SAT® SCHOOL DAY

Accommodated Testing Manual

Look inside for:

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

NEW YORK
About College Board

College Board reaches more than 7 million students a year, helping them navigate the path from high school to college and career. Our not-for-profit membership organization was founded more than 120 years ago. We pioneered programs like the SAT® and AP® to expand opportunities for students and help them develop the skills they need. Our BigFuture® program helps students plan for college, pay for college, and explore careers. Learn more at cb.org.

Contact Us

School Day Support
(Educators Only)

School Day Support Hotline: 855-373-6387

- General SAT School Day questions and policies
- SAT Suite Ordering and Registration (SSOR) questions about placing or changing your SAT School Day order
- 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
- Billing questions

Email: SATSchoolDay@collegeboard.org

Test Day Complaints

Email: testcenter@info.collegeboard.org

Test Question Inquiries

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

© 2023 College Board. College Board, AP, BigFuture, SAT, and the acorn logo are registered trademarks of College Board. All other marks are the property of their respective owners. Visit College Board on the web: collegeboard.org.
Contents

1 Introduction
1 Using This Manual
1 New for Fall 2023
1 Testing Basics
2 SAT Test Materials
4 Before Test Day
4 Prepare Yourself
4 For SSD Coordinators
4 For Proctors: Prepare Your Room for Test Day
5 Prepare Your Students
6 Prepare Your Preadministration Session
6 Conduct the Preadministration Session
8 During the Test
8 Get Started
10 Using the Scripts
11 Administer the Test
12 Administer Accommodations
15 Maintain Security in the Testing Room
18 SAT Scripts for Accommodated Testing
19 Begin the Test Here
20 Distribute Answer Sheets
22 Distribute Test Books
24 Specific Format Instructions
24 Proceed to Appropriate Script
25 Script 1: Standard Time for Accommodated Testing
29 Script 2: Standard Time with Extra Breaks
35 Script 3: Time and One-Half
40 Script 4: Double Time
47 Script 5: Pre-recorded Audio Format
60 After the Test
60 Collect Test Materials
62 Before Dismissing Students
63 After Students Leave the Room
64 Appendix
64 Overview of Timing and Breaks
65 Timing That Requires Combined Scripts
66 Standard SAT Section Timing Chart—Accommodated Administration
67 Standard SAT Section Timing Chart—with Extra Breaks
68 Time and One-Half (+50%) SAT Section Timing Chart—One-Day Testing
69 Double Time (+100%) SAT Section Timing Chart
70 Pre-recorded Audio (MP3) Format SAT Section Timing Chart
71 Sample Accommodated Test Day Schedule
71 Additional Instructions for Administering Pre-recorded Audio with Flash Drives
74 Acceptable Calculators
75 Photo ID Requirements
76 Irregularity Chart
91 Testing Room Materials Report for SAT School Day Testing

New York Accommodated Testing Manual  Fall 2023 SAT School Day  iii
Introduction

As the SAT® School Day proctor, you play an important role in ensuring the successful administration of the SAT, a key milestone on the path to college for many students. Taking the SAT during the school day in a familiar, easily accessible environment allows students to demonstrate 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 proctors' use for SAT School Day testing only (not Saturday or Sunday testing) for fall 2023. Use this manual in the accommodated room. Please do not share it with students or anyone else besides testing staff.

Before Test Day

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

During the Test

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

After the Test

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

Appendix Resources

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

Typographical Icons

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

- Contact by phone
- Procedures or information for providing accommodations to students with disabilities
- Security requirement

New for Fall 2023

Important Changes and Reminders

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

1. This manual is only for use for fall 2023 SAT School Day administrations.
2. Schools will not receive pre-ID labels for student answer sheets. All student information must be entered into answer sheets by hand.
3. More useful information for testing staff is available online at sat.org/schoolday-downloads.

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 satsuite.collegeboard.org to learn more about the SAT Suite.

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

Standardized Testing

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

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

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

If you also serve as the SSD coordinator for your school, you'll have other responsibilities as well. The SSD coordinator works with students to apply for College Board–approved accommodations and English learner (EL) supports for students who require time and one-half through the SSD Online portal. In addition, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the SAT School Day coordinator in determining testing rooms and staff needed for administering the test with accommodations.
All testing materials, including accommodated materials for use during the accommodated testing window, are shipped to the test coordinator. However, the SSD coordinator can assist in ensuring the secure storage and timely return of any materials that remain in use after standard materials used on the primary test date have been returned for scoring.

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

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

Time allotted:
- 65 minutes for Reading
- 35 minutes for Writing and Language

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

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

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).

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

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

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

IMPORTANT: Some EL students may be approved to test with time and one-half. Proctors will use the time and one-half script for 1-day testing (Script 3) for testing these students, and they’ll use purple test books.

Rosters
Each proctor will receive a roster and/or a copy of the NAR for their room from the test coordinator. This roster will be used to confirm who should be in your testing room and record any absences. The test coordinator will use this information from the room roster to plan for any students who require a makeup administration.

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

Your NAR should be printed from SSD Online by your school’s SSD coordinator. It will indicate students’ approved accommodations and other information. The chart that follows provides an overview. Check your NAR to make sure all students with approved accommodations or supports are identified correctly.

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

Students approved for extended time for reading will use extended time on the entire assessment.
GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Testing Days</strong></td>
<td>1 day (primary or makeup date)</td>
</tr>
<tr>
<td></td>
<td>1- or 2-day testing during the accommodated testing window</td>
</tr>
<tr>
<td><strong>Test Book Color</strong></td>
<td>Purple</td>
</tr>
<tr>
<td><strong>Accommodation Examples</strong></td>
<td>14-point large-print test book</td>
</tr>
<tr>
<td></td>
<td>Large-print answer sheet</td>
</tr>
<tr>
<td></td>
<td>Magnification device (non-electronic)</td>
</tr>
<tr>
<td></td>
<td>Printed copy of verbal instructions</td>
</tr>
<tr>
<td></td>
<td>Permission for food/medication</td>
</tr>
<tr>
<td></td>
<td>Wheelchair accessibility</td>
</tr>
<tr>
<td></td>
<td>Preferential seating</td>
</tr>
<tr>
<td></td>
<td>Record answers in test book</td>
</tr>
<tr>
<td></td>
<td>Use of colored overlay</td>
</tr>
<tr>
<td></td>
<td>Auditory amplification/FM system</td>
</tr>
<tr>
<td></td>
<td>Sign language interpreter for test directions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Any student approved for extended time for writing only will test in the standard room with standard time unless they have other accommodations that can’t be provided in the standard room.

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

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

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

**Request to Cancel Test Scores Form**
Students use this form to request score cancellation, which means their scores will not be reported to them or to any colleges. Direct students to fill out the form with exactly the same information given on their answer sheets.
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 Irregularity Report (IR) in these cases. Students will be eligible for a makeup administration. An IR isn’t necessary for other situations where students elect to cancel their scores.

SAT School Day Irregularity Report (IR)

You’ll receive at least 1 blank IR to use in the event an irregularity occurs during SAT School Day testing. The testing staff performs a critical role in reporting irregularities and affected students. Without complete information, College Board can’t resolve issues that arise. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 76 for instruction on when to fill out an IR.

Prepare Yourself

- Read this entire manual.
- Sign the Testing Staff Agreement.
- Meet with your test coordinator to ensure you have plans in place for testing students with accommodations and/or EL supports.
- Conduct a preadministration session at your test coordinator’s direction.

For SSD Coordinators

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

Prepare to Collect Student Belongings

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

During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label items collected so they can be returned after testing. If your school isn’t allowed to collect devices, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don’t have a bag or backpack with them.) More information is given under Prohibited Devices Policies on page 16.

For Proctors: Prepare Your Room for Test Day

Your test coordinator will provide you with information to post on the board for test day. Prior to test day, the test coordinator selected rooms that meet College Board testing room and seating requirements. As the proctor, review the requirements in this section to make sure your room and seating arrangements still meet them on test day.
Prepare Your Students
Before Test Day

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

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

Seating Requirements
The following seating requirements apply for all testing rooms:

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

**IMPORTANT:** If 6-foot social distancing is mandated by local guidelines, double the minimum spacing between desks and seat 2 students at a table that’s at least 9 feet long.

The following seating arrangements are not allowed:

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

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

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

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

Prepare Your Preadministration Session

Your test coordinator may ask you to conduct a preadministration session where students will fill in the nontest information on their answer sheets.

Your test coordinator will provide these materials for your session:

- Student Answer Sheet Instructions, a copy for each student
- Blank standard answer sheets
- Blank large-print answer sheets (if applicable)
- A list of students with the type of answer sheet needed (large print or standard)

Conduct the Preadministration Session

Preadministration Tasks

- Before starting the session, post any information the students will need, such as the 6-digit school (AI) code, school name, city, and state.
- Give each student an answer sheet and a copy of the Student Answer Sheet Instructions. A large-print version of the Student Answer Sheet Instructions is provided for students with approved accommodations that necessitate large print.
- Some students may be using large-print answer sheets. This accommodation will be noted on the list of students received from the test coordinator.
- Read aloud the scripts in shaded areas. Pause when [pause] appears to give students time to follow instructions. Instructions for the proctors that shouldn’t be read aloud appear outside the shaded areas.
- Students should skip field 9, fields A–D, and the Certification Statement on the answer sheet because these sections are completed on test day.

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

Preadministration Script

Fill in the school (AI) code in the script before beginning.

To all students, say:

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

Before Test Day

If you don’t regularly attend this school, fill in the information for the school you regularly attend. Raise your hand if you have any questions. Look up when you’re done. [pause]

For field 5, say:

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don’t know your student ID number, leave field 5 blank. Look up when you’re done. [pause]

For field 6, say:

In field 6, fill in your current grade.

For field 7, say:

In field 7, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you’re done. [pause]

For field 8, say:

In field 8, fill in the correct bubble.

For field 9, Test Type, say:

In field 9, bubble in “SAT” as the test you’re taking today if it isn’t already bubbled in.

For fields 10–14, say:

Turn to page 2 of your answer sheet, and fill in your home address in fields 10 through 13. Leave field 14 blank. Fill your current address in carefully. If your address changes, you can always update it through your College Board account. Raise your hand if you have any questions. Look up when you’re done. [pause]

When everyone is ready, say:

We’ll come back to field 15 later.

For field 15, say:

We’re now going to skip back to field 15 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you’re entitled to send your scores—for free—to as many as 4 colleges, universities, or scholarship programs. Completing this section is optional.

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

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles (if using a large-print answer sheet, print the digits as clearly as you can). Remember, this field is optional, and you’ll be able to send scores online after test day for a small fee.

For field 16, say:

Skip field 16 on your answer sheet.
If you do complete this field now, you won't be able to cancel or change the score reporting requests after test day. Let me know if you have any questions.

Look up when you're done. [pause]

When everyone is ready, say:

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

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

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

For fields 19–39, say:

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

Before collecting answer sheets, read the following script.

To students who need to complete fields 1–4 and 6–8, say:

Please turn to the front of your answer sheet and make sure you completed fields 1 through 4 and 6 through 8. If you did not complete these fields, fill them in now. Raise your hand if you have any questions. When you’re done, close your answer sheet and look up.

If your answer sheet is complete, please wait quietly while others finish. [pause]

Complete the Preadministration Session

When students are ready, say:

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

- The session is now over—you may dismiss your students or carry on with your regular school day.
- Organize the answer sheets and Student Answer Sheet Instructions as directed by your test coordinator and return them to the test coordinator for secure storage until test day.

During the Test

Get Started

Follow Your Test Day Schedule

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

Prepare the Testing Room

Be sure to:

- Double-check your testing room meets seating requirements, including guidelines for type and spacing of seats.
- Cover or remove any instructional material, such as maps and charts, if not done previously.

- Confirm the clock works and is visible from all seats in the room.
- Assign seats at random or by prearrangement with the coordinator. Never allow students to select their own seats.
- Post the following information for students:
  - Test date
  - School name, city, and state
  - 6-digit school (AI) code assigned to your school (If applicable, be ready to supply proper codes to students who are not from your school, including “970000” to any homeschooled students.)
Get Started

During the Test

• 3-digit testing room code provided by test coordinator

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

• “SAT”
• “Use a No. 2 pencil only. Do not use a pen or mechanical pencil.”

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

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

☐ Plan to collect electronic devices and backpacks as students enter the testing room. Be ready to label items collected so they can be returned after testing.

Additional Information for Pre-recorded Audio (MP3) Format

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

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

☐ Navigating the test:
  • Test Directions: Select Test Directions to listen to directions
  • Start Section: Select Section icon
  • Next Section: Click Stop at the bottom of the screen to return to the section table of contents
  • Change Volume: Click and drag Slider Bar at the bottom center of the screen

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

For instructions on how to start the MP3 streaming application and download the test form on test day, see Administer the Pre-recorded Audio Format on page 13.

Study and Prepare Scripts Before Testing

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

• If you’re testing students with accommodations that require different timing for different sections of the test, we strongly recommend you prepare your manual ahead of testing so you can easily find your place. Use the page references provided in this manual to help navigate different script combinations.

• Some of the instructions have alternative scripts to read depending on options in use by your school. Review these scripts in advance and mark the appropriate ones for your testing room.

• Before admitting students, fill in the appropriate information where a blank line “_________” appears in the text.

Account for Testing Materials

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

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

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet.
- Later, after testing has begun, you'll record the distribution of test books in your room by writing the serial numbers on the seating chart (Part B of the form).
- After testing, when you prepare to return materials to the test coordinator, record the serial numbers of the test books you are returning in Part A of the form, along with the number of answer sheets being returned.

**Missing Test Materials**

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

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

**Using the Scripts**

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

- Use Script 1 for students approved for accommodations that don’t require extended time—for example, breaks as needed, extended breaks, or permission to test blood sugar—or who are approved for extended time on only some sections of the test (e.g., math only).
- Use Script 2 for students approved for accommodations that don’t require extended time, or who receive standard time on only some sections of the test, and who are also approved for extra breaks.
- Use Script 3 for students approved for time and one-half for:
  - Reading.
  - Use of a writer/scribe or human reader.
  - Math only (start with Script 1 or 2).
  - EL time and one-half.

Scripts 4 and 5 are for use during the accommodated testing window. The testing of students with nonstandard (blue) materials isn’t confined to these scripts. Some students may require standard timing (Script 1 or 2) for 1 or more sections of the test, for example.

- Use Script 4 for students approved for double time for:
  - Reading. These students test over 2 days.
  - Math only (start with Script 1 or 2). These students test in 1 day.
- Use Script 5 for students using the pre-recorded audio (MP3) format. These students test over 2 days. Day 1 testing stops after Section 2 for these students.

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

**Distribute Materials**

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

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

- Purple test books are for 1-day testing on the primary test date.
- Students approved to test during the accommodated testing window will have specific materials with blue covers.

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

If the test book is still missing, ask the test coordinator to call School Day Support immediately. Report the incident on an IR.
Administer the Test

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

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

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

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

Collect or Store Devices
As students enter the room, prepare them for either turning in their phones and other electronic devices or storing them at the side of the room during testing. See Prohibited Devices Policies on page 16 for more information.

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

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

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

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

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

General policies are as follows:
- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the SAT.
During the Test  Administer Accommodations

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

**Calculator Malfunction**

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

Students without backup equipment may continue testing, since all questions can be solved without a calculator. If they choose to cancel their score, they must cancel the entire test. They'll need to fill out a Request to Cancel Test Scores form before leaving the testing room.

**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 74.)
- 4-function calculators are permitted but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

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

**Scheduled Breaks**

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

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

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

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

Some students may be approved for extra and/or extended breaks (see Administering Accommodated Breaks on page 14 for details). Students approved for extended time on some or all of the assessment receive extra breaks (see Administering Extended Time on page 14 for details).

The Overview of Timing and Breaks on page 64 in the Appendix provides a visual guide to these requirements. This manual includes specific instructions for accommodated breaks, and the scripts include break timing.

**Unscheduled Breaks**

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

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

**Administer Accommodations**

**Prepare Computers on Test Day**

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

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

On test day, before testing begins:

- **For ATC format:** Ensure each student's computer is powered on and the flash drive is inserted (and that the student's name is written on the flash drive packaging). Disconnect the computer from any networks and from the internet.
The member will perform the following tasks:

- Before testing begins, the proctor or designated staff
  - Streaming Application
  - students enter the room to begin testing.

To administer the pre-recorded audio format, you'll sign
- Required for software navigation.

These students test over 2 days. Note that you will need
- require double time on the entire test, and in addition,

Students using the pre-recorded audio format must be
- given 45 extra minutes on Section 2, the Writing

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

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

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

Administer the Pre-recorded Audio Format

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

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

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

Step 1: Launching the Streaming Application

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

1. Make sure you have posted special instructions for navigating the MP3 streaming application as described in Additional Information for Pre-recorded Audio (MP3) Format on page 9.

2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.

3. Access the streaming application on each computer by double-clicking the icon from the computer or Chromebook desktop and signing in with your SSD Online credentials.

4. Click the yellow Launch Test button under Take a test or essay. You’ll be brought to the Test Administration screen.

Step 2: Download the Test Form on Test Day

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

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

1. On the Test Administration screen, enter your 6-digit school (AI) code.

2. Under the Assessment Type drop-down menu, choose SAT School Day.

3. Under Student Information, fill in the student’s first and last name as they appear on the NAR.

4. In the SSD Number field, enter the student’s 10-digit College Board SSD number.

5. Select the button marked Confirm SSD. A check mark will appear to show the number is confirmed.

6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the blue test book in the Form Selection field. (All test books in your room will have the same Form Code.) You’ll use this same Form Code on both Day 1 and Day 2.

7. Select Day 1 from the Test Day drop-down menu (on Day 2, you will select Day 2), and click Continue.

8. Review the information on the Selection Summary screen and make any necessary edits. If all information is correct, click Confirm and then Begin Form Download. During the download, the screen may look inactive or gray.

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

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

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

- On Day 1, continue with Begin the Test Here on page 19.

- At the start of Day 2, turn to Admitting Students on page 55.
Troubleshooting for Pre-recorded Audio Streaming
If problems arise during testing, contact your SSD coordinator or test coordinator. They may:

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

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

Administer accommodated breaks as follows:

- **Extra Breaks**: Give students approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section and an extra break in the middle of Sections 1 and 4.

- **Extended Breaks**: Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks. If you have students approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.

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

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

You should plan ahead for which scripts apply to the students in your room. Students approved for math-only or writing-only extended time will be tested with a combination of scripts. EL students testing with time and one-half test with Script 3.

Students approved for extended time receive extra breaks, and the scripts give instructions for offering them at appropriate times for students with accommodations. You can review the timing and breaks for specific scripts in the Overview of Timing and Breaks on page 64.

**Administering Large-Print Tests**
Test students approved for use of a large-print test book with standard time, unless they’re also approved for extended time.

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

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

During the Test

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

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

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

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

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

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

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

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

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

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

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

Maintain Security in the Testing Room
Make sure you understand and follow these policies:

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

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

Monitor Students

- Walk around the room to check that everyone is working on the correct section.
- Make sure students using large-print answer sheets are following instructions on the front of the answer sheet about where and how to mark their answers.
During the Test  Maintain Security in the Testing Room

- If a student loses their place on the answer sheet, resulting in misplaced answers, follow the instructions in the Irregularity Chart on page 76.
- Make sure students do not use any prohibited aids, as instructed in the scripts.

Prevent Copying and Communication

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

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

Report Irregularities

- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the IR.
- If the Irregularity Chart indicates to call School Day Support, report the situation immediately.

Complete the Irregularity Report (IR)

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

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

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

- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 1), 9 (page 3), and 11 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You’ll need to note the date of birth and answer sheet litho code for each affected student.

- To report an individual irregularity (an issue that affects 1 student, such as illness), fill in fields 5 (page 1), 7 (page 2), and 9 (page 3) to denote the type of occurrence and the events and actions taken. Be sure to fill out the information in its entirety.

- In all situations, provide as much detail as possible. Do not attach answer sheets to the IR, but return them to your test coordinator.

Prohibited Devices Policies

Review the following policies:

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.

- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score cancellation. 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 confiscate the device, inspect the device for test-related content, and dismiss the student. (Refer to the Irregularity Chart in the Appendix for more information.)

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

During the Test

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, compasses, rulers, protractors, earplugs, books or references of any kind, pens or mechanical/colored pencils, and papers of any kind, including scratch paper.

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

Option 1 – Collect devices and put them in individual bags:
- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names.
- Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items.
- Reassure students that their devices will be returned after testing.
- Collect labeled items from students as they enter or once they’re seated. Keep them out of students’ reach during the entire test, preferably at your desk.

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

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

Medical Devices
Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may have College Board approval to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. (Approval to test blood sugar doesn’t automatically permit the student to have a mobile phone; they must also be approved for a mobile phone.)

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

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

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

Representatives from College Board, Educational Testing Service (ETS®), or administrators from your district or school may visit your school the day of the test or in the weeks preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or your district administration.

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.

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

Using the Irregularity Chart

The Irregularity Chart on page 76 lists the most common irregularities along with the procedures and actions you should use in response to them. Where the chart indicates the need for immediate action, respond right away. The chart also indicates when you should complete and submit an IR and when you should order makeup tests.

Use the IR to record an irregularity, including:
- Security incidents
- Rule violations
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints
- Staff misadministrations

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

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

SAT Scripts for Accommodated Testing

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

- Only read the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly.
- Pause where you see [pause] in the script to allow students time to follow instructions.
- Do not read information in [bracketed italics] out loud.
- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions.
- Answer student questions about procedure only, not about test content.
- You can repeat parts of the script if students ask you to do so or if you feel you need to do so.

**IMPORTANT:** If you are administering the test with the ATC or pre-recorded audio (MP3) format, you must complete setup of the computers before you begin testing as described in the SAT School Day Coordinator Manual. If you’re administering the pre-recorded audio format via streaming, you must also complete the test day setup instructions provided in Administer the Pre-recorded Audio Format on page 13.

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

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

At all administrations, say:

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

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

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

Explain Testing Rules and Consequences

Continue by saying:

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

List examples of rule violations by saying:

Here are some examples of unfair advantages:

- Possessing an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test including during a break
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

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

Confirm Prohibited Devices Are Powered Off

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

READ ONLY ONE OPTION.

If your school is collecting personal belongings, say:

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

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

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

Allow time for students to turn in or put away any of these devices.
To all students, say:

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

Prepare Desks for Testing

Now say:

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

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

Check Items on Student Desks

Once desks are cleared of prohibited items, say:

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

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

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Weapons or firearms

Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (computer-like) keypads, use paper tape, make noise, or use a power cord

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

Distribute Answer Sheets

Distribute the answer sheets. If your school held a preadministration session, make sure each student receives their own answer sheet. Give a blank answer sheet to any students who need them.

Hold on to the Student Answer Sheet Instructions until after the test is over. These will be used after you have dismissed students whose answer sheets are complete.

After distributing answer sheets, say:

These are the answer sheets that you’ll use to mark your answers on the test. If you’re using a large-print answer sheet, read the instructions on the front page of your answer sheet now. Your page numbers will be different from those I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles.
**Preadministration session:**
If all students in your room populated an answer sheet during a preadministration session, read script A and complete the actions after it. If any students in your room didn't complete a preadministration session, read the scripts under B.

READ ONLY ONE OPTION.

**A** To all students, say:
Everyone here should have an answer sheet with printed and bubbled information on it. Please check that you have the correct answer sheet by making sure it shows your correct legal name and date of birth. Raise your hand if you have the wrong answer sheet. [pause]

If every student in the room has a correct answer sheet with information populated during a preadministration session, proceed to Distribute Test Books. If any student has errors on the answer sheet, proceed to Resolve Issues and Complete Required Fields.

**B** To students who may not have participated in a preadministration, say:
Some of you may already have printed and bubbled information on the answer sheet I just gave you. If that's the case, please check that you have the correct answer sheet by making sure the information on your answer sheet is correct. If it's correct, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. If any information on your answer sheet is incorrect please raise your hand now. [pause]

**Resolve Issues and Complete Required Fields**
If there are students in the room who raised their hands because of incorrect information on the answer sheet, try to resolve the discrepancy.

- Collect the incorrect answer sheet and give the student a blank answer sheet if:
  - The student has the wrong answer sheet and you’re unable to resolve the discrepancy (i.e., by matching answer sheets with the correct students).

For all students, continue with the scripts that follow to guide them to complete any required fields that still need to be completed on their answer sheets.

**To all students, say:**
If you need to complete field 1, fill in your legal last name, first name, and middle initial (if you have one). Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble.

Your first name must be your legal first name. If you use a preferred first name and you have a College Board online account, you can enter it there. College Board uses your legal name on test day to confirm your identity, but they’ll use your preferred first name in all other communications with you.

Look up when you’re done. [pause]

**For field 2, say:**
If you need to complete field 2, and you attend this school, print our 6-digit school code _______ in field 2 and fill in the corresponding bubbles. Look up when you’re done.

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

Homeschooled students should enter the code “970000” in field 2. If your test coordinator gave you the correct AI codes for these students, provide them those codes to fill in.

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

**For field 5, say:**
If you need to complete field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, don’t include them and only enter the numerals with no spaces between them. If you don’t know your student ID number, leave field 5 blank. Look up when you’re done. [pause]
For field 6, say:
If you need to complete field 6, fill in the bubble for your current grade. [pause]

For field 7, say:
If you need to complete field 7, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you’re done. [pause]

For field 8, say:
If you need to complete field 8, do so now. [pause]

For field 9, Test Type, say:
In field 9, bubble in “SAT” as the test you’re taking today if it isn’t already bubbled in.

Before distributing test books, say:
If you have other fields to complete in the nontest part of your answer sheet, you’ll have a chance to complete them after the test is over.

Distribute Test Books

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

Give each student the appropriate test materials in serial-number order. Students testing with a human reader, pre-recorded audio (MP3), braille, or ATC formats should receive test books at this time. Computers for pre-recorded audio and ATC users should already have the test set up according to the instructions provided under Prepare Computers on Test Day on page 12.

Continue by saying:
When you get the test book, turn it over and print your last name, first name, and middle initial, if you have one. Then print this school’s code ______ and name ________________________, and this room’s testing room code (or name) ____________________, which I’ve posted for you. [pause]

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

Then say:
Now read the back cover. It has important information about marking answers and scoring. When you have finished reading, please look up. [pause]
Are there any questions about what you just read? [pause]

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

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

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

To students who are approved to record their answers in their test book, say:
If you’ve been approved to record your answers in the test book, circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as completely as you can.
Complete Test Information on the Answer Sheets

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

A FOR PRE-RECORDED AUDIO (MP3) USERS
- If students are using the MP3 streaming app, turn to Script 5: Pre-recorded Audio Format on page 47 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use flash drives, continue with the scripts that follow.

B FOR ALL OTHER STUDENTS
Continue with the scripts that follow.

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

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

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

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

After students have completed fields A–C, say:
To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

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

If your school is using testing room codes, say:
In field D on your answer sheet, fill in the 3-digit testing room code, ______, which I have posted for you.

IMPORTANT: If your school has been approved to administer the pre-recorded audio (MP3) format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 49.

Final Points Before Testing

To all students, say:
You’ll begin the test in just a few minutes, after I read a few final instructions.

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

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

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

Continue by saying:
I’ll also walk around the room every now and then to make sure everyone is working on the correct section. For the SAT, you can only work on 1 section at a time. You are not allowed to move to the next section until you’re told to do so. This may be different from what you’re used to, so make sure not to move ahead or look back to a different section, even if you finish the current section early.
Remember to do your best and provide an answer for every question, even if you’re not sure of the correct answer. You won’t lose points for incorrect answers.

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

---

### Specific Format Instructions

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

For all other students, turn now to **Proceed to Appropriate Script**.

---

**To a scribe, say:**

Please follow these instructions:
- Students must dictate their answers in English.
- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.

Do you have any questions?

---

**To a student who is using a scribe, say:**

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

---

**To a human reader, say:**

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

---

**To students using braille format, say:**

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

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

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

Do you have any questions about these procedures?

---

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

### Proceed to Appropriate Script

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

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

If testing students using the pre-recorded audio format, you should already be reading from Script 5: Pre-recorded Audio Format on page 47.

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

### SCRIPTS TO USE FOR TESTING

<table>
<thead>
<tr>
<th>To start testing with:</th>
<th>Turn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard timing and breaks</td>
<td>Script 1: Standard Time for Accommodated Testing on page 25</td>
</tr>
<tr>
<td>Standard timing with extra breaks</td>
<td>Script 2: Standard Time with Extra Breaks on page 29</td>
</tr>
<tr>
<td>Time and one-half</td>
<td>Script 3: Time and One-Half on page 35</td>
</tr>
<tr>
<td>Double time</td>
<td>Script 4: Double Time on page 40</td>
</tr>
<tr>
<td>Specialized timing and instructions for pre-recorded audio (MP3) format</td>
<td>Script 5: Pre-recorded Audio Format on page 47</td>
</tr>
</tbody>
</table>
SCRIPT 1: Standard Time for Accommodated Testing

The following script is for use with standard timing and breaks.

To help you post accurate start and stop times, use the Standard SAT Section Timing Chart—Accommodated Administration in the Appendix.

Also use this script to administer the following accommodations to students:
- Extended time on math only (you'll see instructions for where to switch to Script 3 or 4 for these students)
- Braille or large-print test formats.
- Breaks as needed or extended breaks.
- Permission to test blood sugar; small-group setting; or permission to use a 4-function calculator on the Math Test – No Calculator section.

SECTION 1: Reading Test

STANDARD TIME
65 Minutes

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

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 65 minutes to work on Section 1. We’ll have a short break after the section is over. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
</tr>
</thead>
</table>

While students are testing, do the following:
- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

During the Section

After 30 minutes, say:

You have 35 minutes remaining in Section 1.

After 60 minutes, say:

You have 5 minutes remaining in Section 1.

After exactly 65 minutes, say:

Stop work and put your pencil down. [pause]

After Section 1

To all students, say:

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

For the break, say:

We’ll stop now for a 10-minute break. Please listen carefully to these rules:
- Don’t discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don’t talk in the hallway.

We’ll start testing again in exactly 10 minutes.
10-MINUTE BREAK

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

At the end of the break, say:

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

Certification Statement

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

When everyone is ready, say:

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

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

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

SECTION 2:
Writing and Language Test

STANDARD TIME

35 Minutes

When everyone is ready, say:

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

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

35 MINUTES STANDARD TIME

START TIME ___________ STOP TIME ___________

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

During the Section

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

After Section 2

At this point, you may have students who require different timing on the next section. Pause for a moment to read the following instructions and determine what your students require next.
A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 37.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 43.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

To all students, say:

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

SECTION 3:
Math Test – No Calculator

STANDARD TIME

25 Minutes

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

When everyone is ready, say:

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

To all students, say:

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

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

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

To all students, say:

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

START TIME STOP TIME

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

During the Section

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]

After Section 3

To all students, say:

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

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

STANDARD TIME

55 Minutes

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

When students are ready, say:

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

To all students, say:

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

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

- Keep your calculator flat on your desk or hold it so that other students can’t view your work.

- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

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

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

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

To all students, say:

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES STANDARD TIME

START TIME _______ STOP TIME _______

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

During the Section

After 25 minutes, say:

You have 30 minutes remaining in Section 4.

After 50 minutes, say:

You have 5 minutes remaining in Section 4.
After exactly 55 minutes, say:
Stop work and put your pencil down. [pause]

After Section 4
To all students, say:
Close your answer sheet so that page 1 is on top. Close your test book.

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

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

Testing has concluded. You should proceed to After the Test on page 60 and read the remaining instructions to collect test materials before dismissing students.

SCRIPT 2: Standard Time with Extra Breaks

This script provides standard timing for all test sections with additional breaks added to the longer sections and between sections. To help you post accurate start and stop times, use the Standard SAT Section Timing Chart—with Extra Breaks in the Appendix.

Use this script for:
- Students approved for extra breaks with standard timing on all sections of the test.
- Students approved for extra breaks and extended time for math only. You’ll see instructions for where to switch to Script 3 or 4.

Students with extended breaks or breaks as needed who test with standard time should be tested with Script 1.
**During the First Half of the Section**

**After 15 minutes, say:**
You have 50 minutes remaining in Section 1 and 18 minutes until the break.

**After 28 minutes, say:**
You have 37 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 33 minutes, say:**
Stop work and put your pencil down. [pause]

**To all students, say:**
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.

We’ll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**
Post the break time of 5 minutes and the time testing will resume.

**At the end of the break, say:**
Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

**During the Second Half of the Section**

**When everyone is ready, say:**
We’re now going to continue with Section 1. You have an additional 32 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

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

**To continue the test, say:**
Time starts now.

**Record Start and Stop Times Here — Post for Students**

**32 Minutes Standard Time — Extra Breaks**

**Start Time _________  Stop Time _________**

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

**After 17 minutes (from the break), say:**
You have 15 minutes remaining in Section 1.

**After 27 minutes (from the break), say:**
You have 5 minutes remaining in Section 1.

**After exactly 32 minutes (from the break), say:**
Stop work and put your pencil down. [pause]

**After Section 1**

**To all students, say:**
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**
We’ll stop now for a 5-minute break. Please listen carefully to these rules:

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

We’ll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**
- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.
At the end of the break, say:

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

Certification Statement

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

When everyone is ready, say:

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

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

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

SECTION 2: Writing and Language Test

STANDARD TIME WITH EXTRA BREAKS

35 Minutes

When everyone is ready, say:

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

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

35 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME __________ STOP TIME __________

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

During the Section

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

After Section 2

At this point, you may have students who require different timing on the next section. Pause for a moment to read the following instructions and determine what your students require next.

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 37.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 43.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.
To all students, say:

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

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 3: Math Test – No Calculator

STANDARD TIME WITH EXTRA BREAKS

25 Minutes

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

When everyone is ready, say:

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

To all students, say:

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

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

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

To all students, say:

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

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

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

To begin the test, say:

Time starts now.

During the Section

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]
After Section 3

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

55 MINUTES STANDARD TIME WITH EXTRA BREAKS

28 Minutes  5-Minute Break  27 Minutes

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

When students are ready, say:

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

To all students, say:

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

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

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

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

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

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

To all students, say:

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

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

To begin the test, say:

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

During the First Half of the Section

After 10 minutes, say:
You have 45 minutes remaining in Section 4 and 18 minutes until the break.

After 23 minutes, say:
You have 32 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 28 minutes, say:
Stop work and put your pencil down. [pause]

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.
We’ll start testing again in exactly 5 minutes.

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

At the end of the break, say:
Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

During the Second Half of the Section

When everyone is ready, say:
We’re now going to continue with Section 4. You have an additional 27 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

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

To continue the test, say:
Time starts now.

After 12 minutes (from the break), say:
You have 15 minutes remaining in Section 4.

After 22 minutes (from the break), say:
You have 5 minutes remaining in Section 4.

After exactly 27 minutes (from the break), say:
Stop work and put your pencil down. [pause]

After Section 4

To all students, say:
Close your answer sheet so that page 1 is on top. Close your test book.

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

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

Testing has concluded. You should proceed to After the Test on page 60 and read the remaining instructions to collect test materials before dismissing students.
SCRIPT 3: 
Time and One-Half

The following script is for time and one-half test takers.

Begin with this script if you are testing students approved for time and one-half in reading, including EL time and one-half support. These students receive time and one-half for the entire test.

IMPORTANT: If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved to test with standard time and extra breaks). You will be instructed when to return to this script.

To help you post accurate start and stop times, use the Time and One-Half (+50%) SAT Section Timing Chart—One-Day Testing in the Appendix.

SECTION 1: 
Reading Test

98 MINUTES TIME AND ONE-HALF

49 Minutes  5-Minute Break  49 Minutes

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

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 98 minutes to work on Section 1. We'll stop for a short break after 49 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

L 49 MINUTES TIME AND ONE-HALF

START TIME __________  STOP TIME __________

While students are testing, do the following:

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

During the First Half of the Section

After 25 minutes, say:

You have 73 minutes remaining in Section 1 and 24 minutes until the break.

After 44 minutes, say:

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

After exactly 49 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.
At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

During the Second Half of the Section

When everyone is ready, say:

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

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

To continue the test, say:

Time starts now.

For the break, say:

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

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

Certification Statement

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

When everyone is ready, say:

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

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

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

SECTION 2: Writing and Language Test

TIME AND ONE-HALF

53 Minutes

When everyone is ready, say:

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

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

53 MINUTES TIME AND ONE-HALF

START TIME __________  STOP TIME __________

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

During the Section

After 25 minutes, say:

You have 28 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

Stop work and put your pencil down. [pause]

Break Before Section 3

To all students, say:

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

For the break, say:

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

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 3: Math Test – No Calculator

TIME AND ONE-HALF

38 Minutes

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

When everyone is ready, say:

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

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

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

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

To all students, say:

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

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

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

To begin the test, say:

Time starts now.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

Stop work and put your pencil down. [pause]

After Section 3

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

83 MINUTES TIME AND ONE-HALF

42 Minutes  5-Minute Break  41 Minutes

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

When students are ready, say:

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

To all students, say:

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

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

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

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

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

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

To all students, say:

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

42 MINUTES TIME AND ONE-HALF

START TIME ___________ STOP TIME ___________

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

During the First Half of the Section

After 20 minutes, say:

You have 63 minutes remaining in Section 4 and 22 minutes until the break.

After 37 minutes, say:

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

After exactly 42 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to. [pause]
During the Second Half of the Section

When everyone is ready, say:

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

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

To continue the test, say:

Time starts now.

***RECORD START AND STOP TIMES HERE — POST FOR STUDENTS***

<table>
<thead>
<tr>
<th>41 MINUTES TIME AND ONE-HALF</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

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

After 21 minutes (from the break), say:

You have 20 minutes remaining in Section 4.

After 36 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. [pause]

After Section 4

To all students, say:

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

Now say:

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

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

Testing has concluded. You should proceed to After the Test on page 60 and read the remaining instructions to collect test materials before dismissing students.

**SCRIPT 4: Double Time**

The following script is for double time test takers. To help you post accurate start and stop times, use the Double Time (+100%) SAT Section Timing Chart in the Appendix.

- Use this entire script for students approved for double time in reading.
- If you are testing students with math-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2). You’ll be instructed when to turn to this script.

**SECTION 1: Reading Test**

**130 MINUTES DOUBLE TIME**

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

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

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 130 minutes to work on Section 1. We’ll stop for a short break after 65 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. [pause] Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.
If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so try to answer every question, even if you’re not sure of the correct answer.

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

To begin the test, say:

Time starts now.

To continue the test, say:

Time starts now.

During the First Half of the Section

After 30 minutes, say:

You have 100 minutes remaining in Section 1 and 35 minutes until the break.

After 60 minutes, say:

You have 70 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 65 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

During the Second Half of the Section

When everyone is ready, say:

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

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

To all students, say:

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


Fall 2023 SAT School Day

41
For the break, say:

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

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

Certification Statement

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

When everyone is ready, say:

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

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

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

SECTION 2:
Writing and Language Test

DOUBLE TIME

70 Minutes

When everyone is ready, say:

We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 70 minutes to work on Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

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

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

70 MINUTES DOUBLE TIME

START TIME __________ STOP TIME __________

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

During the Section

After 35 minutes, say:

You have 35 minutes remaining in Section 2.
After 65 minutes, say:
You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:
Stop work and put your pencil down. [pause]

Break Before Section 3

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

At the end of the break, say:
Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 3:
Math Test – No Calculator

DOUBLE TIME
50 Minutes

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

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

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

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

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

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

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

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

To begin the test, say:
Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME STOP TIME

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

| After 25 minutes, say:                        |
| You have 25 minutes remaining in Section 3. |

| After 45 minutes, say:                        |
| You have 5 minutes remaining in Section 3.   |

| After exactly 50 minutes, say:                |
| Stop work and put your pencil down. [pause]   |

After Section 3

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

A FOR STUDENTS TESTING IN 2 DAYS

For students approved for double time for reading, proceed to End of Day 1.

B FOR STUDENTS TESTING IN 1 DAY

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

Break Before Section 4 for One-Day Testing

For the break, say:

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

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

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

Proceed to Section 4: Math Test – Calculator.

End of Day 1

To students ending Day 1, say:

Close your answer sheet and place it inside the front of your test book.

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

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

When all materials have been accounted for, say:

When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at ______________.

Please gather your belongings and exit the room quietly.

On Day 2, continue as follows.
On Day 2 of Testing
Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Powering Off and Storing Devices

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

READ ONLY ONE OPTION.

A If your school is collecting personal belongings, say:

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

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

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

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

To all students, say:

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

Preparing to Test

Continue by saying:

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

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

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

Walk around the room to make sure no one has any unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) Refer to Check Items on Student Desks on page 20 for a list of prohibited devices and aids.

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

Then, say:

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

Distribute the designated test materials and answer sheets from Day 1 to each student. Make sure every student or scribe has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students approved to use scratch paper.
SECTION 4: Math Test – Calculator

110 MINUTES DOUBLE TIME

55 Minutes 5-Minute Break 55 Minutes

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

When students are ready, say:

We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 110 minutes to work on Section 4. We’ll stop for a short break after 55 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left.

To all students, say:

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

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

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

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

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

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

To all students, say:

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

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

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

START TIME ___________ STOP TIME ___________

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

During the First Half of the Section

After 25 minutes, say:

You have 85 minutes remaining in Section 4 and 30 minutes until the break.

After 50 minutes, say:

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

After exactly 55 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.
5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

During the Second Half of the Section

When everyone is ready, say:

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

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

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES DOUBLE TIME

START TIME __________ STOP TIME __________

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

After 25 minutes (from the break), say:

You have 30 minutes remaining in Section 4.

After 50 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. [pause]

After Section 4

To all students, say:

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

SCRIPT 5: Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven’t yet done so, return to Begin the Test Here on page 19.

IMPORTANT: If your school has been approved to administer the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 49.

IMPORTANT: Only read the following script if you did not download the test form on each student’s computer as described in Administer the Pre-recorded Audio Format on page 13. If you have already downloaded students’ test forms, skip forward to Complete Test Information on page 48.

Start the Streaming Application

At this point, the streaming application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the Test Administration screen where students will input their assessment, student, and form selection information. At this point, if you haven’t already, give each student a sticky note or index card with their 10-digit College Board SSD number written on it. They’ll need this on both days of testing.
To students accessing the audio streaming application test form, say:

Today you’ll be taking the test using an audio application. First, you’ll enter some information to access your test form.

Confirm that students’ computers display the correct starting screen by saying:

Your screen should display Assessment Information at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

When everyone is ready, say:

Please follow these instructions:

1. Under Assessment Information in the School (AI) Code field, please enter the 6-digit school code _______ that I have posted. [pause]
2. From the Assessment Type drop-down menu, choose SAT School Day. [pause]
3. Under Student Information, please fill in your first and last name. [pause]
4. In the SSD Number field, please fill in the 10-digit number written on the piece of paper I gave to you. [pause]
5. Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select Confirm SSD. If you continue to receive an error message, raise your hand.

Complete Test Information

IMPORTANT: For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can’t be scored. You may need to assist students.

For fields A and B, check that students are filling in the correct code from their screens, not from the test book.

For field A, Form Code, say:

Find field A on the back of your answer sheet (or page 16 of your large-print answer sheet). Find the Form Code on your screen under Form Information. Copy the 7-character code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]

For field B, Test ID, say:

For field B, find the Test ID on your screen under Form Information. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]
For field C, Test Book Serial Number, say:

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

Check that students are copying the Test Book Serial Number from the test book.

After students have completed fields A–C, say:

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

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

If your school is using testing room codes, say:

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

Explain Pre-recorded Audio Navigation

To all pre-recorded audio format users, say:

The test has been set up on your computer. Do not begin the test until I tell you to do so. I will review the navigation with you now.

To students using a PC or a Mac, say:

You may use your mouse to navigate. If you are using a PC or Chromebook, you can also navigate using your keyboard’s Control key. If you are using a Mac, you’ll use the Command key.

I have written the keyboard and other navigation commands on the board and will go over them now. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track, and when a track is playing, it’s highlighted.

Go over the pre-recorded audio navigation by saying:

- Use Control-P or Command-P to play or pause the audio. You can also click the Play or Pause icon at the bottom of the screen.
- To change the volume, click and drag the Volume Control Slider.
- To skip back to a previous track, press Control-B or Command-B.
- To skip forward to the next track press Control-F or Command-F.
- To move forward and backward within a track, click on the Timeline Ribbon at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast-forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

IMPORTANT: Skip the following script if your students are testing with the audio streaming application.

To students using flash drives, say:

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using Control-A.
- Use the mouse and timeline ribbon to go forward and back.
- All other navigation commands work as I have posted them.

To all students, explain procedure by saying:

If your section ends before I call time, you may return to any tracks within the section to review your work, but you may not navigate to any other section. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it’s time to pause and take off your earphones. When it’s time to pause, click Pause and take your earphones off so you can hear my directions. At that point, if the section is ended, I’ll tell you to click Stop. Are there any questions about the information I’ve just read? [pause]
Answer all questions about procedure, and then continue with the script.

**To all students, say:**

We're going to listen to the test introduction now.

**IMPORTANT:** Skip the next script if your students are using a flash drive format.

**To students using the streaming application, say:**

Click **Begin Test** and then click **Yes** when the pop-up box appears. [pause]

**To all students, say:**

Plug in your earphones, but don’t put them on just yet. When I tell you to start the directions, put them on to hear the introduction. When you have listened to the introduction, select **Pause** or press **Control-P** or **Command-P** to pause. Then take off your earphones and look up to signal that you are ready to continue with the test. Now double-click **Test Directions** to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high.

**When students are ready, say:**

Click the square **Stop** button. This will take you back to the list of test sections.

**Final Points Before Testing**

**To all students, say:**

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

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

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

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

I’ll also walk around the room every now and then to make sure everyone is working on the correct section. For the SAT, you can only work on 1 section at a time.

You are not allowed to move to the next section until you’re told to do so. This may be different from what you’re used to, so make sure not to move ahead or look back to a different section, even if you finish the current section early.

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

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

---

**SECTION 1: Reading Test**

**130 MINUTES DOUBLE TIME**

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

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 130 minutes to work on Section 1. We’ll stop for a short break after 65 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break. When I signal you to pause, select **Pause** and take off your earphones so that you can hear my directions.

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

If your last track ends before I call time, you may return to any tracks within Section 1 to review your work, but you may not navigate to any other section.

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

At this point, your computer screen should show a list of sections. If it doesn’t, please raise your hand.

Help students navigate to the correct screen.

Next, say:

We’re about to start the test. Now open your test book to Section 1 in case you want to refer to it. [pause] When I say “Time starts now,” you can put on your earphones, double-click Section 1, listen to the directions, and begin work. [pause] Good luck, everyone.

To begin the test, say:

Time starts now.

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

If any students select Stop by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they’re working on.

5-MINUTE BREAK

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

During the Second Half of the Section

When everyone is ready, say:

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

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones and select Play to resume the question you were working on.

To continue the test, say:

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

After 30 minutes (from the break), post the time remaining, signal students, and say:

You have 35 minutes remaining in Section 1.

After 60 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in this section.

After exactly 65 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 1. Click the square Stop button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and taken off their earphones.

After Section 1

To all students, say:

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

For the break, say:

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

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

We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

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

Certification Statement

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

When everyone is ready, say:

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

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

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

SECTION 2:

Writing and Language Test

115 MINUTES PRE-RECORDED AUDIO TIME

58 Minutes  5-Minute Break  57 Minutes

When students are ready, say:

We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 115 minutes to work on Section 2. We’ll stop for a short break after 58 minutes, and then you’ll continue with Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.
Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section. If you need help at any point, raise your hand.

Open your test book to Section 2 in case you need to refer to it. Your computer screen should show the list of sections.

To all students, say:

When I say “Time starts now,” you can put on your earphones, double-click Section 2, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

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

For the break, say:

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

We’ll start testing again in exactly 5 minutes.

If any students select Stop by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they’re working on.

5-MINUTE BREAK

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

At the end of the break, say:

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

During the First Half of the Section

After 30 minutes, post the time remaining, signal students, and say:

You have 85 minutes remaining in Section 2 and 28 minutes until the break.

After 53 minutes, post the time remaining, signal students, and say:

You have 62 minutes remaining in Section 2 and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

During the Second Half of the Section

When everyone is ready, say:

We’re now going to continue with Section 2. You have an additional 57 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones and select Play to resume the question you were working on.

To continue the test, say:

Time starts now.

Post the start and stop times.

Walk around the room to check that everyone is working on the correct section.

After 27 minutes (from the break), post the time remaining, signal students, and say:
You have 30 minutes remaining in Section 2.

After 52 minutes (from the break), post the time remaining, signal students, and say:
You have 5 minutes remaining in Section 2.

After exactly 57 minutes (from the break), signal students to take off their earphones and say:
Put your pencil down and place your earphones on the desk. [pause] Time is up on Section 2. Click the square Stop button at the bottom of the window to stop work on Section 2 of the test. [pause]

Make sure all students have stopped work and taken off their earphones.

IMPORTANT: If you’re testing students with flash drives, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 73.

Instruct students to end the test by saying:
Move your cursor to the top right of your screen and click the End Test button. Confirm by clicking End Test on the pop-up window to close the application. We’ll restart it on Day 2. Please sit quietly while the test application closes. [pause]

Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

Now say to all students:
This concludes Day 1 of testing. Close your answer sheet and place it inside the front cover of your test book. I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

Collect Test Materials and Dismiss Students

1. Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

2. Collect answer sheets and test materials, including any scratch paper, from each student in the same order that they were distributed. If students downloaded test forms themselves, collect the notes or pieces of paper that you copied their SSD numbers onto. They’ll need these again for the second day of testing.

Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

In the following script, fill in the time that students should report for testing on Day 2.

When all materials are accounted for, say:
Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation.

When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils that have soft erasers. We begin Day 2 testing at _________.

Please gather your belongings, and exit the room quietly.

Return any collected items to students (if all other rooms have begun testing) and dismiss them. The test coordinator will store test materials securely until the second day of testing.

Day 2 of Testing

Before Admitting Students for Day 2 of Testing

1. Ensure navigation notes are posted for students to see (as given under Prepare the Testing Room on page 8).

2. Power on all computers. Make sure the volume is not muted and each computer is plugged in.

3. Turn to the applicable instructions for the students you are testing:
   a. For students using the streaming application, follow the same steps as you did on Day 1 under Administer the Pre-recorded Audio Format on page 13 to prepare the computers for testing.
   If your students are downloading the test forms themselves, the steps for them to follow are outlined in the script later in this section.

   b. For students using flash drives, turn to Set Up Computers for Pre-recorded Audio Flash Drives on page 71.
Admitting Students
Follow standard admission procedures. Seat students in the same seats according to your seating chart from Day 1.

Powering Off and Storing Devices

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

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

**B If your school does not allow collection of personal belongings, say:**
Good morning. At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. The only exception is your testing device. [pause]

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

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

Preparing to Test

Continue by saying:

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

- Remove everything from your desk except your Number 2 pencils with erasers, an acceptable calculator and backup calculator if you brought one, and any items you're approved to use as an accommodation. [pause]

- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

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

Walk around the room to make sure no one has any unauthorized materials or aids on their desk. (The NAR will indicate if an aid has been approved for use on a test as an accommodation.) Refer to Check Items on Student Desks on page 20 for a list of prohibited devices and aids.

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

Then, say:

Now place your calculators under your desks. You won't need them for Section 3. [pause] Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.

Distribute the designated test materials and answer sheet from Day 1 to each student. Make sure every student or scribe has a No. 2 pencil. Check to ensure that no one is using pens or mechanical pencils. Distribute paper to students approved to use scratch paper.

If students are downloading their own test forms on their computers, give them the sticky note or piece of paper with their SSD number that you used for Day 1 of testing. Also make sure that the Form Selection is still posted from the previous day. (This is the 7-character Form Code from the back cover of the test books in your room.)

**IMPORTANT:** If you are testing students using flash drives, skip forward to Section 3: Math Test – No Calculator.
IMPORTANT: Only read the following script if you did not download the test form on each student’s computer as described in Administer the Pre-recorded Audio Format on page 13. If you have already downloaded students’ test forms, skip forward to Section 3: Math Test – No Calculator.

Guide students to download their test file by saying:

The test is being administered via streaming audio. As we did for the first day of testing, I will guide you through the steps to enter the information about your test and download it to your computer.

1. Under Assessment Information in the School (AI) Code field, please add the 6-digit school code I have posted. [pause]
2. Under the Assessment Type drop-down menu, choose SAT School Day. [pause]
3. Under Student Information, please fill in your first and last name. [pause]
4. In the SSD Number field, please fill in the 10-digit number that I have written down and given to you. [pause]
5. Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [pause]

This operation may take a few moments. Please look up once your SSD number has been confirmed. If you receive an error message, please try typing the number again and select Confirm SSD. If you continue to receive an error message, raise your hand.

IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper that you gave to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call the SSD office.

Then say:

In the Form Selection field, type the 7-character code ______ exactly as I have posted it on the board. [pause]

Give instructions for starting the test download by saying:

Follow these instructions:

1. From the Test Day drop-down menu on the right of the form name, confirm you are testing on Day 2. [pause]

2. Select the Continue button.
3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select Confirm.
4. After confirming, you may select Begin Form Download.
5. At this point I want everyone to stop while your form downloads. When the Begin Test button appears, do not select it until instructed to do so.

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

SECTION 3: Math Test – No Calculator

DOUBLE TIME

50 Minutes

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

Remind students how to use the pre-recorded audio streaming application by saying:

Please plug in your earphones, but don’t put them on just yet. Your computer should be showing your test information. If it doesn’t, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. [pause]

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see Explain Pre-recorded Audio Navigation on page 49.

When everyone is ready, say:

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

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

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

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

To all students, say:

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

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you’ll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the reference information if you need it later.

IMPORTANT: Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select Begin Test. Then select Yes when the pop-up box appears. [pause]

To all students, say:

Open your test book to Section 3 in case you need to refer to it. [pause]

When I say “Time starts now,” you can put on your earphones, double-click Section 3, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

50 MINUTES DOUBLE TIME

START TIME __________ STOP TIME __________

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

During the Section

After 25 minutes, post the time remaining, signal students, and say:

You have 25 minutes remaining in Section 3.

After 45 minutes, post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 3. Click the square Stop button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and taken off their earphones.

After Section 3

To all students, say:

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

For the break, say:

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

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

At the end of the break, say:
Please take your seat. Don’t open any section of the test until I tell you to.

**SECTION 4: Math Test – Calculator**
110 MINUTES DOUBLE TIME
55 Minutes  5-Minute Break  55 Minutes
If your school is providing calculators to students, distribute them now.

When students are ready, say:
We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 110 minutes to work on Section 4. We’ll stop for a short break after 55 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:
You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]
Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:
- Keep your calculator flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don’t start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.
Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

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

To all students, say:
Your computer screen should show the list of sections. Also, you’ll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and double-clicking on Question 1. Remember, you can go back and select the reference information if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.
Open your test book to Section 4 in case you need to refer to it. [pause]
When I say “Time starts now,” you can put on your earphones, double-click Section 4, listen to the directions, and begin work.

To begin the test, say:
Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**
55 MINUTES DOUBLE TIME
START TIME   STOP TIME
- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
During the First Half of the Section

**After 25 minutes, post the time remaining, signal students, and say:**

You have 85 minutes remaining in Section 4 and 30 minutes until the break.

**After 50 minutes, post the time remaining, signal students, and say:**

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

**After exactly 55 minutes, signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. [pause]

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

**For the break, say:**

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

We’ll start testing again in exactly 5 minutes.

If any students select Stop by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they’re working on.

**5-MINUTE BREAK**

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check that everyone is working on the correct section.

**At the end of the break, say:**

Please take your seat. Don’t go to any section of the test until I tell you to. [pause]

During the Second Half of the Section

**When everyone is ready, say:**

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

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones and select Play to resume the question you were working on.

**To continue the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

<table>
<thead>
<tr>
<th>55 MINUTES DOUBLE TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>START TIME</strong></td>
</tr>
<tr>
<td><strong>STOP TIME</strong></td>
</tr>
</tbody>
</table>

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

**After 25 minutes (from the break), post the time remaining, signal students, and say:**

You have 30 minutes remaining in Section 4.

**After 50 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 4.

**After exactly 55 minutes (from the break), signal students to take off their earphones:**

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 4. Click the Stop button at the bottom of the screen to stop the test.

Make sure all students have stopped work and removed their earphones.
After the Test  Collect Test Materials

After Section 4

**IMPORTANT:** If testing students using flash drives, skip the next script.

To all students using the MP3 streaming format, say:

Move your cursor to the top right of your screen and click the End Test button. Confirm by clicking End Test on the pop-up window to close the application. Please sit quietly while the test application closes. [pause]

Now say to all students:

Before I collect your test materials, please turn to the back of your answer sheet and check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause]

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

After the Test

To all students, say:

Congratulations, you have finished the test.

Now listen to this important information. If you wish to cancel your scores before you leave, ask me for a Request to Cancel Test Scores form, which you must complete and return to me before you leave the room.

To cancel your scores later, you must notify College Board in writing no later than 11:59 p.m. Eastern Time on the fourth weekday from today. You can also find the form online at sat.org.

Send your signed cancellation request by overnight mail or fax. You cannot cancel your scores with an email or phone call.

I will now come around and collect any other test materials from you. Please hold on to your answer sheet.

Collect Test Materials

Collect Test Books and Other Test Materials

Collect a test book from each student in the same order used to distribute the books. Count the books to ensure you have the correct number before continuing. Collect other test materials except for answer sheets, including scratch paper and any translated directions, at this time. Place materials where students can’t access them.

Collect Flash Drives

1. For students using flash drives with the pre-recorded audio format, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 73.

2. If testing students using the ATC format, collect the flash drives. Walk around the room to close each media player. Click on the X in the upper right corner of the media player window, or click on File and select Exit from the drop-down menu. Then eject the USB flash drive by doing the following:

   a. For PCs, in the notification area in the lower right corner of the monitor, select Show hidden icons, select Safely remove hardware and eject media, and then click on Eject USB Disk.

   b. For Mac computers, eject the flash drive by clicking on the Up Arrow next to the icon under Devices.

   c. For Chromebooks, click on the Eject icon next to the flash drive in the devices list.

3. Place each drive in the original package for each student.

4. Before powering off each computer, ensure the cache is emptied and no files have been copied onto the computer.

Help any students that need to fill out fields A–D. If a student taking the MP3 streaming test didn’t complete Form Code (field A), staff may copy this information from another student's answer sheet after all students are dismissed. All students in the MP3 streaming room will have the same Form Code.

Now say:

When you are finished checking, place your answer sheet faceup on your desk. Please stay seated and remain quiet while I collect and count your test books. You may stand to stretch if you need to, but please don’t talk.

Testing has concluded. Proceed to After the Test and read the remaining instructions to collect test materials before dismissing students.
Before Collecting Answer Sheets

Read this script to determine if any students need to complete nontest information on their answer sheets.

To all students, say:

If you still have nontest information to fill out on your answer sheet, including any new score report requests that you want to make in field 15, where you can choose which colleges or scholarship programs you want to receive your scores, please open your answer sheet to page 2. Score report requests you make now will be free of charge. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I’ll help you complete your answer sheets.

If you have already completed all the nontest information on your answer sheet, leave your answer sheet faceup on your desk.

For students who have completed nontest information on the answer sheets, proceed to Collect Answer Sheets on page 62. When you have dismissed these students, return to Completing the Answer Sheets that follows for any students remaining.

Completing the Answer Sheets

Distribute a copy of the Student Answer Sheet Instructions to students remaining in the room for completing the nontest information on their answer sheets.

To all students, say:

Follow along in the Student Answer Sheet Instructions booklet as I read instructions to you.

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

For fields 10–14, say:

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

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

For field 15, say:

Find field 15 on page 2 of your answer sheet. When you take the SAT as a part of SAT School Day, you’re entitled to send your scores to as many as 4 colleges or scholarship programs. If you complete this optional section, your scores will be sent free of charge.

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

For each place you want to send scores to, copy the 4 digits in the boxes and fill in the corresponding bubbles. Remember, this field is optional, and you’ll be able to send scores online after test day for a small fee. You won’t be able to cancel or change score reporting you request today. Let me know if you have any questions.

Look up when you’re done. [pause]

IMPORTANT: If you have students who only asked to change their score reports, you can dismiss them while others are completing the additional fields.

Now say:

If you have no other information to include on your answer sheet, close the Student Answer Sheet Instructions and your answer sheet, and place the answer sheet faceup on your desk.

Read the remaining scripts below if you have students who need to complete fields 16–39. After reading these scripts, you may turn to Collect Answer Sheets on page 62 to dismiss students who don’t need to complete these fields.

To students remaining in the room, say:

I’ll now help students start completing the rest of the answer sheet, and while they’re working, I’ll dismiss anyone who is finished.
After the Test

Before Dismissing Students

For field 17, say:

Turn to page 3. If you'd like to get information from College Board by email, including information about your scores once they become available online, write in your email address and fill in the corresponding bubbles in field 17. This is on page 6 if you're using a large-print answer sheet. Indicate at the top of the field whether this is your own or a parent or guardian's address. [pause]

To all students, for field 18, say:

Field 18 asks for your U.S. mobile number. Only U.S. mobile numbers are accepted. This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

When everyone is ready, say:

Now we'll complete the rest of the nontest questions, which ask for more information about you, your educational background, experiences, and activities and interests. You can read about the benefits of providing this optional information in your Student Answer Sheet Instructions booklet. It's important that you know College Board will be able to use this information and provide it to others for additional uses, such as research.

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

Instructions for how to complete these fields are provided in your Student Answer Sheet Instructions booklet starting on page 2. Follow the instructions to complete fields 19 through 22. Then turn to the inside back cover of your answer sheet (or page 8 in your large-print answer sheet) to complete fields 23 through 39. Raise your hand if you have any questions. [pause]

When you're finished, close your Student Answer Sheet Instructions booklet and place it next to your answer sheet on your desk. Place your answer sheet faceup on your desk. Please wait quietly while others finish.

When you're ready to dismiss students, continue with the instructions under Collect Answer Sheets.

Collect Answer Sheets

Collect an answer sheet (and Student Answer Sheet Instructions booklet, if applicable) from each student who is ready for dismissal—these students should have their answer sheets placed faceup on their desks.

For each student, before moving on to the next person, do the following:

- Make sure students have completed fields 1–9 on the front page of the answer sheet.
- If there is a discrepancy, ask the student to show ID and explain the discrepancy. If you suspect impersonation, notify the test coordinator immediately. Note the student's name and document this on an IR.
- Flip the answer sheet over to make sure they completed the Form Code and other fields from the Complete on Test Day section, fields A–C. (For large-print answer sheets, these fields are on page 16.) These fields must be completed for a student's answer sheet to be scored.

Before Dismissing Students

Make sure answer sheets are not inserted in or between test books.

Keep students seated until you're sure you have an answer sheet and the testing materials used by each student.

- Verify by count you have a multiple-choice test book and answer sheet for each student being dismissed.
- Verify by serial number you have collected the test books assigned to your room.
- If you have any students approved to write their answers in the test book, you must ensure their answer sheets include the students' personal and test information for fields 1–9 and A–C before dismissing students.

After all materials are accounted for, say:

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet.

Remind students of consequences by saying:

As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be canceled and they may be prevented from taking other College Board tests in the future.
After Students Leave the Room

Transcribe Student Responses for Scoring

A completed answer sheet (standard or large print) must be submitted for a student to receive a score report.

- If you have any students approved to write their answers in the test book, do the following:
  - On the front cover of the test book, write “Answers in book” and copy the litho code (8-digit serial number) from the shaded box on the bottom right corner of the answer sheet.
  - On the test book, make sure the student’s name and 6-digit school (AI) code have been recorded.
  - Transfer responses from the test book to the regular answer sheet pages.
  - Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.

- For students approved to use braille writers or computers to record answers, you or a monitor or support staff member must:
  - Transfer multiple-choice and student-produced responses from braille or computer pages to the regular answer sheet pages.
  - On the materials that you transferred answers from, write the student’s name, 6-digit AI code, and answer sheet litho code.

- Large-print answer sheets don’t need to be transcribed and should be returned with used answer sheets.

Finish Up

- Complete and sign the Testing Room Materials Report form and seating chart.
- Fill out an IR if you encountered any testing issues.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster or NAR identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:
  - Answer sheets
  - Test books, including flash drives and any other alternate test formats
  - Any materials you transcribed student responses from, if applicable
  - Room roster or NAR
  - IRs, if any
  - Completed Testing Room Materials Report form
  - Any other materials provided to you by the test coordinator
# Appendix

## Overview of Timing and Breaks

### OVERVIEW OF TIMING AND BREAKS

<table>
<thead>
<tr>
<th>Script 1</th>
<th>Script 2</th>
<th>Script 3</th>
<th>Script 4</th>
<th>Script 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
<td><strong>Section 2</strong></td>
<td><strong>Section 3</strong></td>
<td><strong>Section 4</strong></td>
<td><strong>Total SAT—testing + breaks</strong></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing and Language</strong></td>
<td><strong>Math Test – No Calculator</strong></td>
<td><strong>Math Test – Calculator</strong></td>
<td></td>
</tr>
<tr>
<td>65 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>55 minutes</td>
<td>3 hours, 15 minutes</td>
</tr>
<tr>
<td>10-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 2</strong></td>
<td><strong>Standard Time with Extra Breaks</strong></td>
<td><strong>Script 3</strong></td>
<td><strong>Time and One-Half (+50%) 1-Day Testing</strong></td>
<td><strong>Script 4</strong></td>
</tr>
<tr>
<td>33 minutes</td>
<td>35 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 minutes</td>
<td>35 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 minutes</td>
<td>28 minutes</td>
<td>42 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 3</strong></td>
<td><strong>Time and One-Half (+50%) 1-Day Testing</strong></td>
<td><strong>Script 4</strong></td>
<td><strong>Double Time (+100%)</strong></td>
<td><strong>Script 5</strong></td>
</tr>
<tr>
<td>49 minutes</td>
<td>53 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td>49 minutes</td>
<td>38 minutes</td>
<td>5-min. break</td>
<td>55 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td>5-min. break</td>
<td>41 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 hours, 57 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 4</strong></td>
<td><strong>Double Time (+100%)</strong></td>
<td><strong>Script 5</strong></td>
<td><strong>Pre-recorded Audio (MP3) Users</strong></td>
<td></td>
</tr>
<tr>
<td>65 minutes</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>6 hours, 20 minutes</td>
</tr>
<tr>
<td>65 minutes</td>
<td>50 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hours, 20 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Script 5</strong></td>
<td><strong>Pre-recorded Audio (MP3) Users</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 minutes</td>
<td>58 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
<td>7 hours, 10 minutes</td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 minutes</td>
<td>55 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Day 1</td>
<td>End Day 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TIMING CHART FOR ACCOMMODATED TESTING USING COMBINED SCRIPTS

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Total SAT—testing + breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing and Language</td>
<td>Math Test – No Calculator</td>
<td>Math Test – Calculator</td>
<td></td>
</tr>
<tr>
<td><strong>Scripts 1 &amp; 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Time (+100%) for Math Only</td>
<td></td>
<td></td>
<td></td>
<td>4 hours, 45 minutes</td>
</tr>
<tr>
<td></td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>50 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>55 minutes</td>
</tr>
<tr>
<td><strong>Scripts 1 &amp; 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and One-Half (+50%) for Math Only</td>
<td></td>
<td></td>
<td></td>
<td>4 hours, 6 minutes</td>
</tr>
<tr>
<td></td>
<td>65 minutes</td>
<td>35 minutes</td>
<td>38 minutes</td>
<td>42 minutes</td>
</tr>
<tr>
<td></td>
<td>10-min. break</td>
<td>5-min. break</td>
<td>5-min. break</td>
<td>41 minutes</td>
</tr>
</tbody>
</table>
### Standard SAT Section Timing Chart—Accommodated Administration

**START AND STOP TIMES**  
*All times are “minutes after the hour.”*

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65 min.</td>
<td>35 min.</td>
<td>25 min.</td>
<td>55 min.</td>
</tr>
<tr>
<td>00:00</td>
<td>.05</td>
<td>.35</td>
<td>.25</td>
<td>.55</td>
</tr>
<tr>
<td>00:01</td>
<td>.06</td>
<td>.36</td>
<td>.26</td>
<td>.56</td>
</tr>
<tr>
<td>00:02</td>
<td>.07</td>
<td>.37</td>
<td>.27</td>
<td>.57</td>
</tr>
<tr>
<td>00:03</td>
<td>.08</td>
<td>.38</td>
<td>.28</td>
<td>.58</td>
</tr>
<tr>
<td>00:04</td>
<td>.09</td>
<td>.39</td>
<td>.29</td>
<td>.59</td>
</tr>
<tr>
<td>00:05</td>
<td>.10</td>
<td>.40</td>
<td>.30</td>
<td>00:00</td>
</tr>
<tr>
<td>00:06</td>
<td>.11</td>
<td>.41</td>
<td>.31</td>
<td>01:00</td>
</tr>
<tr>
<td>00:07</td>
<td>.12</td>
<td>.42</td>
<td>.32</td>
<td>02:00</td>
</tr>
<tr>
<td>00:08</td>
<td>.13</td>
<td>.43</td>
<td>.33</td>
<td>03:00</td>
</tr>
<tr>
<td>00:09</td>
<td>.14</td>
<td>.44</td>
<td>.34</td>
<td>04:00</td>
</tr>
<tr>
<td>00:10</td>
<td>.15</td>
<td>.45</td>
<td>.35</td>
<td>05:00</td>
</tr>
<tr>
<td>00:11</td>
<td>.16</td>
<td>.46</td>
<td>.36</td>
<td>06:00</td>
</tr>
<tr>
<td>00:12</td>
<td>.17</td>
<td>.47</td>
<td>.37</td>
<td>07:00</td>
</tr>
<tr>
<td>00:13</td>
<td>.18</td>
<td>.48</td>
<td>.38</td>
<td>08:00</td>
</tr>
<tr>
<td>00:14</td>
<td>.19</td>
<td>.49</td>
<td>.39</td>
<td>09:00</td>
</tr>
<tr>
<td>00:15</td>
<td>.20</td>
<td>.50</td>
<td>.40</td>
<td>10:00</td>
</tr>
<tr>
<td>00:16</td>
<td>.21</td>
<td>.51</td>
<td>.41</td>
<td>11:00</td>
</tr>
<tr>
<td>00:17</td>
<td>.22</td>
<td>.52</td>
<td>.42</td>
<td>12:00</td>
</tr>
<tr>
<td>00:18</td>
<td>.23</td>
<td>.53</td>
<td>.43</td>
<td>13:00</td>
</tr>
<tr>
<td>00:19</td>
<td>.24</td>
<td>.54</td>
<td>.44</td>
<td>14:00</td>
</tr>
<tr>
<td>00:20</td>
<td>.25</td>
<td>.55</td>
<td>.45</td>
<td>15:00</td>
</tr>
<tr>
<td>00:21</td>
<td>.26</td>
<td>.56</td>
<td>.46</td>
<td>16:00</td>
</tr>
<tr>
<td>00:22</td>
<td>.27</td>
<td>.57</td>
<td>.47</td>
<td>17:00</td>
</tr>
<tr>
<td>00:23</td>
<td>.28</td>
<td>.58</td>
<td>.48</td>
<td>18:00</td>
</tr>
<tr>
<td>00:24</td>
<td>.29</td>
<td>.59</td>
<td>.49</td>
<td>19:00</td>
</tr>
<tr>
<td>00:25</td>
<td>.30</td>
<td>.60</td>
<td>.50</td>
<td>20:00</td>
</tr>
<tr>
<td>00:26</td>
<td>.31</td>
<td>.61</td>
<td>.51</td>
<td>21:00</td>
</tr>
<tr>
<td>00:27</td>
<td>.32</td>
<td>.62</td>
<td>.52</td>
<td>22:00</td>
</tr>
<tr>
<td>00:28</td>
<td>.33</td>
<td>.63</td>
<td>.53</td>
<td>23:00</td>
</tr>
<tr>
<td>00:29</td>
<td>.34</td>
<td>.64</td>
<td>.54</td>
<td>24:00</td>
</tr>
<tr>
<td>00:30</td>
<td>.35</td>
<td>.65</td>
<td>.55</td>
<td>25:00</td>
</tr>
<tr>
<td>00:31</td>
<td>.36</td>
<td>.66</td>
<td>.56</td>
<td>26:00</td>
</tr>
<tr>
<td>00:32</td>
<td>.37</td>
<td>.67</td>
<td>.57</td>
<td>27:00</td>
</tr>
<tr>
<td>00:33</td>
<td>.38</td>
<td>.68</td>
<td>.58</td>
<td>28:00</td>
</tr>
<tr>
<td>00:34</td>
<td>.39</td>
<td>.69</td>
<td>.59</td>
<td>29:00</td>
</tr>
<tr>
<td>00:35</td>
<td>.40</td>
<td>.70</td>
<td>.60</td>
<td>30:00</td>
</tr>
<tr>
<td>00:36</td>
<td>.41</td>
<td>.71</td>
<td>.61</td>
<td>31:00</td>
</tr>
<tr>
<td>00:37</td>
<td>.42</td>
<td>.72</td>
<td>.62</td>
<td>32:00</td>
</tr>
<tr>
<td>00:38</td>
<td>.43</td>
<td>.73</td>
<td>.63</td>
<td>33:00</td>
</tr>
<tr>
<td>00:39</td>
<td>.44</td>
<td>.74</td>
<td>.64</td>
<td>34:00</td>
</tr>
<tr>
<td>00:40</td>
<td>.45</td>
<td>.75</td>
<td>.65</td>
<td>35:00</td>
</tr>
<tr>
<td>00:41</td>
<td>.46</td>
<td>.76</td>
<td>.66</td>
<td>36:00</td>
</tr>
<tr>
<td>00:42</td>
<td>.47</td>
<td>.77</td>
<td>.67</td>
<td>37:00</td>
</tr>
<tr>
<td>00:43</td>
<td>.48</td>
<td>.78</td>
<td>.68</td>
<td>38:00</td>
</tr>
<tr>
<td>00:44</td>
<td>.49</td>
<td>.79</td>
<td>.69</td>
<td>39:00</td>
</tr>
<tr>
<td>00:45</td>
<td>.50</td>
<td>.80</td>
<td>.70</td>
<td>40:00</td>
</tr>
<tr>
<td>00:46</td>
<td>.51</td>
<td>.81</td>
<td>.71</td>
<td>41:00</td>
</tr>
<tr>
<td>00:47</td>
<td>.52</td>
<td>.82</td>
<td>.72</td>
<td>42:00</td>
</tr>
<tr>
<td>00:48</td>
<td>.53</td>
<td>.83</td>
<td>.73</td>
<td>43:00</td>
</tr>
<tr>
<td>00:49</td>
<td>.54</td>
<td>.84</td>
<td>.74</td>
<td>44:00</td>
</tr>
<tr>
<td>00:50</td>
<td>.55</td>
<td>.85</td>
<td>.75</td>
<td>45:00</td>
</tr>
<tr>
<td>00:51</td>
<td>.56</td>
<td>.86</td>
<td>.76</td>
<td>46:00</td>
</tr>
<tr>
<td>00:52</td>
<td>.57</td>
<td>.87</td>
<td>.77</td>
<td>47:00</td>
</tr>
<tr>
<td>00:53</td>
<td>.58</td>
<td>.88</td>
<td>.78</td>
<td>48:00</td>
</tr>
<tr>
<td>00:54</td>
<td>.59</td>
<td>.89</td>
<td>.79</td>
<td>49:00</td>
</tr>
<tr>
<td>00:55</td>
<td>.60</td>
<td>.90</td>
<td>.80</td>
<td>50:00</td>
</tr>
<tr>
<td>00:56</td>
<td>.61</td>
<td>.91</td>
<td>.81</td>
<td>51:00</td>
</tr>
<tr>
<td>00:57</td>
<td>.62</td>
<td>.92</td>
<td>.82</td>
<td>52:00</td>
</tr>
<tr>
<td>00:58</td>
<td>.63</td>
<td>.93</td>
<td>.83</td>
<td>53:00</td>
</tr>
<tr>
<td>00:59</td>
<td>.64</td>
<td>.94</td>
<td>.84</td>
<td>54:00</td>
</tr>
</tbody>
</table>
### Standard SAT Section Timing Chart—with Extra Breaks

#### START AND STOP TIMES

*All times are “minutes after the hour.”*

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:33</td>
<td>:35</td>
<td>:25</td>
<td>:28 :27</td>
</tr>
<tr>
<td>:01</td>
<td>:34</td>
<td>:36</td>
<td>:26</td>
<td>:29 :28</td>
</tr>
<tr>
<td>:02</td>
<td>:35</td>
<td>:37</td>
<td>:27</td>
<td>:30 :29</td>
</tr>
<tr>
<td>:03</td>
<td>:36</td>
<td>:38</td>
<td>:28</td>
<td>:31 :30</td>
</tr>
<tr>
<td>:05</td>
<td>:38</td>
<td>:40</td>
<td>:30</td>
<td>:33 :32</td>
</tr>
<tr>
<td>:06</td>
<td>:39</td>
<td>:41</td>
<td>:31</td>
<td>:34 :33</td>
</tr>
<tr>
<td>:07</td>
<td>:40</td>
<td>:42</td>
<td>:32</td>
<td>:35 :34</td>
</tr>
<tr>
<td>:08</td>
<td>:41</td>
<td>:43</td>
<td>:33</td>
<td>:36 :35</td>
</tr>
<tr>
<td>:09</td>
<td>:42</td>
<td>:44</td>
<td>:34</td>
<td>:37 :36</td>
</tr>
<tr>
<td>:10</td>
<td>:43</td>
<td>:45</td>
<td>:35</td>
<td>:38 :37</td>
</tr>
<tr>
<td>:12</td>
<td>:45</td>
<td>:47</td>
<td>:37</td>
<td>:40 :39</td>
</tr>
<tr>
<td>:17</td>
<td>:50</td>
<td>:52</td>
<td>:42</td>
<td>:45 :44</td>
</tr>
<tr>
<td>:18</td>
<td>:51</td>
<td>:53</td>
<td>:43</td>
<td>:46 :45</td>
</tr>
<tr>
<td>:19</td>
<td>:52</td>
<td>:54</td>
<td>:44</td>
<td>:47 :46</td>
</tr>
<tr>
<td>:25</td>
<td>:58</td>
<td>:60</td>
<td>:50</td>
<td>:53 :52</td>
</tr>
<tr>
<td>:27</td>
<td>:00</td>
<td>:62</td>
<td>:52</td>
<td>:55 :54</td>
</tr>
<tr>
<td>:29</td>
<td>:02</td>
<td>:64</td>
<td>:54</td>
<td>:57 :56</td>
</tr>
<tr>
<td>:32</td>
<td>:05</td>
<td>:67</td>
<td>:57</td>
<td>:60 :59</td>
</tr>
<tr>
<td>:33</td>
<td>:06</td>
<td>:68</td>
<td>:58</td>
<td>:61 :60</td>
</tr>
<tr>
<td>:35</td>
<td>:08</td>
<td>:70</td>
<td>:60</td>
<td>:63 :62</td>
</tr>
<tr>
<td>:43</td>
<td>:16</td>
<td>:78</td>
<td>:68</td>
<td>:71 :70</td>
</tr>
<tr>
<td>:45</td>
<td>:18</td>
<td>:80</td>
<td>:70</td>
<td>:73 :72</td>
</tr>
<tr>
<td>:50</td>
<td>:23</td>
<td>:85</td>
<td>:75</td>
<td>:78 :77</td>
</tr>
<tr>
<td>:57</td>
<td>:30</td>
<td>:92</td>
<td>:82</td>
<td>:85 :84</td>
</tr>
</tbody>
</table>
# Time and One-Half (+50%) SAT Section Timing Chart—One-Day Testing

**START AND STOP TIMES**  
*All times are “minutes after the hour.”*

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:49</td>
<td>:53</td>
<td>:38</td>
<td>:42 -break:41 min.</td>
</tr>
<tr>
<td>:01</td>
<td>:50</td>
<td>:54</td>
<td>:39</td>
<td>:43</td>
</tr>
<tr>
<td>:02</td>
<td>:51</td>
<td>:55</td>
<td>:40</td>
<td>:44</td>
</tr>
<tr>
<td>:04</td>
<td>:53</td>
<td>:57</td>
<td>:42</td>
<td>:45</td>
</tr>
<tr>
<td>:05</td>
<td>:54</td>
<td>:58</td>
<td>:43</td>
<td>:47</td>
</tr>
<tr>
<td>:06</td>
<td>:55</td>
<td>:59</td>
<td>:44</td>
<td>:48</td>
</tr>
<tr>
<td>:07</td>
<td>:56</td>
<td>:60</td>
<td>:45</td>
<td>:49</td>
</tr>
<tr>
<td>:08</td>
<td>:57</td>
<td>:61</td>
<td>:46</td>
<td>:50</td>
</tr>
<tr>
<td>:09</td>
<td>:58</td>
<td>:62</td>
<td>:47</td>
<td>:51</td>
</tr>
<tr>
<td>:10</td>
<td>:59</td>
<td>:63</td>
<td>:48</td>
<td>:52</td>
</tr>
<tr>
<td>:11</td>
<td>:00</td>
<td>:64</td>
<td>:49</td>
<td>:53</td>
</tr>
<tr>
<td>:12</td>
<td>:01</td>
<td>:65</td>
<td>:50</td>
<td>:54</td>
</tr>
<tr>
<td>:14</td>
<td>:03</td>
<td>:67</td>
<td>:52</td>
<td>:56</td>
</tr>
<tr>
<td>:15</td>
<td>:04</td>
<td>:68</td>
<td>:53</td>
<td>:57</td>
</tr>
<tr>
<td>:16</td>
<td>:05</td>
<td>:69</td>
<td>:54</td>
<td>:58</td>
</tr>
<tr>
<td>:17</td>
<td>:06</td>
<td>:70</td>
<td>:55</td>
<td>:59</td>
</tr>
<tr>
<td>:18</td>
<td>:07</td>
<td>:71</td>
<td>:56</td>
<td>:60</td>
</tr>
<tr>
<td>:19</td>
<td>:08</td>
<td>:72</td>
<td>:57</td>
<td>:61</td>
</tr>
<tr>
<td>:20</td>
<td>:09</td>
<td>:73</td>
<td>:58</td>
<td>:62</td>
</tr>
<tr>
<td>:22</td>
<td>:11</td>
<td>:75</td>
<td>:60</td>
<td>:64</td>
</tr>
<tr>
<td>:26</td>
<td>:15</td>
<td>:79</td>
<td>:64</td>
<td>:68</td>
</tr>
<tr>
<td>:28</td>
<td>:17</td>
<td>:81</td>
<td>:66</td>
<td>:70</td>
</tr>
<tr>
<td>:29</td>
<td>:18</td>
<td>:82</td>
<td>:67</td>
<td>:71</td>
</tr>
<tr>
<td>:30</td>
<td>:19</td>
<td>:83</td>
<td>:68</td>
<td>:72</td>
</tr>
<tr>
<td>:32</td>
<td>:21</td>
<td>:85</td>
<td>:70</td>
<td>:74</td>
</tr>
<tr>
<td>:34</td>
<td>:23</td>
<td>:87</td>
<td>:72</td>
<td>:76</td>
</tr>
<tr>
<td>:35</td>
<td>:24</td>
<td>:88</td>
<td>:73</td>
<td>:77</td>
</tr>
<tr>
<td>:36</td>
<td>:25</td>
<td>:89</td>
<td>:74</td>
<td>:78</td>
</tr>
<tr>
<td>:37</td>
<td>:26</td>
<td>:90</td>
<td>:75</td>
<td>:79</td>
</tr>
<tr>
<td>:38</td>
<td>:27</td>
<td>:91</td>
<td>:76</td>
<td>:80</td>
</tr>
<tr>
<td>:40</td>
<td>:29</td>
<td>:93</td>
<td>:78</td>
<td>:82</td>
</tr>
<tr>
<td>:41</td>
<td>:30</td>
<td>:94</td>
<td>:79</td>
<td>:83</td>
</tr>
<tr>
<td>:44</td>
<td>:33</td>
<td>:97</td>
<td>:82</td>
<td>:86</td>
</tr>
<tr>
<td>:45</td>
<td>:34</td>
<td>:98</td>
<td>:83</td>
<td>:87</td>
</tr>
<tr>
<td>:46</td>
<td>:35</td>
<td>:99</td>
<td>:84</td>
<td>:88</td>
</tr>
<tr>
<td>:47</td>
<td>:36</td>
<td>:100</td>
<td>:85</td>
<td>:89</td>
</tr>
<tr>
<td>:51</td>
<td>:40</td>
<td>:104</td>
<td>:89</td>
<td>:93</td>
</tr>
<tr>
<td>:53</td>
<td>:42</td>
<td>:106</td>
<td>:91</td>
<td>:95</td>
</tr>
<tr>
<td>:58</td>
<td>:47</td>
<td>:111</td>
<td>:96</td>
<td>:100</td>
</tr>
</tbody>
</table>
Double Time (+100%) SAT Section Timing Chart

START AND STOP TIMES  All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Section 1 65 min.-break-65 min.</th>
<th>Section 2 10 min.</th>
<th>Section 3 50 min.</th>
<th>Section 4 55 min.-break-55 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:05</td>
<td>:10</td>
<td>:50</td>
<td>:55</td>
</tr>
<tr>
<td>:01</td>
<td>:06</td>
<td>:11</td>
<td>:51</td>
<td>:56</td>
</tr>
<tr>
<td>:02</td>
<td>:07</td>
<td>:12</td>
<td>:52</td>
<td>:57</td>
</tr>
<tr>
<td>:03</td>
<td>:08</td>
<td>:13</td>
<td>:53</td>
<td>:58</td>
</tr>
<tr>
<td>:04</td>
<td>:09</td>
<td>:14</td>
<td>:54</td>
<td>:59</td>
</tr>
<tr>
<td>:05</td>
<td>:10</td>
<td>:15</td>
<td>:55</td>
<td>:00</td>
</tr>
<tr>
<td>:06</td>
<td>:11</td>
<td>:16</td>
<td>:56</td>
<td>:01</td>
</tr>
<tr>
<td>:07</td>
<td>:12</td>
<td>:17</td>
<td>:57</td>
<td>:02</td>
</tr>
<tr>
<td>:08</td>
<td>:13</td>
<td>:18</td>
<td>:58</td>
<td>:03</td>
</tr>
<tr>
<td>:09</td>
<td>:14</td>
<td>:19</td>
<td>:59</td>
<td>:04</td>
</tr>
<tr>
<td>:10</td>
<td>:15</td>
<td>:20</td>
<td>:00</td>
<td>:05</td>
</tr>
<tr>
<td>:11</td>
<td>:16</td>
<td>:21</td>
<td>:01</td>
<td>:06</td>
</tr>
<tr>
<td>:12</td>
<td>:17</td>
<td>:22</td>
<td>:02</td>
<td>:07</td>
</tr>
<tr>
<td>:13</td>
<td>:18</td>
<td>:23</td>
<td>:03</td>
<td>:08</td>
</tr>
<tr>
<td>:14</td>
<td>:19</td>
<td>:24</td>
<td>:04</td>
<td>:09</td>
</tr>
<tr>
<td>:15</td>
<td>:20</td>
<td>:25</td>
<td>:05</td>
<td>:10</td>
</tr>
<tr>
<td>:16</td>
<td>:21</td>
<td>:26</td>
<td>:06</td>
<td>:11</td>
</tr>
<tr>
<td>:19</td>
<td>:24</td>
<td>:29</td>
<td>:09</td>
<td>:14</td>
</tr>
<tr>
<td>:20</td>
<td>:25</td>
<td>:30</td>
<td>:10</td>
<td>:15</td>
</tr>
<tr>
<td>:21</td>
<td>:26</td>
<td>:31</td>
<td>:11</td>
<td>:16</td>
</tr>
<tr>
<td>:24</td>
<td>:29</td>
<td>:34</td>
<td>:14</td>
<td>:19</td>
</tr>
<tr>
<td>:25</td>
<td>:30</td>
<td>:35</td>
<td>:15</td>
<td>:20</td>
</tr>
<tr>
<td>:26</td>
<td>:31</td>
<td>:36</td>
<td>:16</td>
<td>:21</td>
</tr>
<tr>
<td>:27</td>
<td>:32</td>
<td>:37</td>
<td>:17</td>
<td>:22</td>
</tr>
<tr>
<td>:29</td>
<td>:34</td>
<td>:39</td>
<td>:19</td>
<td>:24</td>
</tr>
<tr>
<td>:30</td>
<td>:35</td>
<td>:40</td>
<td>:20</td>
<td>:25</td>
</tr>
<tr>
<td>:31</td>
<td>:36</td>
<td>:41</td>
<td>:21</td>
<td>:26</td>
</tr>
<tr>
<td>:34</td>
<td>:39</td>
<td>:44</td>
<td>:24</td>
<td>:29</td>
</tr>
<tr>
<td>:35</td>
<td>:40</td>
<td>:45</td>
<td>:25</td>
<td>:30</td>
</tr>
<tr>
<td>:36</td>
<td>:41</td>
<td>:46</td>
<td>:26</td>
<td>:31</td>
</tr>
<tr>
<td>:39</td>
<td>:44</td>
<td>:49</td>
<td>:29</td>
<td>:34</td>
</tr>
<tr>
<td>:40</td>
<td>:45</td>
<td>:50</td>
<td>:30</td>
<td>:35</td>
</tr>
<tr>
<td>:41</td>
<td>:46</td>
<td>:51</td>
<td>:31</td>
<td>:36</td>
</tr>
<tr>
<td>:44</td>
<td>:49</td>
<td>:54</td>
<td>:34</td>
<td>:39</td>
</tr>
<tr>
<td>:45</td>
<td>:50</td>
<td>:55</td>
<td>:35</td>
<td>:40</td>
</tr>
<tr>
<td>:46</td>
<td>:51</td>
<td>:56</td>
<td>:36</td>
<td>:41</td>
</tr>
<tr>
<td>:47</td>
<td>:52</td>
<td>:57</td>
<td>:37</td>
<td>:42</td>
</tr>
<tr>
<td>:48</td>
<td>:53</td>
<td>:58</td>
<td>:38</td>
<td>:43</td>
</tr>
<tr>
<td>:49</td>
<td>:54</td>
<td>:59</td>
<td>:39</td>
<td>:44</td>
</tr>
<tr>
<td>:50</td>
<td>:55</td>
<td>:60</td>
<td>:40</td>
<td>:45</td>
</tr>
<tr>
<td>:51</td>
<td>:56</td>
<td>:61</td>
<td>:41</td>
<td>:46</td>
</tr>
<tr>
<td>:54</td>
<td>:59</td>
<td>:64</td>
<td>:44</td>
<td>:49</td>
</tr>
<tr>
<td>:55</td>
<td>:60</td>
<td>:65</td>
<td>:45</td>
<td>:50</td>
</tr>
<tr>
<td>:59</td>
<td>:64</td>
<td>:69</td>
<td>:49</td>
<td>:54</td>
</tr>
<tr>
<td>Start Time</td>
<td>Section 1</td>
<td>Section 2</td>
<td>Section 3</td>
<td>Section 4</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>:00</td>
<td>.05</td>
<td>.05</td>
<td>.58</td>
<td>.57</td>
</tr>
<tr>
<td>:01</td>
<td>.06</td>
<td>.06</td>
<td>.59</td>
<td>.58</td>
</tr>
<tr>
<td>:02</td>
<td>.07</td>
<td>.07</td>
<td>.50</td>
<td>.59</td>
</tr>
<tr>
<td>:03</td>
<td>.08</td>
<td>.08</td>
<td>.59</td>
<td>.58</td>
</tr>
<tr>
<td>:04</td>
<td>.09</td>
<td>.09</td>
<td>.59</td>
<td>.59</td>
</tr>
<tr>
<td>:05</td>
<td>.10</td>
<td>.10</td>
<td>.56</td>
<td>.55</td>
</tr>
<tr>
<td>:06</td>
<td>.11</td>
<td>.11</td>
<td>.56</td>
<td>.59</td>
</tr>
<tr>
<td>:07</td>
<td>.12</td>
<td>.12</td>
<td>.57</td>
<td>.57</td>
</tr>
<tr>
<td>:08</td>
<td>.13</td>
<td>.13</td>
<td>.58</td>
<td>.58</td>
</tr>
<tr>
<td>:10</td>
<td>.15</td>
<td>.15</td>
<td>.59</td>
<td>.58</td>
</tr>
<tr>
<td>:11</td>
<td>.16</td>
<td>.16</td>
<td>.60</td>
<td>.58</td>
</tr>
<tr>
<td>:12</td>
<td>.17</td>
<td>.17</td>
<td>.61</td>
<td>.58</td>
</tr>
<tr>
<td>:13</td>
<td>.18</td>
<td>.18</td>
<td>.62</td>
<td>.57</td>
</tr>
<tr>
<td>:14</td>
<td>.19</td>
<td>.19</td>
<td>.62</td>
<td>.57</td>
</tr>
<tr>
<td>:15</td>
<td>.20</td>
<td>.20</td>
<td>.63</td>
<td>.56</td>
</tr>
<tr>
<td>:16</td>
<td>.21</td>
<td>.21</td>
<td>.63</td>
<td>.55</td>
</tr>
<tr>
<td>:17</td>
<td>.22</td>
<td>.22</td>
<td>.63</td>
<td>.55</td>
</tr>
<tr>
<td>:18</td>
<td>.23</td>
<td>.23</td>
<td>.64</td>
<td>.54</td>
</tr>
<tr>
<td>:19</td>
<td>.24</td>
<td>.24</td>
<td>.65</td>
<td>.54</td>
</tr>
<tr>
<td>:20</td>
<td>.25</td>
<td>.25</td>
<td>.65</td>
<td>.54</td>
</tr>
<tr>
<td>:21</td>
<td>.26</td>
<td>.26</td>
<td>.66</td>
<td>.54</td>
</tr>
<tr>
<td>:22</td>
<td>.27</td>
<td>.27</td>
<td>.66</td>
<td>.54</td>
</tr>
<tr>
<td>:23</td>
<td>.28</td>
<td>.28</td>
<td>.66</td>
<td>.54</td>
</tr>
<tr>
<td>:24</td>
<td>.29</td>
<td>.29</td>
<td>.67</td>
<td>.54</td>
</tr>
<tr>
<td>:25</td>
<td>.30</td>
<td>.30</td>
<td>.67</td>
<td>.54</td>
</tr>
<tr>
<td>:26</td>
<td>.31</td>
<td>.31</td>
<td>.68</td>
<td>.54</td>
</tr>
<tr>
<td>:27</td>
<td>.32</td>
<td>.32</td>
<td>.69</td>
<td>.53</td>
</tr>
<tr>
<td>:28</td>
<td>.33</td>
<td>.33</td>
<td>.70</td>
<td>.53</td>
</tr>
<tr>
<td>:29</td>
<td>.34</td>
<td>.34</td>
<td>.71</td>
<td>.53</td>
</tr>
<tr>
<td>:30</td>
<td>.35</td>
<td>.35</td>
<td>.72</td>
<td>.53</td>
</tr>
<tr>
<td>:31</td>
<td>.36</td>
<td>.36</td>
<td>.73</td>
<td>.53</td>
</tr>
<tr>
<td>:32</td>
<td>.37</td>
<td>.37</td>
<td>.73</td>
<td>.53</td>
</tr>
<tr>
<td>:33</td>
<td>.38</td>
<td>.38</td>
<td>.74</td>
<td>.53</td>
</tr>
<tr>
<td>:34</td>
<td>.39</td>
<td>.39</td>
<td>.75</td>
<td>.53</td>
</tr>
<tr>
<td>:35</td>
<td>.40</td>
<td>.40</td>
<td>.76</td>
<td>.53</td>
</tr>
<tr>
<td>:36</td>
<td>.41</td>
<td>.41</td>
<td>.77</td>
<td>.53</td>
</tr>
<tr>
<td>:37</td>
<td>.42</td>
<td>.42</td>
<td>.78</td>
<td>.53</td>
</tr>
<tr>
<td>:38</td>
<td>.43</td>
<td>.43</td>
<td>.79</td>
<td>.53</td>
</tr>
<tr>
<td>:39</td>
<td>.44</td>
<td>.44</td>
<td>.80</td>
<td>.53</td>
</tr>
<tr>
<td>:40</td>
<td>.45</td>
<td>.45</td>
<td>.80</td>
<td>.53</td>
</tr>
<tr>
<td>:41</td>
<td>.46</td>
<td>.46</td>
<td>.81</td>
<td>.53</td>
</tr>
<tr>
<td>:42</td>
<td>.47</td>
<td>.47</td>
<td>.82</td>
<td>.53</td>
</tr>
<tr>
<td>:43</td>
<td>.48</td>
<td>.48</td>
<td>.83</td>
<td>.53</td>
</tr>
<tr>
<td>:44</td>
<td>.49</td>
<td>.49</td>
<td>.84</td>
<td>.53</td>
</tr>
<tr>
<td>:45</td>
<td>.50</td>
<td>.50</td>
<td>.85</td>
<td>.53</td>
</tr>
<tr>
<td>:46</td>
<td>.51</td>
<td>.51</td>
<td>.86</td>
<td>.52</td>
</tr>
<tr>
<td>:47</td>
<td>.52</td>
<td>.52</td>
<td>.87</td>
<td>.52</td>
</tr>
<tr>
<td>:48</td>
<td>.53</td>
<td>.53</td>
<td>.88</td>
<td>.52</td>
</tr>
<tr>
<td>:49</td>
<td>.54</td>
<td>.54</td>
<td>.89</td>
<td>.52</td>
</tr>
<tr>
<td>:50</td>
<td>.55</td>
<td>.55</td>
<td>.90</td>
<td>.51</td>
</tr>
<tr>
<td>:51</td>
<td>.56</td>
<td>.56</td>
<td>.91</td>
<td>.51</td>
</tr>
<tr>
<td>:52</td>
<td>.57</td>
<td>.57</td>
<td>.92</td>
<td>.51</td>
</tr>
<tr>
<td>:53</td>
<td>.58</td>
<td>.58</td>
<td>.93</td>
<td>.51</td>
</tr>
<tr>
<td>:54</td>
<td>.59</td>
<td>.59</td>
<td>.94</td>
<td>.51</td>
</tr>
<tr>
<td>:55</td>
<td>.60</td>
<td>.60</td>
<td>.95</td>
<td>.51</td>
</tr>
<tr>
<td>:56</td>
<td>.61</td>
<td>.61</td>
<td>.96</td>
<td>.51</td>
</tr>
<tr>
<td>:57</td>
<td>.62</td>
<td>.62</td>
<td>.97</td>
<td>.51</td>
</tr>
<tr>
<td>:58</td>
<td>.63</td>
<td>.63</td>
<td>.98</td>
<td>.51</td>
</tr>
<tr>
<td>:59</td>
<td>.64</td>
<td>.64</td>
<td>.99</td>
<td>.51</td>
</tr>
</tbody>
</table>
Sample Accommodated Test Day Schedule
(Times are approximate—extended time for reading, shown here, applies to the entire test.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 a.m.</td>
<td>Staff reporting time and facility preparation.</td>
</tr>
<tr>
<td>7 a.m.</td>
<td>Review staff assignments and room assignments. Distribute materials to staff, including Testing Room Materials Report forms.</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Staff report to their rooms and prepare for student arrival.</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>Students report to the designated assembly area.</td>
</tr>
<tr>
<td>7:45–8 a.m.</td>
<td>Admit students to assigned testing rooms and collect electronic devices (if applicable).</td>
</tr>
<tr>
<td>8 a.m.</td>
<td>Close testing room doors.</td>
</tr>
<tr>
<td>8–8:30 a.m.</td>
<td>Distribute materials and read preliminary instructions.</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Begin testing.</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Testing ends for students taking SAT with standard time.</td>
</tr>
<tr>
<td>12:55 p.m.</td>
<td>First day of testing ends after Section 3 for double time (reading) administration.</td>
</tr>
<tr>
<td>2nd Day</td>
<td>Start testing at 8 a.m., resuming with Section 4.</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Testing ends for most double time administrations.</td>
</tr>
</tbody>
</table>

Additional Instructions for Administering Pre-recorded Audio with Flash Drives

Using Pre-recorded Audio Flash Drives (for Approved Schools)

Set Up Computers for Pre-recorded Audio Flash Drives
An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the pre-recorded audio streaming application. The pre-recorded audio flash drive contains read-only files and a built-in player to deliver the test.

Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

Follow these steps for all devices to prepare for testing with the pre-recorded audio format on a flash drive. You’ll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student’s last name, first name, and middle initial on the back of the flash drive packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you’re inserting each flash drive into the same computer the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

Set Up PCs or Macs
- Open the flash drive.
  - On both PCs and Macs, find the icon in the lower left corner of your screen.
  - On a Mac, select the icon to open Finder. You should see a description of the drive in the pop-up list under Devices.
  - On a PC, select the icon and select File Manager or File/Windows Explorer. The flash drive will appear in the list labeled This PC or Computer.
  - Select the name of the flash drive (which appears as a 6-digit number).
- Start the software:
  - Select the software application, labeled Start (".exe" on PC or "app" on Mac).
  - A media player named Flux Player will launch.
  - When you launch the application, a table of contents will display the sections of the test.
Appendix  Additional Instructions for Administering Pre-recorded Audio with Flash Drives

Set Up Chromebooks
- Start the software:
  - Select the Launcher, the icon on the far left of the taskbar.
  - Select Files, which will bring up another taskbar.
  - Find the flash drive in the task list and select it to display a list of file folders on the drive.
  - Open the folder called Chrome-Version to access the test sections.

Before Test Day
Once you've set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 73.

During Testing
Once all computers are ready for testing, turn to the appropriate parts of the scripts.
- On Day 1, turn to Script 5: Pre-recorded Audio Format on page 47.
- On Day 2, turn to Admitting Students on page 55.

Troubleshooting for Pre-recorded Audio Flash Drives
If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:
1. From within the Flux Player, select the Help dropdown menu.
2. Select Contact support.
3. In the Describe your issue box, type “Failed to apply license file.”
4. Enter an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for “I agree to collect support-related information about this computer” (this step identifies which license you need).
6. Select Send.

Technical support will review the request and respond with specific instructions.

Posting Information for Students Using Pre-recorded Audio on Flash Drives
If you're testing students with the pre-recorded audio format on flash drives, post the following instructions for the equipment students are using.

For PC or Mac:
- Navigating the test:
  - Test Directions: Select Test Directions to listen to directions
  - Start Section: Select Section icon
  - Next Section: Select Stop at bottom of screen to return to section table of contents
  - Change Volume: Select and drag Slider Bar at the bottom of the screen

- Keyboard navigation for PCs and Macs:
  - Pause or Play: Control/Command-P
  - Back: Control/Command-B
  - Forward: Control/Command-F

For Chromebook:
- Starting and navigating the test:
  - In the file list, select the folder Test Directions and then the file itself to hear general usage directions.
  - To select a section, select the test section folder (e.g., SAT Section 1 Reading Test).
  - To start playing the files in a section, press Control-A to highlight all files in the folder, then press Enter.
  - To pause or play, use the mouse to control the media player menu.
Using the Pre-recorded Audio Testing Script with Flash Drives
You’ll use the testing script for pre-recorded audio (Script 5) for students using flash drives because navigation is similar to the streaming format and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You’ll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you’ll need to insert or eject the flash drive in each student’s computer.
- If your students are using Chromebooks, you’ll need to remind them to do the following at the start of a new section:
  - Select the section folder.
  - Highlight all the tracks by pressing **Control-A**.
  - Press **Enter** when time starts.

Closing Media Players and Collecting Pre-recorded Audio Flash Drives

**To all students using pre-recorded audio flash drives, say:**

I will now collect your flash drives.

Walk around the room to close each media player and collect pre-recorded audio flash drives.

1. Close the media players as follows:
   - For PCs, select the **Account** drop-down menu and select **Exit**.
   - For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
   - For Chromebooks, select the **X** in the top right corner of the media player window.

2. Eject the flash drive by doing the following:
   - For PCs, in the notification area in the lower right corner of the screen, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then select **Eject USB disk**.
   - For Macs, eject the flash drive by selecting the **Up Arrow** next to the icon under **Devices**.
   - For Chromebooks, select the **Eject** icon next to the flash drive in the devices list.

3. Place each flash drive in the original packaging for each student. Check that each student’s last name is written on the packaging.

4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

To return to the end of Section 2, turn to the script that begins **Now say to all students** on page 54.

To return to After the Test, turn to **Before Collecting Answer Sheets** on page 61.
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:

<table>
<thead>
<tr>
<th>CASIO</th>
<th>SHARP</th>
<th>TEXAS INSTRUMENTS</th>
<th>HEWLETT-PACKARD</th>
<th>RADIOSHACK</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>EL-5200</td>
<td>TI-73</td>
<td>HP-9G</td>
<td>EC-4033</td>
<td>Datexx DS-883</td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>EL-9200 series</td>
<td>TI-80</td>
<td>HP-28 series</td>
<td>EC-4034</td>
<td>Micronta</td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>EL-9300 series</td>
<td>TI-81</td>
<td>HP-38G</td>
<td></td>
<td>Smart2</td>
</tr>
<tr>
<td>FX-6500 series</td>
<td></td>
<td>TI-82</td>
<td>HP-39 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7000 series</td>
<td></td>
<td>TI-83/TI-83 Plus</td>
<td>HP-40 series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7300 series</td>
<td></td>
<td>TI-83 Plus Silver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7400 series</td>
<td></td>
<td>TI-84 Plus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7500 series</td>
<td></td>
<td>TI-84 Plus CE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7700 series</td>
<td></td>
<td>TI-84 Plus Silver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-7800 series</td>
<td></td>
<td>TI-84 Plus C Silver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-8000 series</td>
<td></td>
<td>TI-84 Plus CE-T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-8500 series</td>
<td></td>
<td>TI-84 Plus T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-8700 series</td>
<td></td>
<td>TI-84 Plus CE Python</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-8800 series</td>
<td></td>
<td>TI-84 Plus CE-T Python</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-9700 series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FX-9750 series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HP-48 series</td>
<td></td>
<td>Datexx DS-883</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HP-49 series</td>
<td></td>
<td>Micronta</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HP-50 series</td>
<td></td>
<td>Smart2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HP Prime</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved by College Board 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
You’re not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

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 2021-22 is valid through December 31, 2022, and is not acceptable for fall 2023 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 Resources at sat.org/schoolday-downloads (must be prepared by the student’s school or signed by a notary if a student is homeschooled)

Unacceptable IDs

Types of Identification to Reject
- Any document that doesn’t meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

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

## HOW TO HANDLE IRREGULARITIES

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Site Issues</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Test site closing/cancellation of testing | In the event of a storm, power failure, or other emergency that requires cancellation before test day, your test coordinator will:  
  - Notify your principal or district.  
  - Notify campus/building security.  
  - Notify students of the cancellation.  
  Don’t attempt to use the test materials you have on-site. Secure them for earliest possible return. Order makeup materials as soon as possible. | Explain circumstances and impact of issue.  
Bubble Page 1, Section 6—“Disturbance/interruption.”  
Include a list of students affected. |
| Call School Day Support immediately. | | |
| **Suspension of testing due to active threat** | If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site:  
  - Follow your school’s procedures for lockdown or evacuation.  
  - Once the situation is safe, follow all procedures under “Interruption” to ensure student and staff safety and to secure materials.  
**Important:** Weapons don’t include religious items (e.g., Kirpan) or small pocket knives or multi-tools. | Explain circumstances, impact of issue, and section(s) affected.  
Bubble Page 1, Section 6—“Test site environment issue.” |
| Contact law enforcement if warranted. | | |
| **Interruption** | ▪ Provide clear instructions for student and staff safety.  
  ▪ Direct students not to talk or access electronic devices.  
  ▪ Collect test books and answer sheets, if necessary, while maintaining safety. Ensure the room is locked if everyone must leave.  
  ▪ Monitor students if they must leave the testing room. Keep them together in a group and don’t allow them to go to their lockers.  
  ▪ If you’re able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.  
  ▪ If testing must be canceled, your primary test date materials can’t be kept or used for makeup testing (see “Test site closing/cancellation of testing”). The test coordinator must:  
    - Order makeup materials immediately.  
    - Securely store all primary test date test materials. As soon as possible, pack and return all primary test date test materials following the instructions in the SAT School Day Coordinator Manual.  
    - Notify students they’ll take a makeup test. | Note the source, length, and impact of the interruption and the section(s) affected.  
Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in field 6a and the testing room code in field 6b.  
If the entire school is affected, note this in the Comments section; otherwise, if no testing room code is available, list the individual students and their answer sheet litho codes (8-digit serial numbers) in Section 11. |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
</table>
| Incorrect, Missing, Damaged, or Defective Materials | Notify your test coordinator. Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books don’t correspond with those on the shipping notice. | Bubble Page 1, Section 6—
“Missing materials.”                                           |
| **Materials missing or damaged before testing** | Call School Day Support immediately.                                                                                                                                                                              |                                                            |
| **Missing materials during testing**      | • Wait until a scheduled break or the end of the testing session to account for the missing materials.                                                                                                               | Explain the circumstances fully.                           |
|                                          | • Don’t allow any student to leave the testing room until materials are accounted for.                                                                                                                            | Bubble Page 1, Section 6—
“Missing materials.” Fill in the testing room code in Box 6b. |
|                                          | • If materials aren’t located, put monitor in charge of the testing room and contact the test coordinator.                                                                                                        | In the Comments section, note the serial number of any missing test books. |
| **Missing test book after testing**       | If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a College Board representative.                                              | Explain the circumstances fully.                           |
|                                          | Call School Day Support immediately.                                                                                                                                                                              | Bubble Page 1, Section 6—
“Missing materials.” Fill in the number of students affected in Section 6a, fill in the testing room code number in Section 6b, and list the affected student(s) on Page 4, Section 11. |
| **Insufficient number of answer sheets**  | If you don’t have enough answer sheets for all students testing, call School Day Support immediately for instructions on how to proceed.                                                                           | Bubble Page 2, Section 7b, Other Issue—
“Other” and write “Insufficient answer sheets.”                |
|                                          | Call School Day Support immediately.                                                                                                                                                                              |                                                            |
| **Defective answer sheet**               | • Replace defective answer sheet. Direct the student to print their name on the new answer sheet, then continue with the next question.                                                                            | Describe the defect and note any loss of testing time. If time was made up, indicate when. Include the litho code (8-digit serial number) from the front of answer sheet. If a defective answer sheet has no student marks on it, attach it to the IR. |
|                                          | – If testing time is lost because of a defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration.                                          | Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe in the Comments section on Page 3. |
|                                          | – **Important:** After testing is over, have the student completely grid their name (1), school information (2–4), student ID number (5) if available, grade level (6), date of birth (7), gender (8), test type (9), and fields A–D on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together. | If there are 2 answer sheets with student marks on them, also bubble Page 2, Section 7b, Student Errors/Issue—
“Student needed second answer sheet.” |
|                                          | – Return with other used answer sheets.                                                                                                                                                                             |                                                            |
|                                          | • If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.”                                                                                  |                                                            |
## Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
</table>
| **Defective test book or flash drive** | - Replace the defective book or flash drive if you have an extra with the same cover-packaging that doesn't have the same defect. If able to replace, direct the student to continue testing with original answer sheet.  
- If the defective test book or flash drive causes a loss of testing time, allow the student to make up the time for that section at the end of test administration.  
- If the test book or flash drive can’t be replaced, dismiss the student and tell them they’ll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance.  
- On the front cover of the test book or flash drive packaging, print “Defective” and identify error, school code, and location and nature of defect. | Identify the student. Describe the defect. Note the loss of testing time. If the time was made up, indicate when and attach test book to the IR.  
Bubble Page 2, Section 7b, Defective Materials Issue—choose listed specific issue or choose “Other” and describe. |
| **Pre-recorded audio (MP3) streaming issues** | - Consult Troubleshooting for Pre-recorded Audio Streaming on page 14 for more information.  
- If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office. | Note the impact of the issue and section(s) affected.  
Bubble Page 1, Section 6—“Defective/incorrect materials” (for a group).  
Bubble either Page 2, Section 7b, Defective Materials Issue—“Blank or defective MP3 audio or ATC test format,” or Page 2, Section 7b, Defective Materials Issue—“Intermittent problems with MP3 audio or ATC test format,” as appropriate (for an individual). |
| **Security Violations/Student Rule Violations** | If you observe a student removing an answer sheet, test book, or parts of a test book; or attempting to impersonate another student:  
- Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.  
- If the student attempted to remove all or part of a test book, on the front of the test book, note the student’s name and write “Attempted theft of test book.”  
- If pages are missing or damaged, indicate which pages on the IR. | Attach test book to IR. Provide the student's name.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student removed or attempted to remove test materials” or “Student impersonated another student.” Note test book serial number and, if applicable, pages and sections. |

---

### Observed rule violations

Call School Day Support immediately.

**Test coordinator:** Don't dismiss the student until you have called School Day Support.
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student leaves during test</strong></td>
<td>- If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”&lt;br&gt;- If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.&lt;br&gt;- If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing testing.</td>
<td>Attach test book to IR. Provide the student's name. Bubble Page 2, Section 7b, Student Error/Issue—“Student left early/left without permission.” Note test book serial number and, if applicable, pages and sections.</td>
</tr>
<tr>
<td><strong>Test book misuse/ working on the wrong section</strong></td>
<td>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:&lt;br&gt;- Ask the student to close test book or direct student to proper section of test book. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)&lt;br&gt;- If behavior continues, collect the test book and answer sheet. Notify the coordinator and dismiss the student. Do not readmit the student to the testing room.&lt;br&gt;- Fill out an IR.&lt;br&gt;- Return answer sheets with other used answer sheets.</td>
<td>If you dismiss the student, note the section(s) affected, and attach the test book. Provide the student's name. Bubble Page 2, Section 7b, Student Errors/Issue—“Student worked after time called,” or “Student worked on wrong section,” or “Student obtained improper access to test/part of test.” Note the duration of the violation, if applicable.</td>
</tr>
<tr>
<td><strong>Use or possession of test content/answers</strong></td>
<td>If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages, at any time in the test site, including during breaks, collect as much evidence as possible:&lt;br&gt;- Collect the device, answer key, or other prohibited aid.&lt;br&gt;- Follow procedures to dismiss the student from the testing room:&lt;br&gt;  - If possible, check the student’s ID and inform them that you must write up the incident and that their scores will be canceled.&lt;br&gt;  - Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.&lt;br&gt;- Before returning any devices to the student, the coordinator should:&lt;br&gt;  - Determine if images of test content were captured and/or distributed.&lt;br&gt;  - Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.&lt;br&gt;  - After collecting evidence, ensure that any test content is deleted before the device is returned to the student.&lt;br&gt;- Don’t return any written answer keys to student. Any written answer keys and/or images of answer keys should be sent to College Board for investigation.</td>
<td>Bubble Page 2, Section 7a, Action Taken—“Dismissed.” Bubble Page 2, Section 7b, Student Errors/Issue—“Student gave or received help,” or “Student used a phone or prohibited device, or it made noise.” Mention any other relevant specifics, such as use of an answer key, in the Comments section on Page 3.</td>
</tr>
</tbody>
</table>
### Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
</table>
| Noise or disturbances made by prohibited devices | Your action will depend on whose possession the device is in when it goes off. If a student’s prohibited device produces noise or other disturbances while in their own possession:  
  - Follow the instructions in “Observed with prohibited devices.”  
If a student’s phone produces noise or other disturbances while in the proctor’s possession or stored away from the student's desk:  
  - This shouldn’t be considered grounds for immediate dismissal, as long as the device isn’t under the desk or otherwise in the student's possession.  
  - The proctor should turn off the phone to prevent additional disturbances during testing.  
  - The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.  
  - You don’t need to report these actions on an IR. | An IR is not needed for an initial warning.                                                                                                          |
| Observed with prohibited devices                  | If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:  
  - Tell the student to hand it to you immediately.  
  - Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned. The student will not be eligible for a makeup.  
  - If test content is detected on the device, follow instructions in this chart under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.  
  - Collect the test book and answer sheet and dismiss the student from testing. Don’t readmit the student to the testing room.  
**Test coordinator:** If you suspect the device was used to share test information, immediately call School Day Support while the student is still present. | Note that the device made noise or was in use. Attach the test book to the IR. Provide the student's name.  
Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.”  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student used a mobile phone or prohibited device, or it made noise.”  
Indicate the type of prohibited aid used in the Comments section on Page 3. |
<p>| Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed. |                                                                                                                                                                                                                  |                                                                                        |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
</table>
| **Calculator misuse/ prohibited aids**<br>(Unless approved as an accommodation) | If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 17) either during the test or during breaks:  
  - Warn the student individually to stop use of the prohibited aid.  
  - Tell the student that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)  
  - If the student continues, collect the test book and answer sheet and dismiss the student.  
  - On the front cover of the test book, note the student’s name and write “Prohibited item.”  
  - If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed in this chart under “Observed with prohibited devices.”<br>Note: Attach the test book to the IR. Provide the student's name. Bubble in Page 2, Section 7a, Action Taken and “Did student complete testing?” as appropriate. Bubble Page 2, Section 7b, Student Errors/Issue—“Student used an unauthorized aid.” Indicate the type of aid used in the Comments section on Page 3. For students using a calculator on a noncalculator section, bubble Page 2, Section 7b, Student Errors/Issue—“Student used calculator on a noncalculator section.” |                                                                                                                                                                                                                      |
| **Refusal to follow instructions** | If a student is observed disturbing others, refusing to follow instructions, giving or receiving help/information, or discussing test questions:  
  - If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.  
  - Inform the student that you must write up the incident and that their scores will be canceled.  
  - Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.  
  - **Test coordinator:** Do not dismiss student until you have spoken to a College Board representative.                                                                                                                                                                                                 | For copying and communications infractions, describe the incident. Note the type of infraction and explain the circumstances completely. Attach the test book to the IR. Bubble Page 2, Section 7a, Action Taken—“Dismissed”—and Did student complete testing?—“No.” Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations” or “Student gave or received help.” |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Misadministration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating requirements not followed</td>
<td>See Seating Requirements on page 5. If these regulations aren’t followed, fill out the IR.</td>
<td>Bubble Page 1, Section 6—“Staff did not follow seating requirements.” Fill in the testing room code in field 6b and list the affected students in the Comments section.</td>
</tr>
</tbody>
</table>
| **Accommodations given that were not approved** (Including time and one-half support for EL students) | - Stop testing and collect the student’s test materials and answer sheet.  
   - Advise the student that they received accommodations that were not approved and the school will contact them about a makeup.  
   - Dismiss the student.  
   - The student is eligible for a makeup.  
     - Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible.  
     - If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.  
     - If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office. | Provide the student’s name. Note accommodation given and actions taken.  
Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” |
| **Approved accommodations not given** | - Advise the student that their approved accommodations were inadvertently not provided.  
   - Offer the student the option to continue testing without the approved accommodations or to stop testing.  
   - If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.  
   - The student may be eligible for a makeup.  
     - Add the student to your list of possible makeups needed and order makeup testing materials.  
     - If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.  
     - If the student is approved for accommodations that are administered in the accommodated testing window, contact the SSD office. | Provide the student’s name. Note accommodation not given and actions taken.  
On Page 2, Section 7a, Student Information, indicate whether student completed testing or not.  
Bubble Page 2, Section 7b, Test Delivery Issue—“Staff gave incorrect, unapproved, or no accommodations.” |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
</tr>
</thead>
</table>
| Disturbance or other distractions   | If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, etc.) or move the students. If testing must be interrupted:  
  - Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.  
  - Monitor students at all times inside and outside the testing room. Remind students that accessing electronic devices and talking are not permitted.  
  - If evacuation is required, refer to “Interruption” earlier in this chart.  
  - Note stop time and inform students that the testing time will be adjusted.  
  - Once testing resumes, adjust testing time.  
  - Tell students to send a test day complaint email (address in the front of this manual) by the fourth weekday from the test date if they feel they were affected.  
  - If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.  
| Note the length and impact of the disturbance.  
  Bubble Page 1, Section 6—“Disturbance/interruption.” Fill in the number of affected students in field 6a and the testing room code in field 6b. If no testing room code is available, list the individual students and their answer sheet litho codes. If testing room codes are not in use, list the affected students in the Comments section. |
| Undertiming                         | If a section hasn’t yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.  
  - Allow the full testing time for unaffected sections. Do not go back to any sections that have already been completed.  
  - Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.  
| Note the section(s) affected and length of timing discrepancy.  
  Bubble Page 1, Section 6—“Undertiming” (for a group), or Page 2, Section 7b, Student Errors/Issue—“Test was undertimed” (for an individual). |
| Overtiming                          | Proctor: End the section that has been overtimed and notify the test coordinator. Proceed with the administration without adjusting any other sections.  
  Test coordinator: Students may require makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call School Day Support immediately to request materials.  
| Note the section(s) affected and length of timing discrepancy. Ensure the start and stop times are included.  
  Bubble Page 1, Section 6—“Overtiming” (for a group); or Page 2, Section 7b, Student Errors/Issue—“Test was overtimed” (for an individual). Complete the Comments section and student information, and sign. |
| Testing staff issues                | In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it.  
  Test coordinator: If the behavior persists or if incorrect materials are used during the administration, call School Day Support immediately.  
| Note the impact of the issue and the section(s) affected.  
  Bubble Page 1, Section 6 (for a group) or Page 2, Section 7b—“Test delivery issue” (for individual irregularities)—choose correct issue from list. Complete the Comments section and student information, and sign. |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Issues</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Student changing from standard to accommodated** | The test coordinator may allow a student to change from standard to accommodated testing when they have confirmed the student's eligibility approval. The test coordinator will follow these steps as long as they have appropriate materials and enough staff and space available:  
  ▪ Mark the student as moved on the standard room list.  
  ▪ Add the student to the NAR and note their SSD number.  
  ▪ Write a note for the student to present to the proctor of the room they're moving to, asking that they add them to their room roster.  
  ▪ Provide the appropriate testing materials for the student. | No IR is needed. If the student has already begun testing, call School Day Support immediately. |
| **Excessive breaks**              | This irregularity does not apply to students approved for “breaks as needed.” Call School Day Support if there is a security concern.  
  ▪ Ask the student the reason for excessive breaks. (Is the student ill?)  
  ▪ If the student is ill, follow the instructions in this chart under “Illness.”  
  ▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.  
  ▪ Have the room or hall monitor check where the student is going during breaks. | Note the student's name.  
  Bubble Page 2, Section 7b, Other Issue—“Other.”                                                                                                       |
| **Illness**                       |  
  ▪ Permit the student to leave the test room temporarily. Collect the test book (confirm it contains test content and no pages have been removed) and answer sheet; return them when the student reenters. Do not allow extra testing time.  
  ▪ If the student is unable to continue, advise them of the cancellation policy. (The cancellation policies are given in the SAT script, just before dismissal of students.) If the student cancels their scores, you may order makeup testing materials, counting the student as an absentee.  
  ▪ If an answer sheet becomes soiled due to illness or bleeding, inform the student that it can’t be scored.  
    - If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets—do not return them. Return soiled test books in plastic, if possible.  
  ▪ If illness results in a disturbance, see instructions for “Disturbance.” | Note length of absence, the student name(s), and question(s) affected.  
  Note whether answer sheets were discarded, the reason, and the serial number, if possible.  
  Bubble Page 2, Section 7b, Student Errors/Issue—“Student became ill.” (Also bubble Page 2, Section 7a, Did student complete testing?— “Yes” or “No.”) You may also add a comment if the student plans to test on the makeup date. |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
</table>
| Answers placed incorrectly on answer sheets     | • Provide a new answer sheet if the student has misplaced answers on the answer sheet. No erasures or transfers are permitted.  
• If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.  
• Tell the student to print their name on the new answer sheet, then continue in the appropriate place.  
• Important: After the test is over, have the student grid their name (1) and date of birth (7) and Form Code (A) on the back of the answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together.  
• Test coordinator:  
  – For standard test takers, pack these answer sheets, along with any other such ancillary materials, on top of the rest of the used answer sheets for standard test takers.  
  – For students testing with accommodations, return these answer sheets in the white Accommodated Testing Envelope. | Provide the student’s name on the IR.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student misplaced/misgridded answers” (1 answer sheet only), or “Student needed second answer sheet.”                                                                                                                                               |
| Answers written in test book, not on answer sheet | • Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to the answer sheet.  
• Monitor them to make sure they’re not going back to add answers to sections that have concluded (see “Test book misuse/working on the wrong section”).  
• Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel. | Note the reason why the student wrote the answers in the test book on the IR. Attach the test book to the IR. (No credit is given for answers recorded in the test book unless College Board has approved this accommodation.)  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student recorded answers in book without approved accommodation.”                                                                                                                       |
| Answer sheet left blank or completely erased     | • Notify the student that you’ve observed this behavior. Indicate that if the behavior persists, you will report it.  
• If the student is trying to erase all answers, tell them that the answer sheet will be scored unless they cancel the scores by the fourth weekday after the test.  
• If the student wants to cancel the test, provide an SAT Request to Cancel Test Scores form and have the student complete and sign it.  
• If the student continues to not mark any answers, collect the answer sheet and test book and dismiss the student from testing if they create a disturbance. | Explain the circumstances fully. Note the student’s name.  
Bubble Page 2, Section 7b, Student Errors/Issue—“Student failed to follow test administration regulations.”                                                                                                                       |
**Appendix  Irregularity Chart**

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What You Should Do</th>
<th>How to Fill Out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calculator malfunction</strong></td>
<td>• Allow the student to replace batteries or try a backup calculator, if available.</td>
<td>Document the malfunction on the IR.</td>
</tr>
<tr>
<td></td>
<td>If the problem persists, the student can choose to continue or to cancel scores.</td>
<td>Bubble Page 2, Section 7b, Student Errors/Issue—“Student had calculator malfunction.”</td>
</tr>
<tr>
<td></td>
<td>If they continue, do not allow extra time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If the student decides to cancel, inform them that canceling scores for the Math section of the SAT means the entire test will be canceled.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide an SAT Request to Cancel Test Scores form and have the student complete and sign it. The proctor must also sign.</td>
<td></td>
</tr>
<tr>
<td><strong>Fields A–C on answer sheet incomplete</strong></td>
<td>Locate the student’s test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.</td>
<td>No IR is needed.</td>
</tr>
</tbody>
</table>
| **Test question ambiguity**   | Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to satquestion@collegeboard.org. | Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number. Bubble Page 2, Section 8—choose correct issue and provide listed student information. Fill in Section 9, Comments.
Testing Room Materials Report for SAT® School Day Testing

Directions for Test Coordinator:
- Before issuing materials to the proctor, fill in sections 1 and 2 in Part A.
- If necessary, remove the completed form from the back of the manual when the proctor returns it to you.
- Enclose all copies of this form in the Gray-Bordered Envelope and return with used answer sheets.

Directions for Proctor:
- Complete the seating chart on the back of this form in Part B to record how test books were distributed in the room.
- At the end of testing, complete all information on the front of this form in Part A (sections 3 and 4) and sign it in section 1.
- Return this report, including any additional seating charts (for sections of a large room), to the test coordinator.

1 TESTING ROOM INFORMATION

Test Date: ___________________________ 6-Digit School (AI) Code: ___________________________
Room Number: ___________________________ Room Type: ☐ Standard ☐ Accommodated

Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.
Proctor: ___________________________ Name (please print) ___________________________ Signature ___________________________

Part A: Accounting for Test Materials

<table>
<thead>
<tr>
<th>2</th>
<th>TEST BOOKS RECEIVED</th>
<th>QUANTITY</th>
<th>SERIAL NUMBER RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of books received:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>TEST BOOKS RETURNED</th>
<th>QUANTITY</th>
<th>SERIAL NUMBER RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used test books returned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unused test books returned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of test books returned:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_________ to _________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>USED ANSWER SHEETS RETURNED</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total number of used answer sheets returned:</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Distribution of Test Materials

You (or a monitor) should use the chart below to indicate how test books were distributed to students seated in your testing room.

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

Name: ________________________________

School Code: __________________________

Date: _________________________________

Seating Chart for Room #: _________________________

Page: __________________ of _________________

1. For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, write the student’s name or initials.

2. For each row, draw directional arrows to indicate the direction in which the books were distributed.

3. Cross out any unused seats.

4. Indicate the location of the entrance doors.

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

© 2023 College Board.