

**Spring 2022**

## DIGITAL SAT® SCHOOL DAY

# 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®, the Advanced Placement® Program, and BigFuture™. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

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

## Contact Us

### School Day Support (Educators Only)

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

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)

### 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)

### Test Question Inquiries

Students who have inquiries about potential ambiguities or errors in test questions can 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 2022. Please do not share it with students or anyone else besides testing staff.

Where appropriate, the content is organized with **tasks** (what you need to do), followed by **key information** (what you need to know) related to those tasks. For example, **tasks** related to room 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 2021-22

### Important Changes and Reminders

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

1. For the latest updates to policy, please see [sat.org/covid19](https://sat.org/covid19).
2. Some instructions for preparing for accommodated testing that were previously in both the *Digital SAT School Day Coordinator Manual* and *Digital SAT School Day Accommodated Manual* will now only appear in the coordinator manual. Make sure that your SSD coordinator or any other staff responsible for preparing for accommodated testing prior to test day have access to the relevant instructions in the *Digital SAT School Day Coordinator Manual*. Instructions for proctors administering accommodations on test day are still included in this manual.
3. For students taking the SAT with Essay in 1 day, testing staff may give students up to a 30-minute lunch break between Section 4 and the Essay. This policy does not apply to students taking the SAT without Essay or students who are testing over more than 1 day. Additional information and guidance are included in this manual and in test day scripts.
4. You may see certain accommodations referred to in new ways (how they're administered won't change):
  - a. 50% extended time is now "time and one-half (+50%)."
  - b. 100% extended time is now "double time (+100%)."
  - c. Braille graphs and figures is now "raised line drawings."
  - d. Written copy of oral instructions is now "printed copy of verbal instructions."

# 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 and local health and safety guidelines. By strictly following College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

## 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. (Some 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

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

State-allowed accommodations (SAAs) 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 73 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're responsible for managing the test site and staff, and you ensure all testing materials are received, handled, and stored securely. You're responsible for completing setup tasks within the Test Information Distribution Engine (TIDE) platform. You're 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 is provided for all SAT School Day coordinators. Be sure to complete it well before test day.

## Backup SAT School Day Coordinator

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

## SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for College Board-approved accommodations, SAAs, if applicable, and certain supports for English learner (EL) students through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to modify student test settings in TIDE, request 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 requested using the paper-test mode or raised line drawings, 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 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 shouldn't 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 School Day 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 School Day Standard Testing 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 School Day 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.
<i>Digital Testing Room Quick Start Guide</i>	Quick reference with instructions to start the test and troubleshooting 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

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.

### STUDENT MATERIALS

Material	What It Is and How It's Used
<i>SAT School Day 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 document with instructions to help students complete demographic and nontest questions during the questionnaire.

## Manuals and Scripts

This *Digital SAT School Day Coordinator Manual* gives complete instructions for preparing your school for SAT 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 School Day Accommodated Testing Manual* provides several different test administration scripts. See Prepare to Test with Accommodations on page 23 for details.

## Alternate Test Formats

College Board uses Cambium Assessment, Inc.<sup>TM</sup> (CAI) 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 10. 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, SAAs, and EL time and one-half. The SSD coordinator will need to review the NAR for all students and, if needed, add any additional students who have been approved for accommodations. You should record whatever accommodations are used during testing on the NAR.

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 ZoomText 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.

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

### Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the SAT 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're agreeing to. See Staff Policies on page 12 for more information.

### 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, but College Board will not send them to colleges or scholarship organizations.

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

- Hand the form to the testing staff before leaving on test day.
- Fax the form to the number indicated on the form no later than 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 Request to Cancel Test Scores form in instances of 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 SAT 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 60 for instruction on when to fill out an IR. A sample annotated IR is included in the Appendix.

## Standard and Accommodated Testing Rooms

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will indicate the recommended testing group, scripts to use, testing materials, and test type for all students testing with accommodations. The table that follows provides an overview. In digital testing, the test groups may not apply, as some students will be using the digital

alternatives. Students who are testing with the same timing and breaks can be assigned to the same room. Check your NAR to make sure all students with approved accommodations or supports are identified correctly.

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

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

### GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	Accommodated Room(s)
<b>Number of Testing Days</b>	1 day	1 day 1- or 2-day testing during the accommodated testing window
<b>Testing Manual</b>	<i>Digital SAT School Day Standard Testing Manual</i>	<i>Digital SAT School Day Accommodated Testing Manual, Scripts 1–3</i> <i>Digital SAT School Day Accommodated Testing Manual, Scripts 1–5</i>
<b>Accommodation Examples</b>	<ul style="list-style-type: none"> <li>▪ Magnifier/ZoomText</li> <li>▪ Printed copy of verbal instructions</li> <li>▪ Food/drink/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>▪ Breaks: Extended</li> <li>▪ Breaks: Extra</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>▪ Time and one-half for reading (entire assessment) on the SAT (without Essay)</li> <li>▪ Time and one-half as EL support (entire assessment) on the SAT (without Essay)</li> <li>▪ Time and one-half for math (Math Test only)</li> <li>▪ Time and one-half for writing (Essay only) on the SAT with Essay*</li> <li>▪ Time and one-half for math and writing (Math Test and Essay only) on the SAT with Essay</li> </ul> <ul style="list-style-type: none"> <li>▪ Text-to-speech (TTS) format</li> <li>▪ Assistive Technology (AT)</li> <li>▪ Writer/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>▪ Time and one-half for reading (entire assessment) on the SAT with Essay</li> <li>▪ Time and one-half as EL support (entire assessment) on the SAT with Essay</li> <li>▪ Double time for reading (entire assessment)</li> <li>▪ Double time for math (Math Test only)</li> <li>▪ Double time for writing (Essay only)*</li> <li>▪ Double time for math and writing (Math Test and Essay only) for the SAT with Essay</li> <li>▪ SAAs (if applicable)</li> </ul>

**IMPORTANT:** *Students using the time and one-half EL support receive extended time on the entire assessment.*

\*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 SAAs. 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 and TIDE training. (We'll email you instructions for accessing it approximately 6 weeks before test day.)	<a href="https://professionaltraining.collegeboard.org">professionaltraining.collegeboard.org</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: <i>SecureTestBrowser</i> on Chromebooks and iPads, or <i>CB Secure Browser</i> on Windows, Mac, and Linux.	<a href="https://digitaltesting.collegeboard.org">digitaltesting.collegeboard.org</a>
<input type="checkbox"/> Distribute <i>SAT School Day Student Guide for Digital Testing</i> and encourage students to visit <a href="https://sat.org/practice">sat.org/practice</a> for practice tests and <a href="https://collegeboard.org/for-students">collegeboard.org/for-students</a> for the Student Digital Test Preview.	Prepare Your Students on page 29
<input type="checkbox"/> Identify your students who are testing and create a Master Student List.	Build Your Master Student List for Testing on page 10
<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 32
<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 time and one-half support, are included.	SSD Online: <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 11
<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 11
<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 12
<input type="checkbox"/> Create user accounts in TIDE for all test administration support staff.	Add Users on page 17
<input type="checkbox"/> Create room rosters by assigning students to testing rooms.	Build Your Room Rosters on page 14
<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 18
<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 18
<input type="checkbox"/> Plan activities for students who won't be testing.	Manage Test Day Impacts on page 18
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 18
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 32

## TWO WEEKS BEFORE THE TEST DATE

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 18
<input type="checkbox"/> Print test tickets for all students participating in the preadministration session.	Digital Testing Preparation in TIDE on page 17
<input type="checkbox"/> Conduct your preadministration session.	Conduct the Preadministration Session on page 32
<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 14
<input type="checkbox"/> Plan test day schedule and accommodated testing window schedule.	Build Your Plan for Testing on page 14
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 18
<input type="checkbox"/> Configure all student test settings in TIDE based on each student's accommodation(s).	Manage Accommodated Student Settings on page 28

## ONE WEEK BEFORE THE TEST DATE

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Review and print your NAR to make sure you have planned for all students approved to test with accommodations and supports.	SSD Online: <a href="https://collegeboard.org/ssd-online">collegeboard.org/ssd-online</a>
<input type="checkbox"/> Revise room rosters if needed.	Build Your Room Rosters on page 14
<input type="checkbox"/> Finalize and confirm accommodated student settings in TIDE.	Manage Accommodated Student Settings on page 28
<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 22
<input type="checkbox"/> If students are using student provided dictionaries, 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 22
<input type="checkbox"/> Notify students of when and where to report on test day. Post testing room assignments.	Prepare Your Students on page 29 Post Testing Room Assignments on page 15
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 18
<input type="checkbox"/> Help staff conduct your preadministration session, if you haven't already.	Conduct the Preadministration Session on page 32
<input type="checkbox"/> Review assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Staff Room Assignments on page 19
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 29
<input type="checkbox"/> Print test tickets for all students who are testing.	Printing Test Tickets from Student List on page 18
<input type="checkbox"/> Review facility preparation with technology coordinator and custodial staff.	Manage Test Day Impacts on page 18
<input type="checkbox"/> Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 40 UPS website: <a href="https://ups.com">ups.com</a>
<input type="checkbox"/> Prepare testing room packets for proctors.	Prepare Your Materials on page 31

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Check that all staff have signed the SAT School Day Testing Staff Agreement.	Plan Your Staff on page 12
<input type="checkbox"/> Ensure that testing room arrangements align with seating policies.	Plan Your Space on page 11

**ON TEST DAY**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Make sure all announcements and bells are discontinued for the duration of testing.	Manage Test Day Impacts on page 18
<input type="checkbox"/> Complete your testing room packets for proctors.	Prepare Your Materials on page 31
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Plan Your Space on page 11
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 35
<input type="checkbox"/> Make sure all test-taking devices and proctor devices are configured for testing and connected to a power source.	Testing Devices on page 16
<input type="checkbox"/> Launch the secure browser on student devices.	Equipping the Digital Testing Room on page 34
<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 personal electronic devices and to then collect them according to school policy.	Equipping the Digital Testing Room on page 34 Admit Students to the Testing Area on page 35
<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 35
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 36
<input type="checkbox"/> Report test administration irregularities (if any).	Your Role During Testing on page 36

**AFTER TESTING IS COMPLETED**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 40
<input type="checkbox"/> Make copies of key forms and store securely.	What to Do with Materials on page 41
<input type="checkbox"/> Prepare and return materials.	Return Materials on page 40
<input type="checkbox"/> Identify students for makeup testing.	Plan for Makeup Testing on page 16

# 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 Interface Practice 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 7.
- 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 school/state 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. If a student doesn't regularly attend your school, they may not be able to be added to TIDE or test digitally.
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 43 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 test day, 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 eligible 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 ZoomText 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.

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

As additional accommodations are approved, update the appropriate test settings in TIDE, and place any test material orders as needed. Please note that all manuals, guides, and translated test directions will also be available online at [digitaltesting.collegeboard.org](https://digitaltesting.collegeboard.org).

## 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:

- School provided testing devices for all students and devices for proctors. (See Testing Devices on page 16 for more information.)
- 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
  - ◆ Access to power supply for all devices
  - ◆ 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.

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

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 45.

- 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 time and one-half can be seated with other students who are also receiving time and one-half.
- More than 1 test room is required if a student's accommodations would disturb other students or if the student is approved for one-to-one testing. Students approved for breaks as needed, a reader, or scribe must test in a one-to-one setting. These scenarios are noted on your NAR.
- Students testing with paper test materials should be seated in rooms separate from digital testing.

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

- Preferential seating
- Wheelchair access
- Permission for food, drink, or medication
- Magnifier/ZoomText
- Use of a sign language interpreter for oral instructions
- Use of a printed copy of verbal instructions
- Color contrast

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



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

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

## Plan Your Staff

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

### TASKS

#### Identify Staff for Testing

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved in SSD Online for accommodations, SAAs (if applicable), or the EL time and one-half 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 the test, either through test books 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 or other support staff to administer the test to a member of their family. If a staff member administers the test to their own child or other member of their household, the scores will be invalidated, and the student will require a makeup test.

Before accepting assignment to the testing staff, all individuals you recruit, including any backup coordinator, must review, agree to, and sign the SAT Testing Staff Agreement. You're also required to sign the form as test coordinator. See the Sample Testing Staff Agreement on page 44 for more information.

A test coordinator or a proctor must be present in each room to read aloud the instructions from the appropriate manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than 1 room simultaneously. Monitors don't administer the test but may perform other duties.

### 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 human reader or scribe can serve as proctor in their room, since they are testing just 1 student in a 1-to-1 setting.

### Room Monitors Needed

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

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

### 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'll 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 for students approved for any of the following support staff. Support staff must meet the same requirements as all other staff:

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

No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc. For more information about administering accommodations with support staff, refer to the *Accommodations and Supports Handbook* at [accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf](https://accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf).

## 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. Rosters can be created in TIDE. See Creating and Managing Rosters Using TIDE on page 48 in the Appendix. Proctors 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.

- Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- 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.

#### 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, 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 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.

Students can go to [studentsearch.collegeboard.org](https://studentsearch.collegeboard.org) to complete the questionnaire online. Students who complete the optional questionnaire online will not need to complete it during the preadministration session. Identifying the 4 free score sends, however, can only be done during the preadministration session.

- Schools will receive preadministration materials, including *Digital SAT School Day Student Questionnaire Instructions* and copies of the *SAT School Day Student Guide for Digital Testing* a few weeks before the test.
- Completing the questionnaire may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields. Students must complete the information in one sitting.
- 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 and be completed in one sitting.
- 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 School Day 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 32 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 18 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 51 to plan for testing students with 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 absences 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 accommodated 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 35 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.

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

 Be sure to post room assignments in a way that doesn't call attention to students testing in accommodated rooms.

## Plan for Breaks

Students may have snacks and drinks in designated areas during scheduled breaks in testing. Before test day, designate 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 unless a student has an approved accommodation.

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 Pre-Essay Lunch Break

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

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

**IMPORTANT:** Make sure to tell proctors whether they are expected to provide a lunch break for students testing in 1 day.

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

- Students may bring a packed lunch with them into the testing room, but it must be placed under their desk or to the side of the room during testing.
- Students should eat lunch together in the testing room or another secure designated lunch area(s).
- For students taking the extended lunch break, all testing must be completed in a single day. Students with accommodations testing over 2 days will have a customary 2-minute break before the Essay.
- The lunch break should not exceed 30 minutes.
- Policies and guidelines for the lunch break are the same as for other breaks as described in this manual.
- All testing devices must be left in the testing room during the lunch break, and each testing room must be watched by the proctor or another member of the testing staff.
- Proctors should review scripts in the Standard Testing Manual prior to test day. As directed in the scripts, proctors should begin the break for lunch after Section 4 is completed.

### Plan for Makeup Testing

Make note of the makeup date for your school if you plan to administer makeup testing. Makeup testing requires that you follow all of the same policies as you do for the primary test date.

When testing in the primary window is complete, destroy all test tickets. You'll need to print new test tickets for makeup testers after registration for makeup testing is complete. These students will appear in TIDE under the **Administration drop-down** for your state makeup date.

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

- 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.
- Print test tickets for participating students.
- Modify test settings for students with accommodations, as necessary.
- After testing, return materials following procedures in After the Test on page 40.

**IMPORTANT:** You should also make arrangements to administer the questionnaire to makeup testers. Students who have previously completed the optional questionnaire or free score sends during a preadministration session, in the primary testing window, must complete the questionnaire or score sends again on the makeup day.

### Plan for Off-Site Testing

Most schools participating in SAT School Day administrations will use their schools as the test location. However, for schools intending to test at an off-site 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 is required to 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/digital-preparedness](https://digitaltesting.collegeboard.org/digital-preparedness).

## Testing 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 in order to launch the TA Interface and *SecureTestBrowser* 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 the secure browser from CAI installed. Devices using Chrome OS or iPadOS must have *SecureTestBrowser*. Devices operating on Windows, Mac, or Linux operating systems must have the *CB Secure Browser*. All student devices must be school owned.

If your school uses *SecureTestBrowser* to deliver other tests (e.g., 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)** automatically populates in the **Choose Your Assessment Program** drop-down.

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 connection 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 new location on the seating chart.

Students with accommodations requiring the use of an approved AT device should test 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](http://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 must schedule a makeup test.

## Digital Testing Preparation in TIDE

To prepare for digital testing, log in to TIDE which can be accessed 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 CAI with a link to establish their user account.

### Print Test Tickets

A test ticket contains information the student needs for signing in to the test (exclusive of the Session ID). Each student must have their own test ticket to access the test. On test day, proctors will distribute the tickets to the students assigned to their testing room.

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. We recommend selecting the 1 x 1 layout option, so that each student's information is printed on a single page for easier distribution.

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 rosters and test tickets 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. Click **View Results**.
7. Select the students from the list.
8. At the top of the list, select the **Printer** icon.
9. From the drop-down, select **My Selected Test Tickets** or **All Test Tickets**.
10. A new window will appear. Select from the available layout options.
11. Click **Print** (a PDF will automatically download).
12. Make sure the tickets clearly display the student names and registration numbers.
13. Open the PDF and print the tickets.

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## 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 Devices Policies on page 20.

#### 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 (if not providing an optional lunch break for students taking the SAT with Essay in 1 day).
- 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 support staff (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 this policy is both for security reasons and to protect students from disruptions on test day.

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

**IMPORTANT:** *The school population should know that during the test administration, the use of school facilities will be restricted and 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. Proctors may also be directed to the self-paced proctor practice, available at [digitaltesting.collegeboard.org/test-day-planning](https://digitaltesting.collegeboard.org/test-day-planning).

If you haven't already done so, have prospective staff read and sign the Testing Staff Agreement (see Sample Testing Staff Agreement on page 44).

During the training, be sure to review the following:

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

## Additional Resources

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

This includes:

- Test Information Distribution Engine (TIDE) User Guide
- Test Administrator (TA) User Guide
- Technology and secure browser configuration guides, provided by operating system
- Quick Guide for Setting Up Your Digital Testing Technology
- Digital Test Preview Guide
- Operating System Support Plan

## 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'll 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'll receive on test day. (See Prepare Your Materials on page 31 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.

## Maintain Security

Because electronic devices, including smartwatches and mobile 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.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for possessing prohibited devices include dismissal, score invalidation, and collection of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from future College Board assessments. 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.

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

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

 *Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to School Day Support. See the Irregularity Chart on page 60 for more information.*

## KEY INFORMATION

### Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

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

the Office of Testing Integrity (OTI) immediately for further instructions if a device has been confiscated and test content is detected on the device.

### Prohibited Devices and Aids

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

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

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

### Students with Service Animals

Students are encouraged to request accommodations for both service animals, such as guide dogs, and emotional support animals. Service animals may be permitted without an accommodation so long as they're trained and the student can explain what service the animal provides. Don't admit untrained emotional support animals that haven't been approved as an accommodation. Contact the SSD office for further information.

### 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:

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

### Medical Devices

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

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

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

- If the student is using an iPhone, it must be in guided access mode.
- If using an Android phone, it must be in airplane mode. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)

- **The camera feature must be disabled for all phones.** Bluetooth may only be enabled to connect the phone’s share app to a continuous glucose monitor (CGM).

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

## 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 cover of the testing manual.

## Calculator Policies and Guidelines

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

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 46, 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 calculator use.

- Only battery-operated, handheld equipment can be used for testing.
- Students may not share calculators.
- All scientific and most graphing calculators are acceptable. (See Acceptable Calculators on page 46.)
- 4-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**IMPORTANT:** *Students approved to use a calculator on the Math Test – No Calculator questions must have their test settings in TIDE updated to allow an embedded online 4-function calculator to display in the secure browser, or they may use a handheld basic 4-function calculator. (Percentage and square root functions are allowed.) Confirm the calculators in use 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 insert the 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, 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 EL supports include translated test directions, use of approved word-to-word bilingual dictionaries, and time and one-half. 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 time and one-half for those who need it. This support must be requested in SSD Online each academic year for students who need it.

## Provide Translated Test Directions and Dictionaries

No preapproval or request is required to use translated test directions or word-to-word dictionaries.

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

## Prepare for Extended Time EL Support

For students testing with time and one-half 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 students taking the test with time and one-half for reading (for the entire assessment) as long as no other accommodations are being administered in the room that require different timing or breaks.

## Prepare to Test with Accommodations

If your school has students who require AT (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 AT 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 TTS functionality embedded in the secure browser.

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

Download the secure browser on devices that will be used for students testing with AT. 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 or supports. See Build Your Room Rosters on page 14 for more information. Proctors testing in accommodated rooms should closely review the *Digital SAT School Day 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.

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 55 for more details.

#### Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as human readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 12).
- Don't assign a relative of the student testing to act in a supportive capacity to that student.
- Assign a single scribe to each student. (Scribes can't be shared.) Students assisted by a scribe must test in a one-to-one setting.

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

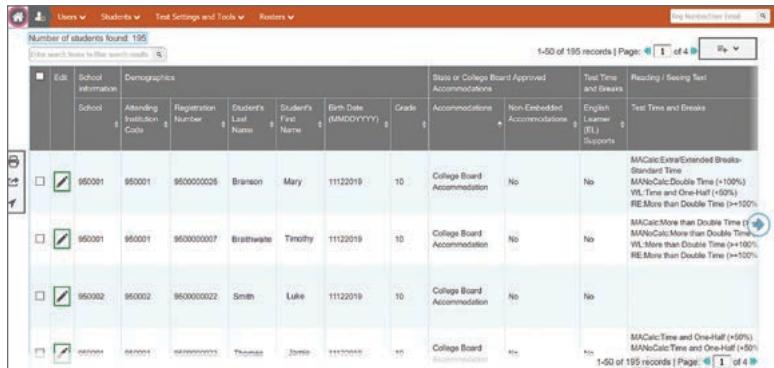
- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- 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.

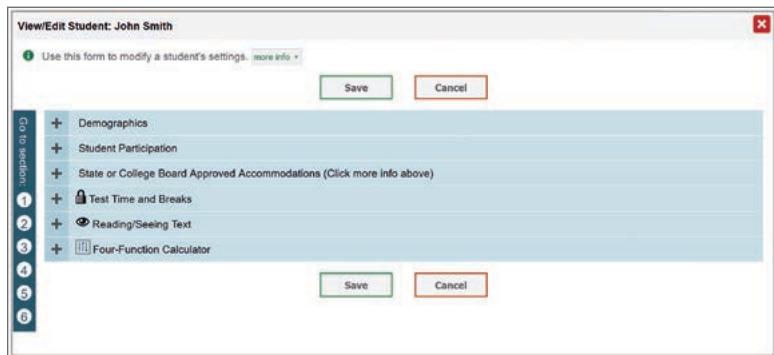
To edit test settings within a student record:

1. Click the **Students** task menu, then click **View/Edit/Export Students**.
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. 



The screenshot shows a table with columns for School, Attending Institution Code, Registration Number, Student's Last Name, Student's First Name, Birth Date (MM/DD/YYYY), Grade, State or College Board Approved Accommodations, Non-Embedded Accommodations, English Learner (EL) Supports, and Test Time and Breaks. The Test Time and Breaks column contains dropdown menus for various accommodation options like Extended Standard Time, Double Time (+100%), and More than Double Time (>100%).

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



The screenshot shows a form with sections for Demographics, Student Participation, State or College Board Approved Accommodations (with a note to click more info above), Test Time and Breaks, Reading/Seeing Text, and Four-Function Calculator. Each section has a 'Save' and 'Cancel' button at the bottom.

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



The screenshot shows the expanded State or College Board Approved Accommodations section. It includes dropdown menus for Test Time and Breaks, Reading Test, Writing and Language Test, Math Test - No Calculator, Math Test - Calculator, SAT Essay, and Handwriting Test. Under Handwriting Test, there are settings for Zoom, Color Contrast, and Mode Home. At the bottom, there is a 'Four-Function Calculator' section with a 'Save' and 'Cancel' button.

6. Click **Save** to update the student's settings.

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

## Time and Break Accommodations

Students who are approved for extended time, extra or extended breaks, or breaks as needed will have a clock in the secure browser that reflects their time accommodation.

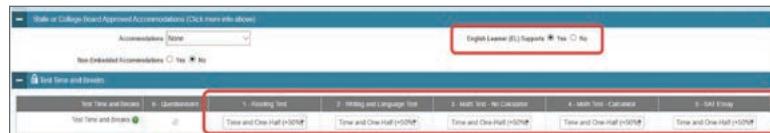
- If a student is approved for **extended time**, select the appropriate time setting for each section. For example, a student who is approved for Double Time – Reading should be assigned “Double Time (+100%)” on all test sections.
- If a student is approved for only **breaks** (extra, extended, or as needed), set TIDE for “Extra/Extended Breaks – Standard Time”. This setting will allow the proctor to pause the student’s test as instructed in the script or as deemed appropriate for the student.

## Test Settings with Special Dependencies and Requirements

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

### EL Support – Time and One-Half

For students approved to receive the EL support of time and one-half, the support must be indicated in TIDE. Select **English Learner (EL) Supports: Yes**. Any student with this setting must be given time and one-half (+50%) 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.



**NOTE:** For EL students who will be testing with translated test directions or bilingual dictionary, only (without extended time), toggle English Learner (EL) Supports to No.

### Text-to-Speech (TTS)

#### TTS 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 time and one-half unless approved for more (e.g., students with reading disabilities who can see the images).



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 double time unless approved for more (e.g., students who are blind or whose disabilities prevent them from clearly seeing images).



### AT 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](http://cb.org/testsettings) for configuration requirements.

Students with visual impairments may use the AT format to access the test content with speech software, a screen reader, or a refreshable braille device. Alternative text descriptions are embedded in the assessment for all graphics. Students test with standard time, unless approved for an additional accommodation for extended time.

## Before Test Day Prepare to Test with Accommodations

This screenshot shows the 'Test-By-Specification Test' settings page. It includes dropdown menus for each section: 1. Reading Test (Level 0 | 12 pt. (No zoom)), 2. Writing and Language Test (Level 0 | 12 pt. (No zoom)), 3. Math Test - No Calculator (Level 0 | 12 pt. (No zoom)), 4. Math Test - Calculator (Level 0 | 12 pt. (No zoom)), and 5. SAT Essay (Level 0 | 12 pt. (No zoom)). Other settings include Zoom / Font Size (Level 0 | 12 pt. (No zoom)), Color Contrast (None | Black on White), and Mouse Pointer (System Default).

### Raised Line Drawings

Students testing with the AT accommodation and using a screen reader and/or refreshable braille device can request raised line drawings (pre-embossed tactile graphics), formerly known as braille graphs and figures. These materials can be requested for the digital SAT 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.

This screenshot shows the 'Test-By-Specification Test' settings page with various visual assistance options. Under 'Color Contrast', 'None' is selected. Under 'Font Size', 'Level 0 | 90 pt.' is selected. Under 'Mouse Pointer', 'Extra Large White' is selected. Other settings include 'Zoom' (Level 0 | 90 pt.), 'Color Contrast' (None), 'Mouse Pointer' (Extra Large White), and 'Permissible Colors' (OFF). A note at the bottom says 'Your Preferred Color'.

**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, one-to-one testing, or wheelchair accessibility, select Yes for Non-Embedded Accommodations.

This screenshot shows the 'State or College Board Approved Accommodations' page. It includes fields for 'Accommodations' (College Board Accommodations), 'English Learner (EL) Supports' (Yes), 'Non-Embedded' (Yes), and 'Accommodations' (Listed below).

**NOTE:** The use of translated test directions or word-to-word dictionaries should have Non-Embedded Accommodations set to No.

## 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 all students are reflected as anticipated. Any student approved for accommodations who is eligible to test but doesn't appear on the NAR can be added in SSD Online.
- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List. This includes any students who will be using the time and one-half EL support. See Additional Requirements for Accommodated Testing on page 12 for more information about specific accommodations.

- A list of needed support staff for accommodated students.
- Assistance planning for accommodated 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. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date College Board receives all documentation. EL supports should only be used by students who, at the time they test, meet the definition of "English learner" as defined by the state in which they test, or the U.S. federal guidelines, and who attend and test at a school in the U.S.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half must be requested each school year for students who need it. This is the only EL support that must be requested in SSD Online.

- Each school must have at least 1 SSD coordinator with access to SSD Online.
- For instructions to get access, see [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).
- If a student needs temporary assistance for an injury such as a broken arm or concussion, download and submit a Support for Students with Temporary Physical/Medical Conditions form as soon as possible. The form is available online at: [accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf](https://accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf). Don't submit these requests in SSD Online.

## Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students who will be testing this year and confirm accommodations.
- Use the SSD Online dashboard to look up students.
- Submit a request in SSD Online for new students or students who need accommodations that haven't yet been requested.
- Verify the following information for students with previously approved accommodations:
  - ◆ The accommodations approved match the student's current accommodation needs and will be used by the student on test day. (Submit changes in SSD Online.)
  - ◆ The student's name, birth date, and graduation date are correct.
- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.
- Submit requests in SSD Online for newly enrolled transfer students with previously approved accommodations.
- Work with the test coordinator to determine which students will be using the EL support of time and one-half and submit the request in SSD Online by the EL deadline.

## Download and Verify the NAR

As noted in Continue to Check for Approvals and Plan for Testing Needs on page 23, 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 approximately 4 weeks 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.

## Plan for Support Staff for Accommodated Students

Students may be approved for accommodations such as a sign language interpreter (for directions only), or a scribe to record responses. When students are approved for these accommodations, the SSD coordinator and test coordinator should work together to make sure sufficient staff and rooms are provided.

Here are some general notes about testing with support staff:

- Students assisted by a scribe:
  - ◆ Will test in a one-to-one setting. (The scribe can act as the proctor for their student.)
  - ◆ Will test with time and one-half, unless approved for more extended time.
  - ◆ If taking the SAT with Essay, will test over 2 days.
  - ◆ Must have their own scribe. (Support staff cannot be shared.)
- Students who are deaf or hard of hearing:
  - ◆ May be approved to have a sign language interpreter translate test directions from spoken English. Sign language interpreters may only provide translations of your instructions, not of test content, to the student.
  - ◆ May be approved to have a printed copy of verbal directions and/or blank paper for communicating with the test administrator available on test day.

Help the test coordinator identify support staff:

- Use the NAR to determine which students require support staff.
- Develop a list of support staff for the test coordinator to assign to students approved for them. Any staff selected must meet all SAT staff requirements.
- Never suggest a person to assist a student who is a relative of that student.
- List a separate scribe for each student.

You'll be provided additional materials (for example, a script) for support staff. The test coordinator will distribute these materials to these assistants when they distribute other test materials during the test administration.

## Manage Accommodated Student Settings

All student test settings, including all accessibility features (e.g., extended time, TTS, 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. Not all accommodations require setup in TIDE. Refer to Digital Testing Tools for Students with Accommodations on page 55 for more details.

## KEY INFORMATION

### Types of Accommodations and Materials

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

### Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing and/or breaks for 1 or more sections on the test.

- Students approved for extended time in math or writing only will get extended time only for the subject area(s) they're approved for. **However, extended time for reading and EL time and one-half apply to the entire test. These students will receive extended time for all sections of the test.**
- Your proctors may need to use combinations of scripts for some students. See the Overview of Timing and Breaks on page 51 for detailed information about which scripts to use for various accommodations.
- A student can be approved for accommodated breaks of various types. These students are still subject to the same regulations that apply to students with standard breaks. Proctors should post break times for them as noted in the scripts.

### Accommodated Testing on 1 Day

The first 3 scripts in the *Digital SAT School Day Accommodated Testing Manual* can be used for 1-day testing, both on the primary date and during the window.

- Script 1: Standard Time with Accommodations
- Script 2: Standard Time with Extra Breaks

- Script 3: Time and One-Half for One-Day Testing. This script covers 1-day testing for students:

- ◆ Testing with time and one-half for math (Math Test) only
- ◆ Taking the SAT without Essay and testing with time and one-half for reading, use of a human reader or scribe, or the time and one-half EL support (entire assessment)
- ◆ Taking the SAT with Essay and testing with time and one-half for writing (Essay) only

### Accommodated Testing During the Window

Testing during the window encompasses combinations of accommodations; students testing in the window will use the following scripts or combinations of any of the scripts in this manual. (The NAR includes specific instructions for combining scripts.)

- Script 4: Double Time. This script covers:
  - ◆ 1-day testing for math only, double time
  - ◆ 1-day testing for writing only, double time on the SAT with Essay
  - ◆ 2-day testing for reading, double time
  - ◆ 2-day testing for combined math and writing, double time on the SAT with Essay
- Script 5: Time and One-Half for Two-Day Testing. This script covers 2-day testing for students taking the SAT with Essay with time and one-half on the entire test.

### Accommodated Testing Over 2 Days

Students may only test over 2 days if they're approved for an accommodation or support that requires 2-day testing. This includes:

- Time and one-half extended time for entire SAT with Essay
- Double time for both math and writing on the SAT with Essay
- Double time for entire SAT or SAT with Essay
- Students approved for limited-time testing if the time of the test exceeds the approved time.

All students testing over 2 days should be tested as early in the window as possible and over consecutive days whenever possible. Students absent on the second day should resume testing on the day they return to school. In most cases, testing on the first day will end with Section 3. The proctor will return the materials to you for secure overnight storage. Students will complete the test on the second day.

## Extended Time

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

Students testing with extended time and students approved for extra breaks require a midsection break for the longer test sections 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 double 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.

## Readers

Students approved for a reader can test with a human reader or digitally with TTS. 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.

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

## 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 AT and having a scribe record answers, as needed.

## State-Allowed Accommodations

### (If Applicable)

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 review important information for test day. Let them know their schedule and that lunch won't be served until after testing ends for the day, unless your school is choosing to break for lunch before the Essay.

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

Tell students they can send their test scores to up to 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 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 suggest you inform students' families of what students can expect on test day and what the SAT means to students' college and career planning. Let them know about free practice from Khan Academy. Also make them aware of the 4 free score reports and additional privacy policies described in the *SAT School Day Student Guide for Digital Testing*, *Digital SAT School Day Terms and Conditions*, and *Digital Student Questionnaire Instructions* 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:

- What time admission to the testing area will start, and when all students should be in their assigned rooms.
- 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.

### What to Bring on Test Day

On test day, students should 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.
- Earphones (if the school doesn't provide them), if the student is approved to use 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.

 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 20, except in the case of approved accommodations.

## Selecting 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.

## Protecting Student Privacy

We are committed to protecting student data.

- As test coordinator, it is your responsibility to ensure that test day rosters are only handled by staff supporting the administration and are stored securely or returned to College Board.
- Student information including date of birth, address, and accommodations or supports should not be posted or otherwise shared publicly. If you post room assignments at your school, include name and room number only.

When students take a College Board assessment such as the SAT, they have the option to participate in Student Search Service. If they decide to opt in, College Board will share information from information students share on the college planning website of College Board, and from the optional assessment questionnaires (such as college major), as well as score ranges for College Board assessments with eligible colleges, scholarship, and other nonprofit education programs. These education organizations may contact students who may be a good fit for their programs by mail or email. The service is free to students; education organizations contacting students pay College Board for the service. To learn more, visit [studentsearchservice.org](https://studentsearchservice.org).

Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don't share students' personal information or practice work without their consent. Students can link their Khan Academy and College Board accounts to get a personalized practice plan based on their SAT results. Account linking is entirely student driven, and students can unlink their accounts at any time.

For more information about privacy practices, please visit:

- [collegeboard.org/privacy-policy](https://collegeboard.org/privacy-policy)
- [khanacademy.org/about/privacy-policy](https://khanacademy.org/about/privacy-policy)

# 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 test content 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 students at off-site locations, plan to provide materials securely to off-site testing locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from arrival until they are returned. To ensure accurate test material tracking, 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., time and one-half)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
- School (AI) code and address

### 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.
- 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 School Day Standard Testing Manual* or *Digital SAT School Day Accommodated Testing Manual*, if not already distributed prior to test day.
- A *Digital Testing Room Quick Start Guide*.
- If applicable, EL supports (translated test directions and/or word-to-word dictionaries) 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 testing location and include the following additional materials:

- Necessary test day materials, such as forms, envelopes, and manuals:
  - ◆ IR forms
  - ◆ a White Accommodated Testing Envelope
  - ◆ a Gray-Bordered Envelope
  - ◆ enough copies of the *Digital SAT School Day Standard Testing Manual* or *Digital SAT School Day Accommodated Testing Manual*, the *Digital Testing Room Quick Start Guide*, and *Digital SAT School Day Student Questionnaire Instructions* for the testing rooms
- Proctor devices to connect to the TA Interface.
- Enough devices (and chargers) for each student to access the secure browser.
- 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. During the session, students will be given a choice 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).
- 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 School Day Student Guide for Digital Testing* and College Board Consent Form, if necessary, 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.
  - ◆ A completed consent form (if necessary).
- Determine how you will 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 and identify their 4 free score reports without completing the questionnaire.
- Follow your state 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 student's parent has not approved them to participate in Student Search Service and the optional questionnaire, follow the preadministration script for students without consent.
- Consent forms should remain at the school until the student graduates and do 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 Student Search Service and 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 School Day Standard Testing Manual* or the *Digital SAT School Day Accommodated Testing Manual* under the heading “Conduct the Preadministration Session.” Be sure to distribute copies of the manual to staff who need them.
- 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 copies of the *Digital SAT School Day Student Questionnaire Instructions* from staff. We recommend sorting test tickets by testing room, as described in Assemble Testing Room Packets on page 31. Test tickets must be securely stored until test day.

# **During the Test**

## **Follow Your Test Day Schedule**

### **TASKS**

To ensure standardization across all SAT 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 IR.

#### **Proctor Clock in the TA Interface**

The proctor’s clock in the TA Interface displays the time allowed for the test section in accordance to the test session attribute selection (i.e., standard or extended time). Upon the start of the timed portion of the test, the clock will display a message as students start the test, then 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 change color and begin to count up to a maximum of 5 minutes to account for any variability in student start times. This 5-minute buffer time also allows any student who has experienced an interruption due to a technical issue to be allotted their lost time, up to 5 minutes.

The session will automatically end either when the testing time for all students expires, or when the 5-minute buffer is reached, whichever comes first. The TA Interface will alert the proctor 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. Proctors should not stop the session early, even if all students appear to have completed testing.*

## **Student Clock Tool**

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

When there are 5 minutes remaining in the section, the clock will turn red and show 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 School Day Standard Testing Manual* and *Digital SAT School Day 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 or optional 30-minute lunch break after Section 4 (if taking the SAT with Essay)

During breaks after Sections 1 and 3, students may go to the restroom or to the area designated for eating snacks. For the optional lunch break after Section 4, students have the option to eat lunch in the testing room or another secure designated area.

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 51 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 (*SecureTestBrowser* 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 should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of school names, addresses, and relevant AI codes 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, and send them to the appropriate location for assignment to nontest activities.
  - ◆ After check-in is complete, put an “A” (absent) next to the name of any absent student.
  - ◆ 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). Also specify which room the student was moved to, if possible.
- 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.



*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.

### Manage Late Arrivals

See Admitting Latecomers on page 36 for more information.

- 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 for follow-up actions (e.g., 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.
- Make any required changes to the student’s settings in TIDE (based on the accommodation) before timed testing begins.
- 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.

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

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

If a student requests a change to testing that requires a specific computer configuration you don't have time to complete on test day, and the student is approved for an accommodation that tests in the window, you may still have time to make changes for testing later in the accommodated testing 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.
- 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.
- If applicable, follow state guidelines on waiving student accommodations.

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

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- Admittance to the late-arrivals room shouldn't be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the first break occurs in other rooms.
- Ensure 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, ETS, CAI, 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, CAI, 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 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

Don't allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies provided in the *SAT School Day Student Guide 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 aren't 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 60 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. Common complaints include:

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures.
- Delayed check-in and testing.
- Unresolved or repeated technical disruptions.
- No visible clocks or announcement of remaining test time.
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties.
- 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 3, fill in the bubble for "Digital SAT" and the type of testing room.
  - ◆ 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.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2) and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.
- In all situations, provide as much detail as possible.

## KEY INFORMATION

### Using the Irregularity Chart

The Irregularity Chart on page 60 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 and is visible from all seats in the room.
- 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 mobile 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 on the back cover of the testing manual.

#### 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 35). 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 35 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 33).
- 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 possession of mobile phones or other prohibited items.
- Be on the lookout for “cheat sheets” written on paper, calculators, or skin/clothing and shoes/footwear.
- Carefully observe students using calculators. A mobile phone can be disguised as a calculator.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

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

#### Monitor Breaks

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

#### 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 37.

## 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 School Day 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 School Day Accommodated Testing Manual* and at [cb.org/testsettings](http://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 School Day 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 NAR.
- Test tickets.
- All scratch paper, used and blank.
- Copies of *Digital SAT School Day Student Questionnaire Instructions*
- Any completed IRs.
- Any printed translated test directions.
- Any word-to-word dictionaries.
- 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. 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 testing window, the end of the accommodated testing window, and the makeup testing window. You'll 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://ups.com), or call 800-PICK-UPS (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://collegereadiness.collegeboard.org/pdf/sat-sd-ups-self-service-overview.pdf) 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 in the primary testing window, 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.

## Store Materials for Your Records

Securely store copies of the following for your records for 6 months:

- Annotated Master Student List
- Room rosters
- NAR
- Tracking numbers
- IRs
- Seating Chart
- Signed SAT Testing Staff Agreement form
- List of testing rooms and assigned staff
- Any signed letters from parents/guardians for students waiving their approved accommodations
- Any signed consent forms from parents/guardians allowing student to opt in to Student Search Service and the optional questionnaire

## KEY INFORMATION

### What to Do with Materials



*In the following 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	Securely 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 test directions for EL students	No	No	Yes
Word-to-word dictionaries 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 School Day 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 time and one-half are listed on the 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	Accommodated? Y=Yes N=No	Testing Group	EL Support Type	Language	Staff Assigned
1 P	Jones	Anita		3/5/2005	01090909	N	Essay			A. Teacher
2 A	Smith	Terry	O	10/15/2004	10101010	N	Essay			B. Proctor
3 P	Ramirez	Juan	J	2/15/2005	54545454	N	Essay			A. Teacher
4 P	Brown	Robert		9/1/2005	0007024777	Y	SB30 <i>15x XT, translated directions</i>	Spanish		S. Scholar
5 P	Szymanski	Ella		8/12/2005	0007025799	Y	R2			M. Coordinator
6 P	North	Adrian		11/30/2004	0007025788	Y	R1			T. Coach
7										
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# Sample Testing Staff Agreement

## SAT 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® or SAT School Day manual.

**Each testing staff person affirms that they:**

- Have read and agree to all rules and guidelines set forth in the applicable SAT 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, and act in a fair, courteous, nondiscriminatory, and professional manner;
- Understand and agree that all SAT tests, and all the questions contained in them, are the property of 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 prohibited;
- 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 for compensation 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 any SAT test within 180 days of the test date;
- For SAT weekend (or for SAT School Day 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 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 affected 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.

**IMPORTANT:** Test coordinators will ensure that every staff member signs the back of this form and that all testing staff are properly trained to administer a secure administration. Test coordinators will 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. Test coordinators will refer all media questions to the customer support phone number listed in their manual.

SAT Testing Staff Agreement

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

Member (AI code): \_\_\_\_\_

Signature \_\_\_\_\_

<input type="checkbox"/> Proctor	
<input type="checkbox"/> Monitor	
<input type="checkbox"/> Proctor	
<input type="checkbox"/> Monitor	
<input type="checkbox"/> Proctor	
<input type="checkbox"/> Monitor	
<input type="checkbox"/> Proctor	
<input type="checkbox"/> Monitor	
<input type="checkbox"/> Proctor	
<input type="checkbox"/> Monitor	
<input type="checkbox"/> Proctor	
<input type="checkbox"/> 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 13, 2022																																													
<b><u>SECTION 2 - STUDENTS WHO CAN COMPLETE THE TEST OVER THE ACCOMMODATED TESTING WINDOW</u></b>																																														
<b>Information about window testing:</b>																																														
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>																																														
<b>Instructions:</b>																																														
<ul style="list-style-type: none"> <li>• Work with the test coordinator to identify which testing rooms students will be assigned to before the test day.</li> <li>• Students with the same <b>testing group</b> can be tested together. Be sure to place students with different <b>testing groups</b> into separate rooms.           <ul style="list-style-type: none"> <li>• Note : Students in the following <b>testing groups</b> cannot test together and must test in their own, individual room (<b>1:1 setting</b>): <b>SB1, SB2, SB3, SB4, SB15 and SB28</b>. For example, if you have 4 students in group SB1, you will need 4 rooms for them (one for each student).</li> </ul> </li> <li>• 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.</li> <li>• On test day, mark an "A" next to any student who is absent.</li> <li>• Test scripts are located in your <i>SAT School Day Accommodated Testing Manual</i>. All staff will <b>BEGIN</b> reading from the section labeled "<i>SAT Scripts for Testing Accommodated Students</i>" and then <b>PROGRESS</b> to the script name listed for each student on your roster.</li> <li>• Refer to the Appendix for any additional instructions and a description of the script name listed on the roster.</li> </ul>																																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Testing Group</th> <th style="text-align: center; padding: 5px;">Last Name, First Name (Mark A if absent on test day)</th> <th style="text-align: center; padding: 5px;">Approved Accommodations</th> <th style="text-align: center; padding: 5px;">Test Type</th> <th style="text-align: center; padding: 5px;">Test Book Color</th> <th style="text-align: center; padding: 5px;">One or two day testing</th> <th style="text-align: center; padding: 5px;">Script Name</th> <th style="text-align: center; padding: 5px;">Testing Room Code and Proctor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">SB19</td> <td style="text-align: center; padding: 5px;">Elfral, Malvea SSD #0007025886</td> <td style="text-align: center; padding: 5px;">Large Print Test Book - 20 point , Braille Writer , Preferential seating</td> <td style="text-align: center; padding: 5px;">SAT</td> <td style="text-align: center; padding: 5px;">Blue</td> <td style="text-align: center; padding: 5px;">One day</td> <td style="text-align: center; padding: 5px;">Script 1</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td colspan="8" style="text-align: center; padding: 5px;"><b>Additional Instructions</b></td> </tr> <tr> <td colspan="8" style="text-align: center; padding: 5px;">Braille Writer:Test linkraml ; Preferential seating:Front of room Refer to Appendix for instructions for the following accommodations: Braille Writer</td> </tr> <tr> <td style="text-align: center; padding: 5px;">SB45</td> <td style="text-align: center; padding: 5px;">Gena, Alvis SSD #0007025910</td> <td style="text-align: center; padding: 5px;">Extended Breaks , Reading +100% (double time) , Preferential seating</td> <td style="text-align: center; padding: 5px;">SAT with Essay</td> <td style="text-align: center; padding: 5px;">Blue</td> <td style="text-align: center; padding: 5px;">Two days</td> <td style="text-align: center; padding: 5px;">Script 4</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>							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		<b>Additional Instructions</b>								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	
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<b>Additional Instructions</b>																																														
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

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. **Call School Day Support if you aren't sure about a calculator that's not on this list.**

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

FX-6000 series	FX-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	
FX-8700 series	Graph25 series
FX-8800 series	Graph35 series
FX-9700 series	Graph75 series
FX-9750 series	Graph95 series
	Graph100 series

#### SHARP

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

#### TEXAS INSTRUMENTS

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

#### 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

#### 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, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

# Photo ID Requirements

## Acceptable IDs

### ID Requirements

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

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2020-21 is valid through December 31, 2021, and is **not** acceptable for spring 2022 testing.)
- Be an original, physical document (not photocopied or electronic).
- 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 non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at [sat.org/school-day](https://sat.org/school-day)  
(must be prepared by the student's school or signed by a notary if a student is homeschooled)

## Unacceptable IDs

### Types of Identification to Reject

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

### Examples of Unacceptable ID

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

## Creating and Managing Rosters Using TIDE

TIDE provides an optional 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 **Preparing for Testing** dashboard, 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 the 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 Sign** 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 from the roster:
  - ◆ To remove 1 student from the roster, click the **Checkbox** 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 will appear.
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.

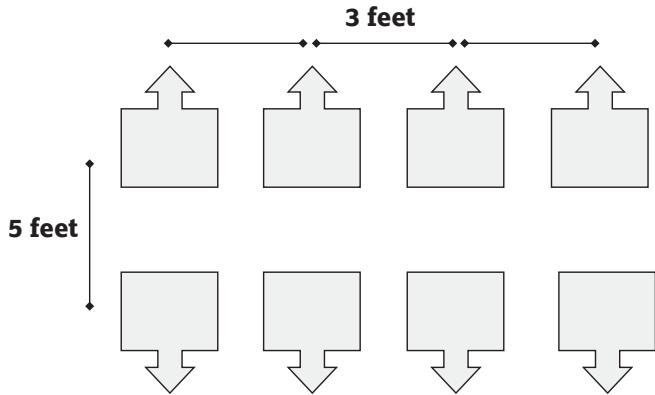
Do the following:

1. Mark the checkboxes for the rosters you want to print or click the **Checkbox** 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.

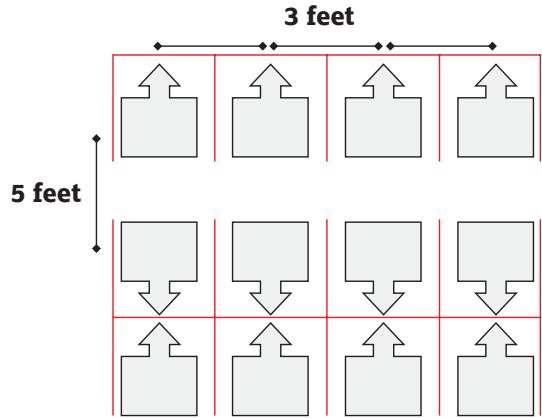
# Digital Testing Room Seating Arrangements

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

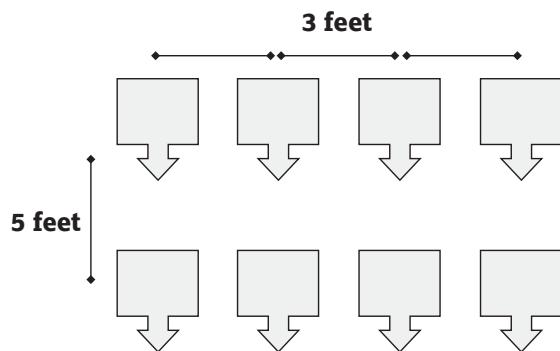
**Back-to-back seating without partitions**



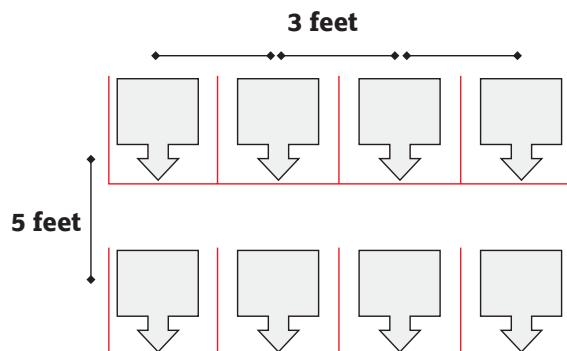
**Back-to-back seating with partitions**



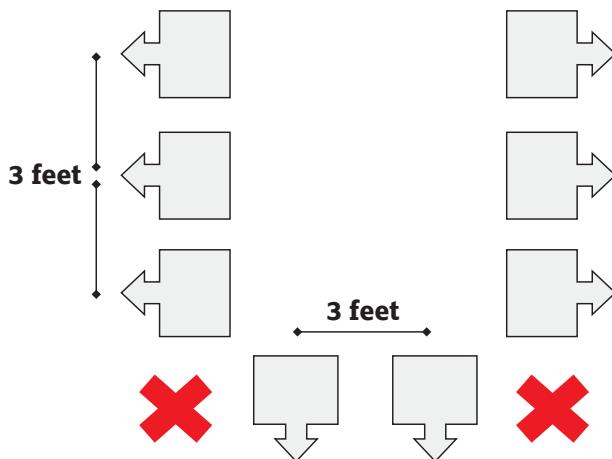
**Front-to-back seating without partitions**



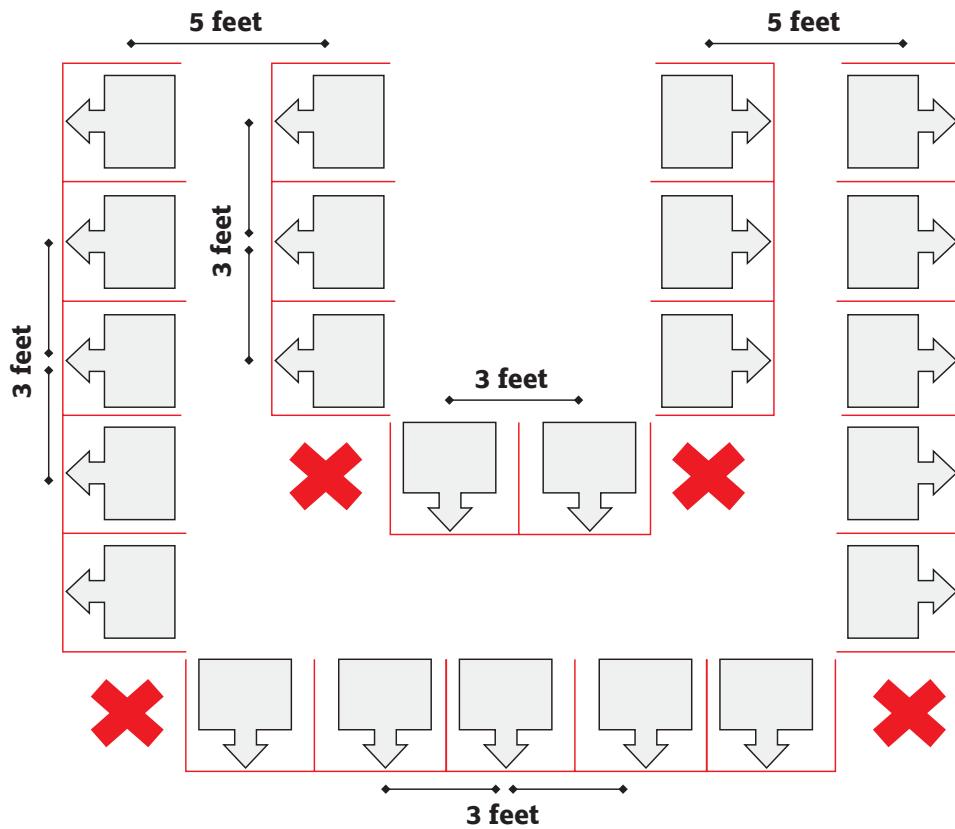
**Front-to-back seating with partitions**



**U-shaped seating without partitions**



**U-shaped seating with partitions**



# Overview of Timing and Breaks

## OVERVIEW OF ACCOMMODATED TIMING AND BREAKS

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

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

## Timing That Requires Combined Scripts

### TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

	Section 1 Reading	Section 2 Writing and Language	Section 3 Math Test – No Calculator	Section 4 Math Test – Calculator	SAT Essay	Total SAT—testing + breaks	Total SAT w/Essay—testing + breaks
<b>Scripts 1 &amp; 4 Double Time (+100%) for Math and Writing on SAT with Essay</b>							
	<b>SCRIPT 1</b>		<b>SCRIPT 4</b>				
	65 minutes	35 minutes	50 minutes	55 minutes	2-min. break		
					50 minutes		
					5-min. break		
					55 minutes		
	10-min. break	5-min. break	<b>End Day 1</b>		50 minutes		
<b>Scripts 1 &amp; 4 Double Time (+100%) for Writing Only on SAT with Essay</b>							
	<b>SCRIPT 1</b>			<b>SCRIPT 4</b>			
	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 Double Time (+100%) for Math Only</b>							
	<b>SCRIPT 1</b>		<b>SCRIPT 4</b>		<b>SCRIPT 1</b>		
	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 Time and One-Half (+50%) for Math and Writing Only on SAT with Essay</b>							
	<b>SCRIPT 1</b>		<b>SCRIPT 3</b>				
	65 minutes	35 minutes	38 minutes	42 minutes	2-min. break		
					38 minutes		
					5-min. break		
	10-min. break	5-min. break	5-min. break		41 minutes		
					37 minutes		
<b>Scripts 1 &amp; 3 Time and One-Half (+50%) for Writing Only on SAT with Essay</b>					<b>SCRIPT 3</b>		
	<b>SCRIPT 1</b>			<b>SCRIPT 3</b>			
	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 Time and One-Half (+50%) for Math Only</b>					<b>SCRIPT 1</b>		
	<b>SCRIPT 1</b>		<b>SCRIPT 3</b>		<b>SCRIPT 1</b>		
	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:** Students testing in 1 day may have up to a 30-minute break for lunch in between Section 4 and the Essay.

# Student Digital Testing Tools

## Secure Browser Features for Students

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

The screenshot shows a student test interface with the following elements:

- Questions Drop-Down:** A dropdown menu labeled "Questions" is open, showing "Student Digital Test Preview (0 out of 15)" and "GUEST, GUEST (Registration Number: GUEST) DEMO-4B5A-1". It also includes "Back", "Next", and "Save" buttons.
- Navigation Buttons:** Standard left and right navigation arrows.
- Context Menu:** A context menu is open on the right side of the screen, containing options like "Mark for Review", "Directions", "Highlight Selection", and "Strikethrough".
- Test Tools:** A toolbar with icons for XY<sup>2</sup>, Reference, Calculator, Notes, Line Focus, Zoom Out, and Zoom In.
- Student Clock:** A clock icon showing "53:55" with a question mark icon.
- Question Content:**
  - Number:** Question number 10.
  - Text:** "GUEST, GUEST".
  - Equation:**  $x^2 + y^2 = 5$
  - Equation:**  $y = x^2 - 3$
  - Equation:**  $x - y = 1$
  - Graph:** A graph in the xy-plane showing a circle centered at (0, 0) with radius  $\sqrt{5}$ , a parabola opening upwards, and a line with a positive slope.
  - Text:** "A system of three equations and their graphs in the xy-plane are shown. How many solutions does the system have?"
  - Options:** Radio button options (A) One, (B) Two, (C) Three, (D) Four.

### 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 students to access test directions and tools such as the highlighter, strikethrough, and mark for review.
Expand Button	A feature that allows students 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 Focus	A feature that students can use as a guide when reading text.
Mark for Review	A tool that allows students to flag questions for future review during the assessment.
Navigation Buttons	Buttons that allow students to move between test pages, either forward to the next question or back to the previous question.
Notes	A feature that students can use as virtual scratch paper to make notes.
Questions Drop-Down List	A list that allows students to quickly navigate to specific test questions. Questions that were marked for review display a flag in this list.
Reference	A feature that allows students to view standard mathematical formulas for reference.
Strikethrough	A feature that students 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 students 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 approved accommodation.</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>▪ Time and One-Half (+50%)</li> <li>▪ Double Time (+100%)</li> <li>▪ More than Double Time (&gt;+100%)</li> <li>▪ Extra/Extended Breaks – Standard Time</li> </ul>

Accommodation	Description	Valid Value(s)
<b>Reading/Seeing Text</b>		
<b>TTS/AT</b>	<p><b>TTS</b> allows the test to be read aloud: Select read text only or read text and graphics based on student's documented need.</p> <p><b>AT</b> enables the use of AT 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>▪ Inverted (White on Black)</li> <li>▪ Black on Cream</li> <li>▪ Blue</li> <li>▪ Light Blue</li> <li>▪ Gray</li> <li>▪ Light Gray</li> <li>▪ Medium Gray on Light Gray</li> <li>▪ Green</li> <li>▪ Light Green</li> <li>▪ Magenta</li> <li>▪ Light Magenta</li> <li>▪ Yellow</li> <li>▪ Light Yellow</li> <li>▪ Yellow on Blue</li> <li>▪ White on Navy</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><input type="checkbox"/> System Default</li> <li><input type="checkbox"/> Large Black</li> <li><input type="checkbox"/> Extra Large Black</li> <li><input type="checkbox"/> Large Green</li> <li><input type="checkbox"/> Extra Large Green</li> <li><input type="checkbox"/> Large Red</li> <li><input type="checkbox"/> Extra Large Red</li> <li><input type="checkbox"/> Large Yellow</li> <li><input type="checkbox"/> Extra Large Yellow</li> <li><input type="checkbox"/> Large White</li> <li><input type="checkbox"/> Extra Large White</li> </ul>
<b>Streamlined Mode</b>	Questions are presented sequentially without a split screen.	<ul style="list-style-type: none"> <li><input type="checkbox"/> ON</li> <li><input type="checkbox"/> OFF</li> </ul>
<b>Permissive Mode</b>	Allows students with AT software and/or hardware to integrate with the secure browser.	<ul style="list-style-type: none"> <li><input type="checkbox"/> ON</li> <li><input type="checkbox"/> OFF</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><input type="checkbox"/> ON</li> <li><input type="checkbox"/> 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. When using a file upload to modify student test settings, you must manually modify the attributes for each student before the upload can be processed. TIDE applies validation rules which will not allow you to save any test settings until attributes are selected for each student. Attributes indicate if a student is taking a test with College Board-approved accommodations, SAAs, non-embedded accommodations, or EL supports. If students have had other test settings modified and are included in a new file upload, they will have any previous settings overwritten.

### 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 submitted.

## 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 your uploaded template file. Refer to the *Guide for Adjusting Test Settings in TIDE for Accommodations and Supports* at [digitaltesting.collegeboard.org/resources](https://digitaltesting.collegeboard.org/resources) 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	Test	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 and 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	1 - Reading Test	Test Time and Breaks	Double Time (+100%)
8	999999001	2 - Writing and Language Test	Test Time and Breaks	Double Time (+100%)
9	999999001	3 - Math Test - No Calculator	Test Time and Breaks	Double Time (+100%)
10	999999001	4 - Math Test - Calculator	Test Time and Breaks	Double Time (+100%)

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, TTS/AT has been selected with the corresponding "TTS (Read Text and Graphics)" value, and the timing has been set to "Double Time (+100%)." 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. Some students may test with accommodations that don't apply to a digital test. If this is the case, the student may either choose to opt out of testing in the digital mode and use a paper-based test, or they may choose to test with the digital alternatives listed below. The digital alternatives should be considered in consultation with the student and family.

Students taking the test with accommodations, especially those with AT devices, should pretest the device in the secure browser with the Student Digital Test Preview prior to test day to ensure everything works. Please work with your school's SSD coordinator and the student to determine which accommodation option(s) the student will use on test day.

If the digital accommodation supports within the Student Digital Test Preview do not meet the student's testing needs, the test coordinator or SSD coordinator will arrange for alternate accommodation supports (e.g., paper test book, human reader, etc.). Students taking the digital assessment, including those with accommodations, will test in the secure browser with the digital alternatives listed in the below table.

## Digital Alternatives

<b>DIGITAL ALTERNATIVES</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 with Raised Line Drawings</li> <li>▪ Braille Writer</li> <li>▪ Raised Line Drawings<sup>1</sup></li> </ul>	AT (JAWS, NVDA, Braille Display, etc.)	Accommodated
<ul style="list-style-type: none"> <li>▪ Pre-recorded Audio (MP3 via streaming)</li> <li>▪ Human Reader</li> </ul>	TTS (Read Text and Graphics) with Double Time or TTS (Read Text Only) with Time and One-Half	Accommodated
<ul style="list-style-type: none"> <li>▪ Breaks: Extra, Extended, As Needed</li> </ul>	Test Time and Breaks	Accommodated
<ul style="list-style-type: none"> <li>▪ Large-Print Test Book – Other</li> <li>▪ Large-Print (Large-Block) Answer Sheet</li> <li>▪ Magnification Device (electronic/nonelectronic)</li> </ul>	Zoom   Font Size	Standard (if no extended time accommodation)
<ul style="list-style-type: none"> <li>▪ Colored Overlay</li> </ul>	Color Contrast (18 available options)	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> Raised line drawings 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>	<p>In the event of a storm, power failure, or other emergency that requires cancellation before test day:</p> <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>	<p>Explain circumstances and impact of issue.</p> <p>Bubble Page 1, Section 6—“Disturbance/interruption.”</p> <p>Include a list of students affected.</p>
 Call School Day Support immediately.		
<b>Suspension of testing due to active threat</b>	<p>If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site:</p> <ul style="list-style-type: none"> <li>▪ Follow your school’s procedures for lockdown or evacuation.</li> <li>▪ Once the situation is safe, follow all procedures under “Interruption” to ensure student and staff safety and to secure materials.</li> </ul> <p><b>Important:</b> Weapons don’t include religious items (e.g., Kirpan) or small pocket knives or multi-tools.</p>	<p>Explain circumstances and impact of issue and section(s) affected.</p> <p>Bubble Page 1, Section 6—“Test site environment issue.”</p>
 Contact law enforcement if warranted.		
<b>Interruption</b>		
 Call School Day Support if the interruption (e.g., fire alarm) can’t be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for student and staff safety if fire alarm, power failure, etc., occurs.</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. Ensure that the room is locked if everyone must leave.</li> <li>▪ If possible while maintaining safety, click the <b>Stop</b> icon to stop the session and tell students to sit quietly until instructed further. <ul style="list-style-type: none"> <li>– Note the stop time and inform students that the testing time will be adjusted.</li> </ul> </li> <li>▪ 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> </li> </ul> <p>If testing must be canceled, do the following:</p> <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 40.</li> <li>▪ Notify students that they will take a makeup test.</li> </ul>	<p>Note the source, length, and impact of the interruption and the section(s) affected.</p> <p>Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in Section 6a. If the entire school is affected, note this in the Comments section; otherwise, list the individual students in Section 11.</p>

Irregularity	What You Should Do	How to Fill Out the IR
<b>Materials Missing</b>	<p><b>Materials missing or damaged</b></p>  <p>Call the Office of Testing Integrity immediately if the missing materials are paper tests (accommodated materials).</p>	<p>Note any such irregularity.</p> <p>Bubble Page 1, Section 6—“Missing Materials.”</p>
<b>Security Violations/Student Misconduct</b>	<p><b>Observed misconduct</b></p>  <p>Call School Day Support immediately.</p> <p>If you observe a student removing materials from the testing room or attempting to impersonate another student:</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> <li>▪ Notify School Day Support immediately.</li> </ul> <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>Bubble Page 2, Section 7b, Student Error/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>
<b>Student leaves during test</b>	<ul style="list-style-type: none"> <li>▪ If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”</li> <li>▪ If a student is leaving to use the restroom, permit student to leave test room temporarily. Make sure the student’s test is navigated to the next unanswered question. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</li> <li>▪ If a student is leaving for another reason, if warranted, permit student to leave without completing test.</li> </ul>	<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 Error Issue—“Student left early/left without permission.”</p>
<b>Student exits secure browser (<i>SecureTestBrowser</i> 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. 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> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p>Describe the circumstances and the test section. Ensure the student’s name is provided.</p> <p>Bubble Page 2, Section 7b—Defective Materials Issue—“Technology disruption.”</p>

**Appendix** Irregularity Chart

Irregularity	What You Should Do	How to Fill Out the IR
<b>Use or possession of test content/answers</b>  Call School Day Support immediately.	<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.</li> <li>— 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 College Board for investigation and analysis.</li> </ul>	Bubble Page 2, Section 7b—Student Error/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.” Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.”
<b>Noise or disturbance by prohibited devices</b> Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.	<p><b>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</b>            Follow the instructions in this chart under “Observed with prohibited 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>	An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for “Disturbance or other distractions.” If you dismiss the student, identify them and note the source, length, and impact of the disturbance.

Irregularity	What You Should Do	How to Fill Out the IR
<b>Observed with prohibited devices</b>	<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 <b>not</b> eligible for a makeup test.</li> <li>— If the phone or device made a noise but the student 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/answers” 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>Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.”</p> <p>Bubble Page 2, Section 7b—Student Error/Issue—“Student used a phone or prohibited device, or it made noise.”</p> <p>Indicate the type of prohibited aid used in the Comments section on Page 3.</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 Devices Policies on page 20, 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 devices.”</li> </ul>	<p>Explain the occurrence. Ensure that the student’s name is provided.</p> <p>Bubble in Page 2, Section 7a, Action Taken and “Did student complete testing?” (Yes or No).</p> <p>Bubble Page 2, Section 7b—Student Error/Issue—“Student used an unauthorized aid.”</p> <p>Indicate the type of prohibited aid used in the Comments section on Page 3.</p> <p>For students using a calculator on a non-calculator section, bubble Page 2, Section 7b—Student Error/Issue—“Student used calculator on non-calculator section.”</p>

Irregularity	What You Should Do	How to Fill Out the IR
<b>Refusal to follow instructions</b> 	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>▪ 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> <p>If the student is using an electronic device to share information or test content, follow instructions in this chart under "Use or possession of test content/answers" to collect and inspect any prohibited aids or electronic devices.</p> <p><b>Test coordinator:</b> Do not dismiss the student until you have spoken to a College Board representative.</p>	For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely.  Bubble Page 2, Section 7a, Action Taken—"Dismissed"—and Did student complete testing?—"No."  Bubble Page 2, Section 7b—Student Error/Issue—"Student failed to follow test administration regulations" or "Student gave or received help."
<b>Misadministration</b>		
<b>Seating requirements not followed</b> 	See Seating Requirements on page 11. If these regulations aren't followed, fill out the IR.	Bubble Page 1, Section 6—"Staff did not follow seating requirement." List the affected students in the Comments section.
<b>Accommodations given that were not approved</b> (Including time and one-half support for EL students) 	<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."
<b>Approved accommodations not given</b> 	<ul style="list-style-type: none"> <li>▪ Advise the student that their approved accommodations were inadvertently not provided.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, 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 in Page 2, Section 7a, "Did student complete testing?" (Yes or No).  Bubble Page 2, Section 7b—Test Delivery Issue—"Staff gave incorrect, unapproved, or no accommodations."

Irregularity	What You Should Do	How to Fill Out the IR
<b>Disturbance or other distractions</b>  Call School Day Support if guidance is needed or the problem can't be resolved.	<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 <b>Stop</b> 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 student clocks 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 email <a href="mailto:testcenter@info.collegeboard.org">testcenter@info.collegeboard.org</a> 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>	Note the length and impact of the disturbance. List the individual student(s) affected. Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in field 6a.
<b>Undertiming</b>  Call School Day Support.	<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>▪ If a section hasn’t yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</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> </ul>	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b—Student Error/Issue—“Test was undertimed” (for an individual).
<b>OVERTIMING</b>  Call School Day Support	<p><b>Proctor:</b> End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections.</p> <p><b>Test Coordinator:</b> Students may require makeup testing.</p>	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 Error/Issue—“Test was overtimed” (for an individual). Complete the Comments section, student information, and sign.

Irregularity	What You Should Do	How to Fill Out the IR
<b>Testing staff issues</b> 	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.  If staff actions potentially have caused a misadministration, call School Day Support.	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, student information, and sign.
<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 35.	No IR is needed.
<b>Excessive breaks</b>  This irregularity does not apply to students approved for “breaks as needed.” 	<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 in this chart 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> Call School Day Support if there is a security concern.	Note the length of absence, and the student(s) and question(s) affected.  Bubble Page 2, Section 7b, Other Issue—“Other.”
<b>Illness</b> 	<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 in this chart under “Disturbance or other distractions.”</li> </ul>	Note the length of absence, and the student(s) and question(s) affected.  Bubble Page 2, Section 7b—Student Error/Issue—“Student became ill.” Also bubble Page 2, Section 7a—“Did student complete testing?” (Yes or No).  You may also add a comment if the student plans to test on the makeup date.
<b>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. If they continue, don’t allow extra time.</li> </ul> If the student decides to cancel, inform them that their scores will still be sent to the state but will not be sent by College Board to the student’s chosen colleges or scholarship organizations.  Provide an <i>SAT School Day Request to Cancel Test Scores</i> form and have the student complete and sign it. The proctor must also sign.	Document the malfunction.  Bubble Page 2, Section 7b—Student Error/Issue—“Student had calculator malfunction.”

Irregularity	What You Should Do	How to Fill Out the IR
<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. 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 working device, if available. 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>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.</p>
 <p>Call School Day Support immediately.</p>		<p>For a group, bubble Page 2, Section 6—“Problem with internet connectivity” if applicable.</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>For an individual, bubble Page 2, Section 7— Student Error/Issue—“Battery died on student's testing device” or Defective Materials Issue—“Technology disruption” as applicable.</p>
<b>Secure browser freezes</b>	<p>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.</p> <ul style="list-style-type: none"> <li>▪ If there is a spare device available, immediately switch the device for the student.</li> <li>▪ 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 undertime, follow the instructions in “Undertime” 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 undertime (even if this is less than 5 minutes) or if this caused a disturbance to the testing room.</li> </ul>	<p>Describe the irregularity and note any loss of testing time. Note the question(s) and section(s) affected.</p> <p>For an individual, bubble Page 2, Section 7b— Defective Materials Issue—“Technology disruption.”</p> <p>Fill in details in Section 9, Comments.</p>

## **Appendix** Irregularity Chart

Irregularity	What You Should Do	How to Fill Out the IR
<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>▪ Sign in to the TA Interface and click the button to <b>Join</b> your active session.</li></ul> <p>If the TA Interface loses internet connectivity for more than 20 minutes or the proctor closes the web 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 <b>OK</b>, 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>	<p>Describe the irregularity and note any loss of testing time.</p> <p>Bubble Page 2, Section 6—“Problem with internet connectivity.”</p> <p>Fill in the details in Section 9, Comments.</p>
<b>Restart Testing</b>		
<b>Test settings not correct for AT and/or TTS</b> 	<p>If a student has logged in to the test environment and their test settings or accommodations are not correct for the AT and/or the auditory assistance tools for 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>	<p>Describe the irregularity and note any loss of testing time. Note the question and section(s) affected.</p>
<b>Call School Day Support.</b>		

# Sample Irregularity Report (IR)

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

 <b>SAT®</b>	<b>SAT SCHOOL DAY IRREGULARITY REPORT (IR)</b>																																																																																																																																																																																																								
<b>1. GENERAL INSTRUCTIONS TO TESTING STAFF:</b> Form <u>1</u> of <u>1</u> Use this form to report irregularities encountered during testing. See the Irregularity Chart in your manual for more details. 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 MUST sign section 10 of this form. The test coordinator must also sign all IRs. • Attach (but don't staple) defective materials to the IR when instructed to in the Irregularity Chart. • If administering the Digital SAT®, specify any technical issues that prevent completion of the test. • As a last step, on each form, fill in "Form <u>1</u> of <u>1</u> " (e.g., "1 of 3") at the top of this box. This information will aid further communication about potential makeup testing.																																																																																																																																																																																																									
<b>3. TEST MODE</b> <input type="radio"/> SAT (paper answer sheet) <input checked="" type="radio"/> Digital SAT      Indicate the type of testing room: <input checked="" type="radio"/> Standard <input type="radio"/> Accommodated																																																																																																																																																																																																									
<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>ST</u> Postal Code <u>01001</u> Country <u>U.S.A.</u>																																																																																																																																																																																																									
<b>4a. School Code</b> Print and fill in your 6-digit school (AI) code. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td><input checked="" type="radio"/></td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td><input type="radio"/></td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td><input type="radio"/></td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td><input type="radio"/></td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td><input type="radio"/></td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td><input type="radio"/></td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td><input type="radio"/></td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td><input type="radio"/></td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td><input type="radio"/></td></tr> <tr><td>(H)</td><td></td><td></td><td></td><td></td><td><input type="radio"/></td></tr> </table> <b>4b. Scheduled Administration Date</b> Fill in the circle for the scheduled administration date. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td><input type="radio"/> Oct 13, 2021</td></tr> <tr><td><input type="radio"/> Oct 28, 2021</td></tr> <tr><td><input type="radio"/> Mar 2, 2022</td></tr> <tr><td><input type="radio"/> Mar 23, 2022</td></tr> <tr><td><input checked="" type="radio"/> Apr 13, 2022</td></tr> <tr><td><input type="radio"/> Apr 26, 2022</td></tr> <tr><td><input type="radio"/> Other A</td></tr> <tr><td><input type="radio"/> Other B</td></tr> </table> <b>4c. Makeup Test</b> Fill in this circle if the irregularity occurred during makeup testing.		9	9	9	9	9	0	0	0	0	0	0	<input checked="" type="radio"/>	1	1	1	1	1	<input type="radio"/>	2	2	2	2	2	<input type="radio"/>	3	3	3	3	3	<input type="radio"/>	4	4	4	4	4	<input type="radio"/>	5	5	5	5	5	<input type="radio"/>	6	6	6	6	6	<input type="radio"/>	7	7	7	7	7	<input type="radio"/>	8	8	8	8	8	<input type="radio"/>	(H)					<input type="radio"/>	<input type="radio"/> Oct 13, 2021	<input type="radio"/> Oct 28, 2021	<input type="radio"/> Mar 2, 2022	<input type="radio"/> Mar 23, 2022	<input checked="" type="radio"/> Apr 13, 2022	<input type="radio"/> Apr 26, 2022	<input type="radio"/> Other A	<input type="radio"/> Other B																																																																																																																														
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<b>5. TEST BOOK INFORMATION:</b> Test Section <input checked="" type="radio"/> SAT      Test ID <u>1234567</u> Form Code <u>A B C D 1 2 3</u> Test Book Serial Number <u>909090</u> Essay Code <u>      </u> <input type="radio"/> SAT with Essay      (Numeric)      (Alphanumeric)      (Numeric)      (Alphabetic)																																																																																																																																																																																																									
<b>6. GROUP IRREGULARITIES INFORMATION:</b> <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.           <ul style="list-style-type: none"> <li><input type="radio"/> Defective/incorrect materials</li> <li><input type="radio"/> Disturbance/interruption</li> <li><input type="radio"/> Missing materials</li> <li><input type="radio"/> Test site environment issue</li> <li><input type="radio"/> Staff behavior was distracting</li> <li><input type="radio"/> Staff distributed incorrect material or distributed/collected materials incorrectly</li> <li><input type="radio"/> Staff seated students in wrong room</li> <li><input type="radio"/> Staff did not post signs or directions</li> </ul> </li> </ul>																																																																																																																																																																																																									
Did group complete testing? <input type="radio"/> Yes <input type="radio"/> No  Overtime: <input type="radio"/> Undertiming: <input type="radio"/> Round up minutes. } <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  <input type="radio"/> Problem with Internet connectivity <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"/> Other: _____																																																																																																																																																																																																									
Print and fill in the number of students who were affected by the group irregularity. Use leading zeros and fill from left to right.																																																																																																																																																																																																									
<b>6a. Number of Affected Students</b> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><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><td>1</td><td>1</td><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><td>2</td><td>2</td><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><td>3</td><td>3</td><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><td>4</td><td>4</td><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><td>5</td><td>5</td><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><td>6</td><td>6</td><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><td>7</td><td>7</td><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><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>(H)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <b>6b. Testing Room Code</b> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><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><td>1</td><td>1</td><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><td>2</td><td>2</td><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><td>3</td><td>3</td><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><td>4</td><td>4</td><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><td>5</td><td>5</td><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><td>6</td><td>6</td><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><td>7</td><td>7</td><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><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>(H)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>		0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	(H)										0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	(H)									
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**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: REQUIRED**

Name: **Junior Tester**  
(Print exactly as entered on answer sheet.)

Name of attending high school: **Home Town H.S.**

Date of birth: **05-10-04** Answer Sheet Litho Code: **9 0 9 0 9 0 9 0**

(Print exactly as entered on answer sheet.)

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

Grade Level:  12th  11th  10th  Other grade

Action Taken:  Warned  Dismissed  None

Did student complete testing?  Yes  No

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

**7b. Issue Information:**

**Check-in Issue:**

- Student arrived late
- Student refused to turn in/turn off electronic device
- Student waived accommodations
- Student had questionable/unacceptable ID

**Defective Materials Issue:**

Complete COMMENTS section on page 3.

- Smudges/ink blots
- Holes in pages and/or torn pages
- Missing and/or repeated pages
- Pages stuck together
- Blank or defective pre-recorded audio or ATC test format
- Intermittent problems with pre-recorded audio or ATC test format
- Technology disruption (e.g., student lost connection with secure browser)
- Incorrect directions
- Duplicate/missing serial numbers
- Serial number in wrong spot
- Other \_\_\_\_\_

**Test Delivery Issue:**

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

**Environment Issue:**

- Problem with lighting, temperature, noise, etc.

**Other Issue:**

- Other: \_\_\_\_\_

**Student Error/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 early/left without permission
- Student had calculator malfunction
- Battery died on student's testing device
- 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 gave or received help  
(Provide other student's name in COMMENTS section on page 3 and attach evidence collected)
- 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 detected with an answer key  
(Complete COMMENTS section on page 3 and attach evidence collected)
- Student failed to follow test administration regulations
- Student disrupted test, causing testing to start/end late
- Student filled in answers on another student's answer sheet
- Test was overtime }  1-2 minutes
- Test was undertime }  3-4 minutes
- Other: \_\_\_\_\_
- 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 #: \_\_\_\_\_

Page 2

Q5091/2



**9. COMMENTS:**

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

*Student lost battery power during Section 3.*

*Moved student closer to an electrical outlet, provided plug in, restarted section.*

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

**10. SCHOOL STAFF CONTACT INFORMATION:**

Complete the fields below so 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*





## Glossary of Terms

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

**AI code:** A 6-digit code that identifies an attending institution (a school a student is enrolled in). Each attending institution has a unique AI code. This code is sometimes referred to as a school code.

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

**Assistive technology (AT):** A digital version of the test for use with screen readers (i.e., JAWS, NVDA, etc.) and other assistive technology (i.e., braille displays, etc.); delivered in the secure browser.

**Breaks:** See Extended breaks, Extra breaks.

**Bulk registration:** The process a district or school uses to submit a file to register students and populate them in TIDE.

**Cambium Assessment, Inc. (CAI):** College Board partners with CAI, utilizing their Test Delivery System for digital tests in the SAT Suite of Assessments.

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

**CB Secure Browser:** CAI's secure browser application for devices using Windows or Mac operating systems. The *CB Secure Browser* must be installed on all student devices. Students will use this application for the test and the preadministration session.

**Color Contrast:** A test setting that displays the test with a different background or font color. Recommended for students with attention difficulties, visual impairments, or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs. It is the digital alternative to Colored Overlays.

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

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

**Double Time (+100%):** 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).

**EL:** English learner.

**ETS:** Educational Testing Service. 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. Also referred to as "Breaks: Extended."

**Extra breaks:** A preapproved accommodation where students are given a break halfway through longer sections and a break after every section. Also referred to as "Breaks: Extra."

**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 for accountability purposes.

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

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

**JAWS:** Job Access With Speech, a Windows-based screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating a mouse. JAWS provides speech and braille output for personal computers. Use must be approved by SSD.

**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.

**More Than Double Time (>+100%):** An accommodation that gives a student more than double time. Students are approved for a specified amount of time for each section. The proctor is required to stop the session at the requisite time based on the student(s) approved accommodation.

**Mouse Pointer:** A test setting that adjusts the mouse/cursor to match color and size preference, in accordance with the color contrast and font size accommodations. Students who are visually impaired or have visual perception challenges and need enlargement of the mouse pointer or require a different color to find it more readily on the screen will benefit from this test setting.

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

**NVDA:** NonVisual Desktop Access, a free, open-source, portable screen reader providing speech and braille output for personal computers. Use must be approved by SSD.

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

**Permissive Mode:** A test setting that is applicable for students who use any pre-approved hardware or software with the secure browser. The permissive mode is only recommended for students who are using an AT device, such as a screen reader, refreshable braille device and is automatically set/enabled with AT (JAWS, NVDA, braille display, etc.).

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

**Raised Line Drawings:** Formerly known as braille graphs and figures and/or braille figure supplement, is available for students not testing with braille but who require tactile assistance. Students receive booklet with enlarged, raised graphs/figures with braille notations.

**Refreshable Braille Display (RBD):** an electric device for displaying braille characters, with round pins raised through holes in a flat surface. Visually impaired students who cannot use a computer monitor can use it to read text output. Refreshable braille is recommended only for the Reading and Writing and Language Tests because Nemeth braille code cannot be supported using

refreshable braille. For the math and tactile graphics, braille will be presented via raised line drawings.

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

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

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

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

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

**Secure browser:** See *SecureTestBrowser* and *CB Secure Browser*.

**SecureTestBrowser:** CAI's secure browser application for devices using Chrome OS, iOS, and iPadOS. *SecureTestBrowser* must be installed on all student devices and configured for College Board tests. Students will use this application for the test and the preadministration session.

**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.

**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 and support requests for students.

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

**Streamline Mode:** A test setting that presents the items sequentially without a split screen. For example, items with passage sets will display the passage above the items. The streamline mode is automatically set/enabled with the AT (JAWS, NVDA, Braille Display, etc.) and with the Zoom / Font size level 5 or greater.

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

**Student Questionnaire Instructions:** A document with instructions on completing the optional questionnaire.

**Technology coordinator:** A staff member 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:** CAI's web-based application that proctors will use to launch each test section and monitor progress of students in the testing room.

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

**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.

**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.

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

**Time and one-half (+50%):** For students with disabilities, a preapproved accommodation that gives a student time and one-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 one-half for the entire assessment.

**TTS:** Text-to-speech.

**TTS (Read Text Only):** This TTS accommodation provides an alternative short description or textual equivalent for an image. This enables the native speech synthesizer to read the text on the screen and the short image description. It is intended for students who do not require a detailed description of images.

**TTS (Read Text & Graphics):** This TTS accommodation provides an alternative long description for an image, graphic, chart, etc. In addition to reading the text on the screen, the native speech synthesizer reads a detailed description of all images, graphics, charts, etc. It is intended for students who require a detailed description in order to process information and is the digital alternative for pre-recorded audio (MP3 via streaming) and/or human reader.

**Writer/scribe:** A staff member who records answers for a student who is approved for this accommodation. Students automatically get time and one-half and extra breaks on all sections.

**Zoom / Font size:** A test setting that configures font size of test content presented in accordance to documented need. It is the digital alternative to large print.

# Digital SAT School Day Seating Chart

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

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

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

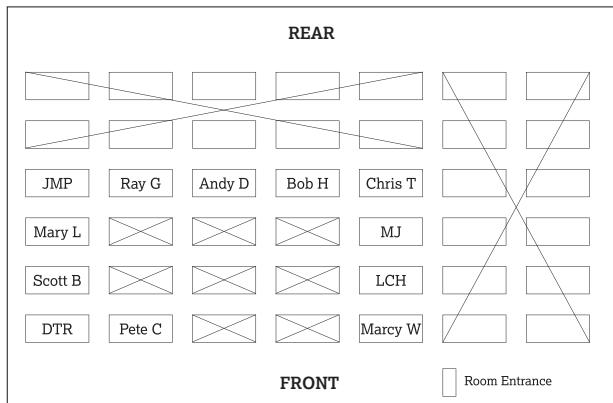
Type of seating chart: Single chart \_\_\_\_\_ Or

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.



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



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