

Planning Guide for SAT[®] School Day Supervisors

Thank you for helping your eligible students test in the familiar surroundings of their own high schools on a school day! We know you have many questions about how to make this exciting opportunity run smoothly and start your students on the road to college and a better chance to compete in a 21st-century global economy.

You and your colleagues will be receiving in-depth materials over the coming weeks to help you set up your school to run a smooth administration. This document is intended to give the test center supervisor some details ahead of time to help you plan for test day.

Here are the topics covered:

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Planning for Testing Time

Standard timing

Testing takes about 5 hours total for standard test-takers who take the test on weekends. The same is true for SAT[®] School Day testing. Students who take the SAT without accommodations receive:

- Three 5-minute breaks
- Three hours and 45 minutes of testing time (10 sections total)

This adds up to **4 hours of testing/breaks**, to which you need to add about an hour for administrative tasks such as admitting and seating students, distributing tests, etc.

Nonstandard timing

Students who take the test with 50 percent extended time take a shorter test (one of the 10 sections, which is unscored, is eliminated). Students taking the nonstandard test with 50 percent extended time receive:

- Three 5-minute breaks
- Four hours and 42 minutes of testing time (nine sections total)

This adds up to about **5 hours of testing/breaks**. Allowing for possibly longer administrative time, you should expect these students to spend about an hour and a half more time in the testing room than standard students.

The tests for students who take the SAT with 100 percent extended time are administered over two days under the supervision of the school's SSD Coordinator. Testing for students receiving 100 percent extended time will end at approximately 12:15 p.m. on the first test day and will resume the following day.

General overview of the schedule

| 6:45 a.m. | Staff reporting time and facility preparation. | | |
|-------------|---|-------------|--|
| 7 a.m. | Review staff assignments and room assignments. Distribute materials to staff. | | |
| 7:15 a.m. | Staff report to their rooms and prepare for arrival of students. | | |
| 7:30 a.m. | Students report to the area designated for them to assemble before and after testing. | | |
| 7:45 a.m. | Close testing room doors. | | |
| Approx Time | Standard Room | Approx Time | Nonstandard Room |
| 8–8:30 a.m. | Distribute materials and read preliminary instructions. | 8–8:35 a.m. | Distribute materials and read preliminary instructions. |
| 8:30 a.m. | Begin testing. | 8:30 a.m. | Begin testing. |
| 9:25 a.m. | 5-minute break. | 9:50 a.m. | 5-minute break. |
| 10:30 a.m. | 5-minute break. | 11:20 a.m. | 5-minute break. |
| 11:30 a.m. | 5-minute break. | 12:35 p.m. | 5-minute break. |
| 12:30 p.m. | Testing ends for standard test administration. | 2 p.m. | Testing ends for Type I nonstandard test administration. |

Rescheduling Lunch

Lunch will need to be rescheduled to take place after 12:30 p.m. for standard test-takers and after 2 p.m. for 50 percent extended time students.

Communicating to students and parents

Clear communications with students and their parents well ahead of test day can help ease the concerns students have about a delayed lunch. Remind them that millions of students have taken the SAT, and that several hundred thousand extended time test-takers every year cope with a day in which their lunches are delayed.

The College Board will send emails to students reminding them to:

- Eat a hearty breakfast on test day
- Bring nutritious, easy-to-eat snacks (they'll have three opportunities to eat)

Please proactively communicate with parents about the need to adhere to the same schedule that all students who take the SAT are expected to follow.

Planning Testing Room Use

Fair testing requires well-lit, comfortable surroundings, with ample room between test-takers and minimal opportunities for inadvertent (or planned) sharing of information.

Guidelines for staffing your rooms

The preferred number of students per testing room is 30–34. Nonstandard (extended time and other accommodations) testing involves smaller numbers of test-takers in each room. To estimate the total number of rooms you will need to staff on test day, use the following staff/test-taker ratios:

| STANDARD TESTING ROOMS | | |
|----------------------------------|--------------------|---|
| Number of Students | Assoc. Supervisors | Proctors |
| 1–34 | 1 | 0 |
| 35–50 | 1 | 1 |
| 51–100 | 1 | 2 |
| 101–150 | 1 | 3 |
| 151–200 | 1 | 4 |
| 201 or more | 1 | 5 + 1 proctor for each additional 50 students |
| NONSTANDARD TESTING ROOMS | | |
| Number of Students | Assoc. Supervisors | Proctors |
| 1–10 | 1 | 0 |
| More than 10 | 1 | 1 |

Plan to assign room proctors to assist associate supervisors in the testing rooms that have more than 34 students. Also, you should assign one additional proctor for every five rooms to monitor the halls.

If you have students who require 100 percent extended time or other Type II accommodations that would normally be administered in school-based (as opposed to center-based) testing, your SSD Coordinator will arrange for and supervise their testing. You'll need to coordinate your use of rooms and staff to ensure a smooth test-day experience.

See the Appendix for seating guidelines and sample seating plans.

Coordinating Test Day with Your School Administration

You will need to closely coordinate with the administration of your school to ensure that testing can take place smoothly. Here are some important steps to consider:

1. Plan ahead for the secure receipt and storage of testing materials.
2. Arrange an area for test-takers to assemble before and after testing.
3. Work with school administrators to review teacher schedules and determine who will administer the test (associate supervisors) or act as proctors.
 - Teachers of classes that are not meeting due to testing would be likely candidates to serve in this capacity.
 - Remember to allow for additional proctors according to the requirements given on page 3 to assist teachers and relieve staff in need of a break.
 - If you need to supplement your own school staff with additional personnel, follow the same guidelines you would for any substitute teaching position in the school.

IMPORTANT: School staff members who are relatives of students taking the SAT cannot administer the test.

4. Arrange for silencing of bells and announcements on test day and for rescheduling the lunch period for test-takers. Be sure to clearly communicate all changes to school routines to the general school population and to other staff.

Developing Preliminary Room Assignments

Here are some ideas to help you get started on determining what rooms to use for testing:

- Select rooms in one section of the school to minimize disturbances from ongoing classes. Avoid using science rooms, computer labs or rooms with specialized equipment.
- Work with the administration to create a schedule of test-day room assignments for all affected classrooms. Review the schedule of morning classes that would normally meet in the assigned testing rooms:
 - Determine which classes primarily contain students who will be testing. For these classes, the school will just need to cancel class for test day and assign the few nontesting students to study hall.
 - Determine which classes primarily contain nontesting students or have a mixture of testing and nontesting students. The school will need to determine if/where to relocate the class for test day.
- Decide on an area for test-takers to assemble before and after testing.
- Decide whether to plan for a late-start room in order to accommodate groups of students who arrive late for testing. (Late-start rooms can only accept students up until the first 5-minute break for testing that is already in progress.)

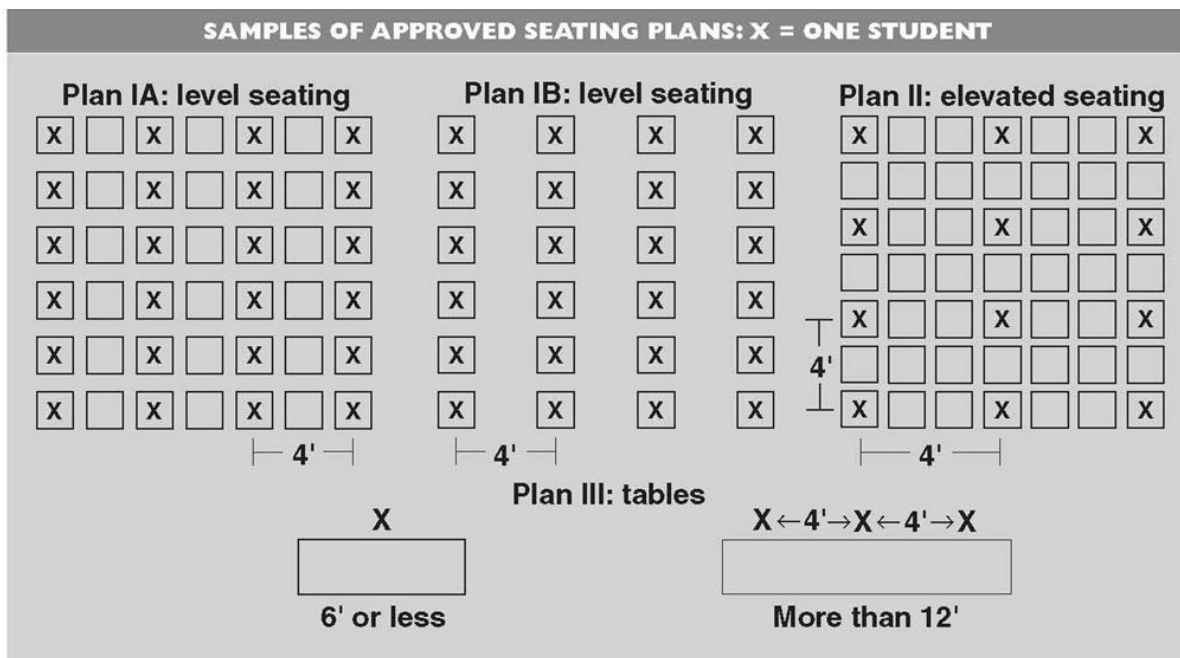
APPENDIX

Guidelines for Seating

Regardless of the type of testing, standard or nonstandard, you need to apply the same guidelines, listed below, for seating. Use the sample seating plans to arrange your rooms to meet these guidelines.

| SEATING GUIDELINES | |
|---------------------------|--|
| <input type="checkbox"/> | Use chairs with backs. |
| <input type="checkbox"/> | Face seats in the same direction. |
| <input type="checkbox"/> | Place chairs directly behind those in the preceding row. |
| <input type="checkbox"/> | Separate each student by a minimum of 4 feet on the right, left, front and back (measure from center of desk). |
| <input type="checkbox"/> | Ensure unimpeded access to every student by staff. |
| <input type="checkbox"/> | Seat only one student at a table that measures 6 feet in length or less. |
| <input type="checkbox"/> | Seat students at least 4 feet apart and facing the same direction if tables longer than 6 feet are used. |
| <input type="checkbox"/> | Provide a large, smooth writing surface, preferably desks or tables. |
| <input type="checkbox"/> | Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters). |
| <input type="checkbox"/> | Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable. |

Sample seating plans



Nonstandard Testing

The College Board provides testing accommodations to students who, due to a disability, demonstrate a need for accommodations on College Board tests. **College Board approval is required to receive accommodations.** The earlier students apply, the more likely they will be able to ensure that the College Board receives the information to support their request for accommodations. The approval process is overseen by the Services for Students with Disabilities (SSD) staff. The online portal at www.collegeboard.org/ssd guides the school staff and parents through the process. Note: Students who are already approved to receive accommodations on other College Board tests (such as the PSAT/NMSQT®) **do not need to reapply** for approval.

A general overview of accommodations is given below. Accommodated students must adhere to all standard testing administrative procedures, requirements and timing regulations.

Type I accommodations

Sometimes a student's accommodations do not require nonstandard testing time or materials, for example, wheelchair access or a sign-language interpreter. Your online Attendance Roster will indicate that these students can test in the standard testing room. Providing these accommodations is largely a matter of planning for the physical arrangement of your room.

The online Attendance Roster will clearly indicate which students are approved for extended time and other Type I accommodations on the SAT, such as extra breaks or longer breaks. You will need to determine if these students can be tested together or whether an additional testing room will be needed. All students taking the SAT in the Type I nonstandard administration room(s) **must use the SAT test book with the pink graphic on the cover.** The manual includes special scripts to be used with these test books (with matching **pink tabs**).

Contact the SSD office (ssd@info.collegeboard.org or 609-771-7137) if you are unsure whether a student's accommodation requires testing in a standard or nonstandard room, or if you have any other questions about providing proper accommodations.

Type II accommodations administered by the SSD Coordinator

Students approved for **100 percent extended time**, breaks as needed, the use of a computer for the essay, or nonstandard materials such as Braille or cassette test formats will be tested in rooms set up and supervised by the SSD Coordinator. These students will not appear on the online Attendance Roster, but on one sent to the SSD Coordinator.

Type I and Type II accommodations cannot be administered in the same room. They use different testing materials and different scripts in the manual.