.*

Staff should:

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

**IMPORTANT:** *Alert your proctors that any changes from standard to accommodated 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 39 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.
  - ◆ Note the change on your Master Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
  - ◆ Deliver the student's test ticket to the late-arrivals room.
- 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.

**SSD** *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 whether the student is eligible to test in the window).

### Manage Requests to Waive Accommodations on Test Day

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

- Ensure the student has a signed letter indicating this request to waive approved accommodations (must be signed by the student or by a parent/guardian if the student is younger than 18). Keep the letter in the student's file for future reference. (Don't send it back to College Board.)
- Note the change on your Master Student List. Mark the student as moved by printing an "M" next to the student's name and note the new testing room assignment.
- Make sure any accommodations have been removed from the student's test settings in TIDE before the student begins testing in the standard room.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver a test ticket for the student to the testing room.

## KEY INFORMATION

### Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can test these students as long as they are registered and appear in TIDE. Advise these students to bring photo identification for test day because your staff may not be familiar with them.


### Admitting Latecomers

You can admit latecomers at your discretion if you can assign them to a room where the proctor hasn't 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.

If you are admitting them 1 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 that testing in any late-arrivals room begins early enough to end before your normal school dismissal time.

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

## Your Role During Testing

### Maintain School Security

#### TASKS

#### Verify Authorized Test Observers and Visitors

Staff from College Board, Educational Testing Service (ETS), American Institutes for Research (AIR), or administrators from your state assessment office or district may visit your school the day of the test or in the weeks preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or your state department of education.

Staff, including assistants for students with approved accommodations, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. 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 doesn't 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. If you encounter repeated hardware or networking issues with a particular device, moving the student to a backup device can often be the most expedient resolution. Always refer to the Irregularity Chart in the Appendix for more instructions on what to do if you encounter:

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

## Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies provided in the *SAT 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 dismissed from testing for misconduct (e.g., the principal's office). Students dismissed for 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 62 for further instructions on handling specific dismissals.

## Handle Student Complaints

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

- Delayed check-in and testing
- Unresolved or repeated technical disruptions

- No visible clocks or announcement of remaining test time
- Apparent mistimings or distracting noise
- Cheating

Report every student complaint, even those resolved on-site, on the IR. Advise students that all feedback is welcome. Tell them 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 College Board by the fourth weekday after the test date. (See contact information on the inside front cover of this manual if you need to provide this information to students.)

## Report Test Administration Irregularities

### TASKS

#### Complete the Irregularity Report (IR)

The IR form is scanned, so use a No. 2 pencil or a pen with blue or black 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 1, fill in “Form \_\_\_ of \_\_\_” (e.g., “1 of 3”) at the top of the box.
  - ◆ In field 4a, write your 6-digit school (AI) code.
  - ◆ In field 4b, fill in the appropriate bubble for your test date. Fill in your primary or 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.
- 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.”
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. 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 on page 62 lists the most common irregularities along with the procedures and actions you should use in response to them. When the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should prepare to administer 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 1 form for each issue, even if it affects more than 1 student (such as mistiming).

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

## Proctor Role During Testing

### Administer the Test

#### TASKS

#### Prepare the Testing Room

Make sure proctors:

- Check that all student test-taking devices display the secure browser sign in page.
- Log in to the TA Interface on their proctor device from [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).
- Double-check that their testing room meets seating requirements, including guidelines for type and spacing of seats. (See Digital Testing Room Seating Arrangements on page 49.)
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Cover or remove any instructive material, such as maps and charts.
- Confirm the clock works.
- 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 devices, such as cell phones and smartwatches, from students, or have a designated area in the room for students to place their devices as they enter the room. Be sure to instruct students to power off their devices before collecting/storing them.
- Once testing has begun, complete the seating chart.

### Admit Students to the Testing Room

If your school is conducting classroom check-in, staff must check each student against the room roster as they enter the room, following the instructions in their manuals (see Manage Classroom Check-In on page 38). The proctor will admit students one at a time, taking care to assign them seats at random or by prearrangement. The proctor will verify students have powered off their cell phones as they are admitted to the room.

Refer to Manage Requests to Change to Accommodated Testing on Test Day on page 38 for any students that need to be moved to an accommodated testing room.

### Monitor and Time the Test

- The proctor times the test following the instructions in their manuals (see Timing of the Test and Breaks on page 36).
- Once testing has begun, the proctor completes the seating chart.

## Maintain Security in the Testing Room

### KEY INFORMATION

#### Preventing Copying and Communication

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

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



*Staff must always note any suspicious activities on the IR. They should immediately report significant problems or events that interfere with specific testing procedures or 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 need to follow the reporting procedures provided in their manuals. These procedures are similar to those followed by the test coordinator, as explained in Report Test Administration Irregularities on page 40.

# SSD Coordinator Role During Testing

## Administer Accommodations

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

## TASKS

### Prepare Devices for AT and TTS

For students using assistive technology or text-to-speech, the proctor should confirm that student devices are properly configured before test day. Information about and instructions for setting up and testing computers is provided in the *Digital SAT Accommodated Testing Manual* and at [cb.org/testsettings](https://cb.org/testsettings).

Students should use earphones when testing with AT or TTS. Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.

## KEY INFORMATION

The *Digital SAT Accommodated Testing Manual* contains detailed instructions on how to administer the test to students with accommodations, including:

- Extended time
- Accommodated breaks
- Large print
- TTS
- AT
- Braille
- Scribes

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

# After the Test

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

## Collect Testing Materials

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

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

## TASKS

### Collect Materials from Proctors

- ☐ Completed seating chart.
- ☐ Annotated room roster and/or Nonstandard Administration Report (NAR).
- ☐ Test tickets.
- ☐ All scratch paper, used and blank.
- ☐ Copies of *Digital SAT School Day Student Questionnaire Instructions*
- ☐ Any completed IRs.
- ☐ Any printed translated testing instructions.
- ☐ Any word-to-word glossaries.
- ☐ Any completed Request to Cancel Test Scores forms.

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

## Prepare Documentation

### 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. Having an accurate, final list of test takers provides important information to College Board, particularly when discrepancies arise. For this reason, we strongly suggest you make a copy of either the room rosters or the Master Student List for your files before you return the original(s).

The final annotated NAR must be returned in the white Accommodated Testing Envelope.

## Return Materials

In your shipment of manuals for digital testing, you received a UPS Express Pak that you must use to return your test day forms (if any).

If you have a NAR, place it inside the white Accommodated Testing Envelope.

Return all completed IR forms in the gray-bordered envelope. Don't use rubber bands or other fastenings that might damage them. Once all forms are packed, seal the UPS Express Pak and fill in the information requested on the label. If you're returning any IRs, apply the pink IR label to the front of each package in the shipment next to the return label. You may discard unused boxes or envelopes.

Your shipment includes enough return Express Paks, envelopes and labels for three return shipments: one to occur on your primary test date, one for the end of the accommodated window, and another after makeup testing is complete.

**IMPORTANT:** *If you are returning paper and pencil test materials (e.g., test books and answer sheets), follow the return instructions included in the SAT School Day Coordinator Manual.*

### TASKS

#### Schedule Pickups and Ship Materials

Test coordinators will schedule their own return material shipments for the primary test date, the end of the accommodated testing window, and the makeup date. You will receive an email closer to test day with more detailed information about materials return procedures.

Arrange for packages to be picked up no later than the next school day after the test administration. Keep materials secure until pickup.

- If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.
- If UPS doesn't make a daily stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter, but **don't** place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment. (Detailed instructions to arrange a pickup on [ups.com](https://www.ups.com) can be found at [collegereadiness.collegeboard.org/pdf/sat-sd-ups-self-service-overview.pdf](https://collegereadiness.collegeboard.org/pdf/sat-sd-ups-self-service-overview.pdf).)
- Write down your UPS package tracking number(s) for your records.
- If UPS isn't available in your area, contact School Day Support for further guidance.
- Follow the same procedure for each off-site testing location.

### KEY INFORMATION

#### Return Timetable


For testing completed on the primary test date, return materials no later than the day after the primary test administration.

For testing in the accommodated testing window, return materials the day after all testing is complete, but no later than the end of the accommodated window.

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

Make sure to record the tracking number for all of your shipments and keep them on file for 6 months.

## What to Do with Materials

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

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

Test Materials	Return	Keep Copies for Your Records	Destroy
Test Tickets	No	No	Yes—after testing. Reprint required for makeup date
Annotated Master Student List	Yes—in return shipment	Yes	No
Room rosters	Yes—in return shipment if all information was not transferred to your Master Student List	Yes	No
Annotated NAR	Yes—in white Accommodated Testing Envelope in return shipment	Yes	No
IR(s)	Yes—in Gray-Bordered Envelope in return shipment	Yes	No
Seating Chart	Yes—in Gray-Bordered Envelope in return shipment	Yes	No
SAT School Day Testing Staff Agreement form	Yes—in Gray-Bordered Envelope in return shipment	Yes	No
Completed Request to Cancel Test Scores forms	Yes—in Gray-Bordered Envelope in return shipment	No	No
Signed parent or guardian letter allowing student to waive accommodations	No	Yes—keep in student's file	No
Signed consent form allowing student to opt in to Student Search Service and the optional questionnaire	No	Yes—keep in student's file	No
List of testing rooms and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes
Word-to-word glossaries for EL students	No	No	Keep for future use
Manuals	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover unused reports, forms, or envelopes	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—after makeup testing is complete
Leftover copies of <i>SAT Student Guide for Digital Testing</i>	No	No	Keep for future use
Leftover copies of the <i>Digital SAT School Day Student Questionnaire Instructions</i>	No	No	Yes—after makeup testing is complete

# Appendix

## Sample Master Student List

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

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

	P=present A=absent M=moved X=no entry	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	Test Type (SAT SAT w/Essay)	Testing Room (3-digit code/room name)	Accommodated? Y=Yes N=No	Testing Group	Test Book Type	EL Support Type	Language	Staff Assigned
1	P	Jones	Anita		3/5/2003	09090909	SAT	123	N	SAT	Purple			A. Teacher
2	A	Smith	Terry	O	10/15/2002	10101010	SAT w/Essay	456	N	Essay	Purple			B. Proctor
3	P	Ramirez	Juan	J	2/15/2003	54545454	SAT	123	N	SAT	Purple			A. Teacher
4	P	Brown	Robert		9/1/2002	0001024771	SAT w/Essay	789	Y	SB30	Blue	50% extended time	Spanish	S. Scholar
5	P	Szymanski	Ella		6/12/2003	0001025199	SAT	012	Y	R2	Purple			M. Coordinator
6	P	North	Adrian		11/30/2002	0001025100	SAT w/Essay	234	Y	R1	Purple			T. Coach
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														



# Sample Testing Staff Agreement

## SAT School Day Testing Staff Agreement



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

Each testing staff person affirms that they:

- Have read and agree with all rules and guidelines indicated in the relevant SAT School Day manual, including, but not limited to, the pages setting forth conditions under which the SAT must be administered and the information on staff qualifications and conflict of interest restrictions;
- Are a high school graduate, at least 18 years old, speak English fluently, possess the same level of unquestionable integrity and maturity expected of a member of the school staff, affirm the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner;
- 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 the student or authorized reader for College Board–approved accommodations can open a test book and see the test content;
- Understand and agree that copying, reproducing, or removing any materials from any SAT test book or digitally reproduced test form is illegal;
- Are not prohibited by any law or regulation from working with minors or on school property;
- Are not engaged in any private SAT test preparation that is conducted outside the auspices of their school or district and for which they receive compensation above and beyond the terms of their employment as a teacher or other professional employee with the school or district, and will not engage in such activity for the remainder of the current school year (the teaching and normal review of course content, including test familiarization, that is part of regularly scheduled school course work is acceptable);
- Have not taken the SAT within 180 days of the above test date; and
- If authorized to handle test books before test day, do not have a member of their household or immediate family ("related student") taking the SAT on the above test date at any testing site. (Immediate family includes one's parents, siblings, children, grandparents, and spouse. This applies even if they don't reside in the same household.) In such instances, the related student's scores are subject to cancellation.
- Understand and agree that providing any assistance or coaching to students on the SAT (including directing or changing answers) prior to, during, or after the administration is prohibited. In such instances, any impacted students' scores are subject to cancellation, and any staff involved may be referred to school/district/state administration or to law enforcement, as appropriate.
- Will act with integrity and will refrain from any illegal or unethical acts, including those that attempt to provide an unfair advantage for one or more test takers.

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

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

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

Signature

☐ Proctor  
☐ Monitor  
☐ Proctor  
☐ Monitor  
☐ Proctor  
☐ Monitor  
☐ Proctor  
☐ Monitor  
☐ Proctor  
☐ Monitor  
☐ Proctor  
☐ Monitor

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## Sample Nonstandard Administration Report (NAR)

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

Test Date: April 14, 2020

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

#### Information about window testing:

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

#### Instructions:

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

Testing Group	Last Name, First Name (Mark A if absent on test day)	Approved Accommodations	Test Type	Test Book Color	One or two day testing	Script Name	Testing Room Code and Proctor
SB19	Elfral, Malvea SSD #0007025886	Large Print Test Book - 20 point , Braille Writer , Preferential seating	SAT	Blue	One day	Script 1	
Additional Instructions		Braille Writer:Test linkraml ; Preferential seating:Front of room Refer to Appendix for instructions for the following accommodations: Braille Writer					
SB45	Gena, Alvis SSD #0007025910	Extended Breaks , Reading +100% (double time) , Preferential seating	SAT with Essay	Blue	Two days	Script 4	

## Acceptable Calculators

For the Math Test – Calculator portion, all scientific calculators are acceptable, all 4-function calculators, including those with square root and percentage keys, are allowed (but not recommended), and most graphing calculators are acceptable as long as they don't have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

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

#### HEWLETT-PACKARD

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

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### RADIOSHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

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

## Unacceptable Calculators

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

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

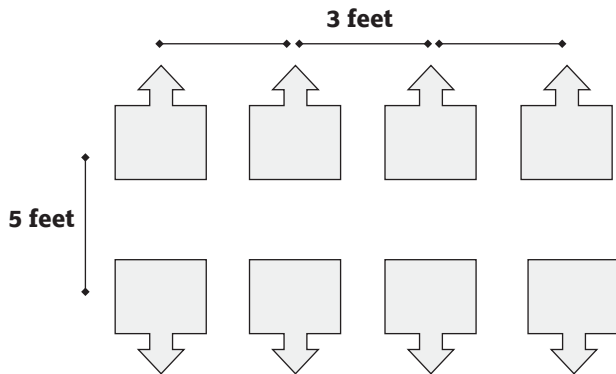
- Models that have a computer-style (QWERTY) keyboard, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

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

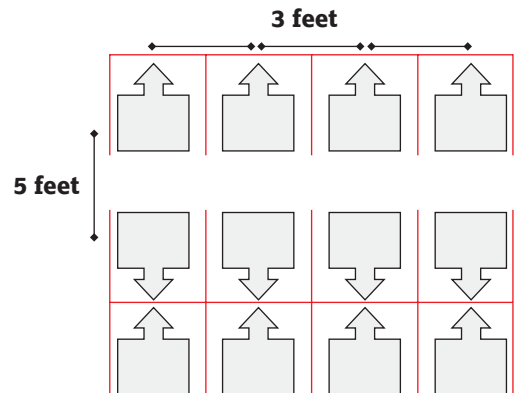
## Digital Testing Room Seating Arrangements

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

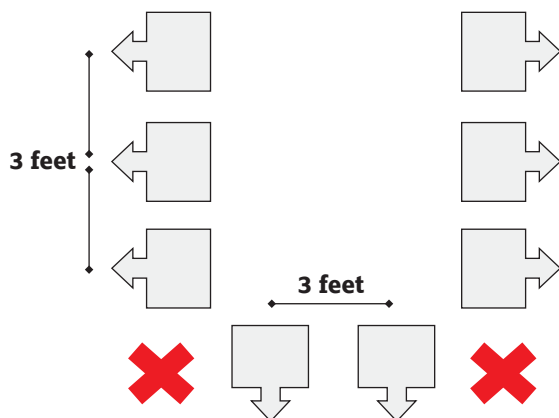
**Back-to-back seating *without* partitions**



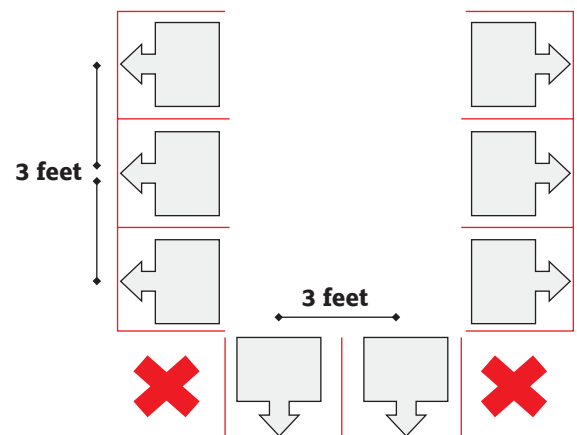
**Back-to-back seating *with* partitions**



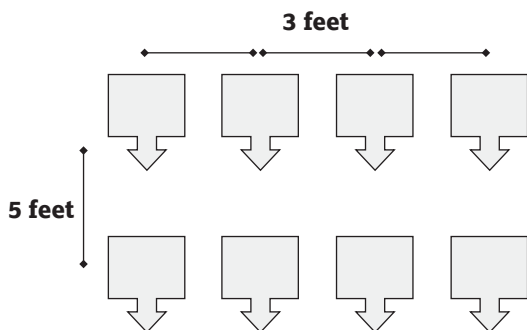
**U-shaped seating *without* partitions**



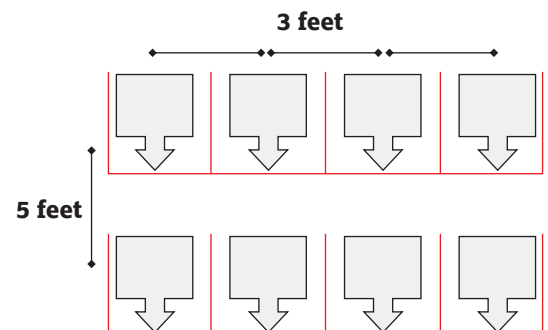
**U-shaped seating *with* partitions**



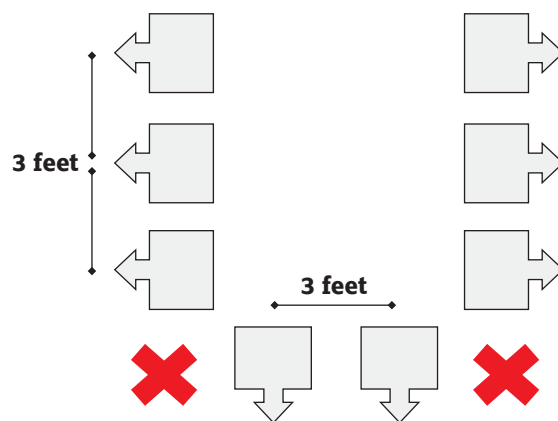
**Front-to-back seating *without* partitions**



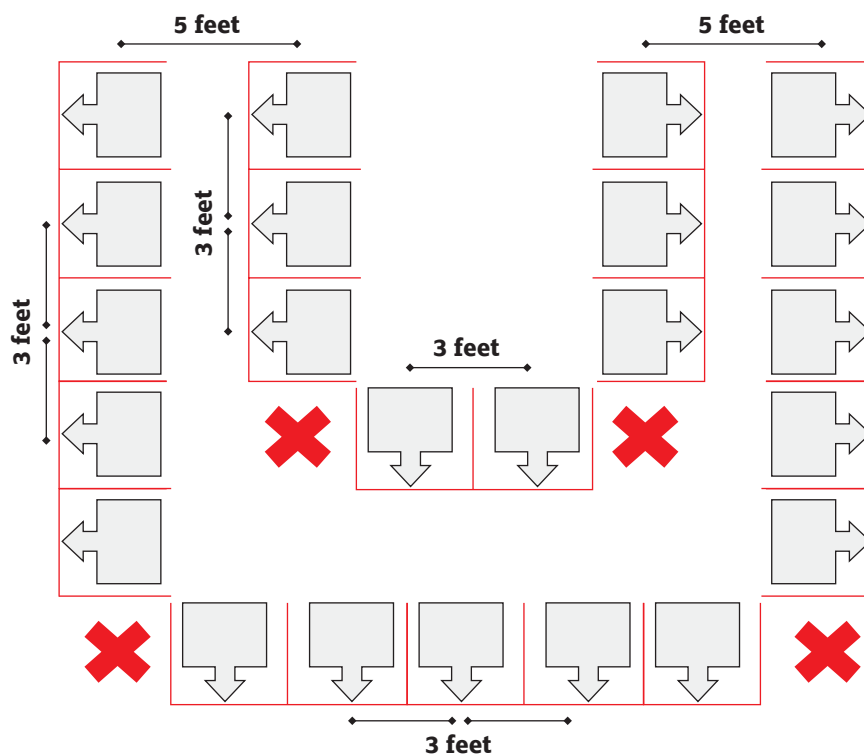
**Front-to-back seating *with* partitions**



### U-shaped seating *without* partitions



### U-shaped seating *with* partitions





## Creating and Managing Rosters Using TIDE

TIDE provides a roster feature that coordinators can use to group students to a specific classroom or proctor. Rosters can represent various types of student groups, such as homerooms, teams, students with accommodations (i.e., extended time, TTS, EL, etc.), or those testing on specific dates across a testing window.

To create a roster, follow the steps below:

- In the dashboard, **Preparing for Testing**, expand the **Rosters** menu section to review/select the available tasks:
  - ◆ Add Roster
  - ◆ View/Edit/Print Roster
  - ◆ Upload Rosters

### To Create or Add a Roster:

1. From the **Rosters** task menu, select **Add Roster**.
2. In the **Search for Students to Add to the Roster** panel, search for students to add to the roster. Student names will appear in the **Add Students to Roster** panel.
3. In the **Roster Name** field, enter the roster name.
4. From the Proctor drop-down list, select the proctor who is assigned to the roster.
5. Add students from the list of available students:
  - ◆ To move 1 student to the roster, click the **plus mark** for that student.
  - ◆ To move all the students in the **Available Students** list to the roster, click **Add All**.
  - ◆ To move selected students to the roster, mark the checkboxes for the students you want to add, and click **Add Selected**.
6. To remove students do one of the following in the list of students in this roster:
  - ◆ To remove 1 student from the roster, click the **check mark** for the student.
  - ◆ To remove all the students from the roster, click **Remove All**.
  - ◆ To remove selected students from the roster, mark the checkboxes for the students you want to remove, and click **Remove Selected**.
7. Click **Save**, then click **Continue**.

### To create accommodated room rosters with Advanced Search:

1. In the **Search for Students to Add to the Roster** panel, search for students to add to the roster.
2. Expand the **Advanced Search** section and select the search fields that represent the test settings for a corresponding accommodated room.
3. Select the test setting for each of the relevant test sections and enable or select the available options.
4. Add the selected test settings to the **Additional Criteria Option**.
5. Add check marks to all the additional criteria options that you want to include in your student search.
6. Follow the procedures outlined above for adding students to the roster panel.

### To modify a roster:

1. From the **Rosters** task menu on the dashboard, select **View/Edit/Export Roster**. The View/Edit Rosters page appears.
2. Retrieve the roster record you want to view or edit by including the relevant search fields (i.e., District, School, Roster type, Teacher name, etc.)
3. In the list of retrieved rosters, click the **edit** icon for the roster whose details you want to view. The **View/Edit Roster** form appears. This form is similar to the form used to add rosters.
4. Search for students to add to the roster by following the procedure outlined above for adding students to the roster panel.

### To print rosters:

Retrieve the rosters to print by following the search procedures outlined above.

Do the following:

1. Mark the checkboxes for the rosters you want to print or mark the check box at the top of the table to print all retrieved rosters.

**NOTE:** When printing multiple rosters, the total number of students included in the rosters should not exceed 1,000.

2. Click the **print icon**, and then select **Roster**.
3. Under **Print Options**, verify **Roster** is selected. The **Roster Student List** report appears.
4. Click **Print**. Your browser downloads the generated PDF.

## Photo ID Requirements

### Acceptable IDs

#### ID Requirements

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

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2018–19 is valid through December 31, 2019, but is not acceptable for spring 2020 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

#### Examples of Acceptable ID

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

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

### Unacceptable IDs

#### Types of Identification to Reject

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

#### Examples of Unacceptable ID

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

# Overview of Timing and Breaks

## OVERVIEW OF ACCOMMODATED TIMING AND BREAKS

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

## Timing That Requires Combined Scripts

### TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

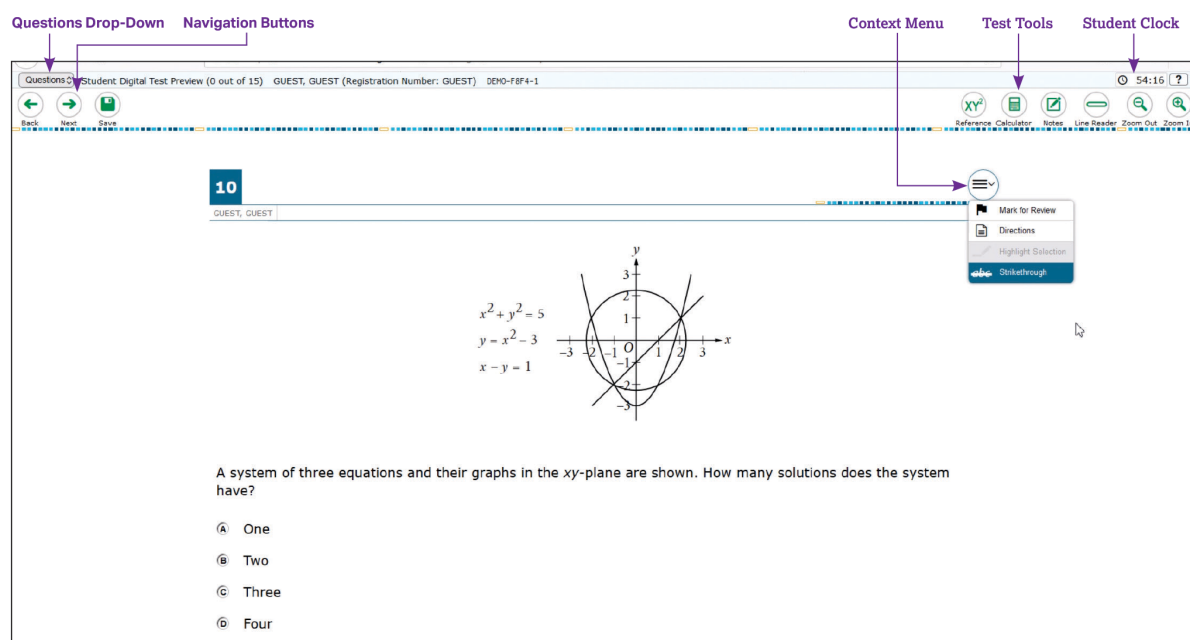
	Section 1	Section 2	Section 3	Section 4	SAT Essay	Total SAT— testing + breaks	Total SAT w/ Essay— testing + breaks
	Reading	Writing and Language	Math Test – No Calculator	Math Test – Calculator	Essay		
<b>Scripts 1 &amp; 4</b>	SCRIPT 1		SCRIPT 4			(N/A)	6 hours, 27 minutes
100% Extended Time for Math and Writing on SAT with Essay	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break		
					50 minutes		
				5-min. break	5-min. break		
	10-min. break	5-min. break	End Day 1	55 minutes	50 minutes		
<b>Scripts 1 &amp; 4</b>	SCRIPT 1		SCRIPT 4			(N/A)	5 hours, 2 minutes
100% Extended Time for Writing Only on SAT with Essay	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break		
					50 minutes		
					5-min. break		
	10-min. break		5-min. break		50 minutes		
<b>Scripts 1 &amp; 4</b>	SCRIPT 1		SCRIPT 4		SCRIPT 1	4 hours, 45 minutes	5 hours, 37 minutes
100% Extended Time for Math Only	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break		
					50 minutes		
				5-min. break			
	10-min. break	5-min. break	5-min. break	55 minutes			
<b>Scripts 1 &amp; 3</b>	SCRIPT 1		SCRIPT 3			(N/A)	5 hours, 28 minutes
50% Extended Time for Math and Writing Only on SAT with Essay	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break		
					38 minutes		
				5-min. break	5-min. break		
	10-min. break	5-min. break	5-min. break	41 minutes	37 minutes		
<b>Scripts 1 &amp; 3</b>	SCRIPT 1		SCRIPT 3			(N/A)	4 hours, 37 minutes
50% Extended Time for Writing Only on SAT with Essay	65 minutes	35 minutes	25 minutes	55 minutes	2-min. break		
					38 minutes		
					5-min. break		
	10-min. break		5-min. break		37 minutes		
<b>Scripts 1 &amp; 3</b>	SCRIPT 1		SCRIPT 3		SCRIPT 1	4 hours, 6 minutes	4 hours, 58 minutes
50% Extended Time for Math Only	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break		
					50 minutes		
				5-min. break			
	10-min. break	5-min. break	5-min. break	41 minutes			

**IMPORTANT:** For students approved for extra breaks and testing with standard time, use Script 2.

# Student Digital Testing Tools

## Secure Browser Features for Students

The secure browser applications offer 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.



## STUDENT DIGITAL TESTING TOOLS

Tool Name	Description
Calculator (for Math Test – Calculator only)	An embedded calculator for calculator-allowed questions. It appears when students click on the calculator button. A 4-function calculator is available in the Math Test – No Calculator section for students with prior approval.
Context Menu	This menu allows a student to access test directions and tools such as highlighter, strikethrough, and mark for review.
Expand Button	A feature that allows a student to expand a passage section or the question section for easier readability.
Highlighter	A feature for marking text, test questions, or response options with a color.
Line Reader	A feature that a student can use as a guide when reading text.
Mark for Review	A tool that allows the student to flag questions for future review during the assessment.
Navigation Buttons	Buttons that allow a student to move between test pages, either forward to the next question or back to the previous question.
Notes	A feature that a student can use as virtual scratch paper to make notes.
Questions Drop-Down List	A list that allows a student to quickly navigate to specific test questions. Questions that were marked for review display a flag in this list.
Reference	A feature that allows the student to view standard mathematical formulas for reference.
Strikethrough	A feature that a student may use to eliminate those answer choices that seem incorrect.
Student Clock	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.
Zoom In/Zoom Out	A feature that allows the student to change the display size of the text and images on the screen.



## Digital Testing Tools for Students with Accommodations

Some test settings and tools that are associated with accommodations require activation before the student can use them 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 tables.

Accommodation	Description	Valid Value(s)
<b>Test Time and Breaks</b>	<p>Various timing and breaks scenarios based on documented need.</p> <p>No self-pacing; students must sit for the entire duration of extended time requested.</p> <p>Students approved for extended time for reading must receive extended time on all sections of the test.</p>	<ul style="list-style-type: none"> <li>Standard Time</li> <li>50% Extended Time</li> <li>100% Extended Time</li> <li>Greater than 100% w/ Documentation</li> <li>Extra/Extended Breaks - Standard Time</li> </ul>
Accommodation	Description	Valid Value(s)
<b>Reading/Seeing Text</b>		
<b>Text-to-Speech/Assistive Technology</b> Digital alternative to MP3, reader, and ATC formats	<p><b>Text-to-Speech (TTS)</b> allows parts of the test to be read aloud based on the value which represents student's documented need.</p> <p><b>Assistive Technology (AT)</b> enables the use of assistive technology software and hardware (e.g., screen readers, refreshable braille devices, etc.).</p>	<ul style="list-style-type: none"> <li>TTS: Read Text Only</li> <li>TTS: Read Text and Graphics</li> <li>AT: JAWS, NVDA, Braille Display, etc.</li> </ul>
<b>Zoom/Font Size</b>	Sets font size for presentation of test content.	<ul style="list-style-type: none"> <li>Level 0   12 pt. (No zoom applied)</li> <li>Level 1   24 pt.</li> <li>Level 2   31 pt.</li> <li>Level 3   41 pt.</li> <li>Level 4   51 pt.</li> <li>Level 5   85 pt.</li> <li>Level 6   172 pt.</li> <li>Level 7   229 pt.</li> <li>Level 8   340 pt.</li> </ul>
<b>Color Contrast</b>	Displays the test with a different background or font color.	<ul style="list-style-type: none"> <li>None/Black on White</li> <li>Blue</li> <li>Light Blue</li> <li>Black on Cream</li> <li>Gray</li> <li>Light Gray</li> <li>Green</li> <li>Light Green</li> <li>Inverted (White on Black)</li> <li>Magenta</li> <li>Light Magenta</li> <li>Medium Gray on Light Gray</li> <li>White on Navy</li> <li>Yellow</li> <li>Light Yellow</li> <li>Yellow on Blue</li> </ul>

Accommodation	Description	Valid Value(s)
<b>Reading/Seeing Text</b>		
<b>Mouse Pointer</b>	Adjusts the mouse/cursor to match color and size preferences.	<ul style="list-style-type: none"> <li>▪ System Default</li> <li>▪ Large Black</li> <li>▪ Extra Large Black</li> <li>▪ Large Green</li> <li>▪ Extra Large Green</li> <li>▪ Large Red</li> <li>▪ Extra Large Red</li> <li>▪ Large White</li> <li>▪ Extra Large White</li> <li>▪ Large Yellow</li> <li>▪ Extra Large Yellow</li> </ul>
<b>Streamlined Mode</b>	Questions are presented sequentially without a split screen.	<ul style="list-style-type: none"> <li>▪ ON</li> <li>▪ OFF</li> </ul>
<b>Permissive Mode</b>	Allows students with assistive technology, including software and/or hardware to integrate with the secure browser.	<ul style="list-style-type: none"> <li>▪ ON</li> <li>▪ OFF</li> </ul>
<b>Masking</b>	Allows student to block off answer choices or any parts of the test content.	<ul style="list-style-type: none"> <li>▪ Not available</li> <li>▪ Available</li> </ul>
Accommodation	Description	Valid Value(s)
<b>4-Function Calculator</b>	Allows students to use the basic online 4-function calculator on the Math Test – No Calculator section.	<ul style="list-style-type: none"> <li>▪ ON</li> <li>▪ OFF</li> </ul>

# Manage Student Test Settings in TIDE

## Test Settings via File Upload

A file upload allows you to work with multiple student settings at one time. Students included in a new file upload will have any previous settings overwritten.

Preparing for Testing | Administering Tests

Reg Number/User Email

Users ▾ Students ▾ Test Settings and Tools ▾ Rosters ▾ Test Windows ▾

Upload Test Settings and Tools

1. Upload 2. Preview 3. Validate 4. Confirmation

Download Templates ▾

Use this page to upload a file of students' test settings and tools you want to add or modify. [more info ▾](#)

Step 1: Upload File

Choose File Browse

+ Upload History

Next

### To upload student test settings:

1. Sign in to TIDE via [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).
2. Click the **Test Settings and Tools** task menu, then **Upload Test Settings and Tools**.
3. Download either the Excel or .csv template from the **Download Templates** drop-down menu. You can use this template file to enter student settings.
4. Open the file in a spreadsheet application or text editor, and add a row for each test setting you want to add or modify. Save the file on your computer.
5. On the Upload Test Settings and Tools page, click **Browse** and navigate to the upload file you created. Click **Next**.
6. Preview the file and click **Next**.
7. Validate that the file has the correct values. If the file has the correct values, click **Continue with Upload**. Otherwise, click **Upload Revised File** and repeat steps 1–7.
8. You'll receive a confirmation that your records have been committed.

**IMPORTANT:** If any students are testing with EL supports, you must manually set the EL accommodation type in TIDE as shown under English Language Supports on page 28.

## Entering Student Settings into the Template

Each row represents 1 test setting for 1 student. One or multiple rows can be entered. The first column should include the student's registration number, which can be found in TIDE. The following columns list the test subject, tool name, and value for the tool specified. Appropriate values will be auto-generated in drop-down menus for columns B–D of the upload template file. Refer to the *TIDE User Guide* for a detailed list of test settings and their corresponding tool names and values.

In the Excel template, the accommodations must be entered for each section separately. For accommodations that apply for the entire test, you must enter a row for each section, including the SAT questionnaire. See example below:

	A	B	C	D
1	Registration Number	Subject	Tool Name	Value
2	999999001	0 - Questionnaire	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
3	999999001	1 - Reading Test	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
4	999999001	2 - Writing & Language Test	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
5	999999001	3 - Math Test - No Calculator	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
6	999999001	4 - Math Test - Calculator	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
7	999999001	5 - SAT Essay	Text-to-Speech/Assistive Technology	TTS: Read Text and Graphics
8	999999001	1 - Reading Test	Test Time and Breaks	100% Extended Time
9	999999001	2 - Writing & Language Test	Test Time and Breaks	100% Extended Time
10	999999001	3 - Math Test - No Calculator	Test Time and Breaks	100% Extended Time
11	999999001	4 - Math Test - Calculator	Test Time and Breaks	100% Extended Time
12	999999001	5 - SAT Essay	Test Time and Breaks	100% Extended Time

This example of a student settings upload file displays the selected test setting for a student with the registration number 999999001. For this student's SAT test, each of the subject sections are included in column B, Text-to-Speech/Assistive Technology has been selected with the corresponding "TTS: Read Text and Graphics" value, and the timing has been set to "100% Extended Time." Note that the questionnaire does not have a timing value because it is an untimed section. If you need to upload multiple test settings for 1 student, please use 1 row for each test setting, ensuring that all test settings for 1 student occupy consecutive rows.

**NOTE:** If your file contains a large number of records, TIDE processes it offline and sends you a confirmation email when complete. While TIDE is validating the file, don't press Cancel as TIDE may have already started processing some of the records.

# Guide to Accommodation Alternatives for Digital Testing Mode

Student accommodations 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 pretest the device in the secure browser with the Student Digital Test Preview prior to test day to ensure everything works.

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

## 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 digital platform and don't require configuration of the student test settings in TIDE:

TABLE A		
SSD Accommodation	Universal Tools	Room Type
<ul style="list-style-type: none"><li>Computer (word processor)</li><li>Record answers in test book</li></ul>	Digital Test Mode	Standard
<ul style="list-style-type: none"><li>Large-print test book (14pt.–20pt.)</li><li>Large block answer sheet</li><li>Magnifier</li><li>Magnifying machine</li></ul>	Zoom In/Zoom Out (Levels 1-4)	Standard (if no extended time accommodation)

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.



## Digital Alternatives

Some students may test with accommodations that don't apply to 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.




For students taking the digital assessment, including those with accommodations, they will test using the secure browser, with the following digital alternatives:


<b>TABLE B</b>		
<b>SSD Accommodation</b>	<b>Digital Alternative</b>	<b>Room Type</b>
<ul style="list-style-type: none"> <li>Assistive Technology Compatible (ATC) Test Form</li> <li>Assistive Technology</li> <li>Braille</li> <li>Braille Graphs and Figures<sup>1</sup></li> <li>Braille Writer</li> </ul>	Text-to-Speech/Assistive Technology – AT: JAWS, NVDA, Braille Display, etc.	Nonstandard
<ul style="list-style-type: none"> <li>MP3 Audio Format</li> <li>Reader</li> <li>Auditory Amplification/FM System</li> </ul>	Text-to-Speech/Assistive Technology – TTS: Read Text and Graphics (50% extended time)	Nonstandard
<ul style="list-style-type: none"> <li>MP3 Audio Format</li> <li>Reader</li> <li>Auditory Amplification/FM System</li> </ul>	Text-to-Speech (TTS): Read Text and Graphics (100% extended time)	Nonstandard
<ul style="list-style-type: none"> <li>Extra/Extended Time and Breaks</li> </ul>	Test Time and Breaks	Nonstandard
<ul style="list-style-type: none"> <li>Other: Masking</li> </ul>	Masking	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>Large-Print Test Book</li> <li>Large-Block Answer Sheet</li> <li>Magnifier</li> <li>Magnifying Machine</li> </ul>	Zoom   Font Size	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>Color Overlay</li> </ul>	Color Contrast	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>4-Function Calculator</li> </ul>	4-Function Calculator (Desmos Online)	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>Other: Linear Presentation</li> </ul>	Streamlined Mode	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>Other: Pointing Device</li> </ul>	Mouse Pointer	Standard (aligned with Color Contrast and Zoom)


<sup>1</sup> Braille Graphs and Figures supplements should be ordered when using screen readers and/or refreshable braille devices.

# Irregularity Chart

## HOW TO HANDLE IRREGULARITIES



Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/ cancellation of testing</b> 	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> </ul>	Explain circumstances and impact of issue. Bubble page 1, section 6—“Disturbance/interruption.” Include a list of students affected.
Call School Day Support immediately.		
<b>Interruption</b> 	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for student and staff safety.</li> <li>▪ Ensure that the room is locked if everyone must leave.</li> <li>▪ Note the stop time and inform students that the testing time will be adjusted.</li> <li>▪ If time allows, click the Stop icon to stop the session and tell the students to sit quietly until instructed further.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and do not allow them to go to their lockers.</li> </ul> If you're able to resume testing, return to the interrupted section—don't return to any previously completed sections. <ul style="list-style-type: none"> <li>▪ Create a new session from the TA Interface and share the new Session ID so students can sign in again and resume testing.</li> <li>▪ 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.</li> <li>▪ When all students have completed the test with their allotted time, the session will automatically end.</li> </ul> If testing must be canceled, do the following: <ul style="list-style-type: none"> <li>▪ Plan to test students on your school's makeup day using the digital test tickets and materials you have.</li> <li>▪ Return any forms following the instructions in Return Materials on page 43.</li> <li>▪ Notify students that they will take a makeup test.</li> </ul>	Note the source, length, and impact of the interruption and the section(s) affected. Bubble page 1, section 6—“Disturbance/interruption.” Fill in the number of affected students in 6a. If the entire school is affected, note this in the Comments section; otherwise, list the individual students in section 11.
Call School Day Support if the interruption (e.g., fire alarm) can't be resolved.		
<b>Materials Missing</b>		
<b>Materials missing or damaged</b> 	If any nontest materials are missing or damaged, contact your test coordinator. You may download and print missing materials such as Coordinator Manuals and Student Guides from <a href="https://digitaltesting.collegeboard.org">digitaltesting.collegeboard.org</a> . If you are unable to do so, call School Day Support.	Note any such irregularity. Bubble page 1, section 6—“Missing Materials.” Bubble page 1, section 6—“Other” and write “Digital.”
Call the Office of Testing Integrity immediately if the missing materials are paper tests (nonstandard materials).		


Irregularity	What you should do	How to fill out the IR
<b>Security Violations/Student Misconduct</b>		
<b>Observed misconduct</b>  Call School Day Support immediately.	<p>If you observe a student removing materials from the testing room, attempting to impersonate another student, or leaving the building during testing:</p> <ul style="list-style-type: none"> <li>■ Note the student's name. Pause their test from the "Actions" column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room.</li> </ul> <p>Notify School Day Support immediately.</p> <p><b>Test coordinator:</b> Do not dismiss the student until you have called School Day Support.</p>	<p>Identify the student. Explain the circumstances and the student's behavior. Verify that the student's name is provided.</p> <p>If student left, provide the test section, last question number completed, and reason for leaving.</p> <p>Bubble page 2, section 7b, Student Errors/Issue—"Student removed or attempted to remove test materials," or "Student impersonated another student," or "Student left early/left without permission." Note the test sections the student completed.</p> <p>Bubble page 2, section 7, Other Issue—"Other" and write "Digital."</p>
<b>Student exits secure browser (AIR Secure Test on Chrome OS and iPads)</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing.</li> </ul> <p><b>NOTE:</b> <i>The student's time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR.</i></p> <p>If the student is seen using the computer for non-test related purposes, pause their test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Do not readmit the student to the testing room.</p>	<p>Describe the circumstances and the test section. Ensure the student's name is provided. Bubble page 2, section 7b—Other Issue—"Other" and write "Digital."</p>



Irregularity	What you should do	How to fill out the IR
<p><b>Use or possession of test content through answer keys or images of test pages</b></p> <p></p> <p>Call School Day Support immediately.</p>	<p>If a student is observed using or distributing test content, including answer keys or images of test items, at any time at the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>Collect the device, answer key, or other prohibited aid.</li> <li>Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> <li>Inform student that you must write up the incident and their scores will be invalidated.</li> <li>Pause their test from the “Actions” column of the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Do not allow them back in the testing room.</li> </ul> </li> <li>Before returning any devices to the student, the test coordinator should: <ul style="list-style-type: none"> <li>Determine if images of test content were captured and/or distributed.</li> <li>Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>After collecting evidence, ensure that any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>Do not return any written answer keys to student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.</li> </ul>	<p>Bubble page 2, section 7b—Student Errors/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.”</p> <p>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital.”</p> <p>Bubble the “Dismissed” circle indicating that the student was dismissed.</p>
<p><b>Noise or disturbance by prohibited electronic devices</b></p> <p>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</p>	<p><b>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</b></p> <p>Follow the instructions in “Observed with prohibited electronic devices.”</p> <p><b>If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk:</b></p> <ul style="list-style-type: none"> <li>This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</li> <li>The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</li> <li>You do not need to report these actions on an IR.</li> </ul>	<p>An IR is not needed for an initial warning.</p>

<b>Irregularity</b>	<b>What you should do</b>	<b>How to fill out the IR</b>
<b>Observed with prohibited electronic devices</b>  Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned.</li> <li>▪ The student may be eligible for a makeup:               <ul style="list-style-type: none"> <li>– If student used or accessed their phone or device, including in response to a noise or alarm, the student is not eligible for a makeup test.</li> <li>– If the phone or device made a noise but the students was not using or accessing the phone, plan to test the student on the makeup day. For makeup testing, plan to collect the phone or prohibit the student from bringing a phone into the testing room.</li> </ul> </li> <li>▪ If test content is detected on the device, follow instructions in this chart under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Pause the student’s test from the “Actions” column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room.</li> </ul> <p>If the student is observed intentionally using the testing device for non-test related purposes, pause the student’s test from the “Actions” column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Do not readmit the student to the testing room. The student should be dismissed and they are not eligible for a makeup.</p> <p><b>Test coordinator:</b> If you suspect the device was used to share test information, immediately call School Day Support while the student is still present.</p>	<p>Note that the device made noise or was in use. Provide the student’s name.</p> <p><b>Bubble page 2, section 7b—Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”</b></p> <p><b>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital.”</b></p>
<b>Calculator misuse/prohibited aids</b>  (Unless approved as an accommodation)	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 handheld calculator (except in case of a malfunction) or using a prohibited aid as listed in Prohibited Aids and Devices Policies on page 23, either during the test or during breaks:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ Tell the student that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If the student continues; pause their test from the “Actions” column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student to a monitored area until after the test.</li> <li>▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited electronic devices.”</li> </ul>	<p>Explain the occurrence. Ensure that the student’s name is provided.</p> <p><b>Bubble page 2, section 7b—Student Errors/Issue—“Student used an unauthorized aid.”</b></p> <p>For students using a calculator on a non-calculator section, bubble page 2, section 7b—Student Errors/Issue—“Student used calculator on a non-calculator section.”</p> <p><b>Bubble page 2, section 7b—Other Issue—“Other” and write “Digital.”</b></p>




Irregularity	What you should do	How to fill out the IR
<b>Refusal to follow instructions</b> If behavior is caused by an uncontrolled manifestation of a disability, call the SSD office for assistance.	If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, giving/discussing test or essay questions: <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores may be invalidated.</li> <li>▪ Pause the student’s test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss them from testing. Do not readmit the student to the testing room.</li> </ul> <b>Test coordinator:</b> Do not dismiss the student until you have spoken to a College Board representative.	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. 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.”
<b>Misadministration</b>		
<b>Seating requirements not followed</b>	See Seating Requirements on page 16. If these regulations aren’t followed, fill out the IR.	Bubble page 1, section 6—“Staff did not follow seating requirements.” Fill in the testing room code in field 6b and list the affected students in the Comments section.
<b>Accommodations given that were not approved</b> (Including 50% extended time support for EL students)  Call School Day Support.	<ul style="list-style-type: none"> <li>▪ Pause the student’s individual test from the “Actions” column in the TA Interface and collect their test ticket and scratch paper.</li> <li>▪ Advise the student that they received accommodations that weren’t approved and they will need to retake the test on a makeup date.</li> <li>▪ Dismiss the student.</li> <li>▪ The student is eligible for a makeup.               <ul style="list-style-type: none"> <li>– Add the student to your list of possible makeups needed and plan to test them on the makeup day.</li> <li>– Adjust test settings for accommodations prior to the makeup day. Call School Day Support if you need assistance.</li> <li>– If the student is approved for accommodations that require testing during the accommodated testing window, call School Day Support.</li> </ul> </li> </ul>	Provide the student’s name. Note the accommodation given and the actions taken. Bubble page 2, section 7b—Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.
<b>Approved accommodations not given</b>  Call School Day Support.	<ul style="list-style-type: none"> <li>▪ Advise the student that their approved accommodations were inadvertently not provided.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, pause the student’s test from the “Actions” column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Tell them that the school will contact them about further testing options.</li> <li>▪ Call School Day Support immediately for assistance with adjusting test settings for accommodations.               <ul style="list-style-type: none"> <li>– Add the student to your list of possible makeups needed and plan to test them on the makeup day.</li> </ul> </li> </ul>	Provide the student’s name. Note the accommodation not given and the actions taken. Bubble page 2, section 7a—Student Information—indicate whether student completed testing or not. Bubble page 2, section 7b—Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” Bubble page 2, section 7b—Other Issue—“Other” and write “Digital”.

Irregularity	What you should do	How to fill out the IR
<b>Disturbance, such as loud and incessant noise, excessive heat or cold, or other distractions</b>  <p>Call School Day Support if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>■ In the TA Interface, click the Stop icon to stop the session. Instruct students to sit quietly until instructed further.</li> <li>■ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>■ If evacuation is required, refer to “Interruption” earlier in this chart.</li> <li>■ Note stop time and duration of the interruption, and inform students that the testing time will be adjusted. <ul style="list-style-type: none"> <li>– If able to continue testing, return to the interrupted section by starting a new session in the TA Interface—do not return to any previously completed sections.</li> <li>– 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 to test.</li> <li>– The proctor's clock will display full time for the test section; however, the students' clock will reflect their accurate remaining time.</li> <li>– When all students have completed the test with their allotted time, the session will automatically end.</li> </ul> </li> <li>■ Tell students they should contact the test day complaint email (given at the front of this manual) if they feel they were affected.</li> <li>■ If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.</li> </ul>	<p>Note the length and impact of the disturbance. List the individual student(s) affected.</p> <p>Bubble page 1, section 6— “Disturbance/ interruption.”</p> <p>Bubble page 2, section 7b—Other Issue— “Other” and write “Digital.”</p>
<b>Undertiming</b>	<ul style="list-style-type: none"> <li>■ Undertiming can be identified in the session summary in the TA Interface after the test session is complete.</li> <li>■ If you observe that a student has time remaining, note their name and time remaining on the IR.</li> <li>■ Allow the full number of minutes on all other sections. Don't go back to any sections that have already been completed.</li> <li>■ If the undertiming is a result of an interruption where testing was stopped, resume students' tests. Ask students to sign in with the Session ID and approve them to test. Follow the instructions under “Interruption” earlier in this chart. Time cannot be added back to an expired or completed test section.</li> <li>■ Students may be eligible for makeup testing. Plan to test them on the makeup day.</li> </ul>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>Bubble page 1, section 6—“Undertiming” (for a group), or Page 2, Section 7b— Student Errors/Issue—“Test was undertimed” (for an individual).</p> <p>Bubble page 2, section 7b—Other Issue— “Other” and write “Digital.”</p>

Irregularity	What you should do	How to fill out the IR
<b>Overtiming</b>	Give the full number of minutes on all the other sections. Students may be eligible for a makeup. Plan to test the student on your school's makeup day.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.  Bubble page 1, section 6, "Overtiming" (for a group), or page 2, section 7b—Student Errors/Issue—"Test was overtimed" (for an individual). Complete the Comments section and student information, and sign.  Bubble page 2, section 7b—Other Issue—"Other" and write "Digital."
<b>Testing staff issues</b> If staff actions potentially have caused a misadministration, call School Day Support.	In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call School Day Support immediately.	Note the impact of the issue and the section(s) affected.  Bubble page 1, section 6 (for a group), or page 2, section 7b—"Test Delivery Issue" (for individual irregularities); choose correct issue from list. Complete the Comments section and student information and sign.  Bubble page 2, section 7b, Other Issue—"Other" and write "Digital."
<b>Student Issues</b>		
<b>Student changing from standard to accommodated</b>	When a student requests to test with accommodations, follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 38.	No IR is needed.
<b>Excessive breaks</b> This irregularity does not apply to students approved for "breaks as needed."  Call School Day Support if there is a security concern.	<ul style="list-style-type: none"> <li>Ask the student the reason for excessive breaks (e.g., is the student ill?).</li> <li>If the student is ill, follow the instructions under "Illness."</li> <li>Ask the student to navigate to the next unanswered question. Do not allow extra time.</li> <li>Have a room or hall monitor check where the student is going during breaks.</li> </ul>	Note the length of absence, and the student(s) and question(s) affected. Bubble page 2, section 7b, Other Issue—"Other" and write "Digital."
<b>Illness</b>  Call School Day Support immediately.	<ul style="list-style-type: none"> <li>Ask the student to navigate to the next unanswered question. Do not allow extra testing time. Permit student to leave the testing room temporarily.</li> <li>If the student is unable to continue, pause their test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from the testing room. Advise the student of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may test them on the makeup day, counting the student as an absentee.</li> <li>If illness results in a disturbance, see instructions for "Disturbance."</li> </ul>	Note the length of absence, and the student(s) and question(s) affected. 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."


Irregularity	What you should do	How to fill out the IR
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, remind student of the embedded calculator they can access from the secure browser.</li> <li>The student can choose to continue with the embedded calculator or cancel their scores. If they continue, don't allow extra time.</li> <li>Provide an <i>SAT School Day Request to Cancel Test Scores</i> form and have the student complete and sign it. The proctor must also sign.</li> </ul>	<p>Document the malfunction. Bubble page 2, section 7b—Student Errors/Issue—"Student had calculator malfunction."</p> <p>Bubble page 2, section 7b—Other Issue—"Other" and write "Digital."</p>
<b>Test question ambiguity</b>	<p>Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to <a href="mailto:satquestion@collegeboard.org">satquestion@collegeboard.org</a>.</p>	<p>Add any student information if possible on the IR, as full a description as possible, and your contact information.</p> <p>Bubble page 2, section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.</p>
<b>Hardware/Software/Network Malfunctions</b>		
<b>Test-taking device malfunction</b> (e.g., the secure browser won't launch; cannot establish connectivity to the internet; headphones or monitor stops responding)	<p>Contact your technology coordinator. If it is determined that the issue is not local, contact School Day Support immediately.</p> <p>If a technical issue occurs and is resolved during testing, allow the student to continue testing. A student may be moved to another available device. Ask the student to sign in to the secure browser and enter the Session ID. Then approve the student for testing. The student's time will be maintained in the secure browser.</p> <p>OR</p> <p>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.</p> <p>OR</p> <p>If the timed portion of testing has begun and the issue cannot be resolved, pause the student's test from the Actions column in the TA Interface, collect their test ticket and scratch paper, and dismiss the student from testing.</p> <p>Call School Day Support immediately. Do not readmit the student to the testing room.</p> <p>Don't allow technical issues to impede other students' test time.</p> <p>The student may be eligible for a makeup. Plan to test the student on your school's makeup day.</p>	<p>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.</p>

Irregularity	What you should do	How to fill out the IR
<b>Secure browser freezes</b>	<ul style="list-style-type: none"> <li>▪ If the secure browser freezes 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.</li> <li>▪ If a student is undertimed, follow the instructions in “Undertiming” earlier in this chart.</li> <li>▪ The student’s time will be maintained in the secure browser. If the student is unable to receive their full testing time, record the duration of the interruption on the IR.</li> <li>▪ Only fill out an IR if there’s an undertiming (even if this is less than 5 minutes) or if this caused a disturbance to the testing room.</li> </ul>	Describe the irregularity and note any loss of testing time. Note the question(s) and section(s) affected. Fill in details in section 9, Comments.
<b>Test session stops or proctor’s device malfunctions</b>	<p>If the proctor’s device powers off or otherwise loses internet connectivity while students are still testing, the session will remain open for 20 minutes to allow the proctor time to reenter the session. Students will not receive an error and will continue to test.</p> <p>Take immediate action before the session times out:</p> <ul style="list-style-type: none"> <li>▪ Open the browser and navigate back to the TA Interface.</li> <li>▪ Input the Session ID of the active session and click Enter to regain control of the session.</li> </ul> <p>If the TA Interface loses internet connectivity for more than 20 minutes or the proctor exits the secure browser or navigates to another website during an active test session, student testing will be disrupted. Students will receive an error message stating that the session is no longer available.</p> <p>If the test session is disrupted and students receive the error message, take immediate action to resume testing:</p> <ul style="list-style-type: none"> <li>▪ Prompt students to acknowledge the error message by clicking OK, which will take them back to the sign in screen.</li> <li>▪ Create a new session and share the new Session ID so students can sign in again and resume testing.</li> </ul>	Describe the irregularity and note any loss of testing time. Fill in the details in section 9, Comments.
<b>Restart Testing</b>		
<b>Test settings not correct for assistive technology (AT) and/or text-to-speech (TTS)</b>  Call School Day Support.	<p>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):</p> <ul style="list-style-type: none"> <li>▪ Tell the student to log out. The test coordinator (or SSD coordinator) must modify the student’s test settings in TIDE.</li> <li>▪ Contact School Day Support to restart the student’s test.</li> </ul>	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.”



# Sample Irregularity Report (IR)

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

	<h2 style="margin: 0;">SAT SCHOOL DAY IRREGULARITY REPORT (IR)</h2>	<div style="border: 1px solid black; padding: 5px;"> <b>2. Testing Start Date</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Month</th> <th>Day</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td></td> <td></td> </tr> <tr> <td>Feb</td> <td>08</td> <td>2020</td> </tr> <tr> <td>Mar</td> <td></td> <td></td> </tr> <tr> <td>Apr</td> <td></td> <td></td> </tr> <tr> <td>May</td> <td></td> <td></td> </tr> <tr> <td>Jun</td> <td></td> <td></td> </tr> <tr> <td>Jul</td> <td></td> <td></td> </tr> <tr> <td>Aug</td> <td></td> <td></td> </tr> <tr> <td>Sep</td> <td></td> <td></td> </tr> <tr> <td>Oct</td> <td></td> <td></td> </tr> <tr> <td>Nov</td> <td></td> <td></td> </tr> <tr> <td>Dec</td> <td></td> <td></td> </tr> </tbody> </table> </div>	Month	Day	Year	Jan			Feb	08	2020	Mar			Apr			May			Jun			Jul			Aug			Sep			Oct			Nov			Dec																																																																																									
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<div style="display: flex; justify-content: space-between;"> <div> <b>1. GENERAL INSTRUCTIONS TO COORDINATOR:</b> Form <u>1</u> of <u>1</u>  Refer to the Irregularities Chart in your manual for when to use this form and when to call the School Day support line. <b>IMPORTANT: Call the School Day support line in your manual immediately if test materials are missing or damaged.</b> Report each irregularity on a separate IR, and return all IRs immediately after testing ends.  • Keep inside the margins. Fill in the appropriate circles completely. Use black or blue ink or No. 2 pencil.  • Complete sections 2–9 and 11 as appropriate to the irregularity type. The staff member reporting the incident <b>MUST</b> sign the form in section 10.  • Clip (but do NOT staple) any defective materials to the IR.  • As a last step, on each form, fill in "Form ___ of ___" (e.g., "1 of 3") at the top of this box. </div> <div style="font-size: small;"> Fill in the circle for the month. Then print and fill in the day and year on which testing actually occurred. </div> </div>																																																																																																																																
<div style="display: flex; justify-content: space-between;"> <div> <b>3. PROGRAM</b> <input checked="" type="radio"/> SAT <input type="radio"/> Standard <input checked="" type="radio"/> Accommodated Room Number <u>210</u> </div> <div style="font-size: small;"> Indicate the type of testing room and room number: </div> </div>																																																																																																																																
<div style="display: flex;"> <div style="flex: 1;"> <b>4. SCHOOL INFORMATION:</b>  School/Institution Name and Address:  Name: <u>Home Town H.S.</u>  Address: <u>200 Main St.</u>  City: <u>Home Town</u>  State/Province: <u>MA</u>  Postal Code: <u>01001</u>  Country: <u>USA</u> </div> <div style="flex: 1; font-size: small;"> <b>4a. School Code</b>  Print and fill in your 6-digit school (AI) code from left to right.  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>0</td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td></td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td></td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td></td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td></td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td></td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td></td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td></td></tr> </table> </div> <div style="flex: 1; font-size: small;"> <b>4b. Scheduled Administration Date</b>  <input type="radio"/> Oct 10, 2018  <input type="radio"/> Oct 24, 2018  <input type="radio"/> Mar 6, 2019  <input type="radio"/> Mar 27, 2019  <input checked="" type="radio"/> Apr 9, 2019  <input type="radio"/> Apr 23, 2019   <b>4c. Makeup Test</b>  <input type="radio"/> Fill in this circle if the irregularity occurred during makeup testing. </div> <div style="flex: 1; font-size: small;"> <b>4d. Test Center Code</b>  Complete ONLY if assigned a test center code for SAT School Day testing in 2018–19.  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td></td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td></td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td></td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td></td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td></td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td></td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td></td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td></td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td></td></tr> </table> </div> </div>			9	9	9	9	0		0	0	0	0	0		1	1	1	1	1		2	2	2	2	2		3	3	3	3	3		4	4	4	4	4		5	5	5	5	5		6	6	6	6	6		7	7	7	7	7		8	8	8	8	8		9	9	9	9	9		0	0	0	0	0		1	1	1	1	1		2	2	2	2	2		3	3	3	3	3		4	4	4	4	4		5	5	5	5	5		6	6	6	6	6		7	7	7	7	7		8	8	8	8	8		9	9	9	9	9	
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<b>5. TEST BOOK INFORMATION:</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> SAT <input type="radio"/> SAT with Essay  Test ID <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span> (Numeric) </div> <div> Form Code <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span> (Alphanumeric) </div> <div> Test Book Serial Number <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span> (Numeric) </div> <div> Essay Code <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span> (Alphabetic) </div> </div>																																																																																																																																
<b>6. GROUP IRREGULARITIES INFORMATION:</b> <div style="display: flex;"> <div style="flex: 1; font-size: small;"> <ul style="list-style-type: none"> <li>Fill in the circle in front of each case that applies.</li> <li>Write the names of involved students on the last page of the IR.</li> <li>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.</li> <li>Use the COMMENTS section on page 3 to describe the events and actions taken.</li> </ul> <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> Defective/incorrect materials  <input type="radio"/> Disturbance/interruption  <input type="radio"/> Missing materials  <input type="radio"/> Test site environment issue  <input type="radio"/> Staff behavior was distracting  <input type="radio"/> Staff distributed incorrect material  <input type="radio"/> Staff seated students in wrong room  <input type="radio"/> Staff did not post signs or directions </div> <div> <input type="radio"/> Staff gave incorrect, unapproved, or no accommodations  <input type="radio"/> Staff gave incorrect instructions  <input type="radio"/> Staff did not give breaks  <input type="radio"/> Staff did not announce remaining time  <input type="radio"/> Staff did not follow seating requirement  <input type="radio"/> Testing started late. Time testing started: _____  <input type="radio"/> Test materials were distributed/collected incorrectly  <input type="radio"/> Other: _____ </div> </div> </div> <div style="flex: 1; font-size: small;"> Round up for overtimings and undertimings. For example, for 2.5 minutes you should fill in the circle for 3–4 minutes.  <div style="display: flex; align-items: center;"> <input type="radio"/> Overtiming: <span style="font-size: 2em; margin: 0 10px;">}</span> <div> <input type="radio"/> 1–2 minutes  <input type="radio"/> 3–4 minutes  <input type="radio"/> 5–7 minutes  <input type="radio"/> 8 minutes or more </div> </div> </div> <div style="flex: 1;"> <div style="font-size: small;"> Did group complete testing? <input type="radio"/> Yes <input type="radio"/> No </div> <div style="display: flex;"> <div style="flex: 1; font-size: small;"> <b>6a. Number of Affected Students</b>  Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table> </div> <div style="flex: 1; font-size: small;"> <b>6b. Testing Room Code</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table> </div> </div> </div> </div>			0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9	0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9																																																								
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DO NOT WRITE IN THIS AREA

Page 1

**7. INDIVIDUAL IRREGULARITIES INFORMATION:**

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

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

(Print exactly as entered on answer sheet.)

Name of attending high school: Home Town H.S.Date of birth: 05-10-03

Answer Sheet Litho Code:

(Print exactly as entered on answer sheet.)

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

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

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

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

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

**Defective Materials Issue**

Complete COMMENTS section on page 3:

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

**Test Delivery Issue:**

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

**Environment Issue:**

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

**Other Issue:**

- ☒ Other: Digital

**Student Errors/Issue:**

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

**8. TEST QUESTION AMBIGUITY INFORMATION:**

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

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

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

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

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

**9. COMMENTS:**

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

*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*

[illegible]

## 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, 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 (APTM):** 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 CB 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.

**Invalidated score:** A score that has been removed from or never posted to a student's record, or designated as nonreportable by ETS or 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, IR, 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® (Preliminary SAT/National Merit Scholarship Qualifying Test):** An assessment cosponsored by the College Board and National Merit Scholarship Corporation that enters students in the National Merit Scholarship Program. The PSAT/NMSQT is part of the SAT Suite of Assessments and tests the same knowledge and skills as the SAT, PSAT 10™, and PSAT 8/9™.

**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:** 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 that 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 that 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.





# Digital SAT Seating Chart

Proctor Name \_\_\_\_\_

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

Testing Room Code \_\_\_\_\_ School Code \_\_\_\_\_

Type of seating chart: Single chart \_\_\_\_\_ OR

Section \_\_\_\_\_ of \_\_\_\_\_ sections in large testing room.

Use the diagram below to indicate how students were seated with test-taking devices in your testing room. Monitors assisting the proctors may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas border each other.
2. Indicate the position of the proctor's desk or table if it's not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the occupied seats in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the student's name or registration number.

REAR									
JMP	Ray G	Andy D	Bob H	Chris T					
Mary L				MJ					
Scott B				LCH					
DTR	Pete C			Marcy W					
FRONT									

Room Entrance

7. If any student is moved to another seat after the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.

**Print the name and title of the person completing this seating chart below:**

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

Title: \_\_\_\_\_

Date: \_\_\_\_\_

REAR						
FRONT						

Students face this direction



SS0M0007