



**Spring 2025**

**SAT SUITE OF ASSESSMENTS**

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# Test Coordinator Manual

**Testing Window:  
April 14-25, 2025**

**Colorado**

**Look inside for:**



**BLUEBOOK AND  
TEST DAY TOOLKIT  
INSTRUCTIONS**



**MANAGING FACILITIES,  
STAFF, AND TEST  
DAY ACTIVITIES**

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Thank you for helping administer the SAT Suite of Assessments. We have compiled several previously separate manuals and guides into this single PDF to help you find all the information you need during the course of your administration. Each part of this manual focuses on a specific aspect of the test administration, and the Appendix includes additional resources and reference materials for you and your staff.

## 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<sup>®</sup> and AP<sup>®</sup> to expand opportunities for students and help them develop the skills they need. Our BigFuture<sup>®</sup> program helps students plan for college, pay for college, and explore careers. Learn more at [cb.org](https://collegeboard.org).

## Contact College Board

### Educator Support

 **COLORADO SAT AND PSAT-RELATED ASSESSMENTS SUPPORT:** 866-917-9030.

Use this number to access customer service for any Colorado spring 2025 SAT and PSAT-related assessments support, including program questions, technical support, and accommodations questions.

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

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# Introduction

## How to Use This Manual

Administering the SAT<sup>®</sup> Suite of Assessments in school involves numerous staff positions and tasks.

This manual and other downloadable instructive texts will support you and your staff as you administer tests using Test Day Toolkit, with its intuitive, user-friendly interface. All resources for the spring 2025 administration are available in the [Colorado Resource Repository](#).

## Administration Overview

### Technology

Bluebook™ and Test Day Toolkit work together to make digital testing possible.

#### Bluebook

Students use Bluebook to take exams on Mac and Windows devices, iPads, and school-managed Chromebooks.

#### Test Day Toolkit Overview

You and your staff will use Test Day Toolkit to administer the test.

You'll use Test Day Toolkit to complete these tasks:

- View your roster.
- Enter room names and capacity.
- Enter and edit your room list as needed.
- Assign students to rooms (optional).
- Add or edit your staff list as needed.
- Assign staff to roles and rooms.

Proctors use it on test day to take attendance, read the script, share the room and start codes with students, monitor testing, and report irregularities.

Go to [support.satsuite.collegeboard.org/state-testing/test-readiness/setup-test-day-toolkit](https://support.satsuite.collegeboard.org/state-testing/test-readiness/setup-test-day-toolkit) for step-by-step instructions on Test Day Toolkit setup.

#### Test Day Toolkit Access

You and your testing staff will use College Board professional accounts to sign in to Test Day Toolkit on any device that connects to the internet.

Set up Test Day Toolkit for your next test administration when you get access to the toolkit.

First-time access requires 2-step verification. Start by clicking the link in your personalized access email.

When you add staff, they'll receive a similar email with Test Day Toolkit access instructions, so accurate contact information is critical. Make sure all staff use the link in that email whenever they access a new administration,



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even if they used Test Day Toolkit before. They need to access Test Day Toolkit and select the upcoming administration before test day. Track their progress by checking the **Sign-In Success** column on the All Staff page.

Test Day Toolkit access FAQs are available at [cb.org/bluebook-test-admin-help](https://cb.org/bluebook-test-admin-help).

## State Data Management System

Colorado Department of Education (CDE) will upload a roster of eligible students in early 2025 for all schools in the state based on the enrollment information CDE had on record in fall 2024. Colorado school and district test coordinators can then manage their students' test registrations in the State Data Management System (SDMS). Management functions include the following:

- Registering new students.
- Transferring students within and between districts.
- Force matching and waiving student accommodations.
- Registering students for the SAT with optional Essay.
- Registering students for the weekend SAT administration (virtual schools and religious exemption only).

Detailed information about using SDMS and permissions for testing staff is available in the [Colorado Resource Repository](#).

## Testing Roles

This section outlines the responsibilities associated with in-school testing roles.

### Test Coordinator

As the test coordinator, you're expected to supervise all activities related to the test administration. You are also responsible for ensuring the student data in your state's information management system is complete and correct.

Responsibilities:

- Complete the on-demand  [College Board required training](#). Optionally, test coordinators can take the Introduction to Administering Accommodations course, found at the link above.
- With the SSD coordinator, validate that the SDMS and Test Day Toolkit rosters for your school are accurate and include all students testing at your school.
- Recruit and train staff using the on-demand training module.
- Plan efficient use of facilities.
- Administer the student digital readiness check to students with the assistance of school staff.
- Consider retest/reschedule options with the principal.
- Use Test Day Toolkit to assign staff to rooms and print sign-in tickets for students.
- Provide printed translated test instructions and word-to-word dictionaries for English language learners (ELLs) using supports.
- Supervise all activities of the test administration.
- Safeguard student registration data.
- Supervise admission of students.
- Handle emergencies and disruptions.
- After testing ends, check the Test Day Toolkit roster to make sure all students' answers were submitted before students are dismissed.
- Review irregularity reports (IRs) entered by staff and submit to College Board.
- If a retest irregularity was submitted for 1 or more students, access Test Day Toolkit within 24–48 hours to set up a retest. See Retesting Policies on page 34 for more guidance. Monitor email for updates to students that may need to retest.
- Complete Reason Not Tested codes in Test Day Toolkit for any student that did not test.

## Services for Students with Disabilities (SSD) Coordinator

The SSD coordinator is responsible for supporting students who'll be testing with accommodations and English learner (EL) supports.

Responsibilities:

- Request student accommodations and EL supports in [SSD Online](#).
- Complete the on-demand  [College Board required training](#). Optionally, SSD coordinators can take the Introduction to Administering Accommodations course, found at the link above.
- With the test coordinator, validate that the Student Data Management System (SDMS) and Test Day Toolkit rosters for your school are accurate and confirm student accommodations in SSD Online are appearing in each.
- Manually add SSD IDs in SDMS to any students missing their approved accommodations.
- Work with the test coordinator to designate rooms required for testing students with accommodations.
- Follow instructions in the *Accommodations Guide for Coordinators* to ensure paper practice materials are obtained and distributed to students approved for a paper accommodation.
- Continuously monitor new and updated requests for student accommodations in SSD Online. Confirm these updates are reflected in SDMS and Test Day Toolkit.
- Work with the technology coordinator to ensure assistive technology is configured in Bluebook for approved students.
- Ensure students with approved accommodations understand how their accommodations will work for digital tests.
- Work with proctors to ensure student accommodations are administered correctly using instructions in the *Accommodations Guide for Proctors* and if needed, the relevant *Paper Testing Scripts*.
- Upon completion of the test, follow transcription directions for students with an approved paper testing accommodation.

## Technology Coordinator

The technology coordinator can be a district- or school-level staff member but must have the expertise and permissions to install Bluebook on managed devices and configure the network (or manage staff who do). A complete list of responsibilities is available at [bluebook.org/tech](https://bluebook.org/tech).

## Technology Monitor

Test coordinators assign at least 1 technology monitor to help students with technical issues on test day in the help room. The technology monitor must be on-site at the school on test day, but they don't need extensive technical expertise. Technical troubleshooting tips can be found in the *Technical Troubleshooting Guide* if students have problems.

## Proctor

Proctors are responsible for conducting a secure, valid administration. They're accountable for everyone in the testing room and everything that takes place in their room.

They must follow all testing regulations and refrain from engaging in any tasks unrelated to testing.

Responsibilities:

- Complete the on-demand  **College Board required training** and read the *Proctor Manual* before testing.
- Before testing, sign in to Test Day Toolkit with a College Board professional account.
- On test day:
  - ◆ Post Bluebook check-in instructions, Wi-Fi name, password, and room code given in Test Day Toolkit.
  - ◆ Follow seating requirements when assigning and directing students to seats in the testing room.
  - ◆ Distribute a sign-in ticket to each student.
  - ◆ Use Test Day Toolkit to take attendance, verify student IDs (if needed), start testing, and monitor the test.
  - ◆ Read a short proctor script from Test Day Toolkit, check desks, and provide students with the start code.
  - ◆ Actively monitor students throughout testing.
  - ◆ Immediately report any disruptions to the test coordinator.
  - ◆ Refer students who require technical support to the help room.
  - ◆ Help students resume testing if they need to restart Bluebook.
  - ◆ Verify answer submission before dismissing students.
  - ◆ Submit IRs in Test Day Toolkit, when necessary.

## Hall and Room Monitors

Hall and room monitors assist with test administration duties. Monitors don't administer the test, but they'll have access to Test Day Toolkit.

Responsibilities:

- Complete the on-demand  **College Board required training** and read the *Hall and Room Monitor Test Day Guide* before testing.
- Help set up the school for testing.
- Direct students to their assigned rooms, the restrooms, or the help room.
- Monitor the testing room, hallways, and restrooms for student misconduct such as using prohibited devices, talking during breaks, or sharing information.
- Ensure students in the school who are not participating in testing don't interrupt or distract testing rooms and students during their breaks.
- Serve as liaison between testing rooms, the technology monitor, and the test coordinator.
- Submit IRs in Test Day Toolkit, if needed. IRs will be routed to the test coordinator for review.

# Test Coordinator Planning

## Overview of the Test

### Standard Section Timing and Breaks

The charts below represent the standard timing for all assessments in the SAT Suite. The SAT with optional Essay has an additional section 3, which adds 50 minutes of testing and a 10-minute break to the total testing time.

#### STANDARD TIMING FOR THE SAT SUITE

Reading and Writing		Break	Math	
Module 1	Module 2		Module 1	Module 2
32 minutes	32 minutes	10-minute break	35 minutes	35 minutes

#### STANDARD TIMING FOR THE SAT WITH OPTIONAL ESSAY

Reading and Writing			Math			Essay
Module 1	Module 2		Module 1	Module 2		
32 minutes	32 minutes	10-minute break	35 minutes	35 minutes	10-minute break	50 minutes

Bluebook automatically sets the applicable test time for students testing with extended time. Students approved for extended time receive a break after the first module in applicable sections. See the *Accommodations Guide for Coordinators* for additional information about accommodated testing.

To ensure testing is fair, schools are expected to manage students so they resume testing once the break between sections has elapsed. Since each student starts at a slightly different time, break timing may be slightly staggered. Staff should use Test Day Toolkit and active monitoring to be generally aware of student progress in the test, including breaks. Once the break time elapses, students will be prompted to start the next section by a **Resume Testing** button on their screen.

Due to the possibility of unexpected short delays, timed testing does not automatically resume once the break has expired. Students running late due to delays beyond their control may still proceed by clicking the prompt to resume testing.

In the event of prolonged delays, however, students may return to find that their test has resumed automatically. If the student has lost more than 1 minute of test time according to the Bluebook clock and feel the loss of time has affected their performance, staff should submit a retest request by completing an IR in Test Day Toolkit.

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## Staff Qualifications and Responsibilities

All staff for Colorado SAT and PSAT-related assessments testing must be paid employees of the district.

Individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff.

Student teachers may not be a proctor, but may serve as a room or hall monitor.

Substitute teachers must have a valid Colorado teacher or substitute teacher license. Students should be familiar with the substitute teacher. Substitute teachers must complete the required training, similar to all individuals involved with the administration of the SAT and PSAT-related assessments.

Test coordinators and technology monitors cannot serve in that role if a member of their household or immediate family is taking the same assessment in the same school building. Test coordinators and technology monitors may serve as testing staff at a different location on the same day that a member of their household or immediate family is testing elsewhere without violating the conflict of interest agreement.

Proctors cannot administer the test to their own child, but they can administer the assessment to other students.

Staff members are not permitted to engage in any paid, private SAT-related assessment preparation. Please note that this excludes teaching course content and providing test familiarization as part of the regular school curriculum.

Hall and room monitors can be a current professional or a member of administrative, secretarial, or clerical staff.

Failure to comply with the conflict of interest policies may result in invalidation of the student's score.

All testing staff must complete training. They must also review and agree to the conditions for participating in the SAT Suite administration.

### Establishing Roles At a Glance

Test coordinators and backup coordinators who were identified via the onboarding survey in the fall will be provided with access to Test Day Toolkit and the State Data Management System (SDMS).

SSD coordinators who were identified via the onboarding survey in the fall will be provided with access to SDMS. They need to make sure that they have access to SSD Online; to establish access to that system, they should follow the steps at [accommodations.collegeboard.org/ssd-online/access-dashboard](https://accommodations.collegeboard.org/ssd-online/access-dashboard).

To update any testing staff at your school, use the Update Your Coordinator form at [bit.ly/UpdateYourCoordinator](https://bit.ly/UpdateYourCoordinator).

## Staff Ratios

Each testing site will have 1 test coordinator and at least 1 technology monitor.

### Room Staff Ratios

1 proctor will be assigned per room. Add room monitors, as needed, according to the following tables:

#### FOR EACH STANDARD TESTING ROOM

Number of Students	Number of Room Monitors Needed
1–34	0
35–50	1
51–100	2
101 or more	3+ (1 monitor for each additional 50 students)

#### FOR EACH EXTENDED TIME TESTING ROOM

Number of Students	Number of Room Monitors Needed
1–20	0
More than 20	1+ (1 monitor for each additional 20 students)

### Hall Monitor Ratios

Test coordinators should plan to recruit at least 1 hall monitor for testing. Depending on your number of testing rooms, you may need more.

#### NUMBER OF HALL MONITORS NEEDED

Number of Rooms	Number of Hall Monitors Needed
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 hall monitor for each additional 5 rooms)

### Staffing a Small Administration

If there are fewer than 50 students testing at your school **and** fewer than 5 testing rooms, the test coordinator may choose to serve as the hall monitor. No other hall monitor needs to be recruited in this scenario.

## Device Readiness

Students can take the test on devices managed by your school and assigned to students one-to-one, or shared devices managed by your school (from a laptop cart, for example). Some schools and districts may also allow students to take the test on personal Mac and Window devices or iPads. CDE strongly recommends that schools and districts test students using school- or district-managed devices. (Students' personal Chromebooks cannot be used for testing.)

See the Technical Readiness Checklist at [bluebook.collegeboard.org/test-admin/checklist](https://bluebook.collegeboard.org/test-admin/checklist) for complete instructions on working with technology staff.

### School-Managed Devices

Work with school or district technology staff to make sure Bluebook is installed on testing devices before the student digital readiness check so students can become familiar with Bluebook testing tools.

When students open Bluebook, it auto-updates if necessary. This can overwhelm your network and delay testing if too many students do it at once, so ask students to open Bluebook on their own before test day or any group readiness activities. They don't have to sign in.

### Students Testing on Personal Devices

If any students will test on personal devices, work with technology staff to make sure they can access the internet. They may need to use your school's guest Wi-Fi.

Students testing on personal devices should download Bluebook before test day. If they have not done so, students can download Bluebook on personal devices in the testing room. This doesn't usually take long, but too many simultaneous downloads could slow your network. If you need to, you can reschedule the test for those students.

You can also provide them with a school-managed device that has Bluebook installed.

## Technical Troubleshooting

Technical troubleshooting starts with the student; might escalate to the proctor, technology monitor, or test coordinator; and could require a call to College Board.

- **Students** can often solve technical issues themselves by following the instructions in Bluebook error messages.
- **Proctors** can try the basic tips in their manual and on the Test Day Toolkit Help page or send students to the technology monitor. Once testing starts, they should send students to the technology monitor to avoid disturbing others.
- **Technology monitors** use the *Technical Troubleshooting Guide* to resolve problems that take more time and attention so proctors can focus on their other responsibilities.
- **Test coordinators** can sometimes use Test Day Toolkit to resolve an issue but the student registration information might need to be updated. In some cases, you'll report an irregularity to set up a retest. You can contact your technology coordinator or call College Board for assistance if you need to.

For a complete understanding of technical troubleshooting on test day, review the troubleshooting instructions in the *Proctor Manual* as well as in the *Technical Troubleshooting Guide*.

## Room Considerations

The testing room and seating guidelines for your school include some additions for digital testing.

You'll need to do the following to prepare for in-school testing:

- Identify which rooms in your facility can be used for testing during the regular school day.
- Choose rooms with optimal access to power; this is especially important for extended time testing rooms. You can use power strips, surge protectors, and extension cords if you have them.
- Arrange to minimize distractions. No fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.
- Reschedule lunch for all participating students, if necessary, as students are not allowed to take a lunch break during testing. Some students approved for extended time receive a 20-minute nutrition break between the Reading and Writing section and the Math section, which allows more time for students to eat.
- Plan activities for students who won't be testing.
- Notify your school staff, students, and parents of modifications to the normal school day.

### Technology Considerations for Room Selection

Before you determine the seating capacity of each room, familiarize yourself with the following internet requirements and electricity policies.

#### Network Requirements

Although students can keep testing if their connection drops momentarily, they need the internet at the start and end of the exam.

Because internet speed can vary from room to room, it's critical for technology staff at your school or district to check the rooms you chose, especially if they've never been used for digital testing. Ask technology staff to check the device maximums of wireless access points (WAPs) within range of each room. See the Technical Readiness Checklist at [bluebook.collegeboard.org/test-admin/checklist](https://bluebook.collegeboard.org/test-admin/checklist) for complete instructions on working with technology staff.

#### Electricity

Unless they're testing with extended time, students are instructed to arrive with a fully charged device that will last the length of the test; however, you may provide access to power for students if it can be done fairly and without disrupting other students.

You must give students with extended time accommodations access to power, but it doesn't need to be continuous.

Keep in mind that students are prohibited from accessing other applications during the test, which helps minimize the drain on their battery.

### Testing Room Requirements

Choose rooms with optimal access to power and strong internet; this is especially important for extended time testing rooms. You can use power strips, surge protectors, and extension cords if you have them.

To ensure an effective and secure administration, testing rooms must meet these requirements:

- Rooms must be located away from noisy areas and distracting activities.
- Rooms must have:
  - ◆ Internet access with enough bandwidth to support the expected number of test takers.
  - ◆ Proper lighting.
  - ◆ Proper ventilation.
  - ◆ A working clock, visible to all students, if testing on paper.



#### Tip

A clock that's visible to all students is recommended, but optional, in the Bluebook testing room.

- ◆ No displayed materials related to test content, such as charts, maps, or math formulas. (Remove or cover them up during the test.)
- ◆ An area to write or display Wi-Fi sign-in information and other test day instructions for students.
- ◆ Outlets or power strips. (These are required in rooms where students are testing for more than 3 hours. Please be fair and use your judgment while providing power access for students testing for less than 3 hours.)
- ◆ Proper seating that follows the seating requirements.

## Seating Requirements

Follow these seating requirements to prevent security problems and ensure student comfort. Proctors will assign seats. Never allow students to choose their own seats. Proctors can move students who lose power and need to access a power outlet if it does not disrupt other students. You can find a copy of the SAT Suite of Assessments Seating Chart in the Appendix of this manual to record student seat assignments.

Make sure each testing room has enough seats and meets these requirements:

- Chairs have backs.
- Students are seated so they can't easily see each other's screens.
- You have unimpeded access to every student and can easily see them and their devices.
- Students are separated by at least 3 feet on the right and left (measured from center of desk) to allow for the proctor's freedom of movement during active monitoring and to reduce distractions.
- Seating is arranged to provide optimal access to electricity without overloading outlets or creating unsafe conditions. Students with more than 3 hours of testing time and students taking the SAT with optional Essay should be seated closest to power outlets.
- Tables that seat more than 1 student have enough space for students to sit 3 feet apart.
- Students have a large, smooth writing surface, such as a desk or table.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).
- Students must not be seated around rectangular tables or at round tables, study carrels, seats with lapboards, language laboratory booths, or tables with partitions or dividers. (Partitions and dividers are allowed only if testing in a computer lab and they are low enough so that proctors can see students' testing devices.)

**IMPORTANT:** If digital testing is in a computer lab, seats can face different directions, but students must not have a direct line of sight to other screens.

Elevated theater/auditorium-style seating is permitted for testing, though not recommended. If you need to use this type of room to test all of your students, keep in mind that 3-foot distancing and desk space rules apply. Every other row must be empty, and students cannot have a clear line of sight to each other's screens.

## Help Room Requirements

Designate 1 room as the help room students can go to for technical support from the technology monitor. Ensure there are adequate desks or tables, outlets, and that it's near the testing rooms. Have a hall monitor escort students to the help room if they need assistance.

# Room Assignments

## Testing Groups

Your roster will be available in Test Day Toolkit about 3 weeks before test day. Be sure to review your roster for updates in Test Day Toolkit as you recruit and train your staff.

**IMPORTANT:** Although group names in Test Day Toolkit don't include the "up to" wording from the updated accommodation names, the new policy applies to all extended time rooms.

You might have students with accommodations who require testing in separate rooms. Test Day Toolkit includes several group types, which involve combinations of timing and other accommodations that can be tested together. Testing groups include:

- S1: School (Standard Time)
- S2: School (Time and One-half – Math only)
- S3: School (Time and One-half)
- S4: School (Double Time – Math only)
- S5: School (Double Time)
- S6: School (More than Double Time)
- S7: School (Other)
- S8: School (One-to-one)
- S9: School (Double Time – Essay only)
- S10: School (Time and One-half – Essay only)
- S11: School (Double Time – Math and Essay)
- S12: School (Time and One-half – Math and Essay)
- S13: School (SAA – EL Math only)
- P1: Paper (Standard Time)
- P3: Paper (Time and One-half)
- P5: Paper (Double Time)
- P6: Paper (More than Double Time)

More information about testing students with accommodations, including accommodations requiring paper or alternate test formats, is included in the *Accommodations Guide for Coordinators*.

Students in the one-to-one testing group must test in their own room. If students approved for one-to-one testing are assigned to the same room, adjust as needed so each student is in their own room.

For all testing groups, students can't move to the next test module/section or submit their answers until the full standard time has elapsed.

**IMPORTANT:** To minimize disruptions and students testing on varying schedules, organize students in rooms with similar break times instead of relying only on group types.

**All testing groups, including Standard Time, may include students with the accommodations explained in this section.**



### Important

Don't include references to accommodations when you name rooms in Test Day Toolkit.

## Accommodated Breaks

Students with a break accommodation will take longer or additional breaks without losing testing time (the clock stops). Extended and extra breaks, as well as nutrition breaks for test timings that include them, are automatically applied in Bluebook; students can't shorten or skip the breaks they're approved for. All testing groups, including standard time, may include students with accommodated breaks.

**IMPORTANT:** Because students with break accommodations may be seated with students without break accommodations, some rooms might include students who take breaks and finish testing at different times.

Break accommodations include:

- **Extra breaks:** Students are provided additional breaks at specified times. The breaks are provided by Bluebook—there is no button for pausing the test.
- **Extended breaks:** Students will have as many breaks as students with standard time but breaks will be twice as long. The breaks are provided by Bluebook—there is no button for pausing the test.
- **Breaks as needed:** Students may break during a test section when they need to. They click a button to pause their test in Bluebook.
- **Nutrition break:** Some students approved for extended time will also receive a 20-minute break instead of a 10-minute break between the Reading and Writing section and the Math section. Students can go to a designated area for consuming food and drinks. If they remain in the testing room, they should consume any food or drinks away from their desks and testing materials. Accommodations that necessitate a nutrition break are:
  - ◆ Reading: Up to Double Time
  - ◆ Reading: Up to Time and One-half if taking the optional SAT Essay
  - ◆ Reading: Up to Time and One-half with any paper tests or supplements (e.g., reader's script, raised line drawings)
  - ◆ Math: Up to Double Time and Writing: Up to Double Time if taking the optional SAT Essay
  - ◆ Math: More than Double Time

## Small-Group Testing

Double-check room assignments to make sure students approved for small-group testing aren't assigned to larger rooms.

For students approved for small-group testing, small-group rooms shouldn't have more than 15 students. Test coordinators can adjust the number of students allowed, depending on student needs and the size of the room as long as they do not exceed 15 students.

## Permission to Test Blood Sugar

Students approved to test blood sugar may do so at any time during the test. Approval to test blood sugar doesn't include permission to use a mobile phone.

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 or for other medical reasons. Students who use a mobile phone to check their blood sugar must have College Board approval to have their mobile phone in the testing room for use with a continuous glucose monitor (CGM). Only students who are specifically approved may do this. No other device may be connected to the phone.



### Tip

In your testing room, you may have a mixture of students who have the standard 10-minute break and students who have a 20-minute nutrition break.

In no case may a student keep their phone at their desk unless specifically approved by SSD. The phone should be kept at the proctor's desk. Before testing starts, they should confirm with the student what actions are needed if there's a notification.

- If the student is using an iPhone, the phone must be in guided access mode.
- If the student is using an Android phone, the phone 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.)
- In either case, the camera feature must be disabled. Bluetooth may be enabled, but **only** to connect the phone's share app to the CGM for blood glucose monitoring.

### Digital Testing Features

Many students who use accommodations for paper testing will use digital testing features instead. For example, students approved for large print or magnification will use keyboard controls to zoom in and zoom out (e.g., Control +/- or Command +/-). Those who use a color overlay will use color contrast. These features are available to all students and don't require approval to use.

### Permission for Food/Medication During Testing

Some students may have approval to eat, drink, or access medication during testing. Only students with this approved accommodation can keep snacks, drinks, and medications on their desks. All other students should keep these items under their desks. Students with this accommodation can access these items at any point during the test, not just breaks.

### Preferential Seating

Test Day Toolkit will indicate where students approved for preferential seating should sit (e.g., "near door" or "front of room").

### Sign Language Interpreter

Students who are deaf or hard of hearing may be approved to have an interpreter translate the spoken instructions. Seat these students so they can easily see the interpreter. Sign language interpreters should only sign spoken instructions from the proctor; they are not permitted to sign test questions. A sign language interpreter must be able to effectively sign instructions to the student and voice the student's signing to the proctor. They should not have access to student testing devices at any time.

### Service Animals and Emotional Support Animals

Schools should follow their district policies regarding service animals and emotional support animals. If allowed by school/district policy, the SSD coordinator must request this accommodation in SSD Online and receive approval for the student to be allowed to have the animal in the testing room.

### Written Copy of Verbal Instructions

Students may be approved for access to written instructions of the script the proctor reads out loud. All students will be able to access these instructions in Bluebook by going to the **Help** page and clicking **Verbal Instructions**. They are also available via a link at the bottom of the start code screen.

### Assistive Technology

If you have students approved for testing with assistive technology that isn't built into Bluebook, go to [cb.org/accommodated-testing](https://cb.org/accommodated-testing). You'll find information about approved assistive technology that students will use while testing with Bluebook. Some assistive technology may require special configuration before test day. It's important that students try a test preview or full-length practice test using their assistive technology in Bluebook prior to taking the test.

## Administering the SAT with Optional Essay

Students taking the SAT with optional Essay will take a break while proctors dismiss students not taking the optional Essay. It is best practice to group the SAT with optional Essay students together in the testing room.

To assign students to rooms by test type:

1. Navigate to **Bluebook Sign-In Tickets and Data Export**.
2. On the Export Data tab, click **Download Excel File**.
3. Use the Test Name column to filter the spreadsheet and view only students taking the SAT or the SAT with optional Essay.
4. Go to **All Students**.
5. Select multiple students.
6. Use the **Action** dropdown menu to assign them to the same room.

## Key Considerations for Test Day Planning

Take the time to understand how Bluebook digital testing works and share information with proctors and other testing staff.

### Manage Staff Access to Test Day Toolkit

Accessing Test Day Toolkit for the first time requires 2-step verification. For a smoother test day, add staff to Test Day Toolkit early and encourage them to complete the process at least a day in advance. Learn more at [cb.org/manage-staff-access](https://cb.org/manage-staff-access).

### Student and Technical Readiness

Plan ahead to make your digital readiness check an opportunity for students to become familiar with Bluebook and to check your device and network readiness. More information is available in Student Digital Readiness Check on page 16.

This is particularly important for students who use assistive technology or those who will be testing on a Chromebook in kiosk mode for the first time.

Learn more about Chromebooks and assistive technology at [bluebook.org/chromebook-screen-reader](https://bluebook.org/chromebook-screen-reader) and get information for all device types at [cb.org/accommodated-testing](https://cb.org/accommodated-testing).

### Room Assignments

You can use the All Students page in Test Day Toolkit to assign students to rooms before test day or let the toolkit create a room roster when students enter the room code their proctor gives them.

Consider these tips:

- **To assign students to rooms by grade**, click the **Columns** button to add grade levels to your roster. Then filter by grade and testing group. Select multiple students to move them to rooms in bulk. They must be in the same testing group.
- **To test students in the same room even if they're in different testing groups**, don't assign them to rooms before test day. (As a best practice, students with different timing needs should not share the same testing room.)
- **If some students miss the digital readiness check**, test them in the same rooms, since they'll need a little extra time on test day. Navigate to **Downloads** in Test Day Toolkit and click **Export Data** to download an Excel file and sort students by exam setup status. Go to [bluebook.org/test-admin](https://bluebook.org/test-admin) for complete instructions on Test Day Toolkit setup.

## Starting the Test

After students finish checking in to Bluebook, proctors read the script and give students a start code to enter. If network speed is a concern, you can avoid delays and other issues by telling some proctors to start reading the script a few minutes later than the others. You can also give proctors guidance on how long to wait for late arrivals or students who take a long time to check in to Bluebook.

## Breaks

After students enter the start code, Bluebook times them individually and guides them with embedded instructions. Proctors don't time the test, start or end the break, or read scripts after timed testing starts. When their break ends, students click a button to start the next section. Students start their break and finish testing at slightly different times, so you may want to talk to staff about managing breaks and keeping rooms and halls quiet.

## Test Monitoring, Answer Submission, and Dismissal

Answers are submitted automatically when a student's time runs out—unless their testing device is offline, closed, covered, or asleep. In those cases, proctors need to help students submit their answers before dismissing them.

You can prevent score delays, avoid retests, and save yourself time later by telling your staff to take these steps:

- During testing, watch for closed laptops and covered tablets.
- During breaks, check for the red low-battery warning and make sure devices are not asleep.
- Before dismissal, verify answer submission.
- Help any students whose answers were not submitted.

Detailed instructions are available in the *Proctor Manual*.

## Minimizing Distractions in Extended Time Rooms

Because students who test with extended time accommodations no longer need to stay for their full time, they may take breaks and finish testing at very different times. You may want to talk to staff about keeping the room quiet and recommend a dismissal procedure.



### Important

Student answers must be submitted within 24 hours of testing. While College Board will auto-submit all unsubmitted tests a few days after the test, you should make every effort to ensure responses are actively submitted so as to minimize the chance of score delays or holds.

# Student Digital Readiness Check

The Colorado Department of Education (CDE) requires that all schools administering the SAT and PSAT-related assessments complete a digital readiness check prior to testing. In these sessions, students will get familiar with the Bluebook testing application, confirm their personal information is correct, and verify that devices are ready for test day. During the student digital readiness check, students will log in to Bluebook with their sign-in ticket credentials (like they will on test day), complete exam setup, and try a test preview. Schools should have students complete the digital readiness check on the devices they will use on test day.

**These sessions are completed in 30 minutes or less** and should take place 1–2 weeks before you test.

This chapter covers everything you'll need to know about digital readiness check procedures. **The test coordinator should ensure that anyone giving the digital readiness check has this chapter for reference.** The test coordinator and staff involved with the readiness check should read it ahead of time and use it on the day of the readiness check.

**IMPORTANT:** Proctors should distribute printed sign-in tickets to students for the student digital readiness check. Proctors do not need access to Test Day Toolkit to facilitate the readiness check.

## Benefits of the Student Digital Readiness Check

The student digital readiness check is a dry run that gives you a chance to check student registration data and technical readiness.

Schools that complete the readiness check early will have longer lead times for handling issues related to testing devices, network performance, and accommodations. **Completing the digital readiness check in advance reduces the chance of errors on test day that can lead to the need for a rescheduled test.**

## Student and Staff Readiness

The readiness check will save time on test day as students will be able to complete exam setup where they will review and accept the testing rules, answer a few (optional) questions about themselves, see what to bring on test day, and have an opportunity to receive scores and other educational information on the BigFuture® School mobile application (if they're eligible).

## Technical Readiness

You can use the student digital readiness check to assess your device and network readiness for testing.

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## Best Practices

Make your student digital readiness check as useful as possible by thinking ahead about technology, rooms, timing, staffing, and activities.

### Technology Considerations

To get the most accurate assessment of your technical readiness, work with technology staff to simulate test day conditions.

Send them to [Best Way to Check Technical Readiness](#) and talk to them about these topics:

- **Device options:** Should students test on school-managed devices? Do those devices meet Bluebook requirements?
- **Bluebook installation:** Can Bluebook be installed on school-managed devices before the digital readiness check?
- **Testing rooms:** Which rooms have the best internet connection? How many test takers can they support?
- **Internet access:** Can students access the internet on personal devices?
- **Network configuration:** What's your plan for configuring the network to let necessary traffic bypass security appliances and software?

### Devices and Networks

Use the same devices students will use on test day:

- If your students will test on **one-to-one school-managed devices**, they should bring their device to the digital readiness check. They should download Bluebook themselves, if possible, but your technology staff may need to install it for them.
- If your students will test on **shared managed devices** (from a laptop cart, for example), make sure technology staff provides the same set of devices that will be used on test day and that Bluebook is installed. **Note:** Students don't need to use the same shared device on test day.
- If your students will test on **personal testing devices**, they should download Bluebook and bring their device to the digital readiness check.

Create network demands during the student digital readiness check that are similar to test day demands:

- Ask technology staff to configure the network.
- Use the same rooms that will be used on test day.
- Schedule sessions with as many simultaneous test takers as on test day.

**IMPORTANT:** Proper network configuration and good room choices can prevent many test day issues that keep students from testing.

### Flexibility

It's not always possible to schedule sessions in a way that mirrors your testing schedule. Schools have flexibility and can consider other options. For example, schools with many test takers might choose to stagger sessions across days or during homeroom, English classes, or free/reading periods.

### Staffing

The test coordinator should be available during the student digital readiness check to assist with any questions. Depending on when and how a school chooses to administer the readiness check, the test coordinator may need to prepare staff to assist. Staff **do not** need access to Test Day Toolkit to facilitate a student digital readiness check. **The staff administering the readiness check do not have to be the same staff that serve as proctors on test day.**



#### Additional Guidance

To track session participation, navigate to **Downloads in Test Day Toolkit**, click **Export Data** to download an Excel file, and sort students by exam setup status.

- **If the readiness check will occur in multiple rooms simultaneously**, additional staff will be needed to monitor student device readiness and record any issues that will require follow up.
- **If the readiness check will be staggered and groups of students can come to a single room throughout the day**, the test coordinator can manage the event and record the issues for follow up.

Please see Technical Troubleshooting on page 23 for how to follow up on any issues encountered during the readiness check.

**IMPORTANT:** If your school will be holding the student digital readiness check in multiple rooms simultaneously, you may want to consider setting up a help room for students who encounter persistent issues that keep them from advancing in the readiness check. This could be staffed by the technology monitor, if this role has been assigned.

## Two Ways to Practice: Test Preview or Full-Length Practice

As part of the student digital readiness check, have your students complete either a test preview or a full-length practice test.

If you want students to take a full-length practice test, budget 3 hours for the student digital readiness check.

Prior to the session, you will need to print out a sign-in ticket from Test Day Toolkit for each student completing the digital readiness check. Proctors need to make sure students sign in to Bluebook with the information from their sign-in tickets (not with a College Board account). They'll find test previews and full-length practice tests under **Practice and Prepare** on the Bluebook homepage.

- **Test Preview:** The test preview is a short set of questions that students can go through to get a sense of how testing works in Bluebook. Students do not get a score or any feedback on their answers.
- **Full-Length Practice:** These tests are scored so students can see where they need to focus their study. Full-length practice tests are timed just like real tests, except that users can start or stop the test any time. Sign-in tickets are not considered a secure material and do not need to be collected by staff after the digital readiness check.

After they complete a practice test, students can use their sign-in tickets to access [My Practice](#) where they can see their scores. Sign-in tickets are not considered secure material and do not need to be collected by staff after the student digital readiness check.



**STUDENT EXPERIENCE**

The screenshot displays the Bluebook student dashboard. At the top, the Bluebook logo is on the left and the user name 'Sofia Aguilar' with a profile icon is on the right. A welcome message reads 'Welcome, Sofia. Good luck on test day!'. Below this is the 'Your Tests' section, which is currently set to 'Active' tests. It features a card for the SAT exam with details: 'Date: Your teacher will let you know your test date soon.', 'Exam Overview' and 'Test Day Checklist' links, the school name 'Springfield High School' with its address, and 'Testing Accommodations: You have no approved accommodations for this test.' A green checkmark indicates 'It's time to set up your exam.' and a yellow 'Start Exam Setup' button is present. The 'Practice and Prepare' section below has tabs for 'Active' and 'Past' practice, with a link to 'Learn more about Bluebook practice'. It contains two cards: 'Test Preview' (with a calculator icon) and 'Full-Length Practice' (with a document icon).

Students can see their Test Preview and Full-Length Practice options when they sign in to Bluebook.

## Preparation Steps

The test coordinator is responsible for ensuring the student digital readiness check runs as smoothly as possible and will need to plan ahead to ensure the school and the staff administering the readiness check are ready.

To prepare for the readiness check, the test coordinator will need to complete the steps outlined in the checklist that follows.

### Accommodations

- Work with the SSD coordinator to ensure accommodation requests are submitted by the deadline. Any requests for new accommodations or accommodation changes need to be submitted 7 weeks ahead of the day you plan to start testing.
- Work with the SSD coordinator to confirm students are matched to their correct accommodations in SDMS 3 weeks before testing.

### Registration

- The test coordinator and SSD coordinator must validate that the SDMS and Test Day Toolkit rosters for your school are complete and correct and contain each student's accommodations as approved in SSD Online.

## Technology

- Ask technology staff to complete the device and network tasks that apply to your school:
  - ◆ Installing Bluebook on school-managed devices.
  - ◆ Providing the shared, school-managed devices students will use on test day.
  - ◆ Configuring testing devices for students who use screen readers and other assistive technology. Get guidance about Chromebooks and assistive technology at [cb.org/chromebook-screen-reader](https://cb.org/chromebook-screen-reader) and information for other device types at [cb.org/accommodated-testing](https://cb.org/accommodated-testing).
  - ◆ Make sure accessibility features are enabled for students who need them.
  - ◆ Make sure the guest network is ready, and you know the password.
  - ◆ Confirm technology staff configured the network to allow all necessary traffic.

## Schedule Sessions and Reserve Rooms

- Work with administration to reserve time before test day for the student digital readiness check.
  - ◆ Confirm there are no conflicting planned events at the school.
  - ◆ Decide what time of day students will complete the readiness check.
  - ◆ Work with staff on instructions for supporting the readiness check.
  - ◆ Make sure your technology monitor and proctors can attend.
  - ◆ If needed, reserve rooms you'll use for the readiness check.

Due to the short length of the readiness check, students should not require access to electricity unless you're planning to have your students complete a full-length practice test.

## Students and Parents/Guardians

- Notify students and parents/guardians about the student digital readiness check. They'll need to know that:
  - ◆ If your students will test on personal devices or school-managed devices assigned to them one-to-one, they need to bring those devices from home.
  - ◆ If students will use school-managed devices that are shared or remain at the school, they may complete the readiness check with any of the devices that will be used for testing.
  - ◆ **Tip:** To avoid potential delays due to simultaneous Bluebook updates, ask students to open Bluebook on their own a day or 2 before the student digital readiness check.
- During exam setup, students will have the opportunity to answer questions about themselves, their educational experience, and their plans for after they graduate high school. These questions will appear for all students, but, per CDE, students may only answer them if they or their parents or guardians have returned a signed consent form to your school. The signed consent form also allows students taking the SAT or PSAT-related assessments to participate in BigFuture School and Connections™.
- Have students review the testing rules and student guide for the relevant assessment with their parents/guardians. Student guides, which include testing rules, are available in the [Colorado Resource Repository](#).

## Room Kits

- Assemble kits for staff. The kits are optional, but it is helpful for staff to be provided with:
  - ◆ A printed list of students assigned to each proctor's testing room.
  - ◆ Each student's unique sign-in ticket.
  - ◆ Instructions for connecting to Wi-Fi, including password (especially important for away students and anyone using personal devices).
  - ◆ Instructions on how to manage the readiness check (including a reminder to staff to access this guide) and how to report issues to technology staff so they can be resolved prior to test day.



### Reminder

Staff should not use Test Day Toolkit or share room or start codes during the student digital readiness check.

## Sign-In Tickets

- Print sign-in tickets for students. Students use sign-in tickets to access Bluebook. They'll use them during the digital readiness check and on test day. You can also give them to students so they can take practice tests at home. You'll need to print another set of tickets for test day.

Follow these steps to print a PDF with a sign-in ticket for each student:

- a. Sign in to Test Day Toolkit.
- b. Click **Downloads** on the homepage.
- c. Go to the **Print Tickets** tab and select sort and layout options.  
You can print 1, 2, or 4 per page.
- d. Choose your printer's single-sided option.
- e. Add the tickets to your room kits.

**IMPORTANT:** If your school is hosting any **part-time homeschooled students** who don't normally attend your school, the test coordinator should provide sign-in tickets to those students so they can complete digital readiness activities on their own. If you don't do this, the **part-time homeschooled students** will have to complete the readiness check on test day.



### STAFF EXPERIENCE

Save time and effort by choosing the alphabetical sort option and the 1-per-page print option.

## During the Student Digital Readiness Check

The test coordinator should be available during the student digital readiness check to make sure staff have what they need and to assist with any questions.

**IMPORTANT:** No start or room codes are used during the student digital readiness check, therefore Test Day Toolkit should not be used by staff.

### 1. Distribute Devices and Sign-In Tickets

When all students are seated, distribute testing devices and sign-in tickets to confirmed and appropriate students.

### 2. Signing In to Bluebook

The sign-in tickets you distribute are unique to each student, and they'll use them to complete the student digital readiness check.

**How to sign in:** When students open Bluebook, they'll see 2 ways to sign in—with a College Board account or using the sign-in ticket. **Even if your students have College Board accounts, they must sign in using the info on their sign-in ticket or they won't be able to access their test.**

Once students sign in, they'll find their tests listed under **Your Tests** and any accommodations will be listed there. The proctor should verify that students with accommodations have the correct ones, especially if most students don't know what they have. The proctor needs to be provided with a list to be able to check with the student.

### 3. Test Your Device

When students are signing in to Bluebook, they'll see a button at the top right of their screens that reads **Test Your Device**. Have them click this, and Bluebook will quickly check that their device meets all requirements.

### 4. Exam Setup

After students sign in to Bluebook, they'll complete a quick exam setup. Students will find their test listed under **Your Tests**, then select **Start Exam Setup** to go through the screens. Students must complete exam setup before they can test. If they're taking the SAT, they'll be able to select 4 institutions to send their scores to for free.

For detailed student walk-through presentations that demonstrate the exam setup screens students in Colorado will see, visit the [Colorado Resource Repository](#).

### 5. Test Preview

After students complete exam setup, have them take a test preview. The test preview is a short set of questions that students can go through to get a sense of how testing works in Bluebook. On the Bluebook homepage, students can select **Test Preview** from under **Practice and Prepare**.

Test previews are untimed. Ensure you leave enough time to allow students to try out all the testing tools, and if they will use assistive technology to test, they should use it here, too.

Students do not get a score or any feedback on their answers.

Once all students have tested their device requirements, completed exam setup, and spent some time exploring the test preview, the student digital readiness check is complete.

## Technical Troubleshooting

If these troubleshooting tips don't work, let technology staff at your school or district know so they can address device and network issues before test day.

Let technology staff know which students experienced technical issues using personal devices or managed devices assigned to them one-to-one.

### A Student Can't Connect to the Internet

If no one in the room can connect, school or district technology staff should make sure traffic to and from the domains listed at [bluebook.org/networks](https://bluebook.org/networks) can bypass any security appliances and software.

If only some students have an issue, make sure device Wi-Fi is on and airplane mode is off.

To check for an internet connection, open a browser and navigate to [collegeboard.org](https://collegeboard.org) on a testing device. Chromebook users need to exit Bluebook and sign in to their device first. After confirming their connection, they need to sign out of their device and open Bluebook without turning the device off.

### A Student Using a Chromebook Can't Open Bluebook

To use Bluebook on a Chromebook, the student should:

1. Turn on their Chromebook without signing in to their school user account.
2. Select **Apps > Bluebook** in the lower left corner.
3. Sign in to Bluebook with the credentials on their sign-in ticket.
4. If the student doesn't see the **Apps** menu or Bluebook isn't listed in it, Bluebook is not installed on the device.

If a student using a Chromebook is prompted to install Bluebook, they may be trying to open it after they sign in to their school user account. Tell them to sign out of their school user account and open Bluebook as instructed above.

### A Student Can't Reach the Bluebook Sign-In Screen

After making sure the device is connected to the internet, try one of the following steps in order:

1. Make sure the student opened the correct digital testing application. They should click the **Star** icon to open Bluebook.
2. Switch to a backup device with Bluebook installed, if available.
3. Reinstall Bluebook if possible. Students using personal devices can download Bluebook again at [bluebook.app.collegeboard.org](https://bluebook.app.collegeboard.org).

### Bluebook Can't Update to the Latest Version

After making sure the device is connected to the internet, try one of the following steps:

1. **Personal Mac laptops and iPads:** Ask students to check their device settings to make sure automatic updates are turned on. After setting their device to auto-update, they'll need to go to **Bluebook Exams** in the app store and select **Open**.
2. **School-managed devices:** Ask technology staff for help. It's possible they prevent their devices from auto-updating.
3. Switch to a backup device with Bluebook installed if available.

## **A Student Can't Sign In or Their Test Isn't Listed**

Make sure the student clicked **Use a sign-in ticket from your school** when they opened Bluebook and that they used the credentials on their sign-in ticket.

If they signed in with their College Board account instead, they should sign out, click the first button, and use their ticket to sign in again.

If students made 10 failed attempts to sign in with the credentials on their sign-in ticket, they'll be locked out for 5 minutes. After another 10 failed attempts, they'll be locked out for 25 minutes. Finally, if the student has 10 more failed attempts, they'll be locked out until their test coordinator contacts College Board.

## **A Student's Device Doesn't Meet Requirements**

If a problem is identified when a student clicks **Test Your Device**, Bluebook will suggest a remedy. If it's not possible to fix the issue during the session and other devices are available, give the student one. Let your technology coordinator know about the device issue.

# Test Day

## On Test Day

### Test Security

To keep scores valid and testing fair, it's critical that testing staff enforce the test security measures shared here.

### Test Day Timing

Assessments in the digital SAT Suite have 2 sections—(1) Reading and Writing and (2) Math—with a break in between. For students testing with standard time, the Reading and Writing section is 64 minutes long and the Math section is 70 minutes long, with a 10-minute break in between sections.

Some students in Colorado will also take the SAT with optional Essay, which adds an additional hour to the total testing time.

If schools didn't administer a student digital readiness check for students before test day, proctors should allow an additional 30 minutes to administer the readiness check to students on test day before starting the test. This extra time doesn't include the test preview portion, which can be skipped if the readiness check is administered on test day. Instructions for administering the student digital readiness check are included in Student Digital Readiness Check on page 16.

## Test Day Oversight

Test coordinators supervise all test day activities, making sure staff have everything they need.

### Supporting Your Staff

For a successful test day, decide how to facilitate breaks and communication:

- Plan a break schedule for staff as needed, making sure testing rooms and hallways are always monitored.
- Set up a signaling system so staff can communicate with each other quickly. Work with the SSD coordinator to understand how your students' accommodations must be administered so that you can prepare your proctors. Hold a brief meeting before students arrive to share last-minute instructions. Be sure to:
  - Let proctors know the test timing for the students in their room.
  - Distribute supplies.
  - Remind staff to use power strips, surge protectors, and extension cords safely.
  - Let staff know where the help room and late room (if you have one) are located.
  - Remind staff to enforce all policies shared in this manual and to never leave students alone in the room.
  - Ensure staff are aware of school policy regarding retesting and how to submit IRs.
  - Tell staff to connect to Wi-Fi and sign in to Test Day Toolkit.

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- Make sure proctors and hall monitors have access to all the resources they need and have read the *Proctor Manual* and *Hall and Room Monitor Test Day Guide*, respectively, available in the [Colorado Resource Repository](#). Technology monitors should read the *Technical Troubleshooting Guide*.
- Also remind proctors to monitor their room carefully during testing for any student with their hand raised. If Bluebook crashes or a student exits Bluebook, staff will use Test Day Toolkit to let them continue testing.

## Sign In to Test Day Toolkit

No later than test day morning, check your roster and grant full Test Day Toolkit access to staff:

1. Sign in to Test Day Toolkit at [testday.collegeboard.org](https://testday.collegeboard.org).
2. See if your roster was updated. You might need to assign new students to rooms.
3. Go to the **Staff** page and click the checkbox next to a name. To grant access to all staff at once, click the checkbox at the top of your staff list.
4. Click **Grant toolkit access**.

Keep in mind the following:

- ◆ You may grant full access to staff 1 day prior to the beginning of the testing window.
- ◆ You don't need to turn full access on and off during the testing window.
- ◆ You should immediately remove access for any staff who don't need it, including staff no longer employed by your school or district.

## Test Day Materials

If you haven't already, organize these proctor supplies for proctors testing students in Bluebook:

- A copy of the Wi-Fi name and password for each proctor.
- 1 sheet of scratch paper per student (plus extra scratch paper for students who request more during testing).
- A sign-in ticket for each student.
- Recommended: Power strips, surge protectors, extension cords, or laptop carts for charging (prioritize extended time testing rooms).
- Fully-charged testing devices for students (if applicable).
- Recommended: Printed seating chart (included in the Appendix of this manual). The first page contains important instructions for test coordinators. Proctors in large testing rooms may need more than 1 chart.
- Optional: Students with EL supports may use printed copies of translated test directors or approved word-to-word dictionaries. Both resources can be found in the [Colorado Resource Repository](#).

### Prepare your school:

- Post directional signs to the testing rooms, help room, break area, late entry room, and restrooms (if necessary).
- Make sure all testing staff have a device with access to Test Day Toolkit.
- Optional: Print and post the Room Directory from Test Day Toolkit to help students find their room. To protect student privacy, make sure room names don't include accommodation information.
- If your school is supporting away or homeschooled students, make sure the local network is accessible to them or there is a public network they can join.
- Make sure outlets are available in rooms reserved for extended time testing in case students need to charge their device(s).
- Reserve a room for students who arrive late, after the proctor reads the script in their assigned testing room. If you don't have a late room, late arrivals should be rescheduled for another time in the testing window.

## Monitoring Test Day Activity

To keep things running smoothly throughout test day:

- Minimize distractions and limit access to the testing area.
- Work with the technology monitor to troubleshoot technical issues covered in the *Technical Troubleshooting Guide*.
- Enforce rules and watch for irregularities, including students who access prohibited electronic devices during testing or breaks.
- Remind students to remain silent when taking breaks and during dismissal, as other students may still be testing.
- Only allow testing staff and students into the testing area.
- Remind proctors to keep their device with them so they can refer to Test Day Toolkit and respond to student concerns quickly.

When all testing is finished, make sure to collect all materials from your proctors, including scratch paper, sign-in tickets (in cases of early dismissal or rule violations), and seating charts. Keep seating charts on hand for 60 days and all other collected materials on hand for 30 days as they may be needed for test security investigations.

## Irregularities

Your school may encounter problems on test day. We are here to help.

Refer to Retesting and Irregularities on page 33 for a comprehensive overview of the IR submission process.

Call College Board at 866-917-9030 immediately if testing is interrupted for more than half of students for more than 10 minutes or you have any concerns about test security. If you need to close your school on your intended test date, you can reschedule testing for another day in the window. Although schools can use flexible start times, staff should start early enough to allow students with extended time to complete the test within standard school hours.

If students violate the rules or leave early for any reason, or if technical problems occur, use Test Day Toolkit to report an irregularity. See Responding to Problems on page 29 for details on handling and reporting anything that goes wrong.

## Absentees

Absent students should be rescheduled to test on another day in the testing window. See Retesting and Irregularities on page 33 for more information about rescheduling policies.

## Technical Troubleshooting in the Testing Room

This section on troubleshooting in the testing room will be used by proctors, and is provided here for your reference as test coordinator.

You can send students with technical issues to the **help room** at any time, but we recommend doing so in the following cases:

- Helping the student takes too much of your time and attention.
- You want to avoid distracting students who are testing successfully.
- None of the troubleshooting steps that follow resolve the issue.

Send students to your **test coordinator** in these cases:

- You don't have a sign-in ticket for them or the credentials on their sign-in ticket don't work.
- The test isn't listed on their homepage.
- There's an issue with their accommodations.
- The student's name or date of birth is incorrect in Bluebook.

**IMPORTANT:** Report an irregularity if you resolve the issue but a student's testing was interrupted for more than 1 minute.

## None of Your Students Can Start

If none of your students can start the test, make sure you read the correct 6-digit start code and wrote it on the board accurately. If that's not the issue, contact the technology monitor or the test coordinator. They may need to work with your school's technology coordinator and tech support.

## A Student Can't Reach the Bluebook Sign-In Screen

If Bluebook doesn't open properly, try one of the following fixes:

1. Make sure the student opened the right digital testing app. They should click the **Star** icon to open Bluebook.
2. Check the student's internet connection. Get tips on How to Check for an Internet Connection on page 29.
3. You can also switch to a backup device with Bluebook installed, if available.
4. Reinstall Bluebook, if possible. Students using personal devices can download Bluebook again at [bluebook.app.collegeboard.org](https://bluebook.app.collegeboard.org).

## A Student Can't Sign In or Their Test Isn't Listed

Make sure the student clicked **Use a sign-in ticket from your school** when they opened Bluebook and that they used the credentials on their sign-in ticket.

If they signed in with their College Board account instead, they should sign out, click the first button, and use their ticket to sign in again.

If students made 10 failed attempts to sign in with the credentials on their sign-in ticket, they'll be locked out for 5 minutes. After another 10 failed attempts, they'll be locked out for 25 minutes. Finally, if the student has 10 more failed attempts, they'll be locked out until their test coordinator contacts College Board.

## A Student Can't Start Timed Testing

Students who aren't on the start code screen may just need to complete Bluebook check-in. If the student is on the start code screen, try one of the following fixes:

1. Reenter the start code.
2. Make sure the student is marked present on the Test Day Toolkit Attendance page.
3. Restart the device and open Bluebook again.
4. Switch to a backup device with Bluebook installed, if available.

## If Most Students Are Ready to Start

Consider referring the student to the help room so testing can begin for everyone else. The student can start testing after they return to their testing room; if they need to read the verbal instructions first, they can open them on the Bluebook start code screen.

## A Student's Testing Is Interrupted

If a technical issue during the test prevents a student from continuing, try one of the following fixes:

1. Exit Bluebook, close applications running in the background, and sign in again.
2. Restart the device and open Bluebook again.
3. Follow the instructions below to complete a device swap if backup devices are available.

## How to Complete a Device Swap

Device swap is a Bluebook feature that syncs test data so students can continue testing on a new device. Use it only if the student has entered the start code and has time remaining, and all troubleshooting tips have failed.

**IMPORTANT:** Never use the device swap feature after a student's testing time runs out—their answers could be lost. Students need to submit their answers using the same device they tested on.



### Additional Guidance

Most issues are resolved by restarting Bluebook or the testing device—and since answers are saved to the testing device, students can pick up where they left off.

If a student has time remaining on a test, can't continue testing on the original device, and a backup device is available, complete these steps to swap devices:

1. Tell the student to shut down their original testing device.
2. Tell the student to open Bluebook on the new device, sign in, and click **Resume Testing** on their homepage. A pop-up window will tell them their proctor must approve the device swap.
3. Open the student's profile page by clicking the student's name on the Test Day Toolkit monitoring dashboard and then clicking the **Let Student Continue Testing** button.
4. When the student clicks **Resume Testing Now**, they'll be returned to the question they last viewed.

**IMPORTANT:** If students are returned to a previous question, they should reenter their answers—unless they'd have to reenter more than 5 answers, in which case they should retest.

## A Student Needs Proctor Approval to Continue Testing

To allow a student to continue testing after they quit or exit Bluebook or their device crashes or loses power:

1. Click the student's name on the Test Day Toolkit monitoring dashboard to open their profile page.
2. Click the **Let Student Resume Testing** button.

## How to Check for an Internet Connection

If a troubleshooting tip directs you to make sure a device is connected to the internet, open a browser and navigate to **collegeboard.org**. Chromebook users need to exit Bluebook and sign in to their device first. After confirming their connection, they need to sign out of their device and open Bluebook **without** turning the device off.

If they don't have a connection, make sure the device's Wi-Fi is turned on and airplane mode is turned off.

## Responding to Problems

Use Test Day Toolkit to report irregularities. In a few cases, we want test coordinators to call College Board at 866-917-9030 as soon as possible. Testing staff may approach you on test day with issues related to irregularities. For detailed guidance and instructions for reporting irregularities in Test Day Toolkit, refer to Retesting and Irregularities on page 33.

## Good to Know

- If students are unable to start the test, make sure they signed in to Bluebook with the information on their sign-in ticket.
- IRs completed by proctors are routed to the test coordinator for review before submission to College Board.
- Excessive and suspicious unscheduled student breaks should be reported.
- When students are dismissed, their scratch paper must be collected. Make sure students return any sheets of scratch paper they were given with their name on each sheet. If a student returns a ripped, torn, or partial sheet of scratch paper, ask them to return all pieces. If the student refuses, report an irregularity. Test coordinators should keep all scratch paper for 30 days in case of any test security investigations.
- Before proctors dismiss students, they should check their sign-in tickets for any writing that could be copied test content. If a sign-in ticket contains test content, the proctor should collect the ticket, submit an IR, and give the ticket to the test coordinator.

## How to Respond to Problems

### When to Call College Board

Test coordinators should call College Board as soon as possible if:

- They have any urgent concerns about test security.
- Testing for more than half of students is interrupted for more than 10 minutes.

If a school closure prevents testing as planned, the test coordinator should reschedule for another day within the testing window. If that's impossible, they should call College Board.

### Rule Violations

Follow the instructions for early dismissal and reporting irregularities if students try to gain an unfair advantage, disturb others, talk during the break, or refuse to follow instructions. **If other students were disrupted and they require a retest, complete a separate IR for those students (see Disturbances and Interruptions below). Mention any students who don't want to be retested on the prohibited behavior IR for the student who caused the disruption.**

Proctors should collect any scratch paper, sign-in tickets, or other materials containing copied test content and hand them over to the test coordinator. If the student used a prohibited device to copy test content, proctors should take photos for evidence. After collecting evidence, ensure any test content is deleted before the device is returned to the student.

If you're not sure a student deliberately violated a rule, you can give them a warning.

If a student takes excessive breaks, ask them why and where they're going and make sure they leave their testing device, scratch paper, and other items in the room.

### Early Departure

Students, whether testing with standard time or extended time, must stay at least until the standard testing time is fully elapsed and they have finished testing, but if they need to leave early, follow the instructions for early dismissal and reporting irregularities in Next Steps on page 31.

### Technical Problems

For troubleshooting guidance, see Technical Troubleshooting in the Testing Room on page 27. Follow the instructions for reporting irregularities in Next Steps on page 31.

### Disturbances and Interruptions

In the event of any interruption, don't let students talk or access prohibited devices.

If students must leave the room, monitor them and secure their testing devices. If testing is disrupted for more than half of students for more than 10 minutes, call College Board at 866-917-9030.

### Approved Accommodations Not Given

Ask the student if they want to continue testing without the approved accommodations or stop testing. An accommodations waiver must be completed by a parent or guardian if a student is under the age of 18 to excuse the student from using approved accommodations. Accommodation waiver forms can be found in the [Colorado Resource Repository](#). If a student began testing, but their approved accommodations were not given, submit a retest IR.

### Unapproved Accommodations Given

Tell the student to stop testing. Follow the instructions for early dismissal and reporting irregularities in Next Steps on page 31.

## Test Question Issues

If a student thinks something is wrong with a test question, note the section, module, and question number. Tell them to continue testing, answering as best they can, and remind them it's better to guess than leave a question blank. Only answer questions about procedure, never about test content.

Ask them to see you after the test so you can report the problem to College Board. Wait until other students finish testing before talking to the student.

Get instructions for reporting irregularities in Next Steps below.

## Next Steps

### Early Dismissal

All students must stay until standard time ends except in cases of illness or rule violations. To dismiss a student before standard time ends, follow these steps:

1. Navigate to the student's page in Test Day Toolkit.
2. Check the student's testing status and tell them to exit Bluebook if their status is not **Exited**, **Submission Pending**, or **Submitted**.
3. Collect their scratch paper and sign-in ticket.
4. Click **Undo Check-In** in Test Day Toolkit.
5. Submit an IR in Test Day Toolkit.

If a student leaves without talking to you first, try to follow this procedure. If they left belongings behind, give them to your test coordinator.

**IMPORTANT:** Use the normal procedure to dismiss extended time students who choose to end their test after standard time ends and before their full extended time ends.

### Reporting Irregularities

To report irregularities, navigate to the **Irregularities** page in Test Day Toolkit and choose between a retest form and a report-only form. Select the students involved, answer the questions, and submit the report. Staff reports are routed to the test coordinator before they're submitted to College Board. Refer to Retesting and Irregularities on page 33 for more information.

## Additional Information

### Unfair Advantage

Examples of violations that give students an unfair advantage include:

- Viewing nontest content or accessing other applications on their device
- Impersonation
- Accessing or using prohibited devices or aids during testing or during breaks
- Switching devices or seats without permission
- Giving or receiving test content

### Device and Aid Access During Testing

Students may not access other applications or programs on their testing device before leaving the testing room. During testing, students can access the permitted items listed on the next page.

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for approved accommodations. They must be stored under the student's desk during testing. Eyeglasses, hearing aids, and glucose pumps are permitted without the need for approved accommodations; however, if a student with a glucose pump needs other supplies, they would need to be approved. Service animals are allowed under certain circumstances. See Service Animals and Emotional Support Animals on page 13 to learn more.

Everything else is prohibited, unless a student has an approved accommodation that requires it.

## Items Permitted During Testing

- Sign-in ticket
- 1 testing device
- 1 calculator (calculator covers must be kept under students' desks and students should be reminded to clear saved formulas before testing begins)
- External mouse and mouse pad
- External keyboard for tablets (students taking the optional SAT Essay may also use an external keyboard with laptops or Chromebooks if it's necessary for them to be able to type their essays). Keyboards are necessary for all students using Windows tablets. The Highlights & Notes tool will not be available to Windows tablet users without an external keyboard. For SAT with Essay testers, an external keyboard will be necessary to type the essay. If your school's only option is to test with Windows tablets, and external keyboards cannot be acquired, contact College Board.
- Scratch paper provided by the proctor
- Pen or pencil
- For EL students, translated test directions or approved word-to-word dictionary, if applicable
- Power cord (must be kept under students' desks)
- Portable charger (must be kept under students' desks)
- Backup testing device (must be kept under students' desks)
- Backup calculator or batteries (must be kept under students' desks)

## Items Permitted During Breaks

If students leave the room during the scheduled break, they can take their snack and drink with them.

## Prohibited Items

Students are not allowed to access belongings that could give them an unfair advantage or provide a way to record, photograph, or remove test content.

Unless students have a College Board–approved accommodation, they can't access these items during the test or breaks:

- Phones, smartwatches, or other electronic devices (except their testing device)
- Detachable privacy screens
- External keyboards for use with laptops or Chromebooks (except for students taking the optional SAT Essay or students using a Windows tablet)
- Notes, books, or any other reference materials (translated test directions and word-to-word dictionaries are permitted for test takers using EL supports)
- Scratch paper not provided by the proctor
- Headphones, earbuds, or earplugs (unless the student is using approved assistive technology that requires headphones)
- Any camera, recording device, or separate timer



### Additional Guidance

Hooded shirts may be worn, but hoods must be down during testing. Brimmed caps can be brought into the testing room but must be put away and not worn during testing.

# Retesting and Irregularities

Schools have the option of retesting or rescheduling tests in the SAT Suite in certain circumstances, as long as all testing is completed during your state's administration window. Schools should plan to start testing early enough in the window to ensure there's enough time to retest or reschedule if necessary.

**IMPORTANT:** Starting testing late in the window could limit your school's ability to retest students.

The first part of this chapter explains the policies for retesting and rescheduling. Information includes examples of possible scenarios, administration planning considerations, and possible consequences for students' scores.

The second part of this chapter contains a general overview of the IR submission options, instructions for requesting a retest in Test Day Toolkit as part of the IR submission process, and other technical guidance.

## Policies for Retesting/Rescheduling

### Rescheduling Policies

Rescheduling a test date may be necessary in certain circumstances. As long as affected students have not entered a room code in Bluebook, schools may select a new test date anytime within the administration window without contacting College Board or submitting an IR.

Examples of issues that might require rescheduling a test date include:

- Individual student absences due to illness.
- Hurricanes, tornadoes, fires, floods, or other widespread weather-related events.
- Local tragedies or emergencies.
- Prolonged schoolwide network or power outages.
- Scheduling conflicts with group activities (e.g., absentees due to team sporting events).

Students can use the same sign-in tickets from their initial test date if their test is rescheduled, as long as the tickets were not previously handed out to students on test day.

**If students have entered their 5-letter room code, rescheduling is no longer an option. The school will need to submit an IR to request a retest.**

### Exceptions

If a student didn't test because Bluebook listed incorrect personal information or accommodations or because the test wasn't available on their Bluebook homepage, the student's registration data will need to be updated as explained in How to Correct Mistakes on page 39.

### In This Section

- 33 [Policies for Retesting/Rescheduling](#)
- 33 Rescheduling Policies
- 34 Retesting Policies
- 35 [How to Report Irregularities and Set Up Retests](#)
- 36 Irregularity Chart
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- 37 How to Set Up a Retest
- 39 How to Correct Mistakes
- 40 [How to Administer Retests](#)
- 40 Retest Rosters
- 40 Step-by-Step Instructions for Administering a Retest
- 41 [Retesting and Irregularities FAQs](#)
- 41 How can I tell the difference between a network issue and a student technology issue?
- 41 What if a student isn't listed within 1 business day?
- 41 How do I request score cancellation on behalf of a student?
- 41 What should I do if I don't know which IR form to choose?

## Retesting Policies

If schools encounter issues after the room code has been entered, students may be eligible for retesting.

Examples of scenarios that would call for retesting include:

- Schools that experience disruptions to testing (e.g., fire alarms).
- Students who experience technological issues after testing has started.
- Students who become sick after testing has started.
- Misadministrations, either due to student or testing staff error, that would invalidate the student's score.

**IMPORTANT:** Each student has only 2 retest opportunities resulting from irregularities.

Examples of scenarios that don't call for retesting include:

- Absentees (absent students can be rescheduled to test on another day in the testing window).
- Rule violations.
- Students who have already used their 2 retest opportunities.

Schools can set up retests in Test Day Toolkit when they submit an IR, although only certain IR types will have an option for retesting. It may take up to 1 full business day for a student to appear in the Test Day Toolkit retest roster following the submission of an IR.

If a student is listed in a retest irregularity form, the student's score from the initial test date will be on a temporary hold until the last published score release date. If the student doesn't retest, the original test score will be sent to Colorado Department of Education.

If a student engaged in prohibited behavior, including gaining an unfair advantage on the test, failure to retest may result in score invalidation.

### Additional Considerations

Schools should plan for an alternate test date in case of issues and ensure that bell schedules and schoolwide events are taken into consideration.

Test coordinators are responsible for the following:

- Determining in advance of test day when their school can offer retesting in the event of an issue.
- Ensuring proctors know about their school's retesting policies and the procedures for correctly completing an IR in Test Day Toolkit.
- Reviewing and correcting all IRs in Test Day Toolkit before submitting them to College Board. (This includes making sure the right students are listed in each form and replacing incorrect forms with the correct ones.)
- Submitting completed IRs as soon as possible within 5 calendar days of the test date. Retest IRs must be submitted no later than 3 calendar days before the close of the testing window. Late submission could delay score release. **Students may not be able to retest if the request is submitted in Test Day Toolkit more than 5 calendar days after testing. All retesting must be completed by April 25.**

Although test coordinators are responsible for submitting IRs to College Board, proctors and other staff should know about the option to retest, how to request it in Test Day Toolkit, and how this affects students' scores. Testing staff may need to explain students' retesting options in the event of an irregularity.

Staff should also be prepared to handle student requests to cancel their scores on test day, which must be submitted in Test Day Toolkit within 5 calendar days of their test date. Test coordinators should document students' requests for score cancellation and keep for their records. Canceled scores will still be reported to Colorado Department of Education but won't be available to the student, school, or district in the K-12 score reporting portal.



### Important

Students must complete all test sections during a retest. College Board can't combine sections from original and retest administrations for scoring.

## How to Report Irregularities and Set Up Retests

Depending on the problem, you'll need to take one of the following actions:

- **Reschedule:** If students haven't entered the 5-letter room code, reschedule their test during the testing window without submitting an IR. The room code is the first code students enter.
- **Report only:** To report an issue without setting up a retest, use Test Day Toolkit to submit a no-retest form. Use this option if retesting isn't available, the student doesn't want to take a retest, or your school can't offer one.
- **Retest:** If students entered the room code, use Test Day Toolkit to submit a retest form. Retest forms set up new tests automatically.

**IMPORTANT:** If you're not sure which form to use, ask the test coordinator for additional guidance.



### STAFF EXPERIENCE

#### Add Irregularity

**When not to submit an irregularity:** If students didn't enter a room code, follow the instructions for rescheduling tests.

**Submit an irregularity** to set up a retest for students who entered the room code, to report a security issue or other irregularity, or to cancel a score on behalf of a student.

**If you need to correct roster data,** update it in the system before trying to test the student again. [Learn how to correct registration and accommodations data.](#)

	Expand All	Collapse All
I need to retest students who entered the room code.		+
I need to report a security issue or rule violation.		+
I need to report a non-security issue without setting up a retest.		+
I need to cancel a score on behalf of a student.		+

Submit an irregularity to set up a retest for students who entered the room code, to report a security issue or other irregularity, or to cancel a score.

## Irregularity Chart

Use the table below to find out how to respond to different kinds of irregularities, and then learn How to Set Up a Retest on page 37 and How to Correct Mistakes on page 39.

**IMPORTANT:** Remember to follow any state and district policies related to irregularities, rescheduling, and retesting, including policies related to student and/or parental consent.

### IRREGULARITY CHART

Problem	Options	Forms
<b>Accommodations are wrong or missing in Bluebook</b> <i>Example: Bluebook didn't give student extended time</i>	Correct the error before rescheduling the test for students who didn't enter the room code	<i>Don't submit a form</i>
	Correct the error before retesting students who entered the room code	Accommodations error in Bluebook or registration
<b>Other accommodations issue</b> <i>Examples: Bluebook-embedded text-to-speech didn't work; other assistive technology was unavailable; a student approved for preferential seating was seated incorrectly</i>	Reschedule testing for students who didn't enter the room code	<i>Don't submit a form</i>
	Report the problem without setting up a retest	<ul style="list-style-type: none"> <li>▪ Assistive technology/screen reader issue (no retest)</li> <li>▪ Accommodations issue (no retest)</li> </ul>
	Retest students who entered the room code	<ul style="list-style-type: none"> <li>▪ Assistive technology/screen reader issue</li> <li>▪ Staff accommodations mistake</li> </ul>
<b>Technology issue</b> <i>Examples: Answer submission failure; network outage; start code didn't work</i>	Reschedule testing for students who didn't enter the room code	<i>Don't submit a form</i>
	Report the problem without setting up a retest	<ul style="list-style-type: none"> <li>▪ Answers not submitted (no retest)</li> <li>▪ Student technology issue before timed testing (no retest)</li> <li>▪ Student technology issue during timed testing (no retest)</li> <li>▪ Other technology issue (no retest)</li> </ul>
	Retest students who entered the room code	<ul style="list-style-type: none"> <li>▪ Student technology issue</li> <li>▪ Network and staff technology issues</li> </ul>
<b>Disruptive student behavior</b>	To retest the students who were disrupted: <ul style="list-style-type: none"> <li>▪ Reschedule testing for students who didn't enter the room code or retest students who entered the room code</li> <li>▪ Report the disruptive student in the Prohibited items and behaviors form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disruption caused by another student</li> <li>▪ Prohibited items and behaviors (no retest)</li> </ul>
	To report without retesting: <ul style="list-style-type: none"> <li>▪ Report the disruptive student</li> <li>▪ In the same form, identify the students whose testing was disrupted</li> </ul>	Prohibited items and behaviors (no retest)

Problem	Options	Forms
<p><b>Security issues and rule violations</b>  <i>Examples: Theft of test content, possession of a prohibited device, giving and receiving help, using their device improperly, damaging a testing device, proctored by a family member</i></p>	<p>Report the problem without setting up a retest</p> <hr/> <p>To retest students, select <b>Other</b> when asked to describe the problem and under <b>Detailed Description</b>, enter “The student was involved in a security issue, but we still need to retest them.”</p>	<ul style="list-style-type: none"> <li>▪ Prohibited items and behaviors (no retest)</li> <li>▪ Testing device misuse (no retest)</li> <li>▪ Conflict of interest (no retest)</li> </ul> <hr/> <p>Testing conditions and administration mistakes</p>
<p><b>Illness and other issues</b>  <i>Examples: Ambiguous test question, noise disturbance, distracting staff behavior, fire drill, emergency</i></p>	<p>Reschedule testing for students who didn’t enter the room code</p> <hr/> <p>Report the problem without setting up a retest</p> <hr/> <p>Retest students who entered the room code</p>	<p><i>Don’t submit a form</i></p> <hr/> <ul style="list-style-type: none"> <li>▪ Testing conditions and administration mistakes (no retest)</li> <li>▪ School evacuation (no retest)</li> <li>▪ Test content issue (no retest)</li> <li>▪ Illness and early departure (no retest)</li> <li>▪ Other issues (no retest)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ Testing conditions and administration mistakes</li> <li>▪ School evacuation</li> <li>▪ Test content issue</li> <li>▪ Illness and early departure</li> </ul>
<p><b>A student wants to cancel their score</b></p>	<p>Cancel scores on behalf of a student only if they’re not retesting</p>	<p>Score cancellation</p>

## How to Reschedule Testing

If students didn’t enter the 5-letter room code in Bluebook, choose any date during the testing window without submitting an IR. But first, make sure issues with technology, registration, or accommodations don’t recur during the retest. See [How to Correct Mistakes](#) on page 39.

## How to Set Up a Retest

To retest students who entered the 5-letter room code, submit a retest IR within 5 calendar days of testing or 3 calendar days before the close of the testing window, whichever is sooner. Up to 2 retests can be set up per student, so if there’s also an issue during the retest, the student has 1 more opportunity.

### Avoid Unnecessary Retesting

- If you’re completing a retest IR, list only the students you want to retest. If other students were involved but won’t retest, list them on a no-retest IR.
- Don’t submit a retest IR for a student who completed the test but had an answer submission issue. If the instructions at [In-School Testing and Answer Submission](#) don’t work, submit an Answers Not Submitted (no retest) form.
- Let your test coordinator know before submitting a retest IR if you or your students discover critical registration information is incorrect after testing has started.

## Step-by-Step Instructions for Setting Up a Retest

1. Fix issues with registration, accommodations, or technology so they don't recur during the retest.
2. Navigate to **Irregularities** in Test Day Toolkit.
3. Click **Add Report**.
4. Select **I need to retest students who entered the room code**.
5. Open the appropriate form.
6. Select the students involved and answer the questions.
7. Submit the form.

### Listing Students in a Retest Form

We prepare a retest for every student selected in a retest IR form—or, if you select a whole room, every student assigned to that room—so only list students you plan to retest.

It's important to list only the students you need to retest for these reasons:

- When you set up a retest, we put a temporary hold on students' scores.
- Each student has only 2 retest opportunities resulting from irregularities.

If every student in 1 or more rooms was affected by the same irregularity and you want to retest all of them, you have 2 options:

1. To retest every student, submit 1 form. When asked which students were involved, select **A roomful of students**, and then select each room from the dropdown menu.
2. To retest only some of the students involved, submit 2 forms: a retest form listing only the students who need to retest and a no-retest form that lists the others.



#### STAFF EXPERIENCE

### Add Irregularity

#### Student technology issue

\* = Required

#### Students Affected

Which students were involved in this irregularity? \*

Choose one

#### Impact

Make sure you selected only the students who need to retest. \*

- I understand that scores are put on hold for every student I select above.
- If I select a whole room, the scores of every student in the room are put on hold.
- Original scores are canceled only after the student retests.
- If students listed above don't retest, their original scores are released after a review.
- If a student wants to cancel their scores and not retest, submit a score cancellation irregularity.

College Board prepares a retest for every student selected in a retest IR form, so only list students you plan to retest.

## How to Correct Mistakes

Make sure issues with technology, registration, or accommodations don't recur during the retest. **Correct errors before you try to test students again.**

### Technology

**Assistive technology:** Read our guidance about Chromebooks and assistive technology at [bluebook.org/chromebook-screen-reader](https://bluebook.org/chromebook-screen-reader) or get information for other device types at [bluebook.org/accommodated-testing](https://bluebook.org/accommodated-testing), and encourage students to practice with their assistive technology on their testing device.

**Chromebooks:** Direct technology staff to [bluebook.org/chromebook-checklist](https://bluebook.org/chromebook-checklist) to review device readiness steps, including clearing user profiles to free up space.

**Internet:** Ask technology staff if you should test in rooms with stronger Wi-Fi and make sure the network is configured to let required traffic pass through. Refer them to [bluebook.org/network-checklist](https://bluebook.org/network-checklist).

### Registration and Accommodations Data

For issues related to registration and accommodations data, test coordinators should work with their district or state to correct the issue in their state data system and SDMS.

### How to Waive Accommodations

If a student receives parental approval for an accommodations waiver, the SSD coordinator can reschedule testing for a student who hasn't entered the 5-letter room code yet and who wishes to test without their accommodations. Once accommodations are waived, it will take at least 1 business day for a new test to be provisioned.

To waive accommodations in SDMS, take these steps:

1. Log in to SDMS using your College Board professional account.
2. Use the **Student Roster** tab to access student information.
3. Use the filters on the left to search for the student.
4. Select the "+" symbol next to the student record to expand the student testing information section.
5. In the student details screen, scroll down to the student's testing accommodations.
6. Check the box next to **Waive Accommodations**.
7. Use the **Toggle** buttons next to the accommodations to waive any accommodations the student doesn't want to use for spring state testing.

## How to Administer Retests

After you submit a retest IR to College Board, we'll prepare a new test within 1 business day.

### Retest Rosters

Each time a test is prepared for a student, they're added to a retest administration roster:

- The roster for your primary test administration lists all registered students.
- The first time you retest a student, a roster for Retest 1 will be added to Test Day Toolkit.
- If you retest a student a second time, a roster for Retest 2 will be added.



#### STAFF EXPERIENCE

Test Day Toolkit
Hi, Amy

### Choose a Test Administration

- You can access one test administration at one test site each time you sign in.
- We'll email you when each administration is available.

\* = Required

**Test Site \***  
HIGH SCHOOL AI:000000

**Role**  
TDTK Administrator

**Test Administration \***  
PSAT 8/9 Retest 1

Choose a test administration

PSAT 8/9 Primary

PSAT 10 Primary

SAT Primary

To switch between rosters, click **Switch** in the upper right corner of the screen and select the appropriate option in the **Test Administration** dropdown menu.

### Step-by-Step Instructions for Administering a Retest

1. Open the retest administration that appears in Test Day Toolkit when the retest is ready.
2. Make sure any previous issues with registration, accommodations, or technology were fixed so they don't recur during the retest. Processing can take 1 business day.
3. If student registration information was corrected, print a new sign-in ticket.
4. Add staff and rooms to the retest administration. **Never edit room names used in a past administration.**
5. Retest the student.

## Retesting and Irregularities FAQs

### How can I tell the difference between a network issue and a student technology issue?

If multiple students have trouble connecting to the internet, use a network and staff technology form to report the issue.

### What if a student isn't listed within 1 business day?

If the student isn't listed on a retest roster within 1 business day, make sure you submitted an IR form to College Board:

1. In Test Day Toolkit, open the administration you used to submit the IR.
  - ◆ If this will be the student's first retest, open the primary test administration.
  - ◆ If this will be the student's second retest, open the Retest 1 administration.
2. Go to **Irregularities**.
3. Find the student's IR in your IR list.
4. Check the **Status** column.
5. If the status is not **Submitted to College Board**, open the report and click the **Submit to College Board** button.

### How do I request score cancellation on behalf of a student?

If a student wants to cancel their score, go to the **Irregularities** page in Test Day Toolkit, click **Add Irregularities**, and complete the score cancellation form within 5 calendar days of the test date.

### What should I do if I don't know which IR form to choose?

If you're not sure which form to use, call College Board for additional guidance—we can't respond to questions in an IR. Retest forms set up new tests automatically.

# After the Test

After you've successfully administered the test, there are still a few key tasks for you to complete.

## What to Do with Materials

For digital testing, you will have a small amount of materials to take care of after your administration is finished. Your proctors will return to you scratch paper, sign-in tickets (from students suspected in rule violations), and seating charts. Keep seating charts on hand for 60 days and all other collected materials on hand for 30 days in case they are needed for test security investigations.

You should retain your IR data because one or more of your school's irregularities is not yet resolved, your district or state has policies that require data retention, or if you think students and parents may have questions about the irregularity later. Instructions for how to save your irregularity data is available at [bluebook.collegeboard.org/irregularity-data-retention](https://bluebook.collegeboard.org/irregularity-data-retention).

For students testing with paper or alternate test formats, follow the instructions for returning materials to College Board in your *Accommodations Guide for Coordinators*. For any remaining materials, including any tracking information for return shipments, keep them on hand for 30 days.

When you dispose of materials that are no longer required, use a paper shredder or another secure disposal method.

## For Students Who Didn't Test

If students didn't test, you'll need to complete the **Special Reporting Use** field in Test Day Toolkit for those students.

### Special Reporting Use/Reason Not Tested Codes

Use Test Day Toolkit to:

- Record the reason a student didn't take the test.
- Indicate newcomers to the U.S. Newcomers are defined in the Reason Not Tested Code chart on the next page.
- Indicate part-time public/part-time homeschooled students.

Here's how:

1. Sign in to Test Day Toolkit at [testday.collegeboard.org](https://testday.collegeboard.org).
2. Navigate to the **All Students** page.
3. Use the **Attendance** status filter to find students who didn't take the test.
4. Click each student's name to open their profile page and use the **Special use only** dropdown menu to choose the appropriate codes.
5. To enter codes for test takers who are also newcomers to the U.S. or part-time public/part-time homeschooled students, search for them by name on the **All Students** page and repeat step 4.



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**REASON NOT TESTED CODES**

Not Tested Reason	Condition	Action
No Invalidation/ Student Tested	If the student was present on test day and participated in the test.	N/A
Took Other Assessment	If the student took the alternate assessment (CoAlt: DLM ELA/Math) instead of SAT.	Use Code 1
Newcomer to the U.S.	If the student should be identified with Newcomer to the U.S. status because the student enrolled for the first time on or after April 15, 2024, <b>and</b> is Non-English Proficient, based on WIDA Screener and a local body of evidence, regardless of whether the student participated or not.	Use Code 2
Withdrew Before Completion	If the student withdraws and no longer attends your school. Use only if the student moved before the start of the testing window. This code should not be applied until the end of the testing window (April 25, 2025).	Use Code 3
Student Test Refusal	If the student refused to begin testing when provided with an opportunity to test.	Use Code 4
Medical Exemption	If the student is unable to participate in the test due to a documented, significant, and fully incapacitating medical condition or emergency. In order to qualify for medical exemption, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state- or district-run facility. <b>Note:</b> This code should not be used for students who are absent during testing due to typical illnesses.	Use Code 7
Part-Time Public/Part-Time Homeschooled Student	If the student should be identified with part-time district and part-time homeschooled status, regardless of whether the student participated or not.	Use Code 8
Parental Excuse	If you receive a parent excusal letter consistent with state law and district policy before student starts testing. Note: A score is produced for all students who meet the test attemptedness criterion unless a misadministration is indicated. Parent excusal coding is not considered valid for students who tested and met attemptedness.	Use Code 9
Absent	If the student was absent for all of testing and one of the other Not Tested Reasons does not apply. This code and reason should not be entered until the end of the testing window (April 25, 2025).	Use Code 10

**IMPORTANT:** Students who tested with a nonapproved accommodation or situations where the test was misadministered will be reported in an IR submitted through Test Day Toolkit. These situations will not be recorded using a Not Tested Reason.

## Sharing Scores

When scores for the SAT Suite are released, schools will need to let their students know there are multiple ways to view their scores. As part of school day testing, students will not be contacted by College Board directly unless they're using the BigFuture School mobile app to receive their scores.

A downloadable score report PDF called “Your Score Report” is provided for every test taker. Schools have access to the downloadable score report PDFs for their students through the online K–12 score reporting portal. Students can review their score report PDFs with educators at their school, and students who chose to participate in BigFuture School by providing a mobile phone number during testing can also view their scores on the BigFuture School app. Scores are generally available in the K–12 score reporting portal a day or 2 before they're available to students.

You can find more information about the K–12 score reporting portal and the reporting features available at [satsuite.collegeboard.org/help-center/k12-reporting-portal](https://satsuite.collegeboard.org/help-center/k12-reporting-portal).

As always, students age 13 and older may use their personal College Board student account to view additional insights online.

## Introducing BigFuture School and Connections

BigFuture School is a free mobile app for students age 13 and older who take SAT School Day, PSAT 10, or PSAT/NMSQT in the United States. It's designed for students to use to get their test scores quickly, get help on planning for college and career, and learn about financial aid and scholarships.

Students may also have the opportunity to opt in to Connections™—a feature that allows them to hear from nonprofit colleges and scholarship programs that may be a good match. Connections puts privacy first. No personal information is shared with institutions unless a student directly chooses to do so, and participating students may opt out at any time. Please know that your school or district may choose to not provide access to Connections for its students or students who test at their schools.

Per CDE, students may only participate in these programs if they or their parents or guardians have returned a signed content form to your school.

Students who choose not to download the BigFuture School app or who don't have a mobile phone can still access their scores and planning information. Educators will continue to receive PDF score reports for all assessments they administer, which must be shared with students.

# Accommodations Guide for Coordinators

**Colorado**



## **In This Part:**



**MANAGING BLUEBOOK  
TESTING OF STUDENTS  
WITH ACCOMMODATIONS**

.....



**MANAGING PAPER  
MATERIALS AND TESTING**

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# Introduction

We've rearranged accommodations information into a coordinator guide and a proctor guide to better focus on the information each testing staff role needs. In addition, each accommodations guide has been placed within the relevant manual (*Test Coordinator Manual* or *Proctor Manual*, available in the [Colorado Resource Repository](#)) to keep all needed information in one place for each role.

Here's a snapshot of this *Colorado Accommodations Guide for Coordinators*:

**Test Coordinator Planning for Accommodated Testing:** Use this section to get a broad view of accommodated testing and start developing plans for your testing site. Topics covered are timing and breaks, staffing and support staff, paper testing, room assignments, and information about Test Day Toolkit.

**On Test Day—Accommodated Testing:** This section covers what coordinators need to know about the flow and sequence of tasks for completing a successful test day, from Test Day Toolkit access to responding to problems in the testing room. Procedures specific to testing in Bluebook™ and testing on paper are divided into 2 sections. *Accommodated Testing in Bluebook* covers what coordinators need to know for completing successful accommodated testing in the digital app. *Accommodated Testing on Paper* covers what you need to know about distributing paper testing materials and preparing proctors for administering the digital test on paper.

**After the Test:** This brief section helps you wrap up the administration, including reporting testing status for students who didn't test.

**Appendix:** At the back of this *Test Coordinator Manual* you'll find some additional resources.

**TIP:** The **Contents** button at the bottom of each page returns you to the main contents page if using the larger manual electronically.

You'll see margin notes indicating additional guidance, reminders, and tips, and you'll also see the following icons to draw your attention to specific information and action items:



Security requirement



Information about providing testing accommodations



Procedures for testing in Bluebook



Procedures for testing on paper



Training references

This guide includes information about administering the test to students with accommodations such as:

- Use of assistive technology, such as Text-to-Speech (Embedded) and Screen Reader (Non-Embedded).
- Paper supplements such as reader's script.
- Approved accommodation of paper tests for digital assessments.
- Human reader or scribe.



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- Braille accommodations.
- Limited testing time or more than double time (which will require multiple-day testing).
- Extended time testing for reading or for math.
- Accommodated breaks, including breaks as needed.
- Enlarged fonts (students will use the zoom feature on their devices).
- Nontiming accommodations such as preferential seating, wheelchair access, medical devices and aids, permission for food/medication while testing, service animals and emotional support animals, written copy of verbal instructions, and sign language interpreters.

## What's New for Spring 2025

We've made several enhancements to how accommodations are administered for spring 2025 testing.

- Beginning in spring 2025, the Bluebook testing application will include an embedded text-to-speech tool for students to use as an accommodation.
  - ◆ This built-in tool eliminates the need for external technology, reducing configuration issues and providing a more standardized experience for students across different devices. No configuration will be required. Extended time will not be provided automatically for the new accommodation Text-to-Speech (Embedded).
  - ◆ Students who want to use third-party screen readers (e.g., JAWS, NVDA, or VoiceOver) will be approved for Screen Reader (Non-Embedded). Some configuration may be needed.
  - ◆ The accommodation of Screenreader/Text-to-Speech is now called Screen Reader (Non-Embedded). Students currently approved for this accommodation will automatically be approved for both Screen Reader (Non-Embedded) and the new Text-to-Speech (Embedded).
- Starting in spring 2025, students with extended time (time and one-half, double time, or more) will have the option of moving to the next part of the test before their full extended time expires, once the standard testing time has passed. While students are encouraged to use all of the time that they need and are approved for, they will not be required to stay for their full extended time if they finish testing or are ready to move on sooner. This new policy applies to students who are approved for an accommodation of extended time, as well as to students who are approved for extended time as an English learner (EL) accommodation, state-allowed accommodation (SAA), or temporary support. Please note these important points about how this change affects the testing experience:
  - ◆ Accommodation names for extended time now include the words "Up to" (e.g., "Reading: Up to Time and One-half").
  - ◆ Schools still need to plan the test administration to ensure students can use their full time on test day. Students are encouraged to use their approved time. Proctors must ensure that no staff or student could be perceived as encouraging or pressuring any students to end testing early.
  - ◆ The app will ask the student to verify that they are ready to move on and confirm that they understand they cannot go back to the module once they are done.
  - ◆ Students will need to wait their entire break time before starting the next module or section.
  - ◆ See Timing and Breaks in the Accommodated Testing Room on page 11 for more information about how this new feature works in Bluebook and how proctors will administer extended time to paper testers.
- A new group type, S13, has been added for SAA for EL Math Only.

## How to Request Accommodations in SSD Online

Most students work with their schools to request accommodations for College Board tests. Using the College Board Services for Students with Disabilities (SSD) Online system, SSD coordinators can request and manage accommodations for their students. Once approved within the system, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation.

The College Board SSD Online system provides an extensive dashboard for managing accommodations for your students. The SSD coordinator will use this system to request accommodations, monitor status of requests, and ensure student registrations reflect approved accommodations. More information is provided about how SSD Online and the State Data Management System (SDMS) interact in this *Test Coordinator Manual*.

Schools can have multiple SSD coordinators with access to SSD Online. Visit [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline) for detailed instructions for accessing and using SSD Online.

In rare occasions, a student may not be able to test with digital accommodations. If, due to their disability, they need to test with a paper test, including a paper braille test, the SSD coordinator should submit a request for paper testing in SSD Online by the accommodations request deadline. If the student needs a paper braille test, the SSD coordinator should submit both a request for a paper test and for braille. Additionally, students testing on paper normally circle their answers. If a student is not able to circle answers, the proctor should work with them to determine how they will mark their answers for the transcription process.

## Technology

Bluebook and Test Day Toolkit work together to make digital testing possible.

### Bluebook

Students use Bluebook to take exams on Mac and Windows devices, iPads, and school-managed Chromebooks.

### Test Day Toolkit Overview

You and your staff will use Test Day Toolkit to administer the test.

You'll use Test Day Toolkit to complete these tasks:

- View your roster.
- Enter room names and capacity.
- Enter and edit your room list as needed.
- Assign students to rooms (optional).
- Add or edit your staff list as needed.
- Assign staff to roles and rooms.

Proctors use it on test day to take attendance, read the script, share the room code and start code with students, monitor testing, and report irregularities.

Go to [support.satsuite.collegeboard.org/state-testing/test-readiness/set-up-test-day-toolkit](https://support.satsuite.collegeboard.org/state-testing/test-readiness/set-up-test-day-toolkit) for step-by-step instructions on Test Day Toolkit setup.



### Additional Guidance

Begin applying for accommodations early. Where documentation is required, it may take College Board up to 7 weeks to review any necessary documents.

## Roles and Responsibilities

There are a variety of roles involved in preparing for and delivering an SAT Suite test administration. This section provides guidance about those roles and their related responsibilities.

### Technology Coordinator

The technology coordinator can be a district- or school-level staff member but must have the expertise and permissions to install Bluebook on managed devices and configure the network (or manage staff who do). A complete list of responsibilities is available at [bluebook.org/tech](https://bluebook.org/tech).

### Readiness and Test Day Roles

**Test Coordinator:** The test coordinator is expected to be at the school to supervise all activities related to the test administration. They are responsible for staff recruitment, training, and assignments; overseeing the use of facilities; supervising all activities of the test administration; and handling any emergencies or disruptions.

**SSD Coordinator:** The SSD coordinator is responsible for supporting students who'll be testing with accommodations. This includes requesting accommodations and supports, validating student accommodations data, helping the test coordinator to seat students in appropriate groups, and working with proctors and technology coordinators to ensure students can test successfully with their accommodations.

**Technology Coordinator:** The technology coordinator can be a district- or school-level staff member but must have the expertise and permissions to install Bluebook on managed devices and configure the network (or manage staff who do). A complete list of responsibilities is available at [bluebook.org/tech](https://bluebook.org/tech).

**Technology Monitor:** Test coordinators assign at least 1 technology monitor to help students with technical issues on test day in the help room.

**Proctors:** Proctors are responsible for conducting a secure, valid administration. They're accountable for everyone in the testing room and everything that takes place in their room.

**Hall/Room Monitors:** Hall and room monitors assist with test administration duties. Monitors don't administer the test, but they'll have access to Test Day Toolkit to help direct students to their assigned rooms, monitor testing areas, and submit irregularities if needed.

# Test Coordinator Planning for Accommodated Testing

To prepare for accommodated testing, use the information in this planning section to recruit the staff needed, make room assignments, provide Test Day Toolkit access, and help ensure technical requirements are met.

## How Accommodations Are Provided in Digital Testing

The SSD coordinator will use SSD Online to confirm students' approved accommodations. The table below and at [satsuite.collegeboard.org/sat/accommodations/using-accommodations](https://satsuite.collegeboard.org/sat/accommodations/using-accommodations) lists how approved accommodations are provided for digital testing in Bluebook.

Approved Accommodation	SAT Suite Details and Testing Options
<b>Extended Time with Breaks</b>	
Extended Time Up to Time and One-half, Up to Double Time, or Up to More than Double Time	<ul style="list-style-type: none"> <li>Students receive their approved amount of extended time within the digital exam and also receive extra breaks. Once the standard time has elapsed on a module, students can move on when they are ready to.</li> <li>Students approved for extended time for reading receive extended time for the entire test. Students approved for extended time for math only or writing only receive it only for the Math or (in some state testing) the optional Essay section.</li> <li>Most students approved for up to double time test in 1 day.</li> </ul>



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Approved Accommodation SAT Suite Details and Testing Options

Breaks Accommodations	
Breaks as Needed	Students approved for this accommodation receive an exam that allows them to pause the testing timer to take breaks as needed. The <b>Pause</b> button appears below the student's timer in Bluebook.
Extended Breaks	Students approved for this accommodation receive an exam with twice the time of scheduled break(s) applied. There is no <b>Pause</b> button; these students will simply take the length of break that Bluebook instructs them to.  <b>NOTE:</b> The doubling of break time doesn't apply to the 20-minute nutrition break that's required on all tests for extended time for reading and more than double time for math only. For the SAT with optional Essay, a nutrition break is also required for up to time and one half for reading or up to double time for both math and writing.
Extra Breaks	Students approved for this accommodation receive an exam with an extra 5-minute break applied between module 1 and module 2 in each applicable section. There is no <b>Pause</b> button; these students will simply take breaks when Bluebook instructs them to take them.
Extra and Extended Breaks	Students approved for this accommodation receive an exam with twice the time of regularly scheduled breaks and extra breaks applied. There is no <b>Pause</b> button; these students will simply take the extra breaks for the length of time that Bluebook instructs them to.  <b>NOTE:</b> The doubling of break time doesn't apply to the 20-minute nutrition break that's required on all tests for extended time for reading and more than double time for math only. For the SAT with optional Essay, a nutrition break is also required for up to time and one-half for reading or up to double time for both math and writing.
Braille	
Braille (Refreshable Braille for Digital or Paper Braille if approved)	Students approved for a braille accommodation take the digital exam using a screen reader or refreshable braille. Students using a screen reader or text-to-speech need to use headphones. If a student is unable to test using the digital exam, their SSD coordinator should request paper testing accommodations along with a paper test (using the Other category) by the accommodations request deadline. Students taking the paper braille test don't receive extended time unless they're also approved for it.
Raised Line Drawings	Students can take the digital exam and use the raised line drawings supplement.
Braille Writer	For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, their SSD coordinator should request paper testing accommodations along with a paper test (using the Other category) by the accommodations request deadline.



Additional Guidance

Students using text-to-speech or a screen reader do not receive a raised line drawings supplement unless separately approved for one.

**Approved Accommodation** **SAT Suite Details and Testing Options**

**Large Print, Magnification, Color**

Large Print for Paper Exams, Large-Print Answer Sheet for Paper Exams, Magnification Device (electronic/non-electronic)	Students take the digital exam using their device's functions to zoom in and zoom out (e.g., Control +/- or Command +/-). Students approved for large print for paper exams will not receive a paper test unless they request and are approved for paper testing for digital assessments. Large print for paper testing is available at font 14, 18, and larger by request.
Color Overlay/Color Contrast	Students can take the digital exam using the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device's screen.

**Reading and Writing Accommodations**

Human Reader for Digital Tests	On rare occasions, a student might be approved for human reader for digital tests. A reader's script will be provided. Students test using Bluebook in a 1:1 setting and test with time and one-half unless approved for more time.
Human Scribe for Digital Assessments	In rare conditions, a student who is unable to test with dictation may be approved in SSD Online for the accommodation of human scribe for digital assessments. A scribe will record the responses in Bluebook. Student will test in a 1:1 setting.

**Assistive Technology**

Assistive Technology	Students can take a digital exam using approved assistive technology software.
Dictation for Digital Exams	Students using writer/scribe and dictation should be tested in a 1:1 setting, regardless of whether they will be using headphones or not. Students using dictation will be speaking out loud into the microphone, which will be heard by other students. Students can take the exam using speech-to-text functionality available through their device's operating system or their own speech-to-text software.

**IMPORTANT:** This is not a tool within the Bluebook application; it is the same functionality that a student uses with other applications.

Text-to-Speech (Embedded)	Students take the digital exam using built-in text-to-speech functionality.
Screen Reader (Non-Embedded) for Digital Assessments	Students receive an exam package with up to time and one-half extended time applied. Some additional setup may be required. See Assistive Technology on page 17 for more information. Have the student try their screen reader software on a practice test before test day to ensure they are properly set up. If using a Chromebook, they will have to reconfigure their screen reader setup on test day.

**Calculators**

4-Function Calculator	All math questions allow the use of a calculator. A Desmos graphing calculator is built into the digital exam and is a universal tool for all students. Students may bring an acceptable handheld calculator if they prefer to use one for the test.
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**Reminder**

These accommodations do not apply to the SAT Suite, but may be required for other College Board exams.



**Reminder**

The 4-function calculator accommodation does not apply to the SAT Suite but may be required for other College Board tests.

**Approved Accommodation**      **SAT Suite Details and Testing Options**

**Limited Time**

Limited Time      Students test over multiday if the test time exceeds their approved time. For all multi-day testing, Bluebook will deliver separate test cards, 1 for each day. It will automatically end testing for the day at the appropriate time. No additional action is required of the proctor. Students testing with accommodations that require more than 2 days will test using a paper exam, which will be automatically shipped to the school for students with this approved accommodation.

**Audio**

Auditory Amplification/ FM System      Students can use their FM system. Students are allowed to use headphones. Some FM systems require the proctor to use a handheld mic to give instructions to the student.

## Bluebook Versus Paper Testing

Most accommodated students test in Bluebook. Your proctors can find procedures needed for administering accommodations to students in Bluebook, along with information about the different accommodations, in their *Accommodations Guide for Proctors*, provided in the *Proctor Manual* available in the [Colorado Resource Repository](#).

Occasionally, you may have one or more students who are approved to test on paper. The proctor(s) for such students will use Test Day Toolkit to confirm students are assigned to their room, but after that confirmation, they will not check the students in or complete any other steps in Test Day Toolkit until students have completed testing. Instead, they will follow different instructions and use the appropriate *Paper Testing Scripts* for administering the test to these students. Bluebook will not be used by the students or proctors during testing. Do not use Bluebook to time a test for a student approved to test on paper. Once students have completed testing and have been dismissed, staff will use Test Day Toolkit and Bluebook to transcribe the student’s answers into their digital test. For testing students on paper, your role as coordinator will include:

- Ensuring your proctors have training and receive copies of the *Accommodations Guide for Proctors*, provided in the *Proctor Manual*, and the appropriate *Paper Testing Scripts* to review before test day.
- Managing the testing materials for these students, including receipt, checking, securely storing, distributing, and returning them after the test.
- Supporting the proctors by providing a test day kit of materials as outlined under Create Testing Room Kits for Proctors on page 25.

## Making Sure Accommodations Are Correct in Test Day Toolkit

In advance of test day, the SSD coordinator should confirm with each student that the test accommodations the student has access to in Bluebook are consistent with the test accommodations that have been requested by the SSD coordinator and approved by College Board.

During exam setup, if a student’s accommodations aren’t correct, you need to correct them in SSD Online so that they show up correctly in Test Day Toolkit before the student can test. Call School Day Support at 866-917-9030 if accommodations are correct in SSD Online but are still not correct in Test Day Toolkit. (Allow at least 2 days for any

corrections to show up in the toolkit.) Also check that the student’s registration record in the registration system, SDMS, is correctly displaying their SSD ID number. If not, the SSD coordinator must correct the SSD ID in SDMS.

The only exception to this process is that if a student is waiving accommodations, the change must be made in SDMS. Accommodations must be waived in SDMS not less than 2 business days before a student plans to test.

Similarly, on test day if a student’s accommodations aren’t correct, or if they decide they want to waive their accommodations, they won’t be able to test until their registration shows up as correct in Test Day Toolkit. These students will need to be rescheduled.

If a student doesn’t receive approved accommodations, follow steps given under Approved Accommodations Not Given on page 28.

## English Language Supports

College Board provides access to translated test directions and word-to-word bilingual dictionaries for English learners approved by their schools to use these supports. Your school may also allow eligible EL students to test with extended time.

Once you identify the students who require EL supports and the languages they need, you’ll have to obtain the supports and plan for time and one-half for those who need it.

No translations or dictionaries will be shipped. For students testing with translated test directions or word-to-word dictionaries, do the following:

- Print the translations to provide to the proctor. They will distribute the translated directions to students so they can read along with the proctor. Find translated test directions at [satsuite.collegeboard.org/k12-educators/tools-resources/translated-test-directions](https://satsuite.collegeboard.org/k12-educators/tools-resources/translated-test-directions).
- Review the list of approved dictionaries available at [Colorado Resource Repository](#) so you can obtain copies for test day.
- Students may supply their own dictionaries; however, you should confirm any dictionaries are on the approved list and plan to collect them for your review a day or 2 before testing. This is an important precaution to minimize the chances of dictionaries being used to bring written notes or test aids into the testing room.
- Store the dictionaries securely until you’re ready to provide them to proctors on test day.
- For any EL students who will test with time and one-half, work with appropriate school staff to request extended time for these students in SSD Online. The SAA of math-only extended time for EL students, if applicable, must also be requested in SSD Online.

## State-Allowed Accommodations (SAAs)

When using SAAs, students, schools, and the state will receive scores; however, the scores aren’t accepted by colleges, universities, or scholarship programs. These accommodations must be requested for each state administration and are only available for the specific test administration they’re approved for.

SSD coordinators can enter SAAs in SSD Online beginning in January every year. No documentation is required for approval, but requests must be made to administer a test with SAAs.

Refer to training information available for state testing in the [Colorado Resource Repository](#).



### Additional Guidance

For spring 2025, a new SAA group type, S13, has been added for SAA EL Math only.

## Test Aids, Alternate Test Formats, and Support Staff

All students test digitally in the Bluebook testing app unless they are approved for a paper test or require use of an alternate type of test format. Here are some scenarios that explain when a student would test digitally or with an alternate test format that requires a paper test:

### ACCOMMODATED TESTING SCENARIOS – DIGITAL FORMATS AND ADMINISTRATION

Approved Accommodation	Digital Test Format(s) Provided	Administer the Test Using This Guide, Plus:
Printed copy of verbal instructions	Test in Bluebook Access Verbal Instructions from the Help page in Bluebook	Test Day Toolkit
Text-to-Speech (Embedded)	Test with built in text-to-speech in Bluebook	Test Day Toolkit
Screen Reader (Non-Embedded)	Test in Bluebook with approved assistive technology	Test Day Toolkit
Braille (Refreshable Braille for Digital)	Test in Bluebook with Screen Reader (Non-Embedded) or refreshable braille	Test Day Toolkit
Raised line drawings	Test in Bluebook with Text-to-Speech (Embedded) or Screen Reader (Non-Embedded) using provided raised line drawings supplement	Test Day Toolkit
Human reader for digital tests	Test in Bluebook with human reader using provided reader's script	Test Day Toolkit
Human scribe for digital tests	Test in Bluebook with scribe to enter answers	Test Day Toolkit

### ACCOMMODATED TESTING SCENARIOS – PAPER TEST FORMATS AND ADMINISTRATION

Approved Accommodation	Paper Test Format(s) Provided	Administer the Test Using This Guide, Plus:
Paper test for digital assessments	Paper test book (large print if approved)	The appropriate <i>Paper Testing Scripts</i> downloaded from the Help page in Test Day Toolkit
Paper test for digital assessments and human scribe for paper exams	Paper test book (large print if approved) and scribe to enter answers in test book and on the Essay answer sheet if applicable	The appropriate <i>Paper Testing Scripts</i> downloaded from the Help page in Test Day Toolkit
Paper test for digital assessments and printed copy of verbal instructions	Paper test book (large print if approved) and copy of instructions downloaded from the <a href="#">Colorado Resource Repository</a>	The appropriate <i>Paper Testing Scripts</i> downloaded from the Help page in Test Day Toolkit

Approved Accommodation	Paper Test Format(s) Provided	Administer the Test Using This Guide, Plus:
Braille and paper test for digital assessments	Paper braille test with provided regular-type test book, <i>Guide to the Nemeth Code, Braille Reference Information</i> , and raised line drawings supplement if approved	The appropriate <i>Paper Testing Scripts</i> downloaded from the Help page in Test Day Toolkit

To request a paper test for digital assessments, use the Other category on SSD Online.

- In rare conditions, a student approved for human reader for digital tests might be approved to take a digital adaptive test without a reader’s script. In that case, the student would take the test in Bluebook, and a human reader will read from the screen.
- Students testing with a human reader or screen reader will also be provided with up to time and one-half extended time (or more if requested and approved).
- Extended time will not be provided automatically for Text-to-Speech (Embedded). If a student needs extended time as an accommodation, that will need to be requested as well.
- For students taking the test on paper or digitally with paper supplements, you’ll receive one or more Testing Room Materials Report forms to use for distributing student materials to the proctor(s).
- In rare cases, a student may be approved for a human scribe for digital tests. The scribe should record the responses in Bluebook, or for paper testing, in the test book.

See the appendix for detailed timing information for testing in Bluebook and testing with paper materials. For more information about how accommodations are provided in digital testing, visit [satsuite.collegeboard.org/sat/accommodations/using-accommodations](https://satsuite.collegeboard.org/sat/accommodations/using-accommodations).

## Timing and Breaks in the Accommodated Testing Room

**All tests are timed by module:** Bluebook doesn’t allow students to move to the next SAT Suite module or section until the standard time has fully elapsed. After that, students testing with extended time will have the option to move on when they have checked their work and are ready to go to the next module or section. Bluebook prompts them to acknowledge that they understand they won’t be able to return to the module or section once they are done.

All students must complete the entire standard time for the test, so students testing with standard time can’t end a module or section early.

**IMPORTANT:** Proctors must ensure that no staff or student could be perceived as encouraging or pressuring any students to end their test before the full extended time is elapsed.

### Extended Time in Bluebook Testing

Here’s an example of how this will work in the app:

- In Section 1, Module 1, of the SAT, where standard time is 32 minutes and time and one-half is 48 minutes, students will be able to move on after 32 minutes. On the Check Your Work screen, which students see after completing the last question of a module, a **Next** button will appear.
- The button will be inactive until after the standard time for that module (e.g., 32 minutes) has passed.
- Once a student leaves a module or part, regardless of how much time they take once the standard time has expired, they will not be able to return to it to view, change, or give answers.
- Students will be required to confirm their understanding of this when they click **Next**.



### Reminder

Students approved for large print usually test in Bluebook. They don’t receive a large-print test book unless approved for paper tests for digital assessments.

## Extended Time in Paper Testing

Proctors can allow paper testers to move on before their full extended time has elapsed. The following points apply:

- As with Bluebook testing, students cannot move on until the standard time has passed, and once the student testing on paper begins the next module, they may not go back to a prior module.
- If multiple students with extended time are testing in the same room with paper tests, students **cannot** move on to the break until all students have completed the current module and standard time has passed. Proctors must ensure that no staff or student could be perceived as encouraging or pressuring any students to end their test before time is called.
- For the last module of the test once the standard time has passed, if a student testing on paper has finished testing, the proctor can dismiss them individually after following all procedures for collecting and checking their test materials as instructed in the *Paper Testing Scripts*, available in the [Colorado Resource Repository](#).

## Breaks for Bluebook and Paper Testing

### Scheduled breaks after Section 1 and Section 2 (for SAT with optional Essay):

Students may go to the restroom, and they may consume snacks and beverages in designated areas. You must always make sure eating or drinking doesn't take place near testing materials. Ideally, snacks and beverages should be consumed outside of the testing room, unless a specific, approved accommodation (such as permission for food/medication during testing time) overrides this rule.

**Nutrition break:** Some students approved for extended time will receive a 20-minute break instead of a 10-minute break between the Reading and Writing section and the Math section. Accommodations that necessitate a nutrition break are:

- Reading: Up to Double Time
- Reading: Up to Time and One-half if taking the optional SAT Essay
- Reading: Up to Time and One-half with any paper tests or supplements (e.g., reader's script, raised line drawings)
- Math: Up to Double Time AND Writing: Up to Double Time if taking the optional SAT Essay
- Math: More than Double Time

**Additional scheduled break time:** Students may be approved for extra and/or extended breaks. In addition, students approved for extended time automatically receive extra breaks in the sections where extended time is applied. These accommodated breaks, as with all scheduled breaks, are separate from the testing time. Scheduled breaks are initiated and timed by Bluebook; students won't see a **Pause** button for these breaks.)

- Students approved for extra breaks receive an extra 5-minute break after the first module in each section. Students testing with extended time automatically receive extra breaks on the section(s) with extended time.
- Students approved for extended breaks receive double the amount of time given for the regularly scheduled 10-minute break. Any 20-minute nutrition breaks won't be extended.
- Students approved for both extra and extended breaks will receive double the amount of time for each extra break.

**Breaks as needed:** Some students may be approved for breaks as needed. These students may break when they need to during a test module by using the **Pause** button in Bluebook. This is the only break accommodation that makes use of the pause feature.

**Unscheduled breaks:** To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:

- Students are allowed to take an unscheduled break without asking permission. Do what you can to minimize distractions, and warn students who are disruptive.
- Never leave the testing room unattended.** If possible, have a monitor accompany the student to ensure rule violations don't occur.



### Tip

In your testing room, you may have a mixture of students who have the standard 10-minute break and students who have a 20-minute nutrition break.



### Reminder

Bluebook automatically times the test and schedules the accommodated breaks. No proctor action is needed.



### Additional Guidance

If a student takes multiple unscheduled breaks and you consider the activity suspicious, submit an Irregularity Report (IR) in Test Day Toolkit.

## Standard and Accommodated Section Timing and Breaks

The total standard testing time for each assessment in the digital SAT Suite is 2 hours and 14 minutes, plus an additional 10 minutes for a break. There are 2 sections: (1) Reading and Writing and (2) Math. Students with standard timing will have 64 minutes to complete the Reading and Writing section and 70 minutes to complete the Math section.

Sections 1 and 2 are each composed of 2 equal-length modules of test questions. Each Reading and Writing module lasts 32 minutes, while each Math module lasts 35 minutes. Each module is separately timed, and students can move backward and forward among questions in a given module before time runs out. When time runs out on the first module of each section, Bluebook moves students to the second module. When students complete the Reading and Writing section, they are moved to the Math section after a 10-minute break between the sections.

For Colorado SAT School Day administrations, students have the option to take Section 3, the optional SAT Essay. When students complete the Math section, they are moved to the Essay section after a 10-minute break between the sections. The Essay section has 1 question (prompt) and students with standard timing will have 50 minutes to complete it. There is no division into modules for standard time.

### STANDARD TIMING FOR THE SAT, PSAT™ 10, AND PSAT™ 8/9

Reading and Writing		Break	Math	
Module 1	Module 2		Module 1	Module 2
32 minutes	32 minutes	10-minute break	35 minutes	35 minutes

### STANDARD TIMING FOR THE SAT WITH OPTIONAL ESSAY

Reading and Writing		Break	Math		Break	Essay
Module 1	Module 2		Module 1	Module 2		
32 minutes	32 minutes	10-minute break	35 minutes	35 minutes	10-minute break	50 minutes

Bluebook automatically sets the applicable test time and extra breaks for students testing with extended time. Students approved for extended time receive a break after the first module in applicable sections. Students taking the SAT with optional Essay receive a break after the first half of the extended time for the Essay.

See the Timing Chart for Testing in Bluebook in the appendix for details about timing and breaks for different accommodations.

### READING: UP TO TIME AND ONE-HALF FOR SAT WITH OPTIONAL ESSAY

Reading and Writing		Break	Math		Break	Essay	
Module 1	Module 2		Module 1	Module 2		1st Half	2nd Half
48 minutes	48 minutes	20-minute nutrition break	53 minutes	53 minutes	10-minute break	38 minutes	37 minutes
5-minute break			5-minute break			5-minute break	

### READING: UP TO DOUBLE TIME FOR SAT WITH OPTIONAL ESSAY

Reading and Writing		Break	Math		Essay	
Module 1	Module 2		Module 1	Module 2	1st Half	2nd Half
64 minutes	64 minutes	20-minute nutrition break	70 minutes	70 minutes	50 minutes	50 minutes
5-minute break			5-minute break	End of Day 1	5-minute break	

## Testing with Paper Materials

Students testing with paper materials, including a paper test book, a reader’s script, or raised line drawings, will have different timing. The charts below show timing for test takers who either have paper supplements or are approved to test with a paper test for digital assessments. If you are administering the SAT with optional Essay, see the tables later in this section.

**IMPORTANT:** See Managing Paper Testing Materials on page 23 for instructions for managing paper materials and Preparing Proctors for Paper Testing on page 33 for administering the test to students with the accommodation of paper test for digital assessments. More information about timing is provided in the appendix of this *Test Coordinator Manual*.

### PAPER: STANDARD TIME SECTION TIMING AND BREAKS\*

Paper – Reading and Writing		Break	Paper – Math	
Module 1	Module 2		Module 1	Module 2
39 minutes	39 minutes	10-minute break	43 minutes	43 minutes

\* This timing also applies to the raised line drawings accommodation.

The following 2 tables show the time used by students who test for the full amount of extended time. As a reminder, extended time students cannot end a module or section before the full standard time shown in the previous chart has elapsed. Breaks will be for the full scheduled time and can’t be ended early.

### PAPER: UP TO TIME AND ONE-HALF SECTION TIMINGS AND BREAKS\*\*

Paper – Reading and Writing		Break	Paper – Math	
Module 1	Module 2		Module 1	Module 2
59 minutes	59 minutes	20-minute nutrition break	65 minutes	65 minutes
5-minute break			5-minute break	

\*\* This timing also applies to the accommodation of human reader for digital tests.

### PAPER: UP TO DOUBLE TIME SECTION TIMING AND BREAKS

Paper – Reading and Writing			Paper – Math	
Module 1	Module 2		Module 1	Module 2
78 minutes	78 minutes	End of Day 1	86 minutes	86 minutes
5-minute break			5-minute break	

As a reminder, students testing with standard time can’t end a module or section early.

### PAPER: STANDARD TIME SECTION/BREAKS FOR THE SAT WITH OPTIONAL ESSAY

Paper – Reading and Writing		Break	Paper – Math		Break	Paper – Essay
Module 1	Module 2		Module 1	Module 2		
39 minutes	39 minutes	10-minute break	43 minutes	43 minutes	10-minute break	50 minutes

The following 2 tables show the time used by students who test for the full amount of extended time. As a reminder, extended time students cannot end a module or section before the full standard time shown in the previous chart has elapsed. Breaks will be for the full scheduled time and can’t be ended early.

**PAPER: UP TO TIME AND ONE-HALF FOR THE SAT WITH OPTIONAL ESSAY**

Paper – Reading and Writing		Break	Paper – Math		Paper – Essay
<b>Module 1</b>	<b>Module 2</b>	20-minute nutrition break	<b>Module 1</b>	<b>Module 2</b>	38 minutes
59 minutes	59 minutes		65 minutes	65 minutes	5-min. break
5-min. break			5-min. break	<b>End of Day 1</b>	37 minutes

**PAPER: UP TO DOUBLE TIME FOR THE SAT WITH OPTIONAL ESSAY**

Paper – Reading and Writing		Break	Paper – Math		Paper – Essay
<b>Module 1</b>	<b>Module 2</b>	20-minute nutrition break	<b>Module 1</b>	<b>Module 2</b>	50 minutes
78 minutes	78 minutes		86 minutes	86 minutes	5-min. break
5-min. break			5-min. break	<b>End of Day 1</b>	50 minutes

## Students Testing Over Multiple Days

If you have students approved for accommodations that require testing over multiple days, you’ll follow the instructions listed here and in Test Day Toolkit for setting up the testing room, checking in students, and starting the test each day.

The new extended-time policy, while it might shorten testing time for students testing over 2 or more days with extended time, does not remove the requirement to test over 2 or more days. Students must still be tested as required to avoid a misadministration. Each day may be shortened if students have completed standard time and are ready to move on before their extended time is up, but students cannot move on to the next day’s test module(s). Breaks will continue to be the same length as before.

### Who Tests Over Multiple Days

Most students test in 1 day, including most students approved for time and one-half or double time. Students approved for the following accommodations may test over 2 days:

- Limited time testing (depending on amount of approved time)
- Up to more than double time
- Testing with either a paper test or paper supplement (reader’s script or raised line drawings) and approved for up to double time
- Taking the SAT with optional Essay and approved for up to double time
- Taking the SAT with optional Essay, testing with either a paper test or paper supplement and approved for up to time and one-half or up to double time

## Setting Up Rooms in Test Day Toolkit for 2-Day Testing

When setting up rooms in Test Day Toolkit, you'll need to create separate rooms for each day of the exam for students who'll be testing over 2 days. You may be able to test students in the same physical room in your building, but you'll need separate rooms in Test Day Toolkit.

1. In Test Day Toolkit, navigate to **All Students**. Students testing over multiple days will appear in your roster twice if testing over 2 days, once with "Student Name—Day 1" and once with "Student Name—Day 2."

**IMPORTANT:** If you have more than 1 student testing over 2 or more days, check their accommodations to confirm if they can test in the same room or will need their own multiday room. The test coordinator should minimize disruption by seating students with extended time in separate rooms from students testing with standard time.

2. To create rooms, go to **All Rooms**. Select **Add Rooms**. Give the first room a name (for example, "Cafeteria 9AM Day 1") and a seating capacity. Then repeat that step to create a room for "Cafeteria 9AM Day 2."
3. Navigate back to **All Students**. Use the checkboxes next to the student name(s) with the Day 1 label. Select **Choose a Room** and move the student(s) to your Day 1 room. Next, select **Choose a Room** and move the student(s) to your Day 2 room.

## Administering the Test Over 2 Days

For each day of testing, Bluebook will show a separate test card—1 for each day of testing. Each card will indicate "Day 1" or "Day 2." Students taking the test in Bluebook will need to select the test card for the correct day of testing.

For students testing over more than 1 day:

- Students must complete Day 1 of testing before they can take Day 2.
- The test must be taken on consecutive days. Day 2 of testing is the next school day after Day 1.
- Students will have a sign-in ticket with temporary credentials for each day of testing. The credentials are the same for both days, so it does not matter which is used for Day 1 or Day 2, but make sure to have a ticket for each day. Don't issue Day 2 tickets to students until Day 2.
- Bluebook automatically ends Day 1 after the appropriate section without any action needed from the proctor.
- If only 1 test section is taken on each day of testing, there are no standard breaks during testing.
- When the student completes the exam section on each day, their responses will be submitted. The proctor must not dismiss the student until Bluebook ends the test and they are in a **Submitted** status. Day 1 answers must be submitted successfully before students can test on Day 2.

**IMPORTANT:** If a student encounters a technical issue that prevents them from submitting Day 1 responses that can't be resolved before beginning Day 2, the test coordinator will need to submit a retest IR.

## Administering the Test Over More than 2 Days

Students who test over more than 2 days will take a paper test. The *Accommodations Guide for Proctors*, in the *Proctor Manual*, includes instructions for testing students over multiple days.

**IMPORTANT:** For paper testing over multiple days, there will be only 1 test card in Bluebook for the transcribers.

## Braille Test Formats

Unless approved for a paper test, students approved for braille will test in Bluebook using refreshable braille or a screen reader. Prior to test day, students should practice with their accommodations and make sure that they are familiar with the settings on their refreshable braille devices. If a student is approved for both braille and a paper test, then they'll test with a paper braille test.

Proctors testing students approved for a paper braille test should review the different materials provided for the SAT Suite, described below. These formats will be included in the test shipment as needed for approved accommodations.

- For paper braille tests, students approved for braille will test with UEB for literary text with Nemeth Code for math. Students must be approved for Braille - UEB Technical to receive UEB for math. Paper braille materials include raised line drawings of graphs and figures when graphs and figures are included in the test.
- To supplement each paper braille test, a regular-type test book is included for the proctor's use as a reference.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information*. The *Guide to the Nemeth Code* lists the current versions of Nemeth Code mathematical symbols with their meanings. The *Braille Reference Information* contains math reference material required for the braille test.
- Students taking the braille test may refer to the *Guide to the Nemeth Code* during the test.

Students approved for a human reader or screen reader may also be approved to use the raised line drawings supplement. If a student doesn't read braille but chooses to use the supplement, you should be prepared to help the student 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-type and large-print tests.

When questions in the math sections refer to figures, students approved to use the raised line drawings supplement may refer to it.

## Assistive Technology

Many students will be approved for the new accommodation, Text-to-Speech (Embedded). Some students may be approved to use a different type of screen reader with the accommodation of Screen Reader (Non-Embedded) or for other types of assistive technology. Test Day Toolkit will list the specific type of assistive technology that the student is approved for.

If a student plans to test with the Text-to-Speech (Embedded) accommodation, no additional configuration is required. Here is a brief description of what they'll see when they test with this tool:

1. The student will see the Bluebook text-to-speech controller once they begin the exam setup process. They'll continue seeing the controller throughout the test, and they can move it to any part of the screen.
2. The Bluebook text-to-speech settings include voice selection, speed, and volume. These can be adjusted by selecting the relevant buttons or the **Settings** button.
3. The Bluebook text-to-speech controller also allows the student to select a **Pointer Mode** to select specific text on the screen to play.

For students approved for the former accommodation Screenreader (Text-to-Speech):

- Their original accommodation will be renamed Screen Reader (Non-Embedded).
- They will also be approved for the new accommodation, Text-to-Speech (Embedded), which is built into Bluebook. If the accessibility menu was previously installed on a school-managed Chromebook, the student will see both the floating accessibility menu and the text-to-speech tool.



### Additional Guidance

Students must be separately approved for use of raised line drawings in addition to their braille accommodation. Students who test with braille test formats, digitally or on paper, test with standard time unless approved for other accommodations.

- Students approved for both Screen Reader (Non-Embedded) and Text-to-Speech (Embedded) should test with the accommodation they are most comfortable with. They should practice using the accessibility features and the assistive technology with the digital exam before taking the test.
- If you have students approved for assistive technology that isn't built into Bluebook, go to [bluebook.collegeboard.org/students/accommodations-assistive-technology](https://bluebook.collegeboard.org/students/accommodations-assistive-technology).
- You'll find information about:
  - ◆ Approved screen readers — JAWS, NVDA, Dragon NaturallySpeaking, etc.—that students can use in Bluebook, including specific settings to be configured before test day to ensure an optimal test experience.
  - ◆ How students can enable and use the accessibility features in the operating system for approved accommodations such as screen reader, magnification, color contrast, speech-to-text, etc.
  - ◆ Students using a Chromebook with assistive technology will need additional setup by your school's IT department. See [bluebook.org/chromebook-screen-reader](https://bluebook.org/chromebook-screen-reader). Students should practice using the accessibility features and the assistive technology with the digital exam before taking the test.

## Testing Groups

Your roster will be available in Test Day Toolkit about 3 weeks before test day. Be sure to review your roster for updates in Test Day Toolkit as you recruit and train your staff.

**IMPORTANT:** Although group names in Test Day Toolkit don't include the "up to" wording from the updated accommodation names, the new policy applies to all extended time rooms.

You might have students with accommodations who require testing in separate rooms. Test Day Toolkit includes several group types, which involve combinations of timing and other accommodations that can be tested together. SAA students can be seated in the same room as other students with the same timing. Testing groups include:

- S1: School (Standard Time)
- S2: School (Time and One-half – Math only)
- S3: School (Time and One-half)
- S4: School (Double Time – Math only)
- S5: School (Double Time)
- S6: School (More than Double Time)
- S7: School (Other)
- S8: School (One-to-one)
- S9: School (Double Time – Essay only)
- S10: School (Time and One-half – Essay only)
- S11: School (Double Time – Math and Essay)
- S12: School (Time and One-half – Math and Essay)
- S13: School (SAA – EL Math only)
- P1: Paper (Standard Time)
- P3: Paper (Time and One-half)
- P5: Paper (Double Time)
- P6: Paper (More than Double Time)

Students in the 1:1 testing group must test in their own room. If students approved for 1:1 testing are assigned to the same room, adjust as needed so each student is in their own room.



### Additional Guidance

Students using a Chromebook must reconfigure the assistive technology on their device on test day.



### Important

Don't include references to accommodations when you name rooms in Test Day Toolkit.

For all testing groups, students can't move to the next test module/section or submit their answers until the full standard time has elapsed. See Timing and Breaks in the Accommodated Testing Room on page 11 for more information about accommodated breaks and administering extended time.

Accommodations that don't involve the timing of the test, such as those covered in the next few sections, can be administered in any room, including rooms with standard time testing.

### Small-Group Testing

Double-check room assignments to make sure students approved for small-group testing aren't assigned to larger rooms.

For students approved for small-group testing, small-group rooms shouldn't have more than 15 students. Test coordinators can adjust the number of students allowed, depending on student needs and the size of the room, as long as they do not exceed 15 students.

### Medical Devices and Aids

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

Eyeglasses, hearing aids, and glucose pumps are permitted without the need for approved accommodations; however, if a student with a glucose pump needs other supplies, they would need to be approved.

Other medical devices, such as devices used for testing blood sugar, require an accommodation. Students approved to test blood sugar may do so at any time during the test. These students will likely have break accommodations as well, to allow for no loss of testing time.

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 or for other medical reasons. Only students who are specifically approved to have a mobile phone in the testing room may do so. (Approval to test blood sugar doesn't include permission to bring a mobile phone; the student must be separately approved for use of a mobile phone.) In these circumstances, the proctor will be asked to hold the student's phone at their desk. Prior to testing, they should confirm with the student what actions are needed in the event there is a notification.

- If the student is using an iPhone, the phone must be in guided access mode.
- If the student is using an Android phone, the phone 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.)
- In either case, the camera feature must be disabled. Bluetooth may be enabled, but **only** to connect the phone's share app to the continuous glucose monitor (CGM) for blood glucose monitoring.

No other device may be connected to the phone. In no case may a student keep their phone at their desk unless specifically approved by SSD.

### Permission for Food/Medication During Testing

Some students may have approval to eat, drink, or access medication during testing. Only students with this approved accommodation can keep snacks, drinks, and medications on their desks. All other students should keep these items under their desks. Students with this accommodation can access these items at any point during the test, not just breaks.

### Preferential Seating

Test Day Toolkit will indicate where students approved for preferential seating should sit (e.g., "near door" or "front of room").

## Service Animals and Emotional Support Animals

Schools should follow their district policies regarding service animals and emotional support animals. If allowed by school/district policy, the SSD coordinator must request this accommodation in SSD Online and receive approval for the student to be allowed to have the animal in the testing room.

## Written Copy of Verbal Instructions

Students may be approved for access to written instructions of the script the proctor reads out loud. All students will be able to access these instructions in Bluebook by going to the Help page and clicking **Verbal Instructions**. They are also available via a link at the bottom of the start code screen.

# Planning Space and Staff

## Staff Qualifications and Responsibilities

All staff for Colorado SAT and PSAT-related assessments testing must be paid employees of the district.

Individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff.

Student teachers may not be a proctor, but may serve as a room or hall monitor.

Substitute teachers must have a valid Colorado teacher or substitute teacher license. Students should be familiar with the substitute teacher. Substitute teachers must complete the required training, similar to all individuals involved with the administration of the SAT and PSAT-related assessments.

Test coordinators and technology monitors cannot serve in that role if a member of their household or immediate family is taking the same assessment in the same school building. Test coordinators and technology monitors may serve as testing staff at a different location on the same day that a member of their household or immediate family is testing elsewhere without violating the conflict of interest agreement.

Proctors cannot administer the test to their own child, but they can administer the assessment to other students.

Staff members are not permitted to engage in any paid, private SAT-related assessment preparation. Please note that this excludes teaching course content and providing test familiarization as part of the regular school curriculum.

Hall and room monitors can be a current professional or a member of administrative, secretarial, or clerical staff.

Failure to comply with the conflict of interest policies may result in invalidation of the student's score.

All testing staff must complete training. They must also review and agree to the conditions for participating in the SAT Suite administration.

## Staff Responsibilities for Accommodated Testing

The primary SSD coordinator will provide valuable assistance to the test coordinator as you plan for testing students with accommodations, including identifying additional support staff that might be needed. As test coordinator, you'll need to use the information about staffing and establishing roles that's provided in this *Test Coordinator Manual* to complete the recruitment and training of your testing staff. This section gives an overview of additional accommodated testing roles.

## Support Staff

Some College Board–approved accommodations require support staff to assist the testing staff and students during the test administration.

Support staff, such as human readers or writers/scribes, must be assigned by the school and may not be a relative of the student. Follow all state and district policies as noted in Staff Qualifications and Responsibilities on page 20 when recruiting support staff.

General qualifications for support staff include:

- Current or retired professional: administrative, secretarial, or clerical staff; or graduate student.
- Ability to follow oral and written instructions precisely.
- Appropriate language skills:
  - ◆ A human reader or scribe must speak English clearly.
  - ◆ A sign language interpreter must be able to effectively sign instructions to the student and voice the student’s signing to the proctor.

Some support staff may be required to:

- Accompany students when they go to the restroom during testing time.
- Assist the proctor in ensuring the security of test materials.
- Facilitate accommodated students’ nutrition break.

In Colorado, all testing staff must be paid district employees.

## Administering Tests with a Human Reader or Scribe

Students who require a human reader or scribe for the SAT Suite must be approved for human reader (scribe) for digital tests, even if the student is approved for a paper test.

A human reader or scribe can also serve as the proctor for their student.

- Assign a separate human reader or writer/scribe for each student approved for one (human readers and scribes may not be shared during the same testing session).
- Administer the test in a 1:1 setting with up to time and one-half unless a student is already approved for up to double time or more extended time.
- For scribes assigned to a student taking the SAT with optional Essay on paper:
  - ◆ 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.
  - ◆ Students should dictate punctuation, but they do not need to dictate spelling unless the spelling is in question.

## Human Reader Responsibilities

Human readers are responsible for clearly and accurately reading all test scripts, including test directions, questions, and passages. Human readers may also need to read back a student’s response when requested by the student.

## Writer/Scribe Responsibilities

Depending on the student’s needs, a writer/scribe may be required to:

- Complete the student’s identifying information on the test book.
- For students taking a paper test, circle the answers within the test book corresponding to the answers chosen by the student.
- For students taking the test in Bluebook, record the answers chosen by the student in the app.
- Make any corrections indicated by the student.
- Assist the student in turning pages.
- For students taking the SAT with optional Essay, record the essay as dictated by the student.

## Sign Language Interpreter

Students who are deaf or hard of hearing may be approved to have an interpreter translate the spoken instructions. Seat these students so they can easily see the interpreter. Sign language interpreters should only sign spoken instructions from the proctor; they are not permitted to sign test questions. A sign language interpreter must be able to effectively sign instructions to the student and voice the student's signing to the proctor. They should not have access to student testing devices at any time.

## Room Assignments

Your roster will be available in Test Day Toolkit several weeks before test day. Be sure to review your roster for updates in Test Day Toolkit as you recruit and train any additional staff you might need.

You might have students with accommodations who require testing in separate rooms. Students in the same group type who are taking the test in Bluebook can usually test in the same room as long as they can be seated to minimize distractions. However, students taking the SAT with optional Essay should not be seated with students taking the SAT without Essay, even if they're assigned the same group type. See the appendix for timing charts that include testing group information.

## Test Day Toolkit Access

You and your testing staff will use College Board professional accounts to sign in to Test Day Toolkit on any device that connects to the internet.

Set up Test Day Toolkit for your next test administration when you get access to the toolkit.

First-time access requires 2-step verification. Start by clicking the link in your personalized access email.

When you add staff, they'll receive a similar email with Test Day Toolkit access instructions, so accurate contact information is critical.

Test Day Toolkit access FAQs are available at [bluebook.org/bluebook-test-admin/help](https://bluebook.org/bluebook-test-admin/help).

## Device Readiness

Students can take the test on devices managed by your school and assigned to students 1:1, or shared devices managed by your school (from a laptop cart, for example). Some schools and districts may also allow students to take the test on personal Mac and Window devices or iPads. (Students' personal Chromebooks can't be used for testing.)

See the Technical Readiness Checklist at [bluebook.collegeboard.org/test-admin/checklist](https://bluebook.collegeboard.org/test-admin/checklist) for complete instructions on working with technology staff.

## School-Managed Devices

Work with school or district technology staff to make sure Bluebook is installed on testing devices before the student digital readiness check so students can become familiar with Bluebook testing tools.

When students open Bluebook, it auto-updates if necessary. This can overwhelm your network and delay testing if too many students do it at once, so ask students to open Bluebook on their own before test day or any group readiness activities. They don't have to sign in.

## Personal Devices

If any students will test on personal devices, work with technology staff to make sure they can access the internet. They may need to use your school's guest Wi-Fi.

## Students Testing on Personal Devices

Students testing on personal devices should download Bluebook before test day. If they have not done so, students can download Bluebook on personal devices in the testing room. This doesn't usually take long, but too many simultaneous downloads could slow your network. If you need to, you can reschedule the test for those students.

You can also provide them with a school-managed device that has Bluebook installed.

## Technical Troubleshooting

Technical troubleshooting starts with the student; might escalate to the proctor, technology monitor (if any), or test coordinator; and could require a call to College Board.

- **Students** can often solve technical issues themselves by following the instructions in Bluebook error messages.
- **Proctors** can try the basic tips in their manual and on the Test Day Toolkit Help page or send students to the technology monitor. Once testing starts, they should send students to the technology monitor to avoid disturbing others.
- **Technology monitors** use the *Technical Troubleshooting Guide*, available in the [Colorado Resource Repository](#), to resolve problems that take more time and attention so proctors can focus on their other responsibilities.
- **Test coordinators** can sometimes use Test Day Toolkit to resolve an issue but the student registration information might need to be updated. In some cases, you'll report an irregularity to set up a retest. You can contact your technology coordinator or call College Board for assistance if you need to.

For a complete understanding of technical troubleshooting on test day, review the troubleshooting instructions in the *Technical Troubleshooting Guide* in this *Test Coordinator Manual*.

## Managing Paper Testing Materials

If you are testing students approved for paper supplements (e.g., reader's script or raised line drawings) and/or students approved to test on paper, you need to plan ahead for managing the materials shipped to you and preparing your proctors to handle them.

### Receiving Test Materials

Handling test materials is a vital component of standardized testing, both for security and for timely processing of scores.

The test coordinator should receive testing materials before your selected start date for testing. If you experience late approvals for students with paper accommodations, College Board will attempt to deliver the materials ahead of your testing window, but that may not be possible in all cases.



If materials are missing or damaged, immediately contact Colorado Customer Support by phone at 866-917-9030, option 1.

Your shipments will be tracked and, if necessary, another shipment will be sent. If materials still have not arrived by the start of testing or testing window:

- Contact Colorado Customer Support.
- You have the entire testing window to administer the assessment.

### Checking the Test Book Shipment

The test coordinator should check the contents of the SAT Suite test materials shipment within 24 hours of delivery.

**Test materials are specific for each student and the tests themselves will be labeled with a sticker showing the student's name. Students may only test with the materials sent for them. You'll also receive information about which materials to give to each student on the shipping notice. Be sure to confirm you've matched each student to their designated materials.**



If you have questions about how to determine if you received the correct materials for your students, please call Colorado Customer Support at 866-917-9030, option 1, as soon as you receive your shipment.

Your test shipment should have the following items:

- Shipping notice
- Test books and/or alternate test formats (such as braille)
- *Paper Test Taker Administration Instructions* booklet for each student
- *Score Sends Code List* booklet for each student taking SAT School Day
- Preprinted labels for returning test materials
- Testing Room Materials Report forms
- Transcription Complete stickers

## Ensuring Test Materials Security

The integrity of College Board tests and the validity of the test scores rely on the security of test materials. Sharing, loss, and theft of test materials are unfair to students and may result in score invalidation.

Safeguard your materials as follows:

- Compare the serial numbers on test materials against your shipping notice.
-  Call Colorado Customer Support at 866-917-9030, option 1, if the serial numbers on the test materials don't correspond with those on the shipping notice or if you detect any loss, theft, or tampering. In addition to calling, document the discrepancies in Test Day Toolkit with an IR as instructed in the Retesting and Irregularities chapter of this *Test Coordinator Manual*.
- Place test materials in a locked area in your school immediately after receipt.
  - Know who has access to the area. Limit the number of people authorized to access test materials to those whose professional duties require it.
  - Never leave materials unattended or accessible to students or unauthorized staff.
  - Use test materials only for the specified testing period unless otherwise authorized by College Board.
  - Ensure no test materials are reproduced for any reason or by any method without permission from the College Board SSD office. Copyright laws strictly prohibit reproduction of test materials. Violators may face legal action.
  - Once all testing is complete, return all test materials, following the instructions under Returning Materials After the Test on page 34.

## Preparing Paper Materials for Proctors

You may receive paper supplements and/or paper test formats for your students. To distribute these to your proctors, complete these tasks:

- On test day, count test books and supplements when distributing to and collecting from any staff administering the SAT Suite. Please be sure to reference your shipping notice to distribute the correct materials for each student.
- Note the test formats allocated to each room using the Testing Room Materials Report form. If you'll have more than 1 testing room of students testing with paper tests, make sure you've filled out a separate Testing Room Materials Report form for each room. On each form:
  - ◆ Supply your school code and indicate which proctor will be in the room.
  - ◆ Record the count and the serial numbers of the test formats and *Paper Test Taker Administration Instructions* booklets, if any, issued to that proctor.
  - ◆ For students taking the SAT with optional Essay, a list of Colorado state student ID numbers so that proctors can help students complete this field on the Essay answer sheet.
  - ◆ Use the label on each test book (or the list on the last page of the shipping notice) to make a list of the assigned test materials for every student for each proctor. This will help proctors consult the notice to ensure they distribute the correct materials to each student in their room.

Follow the instructions under Create Testing Room Kits for Proctors below to print sign-in tickets and create kits to distribute to proctors.

Distribute the correct kit to each proctor.

### Create Testing Room Kits for Proctors

Create a kit of all these materials for each proctor:

- Testing Room Materials Report form with appropriate information filled out for the testing room
- List of materials assigned to each student (created from the labels on test books or the shipping notice)
- If testing students on paper:
  - ◆ Paper tests listed on the Testing Room Materials Report form
  - ◆ *Paper Test Taker Administration Instructions* booklets as listed on the Testing Room Materials Report form (1 per student)
  - ◆ *Score Sends Code List* booklets (1 per student taking SAT School Day only)
  - ◆ A list of Colorado state student IDs for students taking the optional Essay
- Any approved supplements (including any printed verbal instructions)
- EL supports, if any
- Sign-in tickets:
  - ◆ Click **Downloads** on the Test Day Toolkit homepage and go to the **Print Tickets** tab. Make sure you choose your printer's single-sided option.
  - ◆ For PSAT-related assessments: 1 per student to collect after testing for the transcribers to use
  - ◆ For SAT School Day: 1 per student (to keep) and 1 for the transcribers to use
- A copy of the appropriate *Paper Testing Scripts*

**IMPORTANT:** Print 2 copies of each ticket, so that students can retain their sign-in ticket for Bluebook access after the test. If they want to change their 4 free score sends, they have 3 days to sign in to Bluebook to change them. To make or change their selections within those 3 days, they will use the sign-in ticket from this test to sign in to Bluebook. Then they'll go to **My Tests > Past** where this test will be listed and click on **SAT Score Sends**.

- Any other notes for the proctor that will help them give a smooth administration (such as the timing in their room and notes about whether they'll need to use more than 1 script)

# On Test Day

## —Accommodated Testing

This section covers everything you'll need to know about test day procedures. Read it ahead of time and use it on test day.

## Test Day Oversight

### Sign In to Test Day Toolkit

On test day morning, check your roster and grant full Test Day Toolkit access to staff:

1. Sign in to Test Day Toolkit at [testday.collegeboard.org](https://testday.collegeboard.org).
2. See if your roster was updated. You might need to assign new students to rooms.
3. Go to the **Staff** page and click the checkbox next to a name. To grant access to all staff at once, click the checkbox at the top of your staff list.
4. Click **Grant toolkit access**.
  - Keep in mind the following:
    - ◆ You may grant full access to staff 1 day prior to the beginning of the testing window.
    - ◆ You don't need to turn full access on and off during the testing window.
    - ◆ You should immediately remove access for any staff who don't need it, including staff no longer employed by your school or district.

### Supporting Your Staff

For a successful test day, decide how to facilitate breaks and communication:

- Plan a break schedule for staff as needed, making sure testing rooms and hallways are always monitored.
- Set up a signaling system so staff can communicate with each other quickly. Hold a brief meeting before students arrive to share last-minute instructions. Be sure to:
  - Let proctors know the test timing for the students in their room.
  - Distribute supplies.
  - Remind staff to use power strips, surge protectors, and extension cords safely.
  - Let staff know where the help room and late room (if you have one) are located.
  - Remind staff to enforce all policies shared in this guide and to never leave students alone in the room.
  - Ensure staff are aware of school policy regarding retesting and how to submit IRs.
  - Tell staff to connect to Wi-Fi and sign in to Test Day Toolkit.
  - Make sure proctors and hall monitors have access to all the resources they need and have read the *Accommodations Guide for Proctors* and the *Hall and Room Monitor Test Day Guide*, respectively. Technology monitors should read the *Technical Troubleshooting Guide*.
- Publications are available in the [Colorado Resource Repository](#).



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- Also remind proctors to monitor their room carefully during testing for any student with their hand raised. If Bluebook crashes or a student exits Bluebook, staff will use Test Day Toolkit to let them continue testing.

## Monitoring Test Day Activity

To keep things running smoothly throughout test day:

- Minimize distractions and limit access to the testing area.
- Enforce rules and watch for irregularities, including students who access prohibited electronic devices during testing or breaks.
- Remind students to remain silent when taking breaks and during dismissal, as other students may still be testing.
- Only allow testing staff and students into the testing area.
- Remind proctors to keep their device with them so they can refer to Test Day Toolkit and respond to student concerns quickly.

When all testing is finished, make sure to collect all materials from your proctors, including scratch paper, sign-in tickets (in cases of early dismissal or rule violations), and seating charts. Follow instructions under What to Do with Materials on page 35.

## Irregularities

Your school may encounter problems on test day. We are here to help.

Call Colorado Customer Support at 866-917-9030, option 1, immediately if testing is interrupted for more than half of students for more than 10 minutes or you have any concerns about test security. If you need to close your school on your intended test date, you can reschedule testing for another day in the window. Although schools can use flexible start times, staff should start early enough to allow students with extended time to complete the test within standard school hours.

If students violate the rules or leave early for any reason, or if technical problems occur, see Responding to Problems below for details on handling and reporting anything that goes wrong.

## Responding to Problems

Use Test Day Toolkit to report irregularities. In a few cases, we want test coordinators to call Colorado Customer Support at 866-917-9030, option 1, as soon as possible. Testing staff may approach you on test day with issues related to irregularities. For detailed guidance and instructions for reporting irregularities in Test Day Toolkit, refer to the Retesting and Irregularities chapter in this *Test Coordinator Manual*.

## Good to Know

- If students are unable to start the test, make sure they signed in to Bluebook with the information on their sign-in ticket.
- IRs completed by proctors are routed to the test coordinator for review before submission to College Board.
- Report excessive and suspicious unscheduled student breaks.
- When students are dismissed, their scratch paper must be collected. Make sure students return any sheets of scratch paper they were given with their name on each sheet. If a student returns a ripped, torn, or partial sheet of scratch paper, ask them to return all pieces. If the student refuses, report an irregularity. Test coordinators should keep all scratch paper as instructed in this *Test Coordinator Manual* in case of any test security investigations.
- Before proctors dismiss students, they should check student sign-in tickets for any writing that could be copied test content. If a sign-in ticket contains test content, the proctor should collect the ticket, submit an IR, and give the ticket to the test coordinator.

## How to Respond to Problems

### When to Call College Board

Test coordinators should call College Board as soon as possible if:

- They have any urgent concerns about test security.
- Testing for more than half of students is interrupted for more than 10 minutes.

If a school closure prevents testing as planned, the test coordinator should reschedule for another day within the testing window. If that's impossible, they should call us.

### Rule Violations

Follow the instructions for early dismissal and reporting irregularities if students try to gain an unfair advantage, disturb others, talk during the break, or refuse to follow instructions. If other students were disrupted and they require a retest, complete a separate IR for those students (see Disturbances and Interruptions). Mention any students who don't want to be retested on the prohibited behavior IR for the student who caused the disruption.

Proctors should collect any scratch paper, sign-in tickets, or other materials containing copied test content and hand them over to the test coordinator. If the student used a prohibited device to copy test content, proctors should take photos for evidence. After collecting evidence, ensure any test content is deleted before the device is returned to the student.

If you're not sure a student deliberately violated a rule, you can give them a warning.

If a student takes excessive breaks, ask them why and where they're going and make sure they leave their testing device, scratch paper, and other items in the room.

### Early Departure

Students must stay at least until the standard testing time is fully elapsed and they have finished testing, but if they need to leave early, follow the instructions for early dismissal and reporting irregularities in Next Steps on page 29.

### Technical Problems

For troubleshooting guidance, see Technical Troubleshooting in the Testing Room on page 31. Follow the instructions for reporting irregularities in Next Steps on page 29.

### Disturbances and Interruptions

In the event of any interruption, don't let students talk or access prohibited devices. If students must leave the room, monitor them and secure their testing devices. If testing is disrupted for more than half of students for more than 10 minutes, call Colorado Customer Support at 866-917-9030, option 1.

### Approved Accommodations Not Given

**If allowed under state policy:** Ask the student if they want to continue testing without the approved accommodations or stop testing. An accommodations waiver must be completed by a parent or guardian if a student is under the age of 18 to excuse a student from using approved accommodations. Accommodation waiver forms can be found in the [Colorado Resource Repository](#). If a student began testing, but their approved accommodations were not given, submit a retest IR.

### Unapproved Accommodations Given

Tell the student to stop testing. Follow the instructions for early dismissal and reporting irregularities in Next Steps on page 29.

### Test Question Issues

If a student thinks something is wrong with a test question, note the section, module, and question number. Tell them to continue testing, answering as best they can, and remind them it's better to guess than leave a question blank. Only answer questions about procedure, never about test content.

Ask them to see you after the test so you can report the problem to College Board. Wait until other students finish testing before talking to the student.

Get instructions for reporting irregularities in Next Steps below.

## Next Steps

### Early Dismissal

All students must stay at least until the full standard time has elapsed and they have finished testing, except in cases of illness or rule violations. To dismiss a student early, the proctor follows these steps:

1. Navigate to the student's page in Test Day Toolkit.
2. Check the student's testing status and tell them to exit Bluebook if their status is not **Exited**, **Submission Pending**, or **Submitted**.
3. Collect their scratch paper and sign-in ticket.
4. Click **Undo Check-In** in Test Day Toolkit.
5. Submit an IR in Test Day Toolkit.

If a student leaves without talking to the proctor first, the proctor should try to follow this procedure. Belongings left behind should be given to the test coordinator.

**IMPORTANT:** Staff should use the normal procedure to dismiss extended time students who choose to end their test after standard time ends and before their full extended time ends.

### Reporting Irregularities

To report irregularities, navigate to the **Irregularities** page in Test Day Toolkit and choose between a retest form and a report-only form. Select the students involved, answer the questions, and submit the report. Staff reports are routed to the test coordinator before they're submitted to College Board.

## Additional Information

### Unfair Advantage

Examples of violations that give students an unfair advantage include:

- Viewing nontest content or accessing other applications on their device
- Impersonation
- Accessing or using prohibited devices or aids during testing or during breaks
- Switching devices or seats without permission
- Giving or receiving test content

### Device and Aid Access During Testing

Students may not access other applications or programs on their testing device before leaving the testing room. During testing, students can access the permitted items listed below. Everything else is prohibited, unless a student has an approved accommodation that requires it.

### Items Permitted During Testing

- Sign-in ticket
- 1 testing device
- 1 calculator (calculator covers must be kept under students' desks)
- External mouse and mouse pad
- External keyboard for tablets (students taking the optional Essay may also use an external keyboard with laptops or Chromebooks if it's necessary for them to be able to type their essays). Keyboards are necessary for all students using Windows tablets. The Highlights & Notes tool will not be available to Windows tablet users without an external keyboard. For SAT with Essay testers, an external keyboard will be necessary to type the essay. If your school's only option is to test with Windows tablets, and external keyboards cannot be acquired, contact Colorado Customer Support at 866-917-9030, option 1.

- Scratch paper provided by the proctor
- Pen or pencil
- For EL students, translated test directions or approved word-to-word dictionary, if applicable
- Power cord (must be kept under students' desks)
- Portable charger (must be kept under students' desks)
- Backup testing device (must be kept under students' desks)
- Backup calculator or batteries (must be kept under students' desks)

### Items Permitted During Breaks

If students leave the room during the scheduled break, they can take their snack and drink with them.

### Prohibited Items

Students are not allowed to access belongings that could give them an unfair advantage or provide a way to record, photograph, or remove test content.

Unless students have a College Board–approved accommodation, they can't access these items during the test or breaks:

- Phones, smartwatches, or other electronic devices (except their testing device)
- Detachable privacy screens
- External keyboards for use with laptops or Chromebooks (except for students taking the optional SAT Essay or students using a Windows tablet)
- Notes, books, or any other reference materials (translated test directions and word-to-word dictionaries are permitted for test takers using EL supports)
- Scratch paper not provided by the proctor
- Headphones, earbuds, or earplugs (unless the student is using approved assistive technology that requires headphones)
- Any camera, recording device, or separate timer

## Accommodated Testing in Bluebook

Most students testing with accommodations will test in Bluebook. Conduct this testing using the information in this section.

### Test Day Materials

If you haven't already, organize these proctor supplies for proctors testing students in Bluebook:

- A copy of the Wi-Fi name and password for each proctor.
- 1 sheet of scratch paper per student (plus extra scratch paper for students who request more during testing).
- A sign-in ticket for each student. (Click **Downloads** on the Test Day Toolkit homepage and go to the **Print Tickets** tab. Make sure you choose your printer's single-sided option.)
- Recommended: Power strips, surge protectors, extension cords, or laptop carts for charging (prioritize extended time testing rooms).
- Fully-charged testing devices for students (if applicable).
- Recommended: A printout of the SAT Suite of Assessments Seating Chart, in the appendix of this *Test Coordinator Manual*. The first page contains important instructions for test coordinators. (Proctors in large testing rooms may need more than 1 chart.)
- Optional: Students with EL supports may use printed copies of translated test directors or approved word-to-word dictionaries. Both resources can be found in the [Colorado Resource Repository](#).



### Additional Guidance

Hooded shirts may be worn, but hoods must be down during testing. Brimmed caps can be brought into the testing room but must be put away and not worn during testing.

## Technical Troubleshooting in the Testing Room

This section on troubleshooting in the testing room will be used by proctors, and is provided here for your reference as test coordinator.

You can send students with technical issues to the help room at any time, but we recommend doing so in the following cases:

- Helping the student takes too much of your time and attention.
- You want to avoid distracting students who are testing successfully.
- None of the troubleshooting steps that follow resolve the issue.  
Send students to your test coordinator in these cases:
  - You don't have a sign-in ticket for them or the credentials on their sign-in ticket don't work.
  - The test isn't listed on their homepage.
  - There's an issue with their accommodations.
  - The student's name or date of birth is incorrect in Bluebook.

**IMPORTANT:** Report an irregularity if you resolve the issue but a student's testing was interrupted for more than 1 minute.

### None of Your Students Can Start

If none of your students can start the test, make sure you read the correct 6-digit start code and wrote it on the board accurately. If that's not the issue, contact the technology monitor or the test coordinator. They may need to work with your school's technology coordinator and tech support.

### A Student Can't Reach the Bluebook Sign-In Screen

If Bluebook doesn't open properly, try one of the following fixes:

1. Make sure the student opened the right digital testing app. They should click the **Star** icon to open Bluebook.
2. Check the student's internet connection. Get tips on [How to Check for an Internet Connection](#) on page 32.
3. You can also switch to a backup device with Bluebook installed, if available.
4. Reinstall Bluebook, if possible. Students using personal devices can download Bluebook again at [bluebook.app.collegeboard.org](https://bluebook.app.collegeboard.org).

### A Student Can't Start Timed Testing

Students who aren't on the start code screen may just need to complete Bluebook check-in. If the student is on the start code screen, try one of the following fixes:

1. Reenter the start code.
2. Make sure the student is marked present on the Test Day Toolkit Attendance page.
3. Restart the device and open Bluebook again.
4. Switch to a backup device with Bluebook installed, if available.

### If Most Students Are Ready to Start

Consider referring the student to the help room so testing can begin for everyone else. The student can start testing after they return to their testing room; if they need to read the verbal instructions first, they can open them on the Bluebook start code screen.

### A Student's Testing Is Interrupted

If a technical issue during the test prevents a student from continuing, try one of the following fixes:

1. Exit Bluebook, close applications running in the background, and sign in again.
2. Restart the device and open Bluebook again.
3. Follow the instructions below to complete a device swap if backup devices are available.



#### Additional Guidance

Most issues are resolved by restarting Bluebook or the testing device—and since answers are saved to the testing device, students can pick up where they left off.

### How to Complete a Device Swap

Device swap is a Bluebook feature that syncs test data so students can continue testing on a new device. Use it only if the student has entered the start code and has time remaining, and all troubleshooting tips have failed.

**IMPORTANT:** Never use the device swap feature after a student’s testing time runs out—their answers could be lost. Students need to submit their answers using the same device they tested on.

If a student has time remaining on a test, can’t continue testing on the original device, and a backup device is available, complete these steps to swap devices:

1. Tell the student to shut down their original testing device.
2. Tell the student to open Bluebook on the new device, sign in, and click **Resume Testing** on their homepage. A pop-up window will tell them their proctor must approve the device swap.
3. Open the student’s profile page by clicking the student’s name on the Test Day Toolkit monitoring dashboard and then clicking the **Let Student Continue Testing** button.
4. When the student clicks **Resume Testing Now**, they’ll be returned to the question they last viewed.

**IMPORTANT:** If students are returned to a previous question, they should reenter their answers—unless they’d have to reenter more than 5 answers, in which case they should retest.

### A Student Needs Proctor Approval to Continue Testing

To allow a student to continue testing after they quit or exit Bluebook or their device crashes or loses power:

1. Click the student’s name on the Test Day Toolkit monitoring dashboard to open their profile page.
2. Click the **Let Student Resume Testing** button.

### How to Check for an Internet Connection

If a troubleshooting tip directs you to make sure a device is connected to the internet, open a browser and navigate to **collegeboard.org**. Chromebook users need to exit Bluebook and sign in to their device first. After confirming their connection, they need to sign out of their device and open Bluebook **without** turning the device off.

If they don’t have a connection, make sure the device’s Wi-Fi is turned on and airplane mode is turned off.

## Accommodated Testing on Paper

Unlike proctoring digital testing, your proctor(s) will need to time the test and breaks for the students testing on paper. Follow the instructions in this section to ensure they have the test materials provided for their students as well as the proper instructions and scripts to administer the test successfully.

### Using the Testing Room Materials Report Form

#### Tasks for the Coordinator

On test day, the test coordinator must count test books when distributing to and collecting from any staff administering the SAT Suite. Please be sure to reference your shipping notice to distribute the correct materials for each student.

1. Note the test formats allocated to each room using the Testing Room Materials Report form. If you’ll have more than 1 testing room of students testing with paper tests, make sure you’ve filled out a separate Testing Room Materials Report form for each room. On each form:
  - ◆ Supply your school code and indicate which proctor will be in the room.

- ◆ Record the count and the serial numbers of the test formats and *Paper Test Taker Administration Instructions* booklets issued to that proctor.
- 2. Use the sticker on each test book/format to make a list of assigned materials for each proctor and confirm test book assignments with the information on the last page of the shipping notice. Proctors will need to consult this to ensure they distribute the correct materials to each student in their room.
- 3. Follow the instructions under Create Testing Room Kits for Proctors on page 25 to create a kit of materials, including students sign-in tickets, for each proctor.
- 4. Distribute the correct kit to each proctor.

### Tasks for the Proctor

The Testing Room Materials Report form includes a seating chart. This chart is essential for recording the distribution of test materials in the testing room. Each proctor must complete the form, including the seating chart for the testing room. At the end of the administration, the proctor should return the form to the test coordinator.

Proctors must count the test materials:

- After receiving the materials from the test coordinator
- After distributing materials to students in the testing room
- After collecting materials from each student, and before dismissing students from the testing room

Your test coordinator may ask you to complete the Colorado Special Reporting feature to indicate student test taking status. See the *Colorado Accommodations Guide for Proctors* in the *Proctor Manual* for instructions.

## Preparing Proctors for Paper Testing

Proctors should already have a copy of the *Proctor Manual*, which includes the *Colorado Accommodations Guide for Proctors*, and be familiar with the procedures they must follow for paper-based testing. Also ahead of test day if possible, work with your proctors to access and download the *Paper Testing Scripts* for the assessment they're administering (the links are on the Help page in Test Day Toolkit), which provides a full set of scripts to administer the test.

On test day, distribute to each proctor:

- The testing room kit for their room (see Create Testing Room Kits for Proctors on page 25).
- Include any optional items:
  - ◆ Extra pencils
  - ◆ Pencil sharpener

**NOTE:** Proctors should encourage students to use pencils to mark their answers so that they can change their answers when they need to.

### Important Reminders to Give Proctors

Always carefully prepare for and administer the test and subsequent transcription of student answers according to the instructions in the *Colorado Accommodations Guide for Proctors*, provided in the *Proctor Manual*.

- Students do not use any testing devices to take the paper test. They must not attempt to access Bluebook during or after testing.
- Staff must not try to take attendance electronically through Test Day Toolkit. Proctors use Test Day Toolkit to verify student identity and assignment to their testing room. No other steps for attendance or access to Bluebook take place until after all students have been dismissed from testing.
- Proctors should never try to use Bluebook to time the test. The only valid way to time the paper test is through the use of the appropriate *Paper Testing Scripts* and using a separate timer for their students.

- If appropriate, proctors must prepare ahead for administering the test over multiple days, as instructed in the *Proctor Manual*.
- If testing students with extended time, follow instructions in the *Paper Testing Scripts* to ensure no one moves on before the full standard time for the module/section has elapsed or before all testers in the room have completed the module/section.

## Returning Materials After the Test

Returning materials is a critical part of the coordinator's work. Please follow the instructions carefully, returning all testing materials and completed forms and reports as specified.

- After the test administration ends, keep the test materials in secure storage until their return.
- Discard any opened shrinkwrapping or other excess packing materials.

### Returning Tests

Your return shipment will contain the test books and other test formats (such as braille books and reader's scripts) along with each student's completed *Paper Test Taker Administration Instructions* booklet. If applicable, it will also include Essay answer sheets. Return these items to the location on the shipping label no later than 2 days after all students testing on paper have completed testing.

### Packing the Shipment

You need to return all paper test books and supplements received, all *Paper Test Taker Administration Instructions* booklets, all Essay answer sheets received, if applicable, and all copies of the Testing Room Materials Report form. You should complete the following steps after testing and transcriptions are complete to securely pack and return the test formats and student administration instructions booklets:

1. Keep all test formats together and pack them in the original shipping box.
  - ◆ Confirm that the Transcriber Security Affidavit (on page 2 of each student's *Paper Test Taker Administration Instructions* booklet) has been completed.
  - ◆ Be sure every test format with answers recorded in it is properly labeled for scoring, including the student's name, testing room, and school code.
  - ◆ Make sure the student's registration number is accurately printed on the back cover above the student's name.
  - ◆ Ensure students who took the SAT with optional Essay have a state student ID bubbled on their answer sheet.
  - ◆ Carefully match each test format with the same student's *Paper Test Taker Administration Instructions* booklet. Place all items inside the test book to ensure they are shipped together.
  - ◆ Be sure to include all completed Testing Room Materials Report forms.
2. Remove, cover, or cross out the original shipping labels, and seal with supplied tape.
3. Use the preaddressed label(s) from your test materials shipment. Call Colorado Customer Support at 866-917-9030, option 1, if your label is missing.
  - ◆ Use the supplied preprinted colored return label and pre-addressed UPS label. Make sure all labels can be clearly read.
  - ◆ Do not use the Transcription Complete sticker when returning SAT with Essay materials to ensure expedited processing.
  - ◆ If returning only SAT (no Essay) or PSAT-related materials, place a Transcription Complete sticker next to the return label on each box with transcribed test books.
  - ◆ Call 1-800-PICK-UPS or visit [ups.com](https://www.ups.com) to arrange for pickup during regular school stops or to schedule a special pickup. Or, take the package to an official UPS Customer Center and ask for a traceable receipt.
4. Securely destroy sign-in tickets, *Score Sends Code List* booklets (for SAT School Day only), and any other materials that do not need to be returned or kept on file.

# After the Test

After you've successfully administered the test, there are still a few key tasks for you to complete.

## Retesting and Irregularities

After testing is completed, you and your staff may need to report irregularities and prepare for retests. Before the close of the testing window, you may want to save your irregularity data. You may need to retain your IR data because 1 or more of your school's irregularities is not yet resolved, your district or state has policies that require data retention, or if you think students and parents may have questions about the irregularity later. Instructions for how to save your irregularity data is available at [bluebook.collegeboard.org/irregularity-data-retention](https://bluebook.collegeboard.org/irregularity-data-retention).

## What to Do with Materials

For digital testing, you will have a small amount of materials to take care of after your administration is finished. Your proctors will return to you scratch paper, sign-in tickets (from students suspected in rule violations), and seating charts. Keep seating charts on hand for 60 days and all other collected materials on hand for 30 days in case they are needed for test security investigations.

For students testing with paper or alternate test formats, follow the instructions for returning materials to College Board in *Returning Materials After the Test* on page 34. For any remaining materials, including any tracking information for return shipments, keep them on hand for 30 days.

When you dispose of materials that are no longer required, use a paper shredder or another secure disposal method.



### In This Section

- 35 [Retesting and Irregularities](#)
- 35 [What to Do with Materials](#)
- 36 [For Students Who Didn't Test](#)
- 36 [Special Reporting Use/Reason Not Tested Codes](#)

## For Students Who Didn't Test

If students didn't test, you'll need to complete the Special Reporting Use field in Test Day Toolkit for those students.

### Special Reporting Use/Reason Not Tested Codes

Complete the Colorado Special Reporting feature to indicate student test taking status.

Use Test Day Toolkit to:

- Record the reason a student didn't take the test.
- Indicate newcomers to the U.S. Newcomers are defined in the Reason Not Tested Code chart below.
- Indicate part-time public/part-time homeschooled students. Here's how:
  1. Sign in to Test Day Toolkit at [testday.collegeboard.org](https://testday.collegeboard.org).
  2. Navigate to the **All Students** page.
  3. Use the **Attendance** status filter to find students who didn't take the test.
  4. Click each student's name to open their profile page and use the **Special use only** drop-down menu to choose the appropriate codes.
  5. To enter codes for test takers who are also newcomers to the U.S. or part-time public/part-time homeschooled students, search for them by name on the **All Students** page and repeat step 4.

#### REASON NOT TESTED CODES

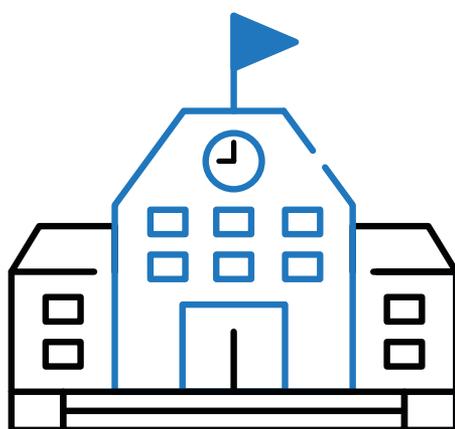
Not Tested Reason	Condition	Action
No Invalidation/ Student Tested	If the student was present on test day and participated in the test.	N/A
Took Other Assessment	If the student took the alternate assessment (CoAlt: DLM ELA/Math) instead of SAT.	Use Code 1
Newcomer to the U.S.	If the student should be identified with Newcomer to the U.S. status because the student enrolled for the first time on or after April 15, 2024, and is Non-English Proficient, based on WIDA Screener and a local body of evidence, regardless of whether the student participated or not.	Use Code 2
Withdrew Before Completion	If the student withdraws and no longer attends your school. Use only if the student moved before the start of the testing window. This code should not be applied until the end of the testing window (April 25, 2025).	Use Code 3
Student Test Refusal	If the student refused to begin testing when provided with an opportunity to test.	Use Code 4
Medical Exemption	If the student is unable to participate in the test due to a documented, significant, and fully incapacitating medical condition or emergency. In order to qualify for medical exemption, the incident or condition must be so severe that it prevents the student from participating in instruction offered either at school or at a state or district-run facility. <b>Note:</b> This code should not be used for students who are absent during testing due to typical illnesses.	Use Code 7

Not Tested Reason	Condition	Action
Part-Time Public/ Part-Time Homeschooled Student	If the student should be identified with part-time district and part-time homeschooled status, regardless of whether the student participated or not.	Use Code 8
Parental Excuse	If you receive a parent excusal letter consistent with state law and district policy before student starts testing. Note: A score is produced for all students who meet the test attemptedness criterion unless a misadministration is indicated. Parent excusal coding is not considered valid for students who tested and met attemptedness.	Use Code 9
Absent	If the student was absent for all of testing and one of the other Not Tested Reasons does not apply. This code and reason should not be entered until the end of the testing window (April 25, 2025).	Use Code 10

**IMPORTANT:** Students who tested with a nonapproved accommodation or situations where the test was misadministered will be reported in an IR submitted through Test Day Toolkit. These situations will not be recorded using a Not Tested Reason.

# Hall and Room Monitor Test Day Guide

**Colorado**



## **In This Part:**



**FIND KEY INFORMATION  
FOR HALL AND  
ROOM MONITORS**

## SAT SUITE OF ASSESSMENTS

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# Hall and Room Monitor Test Day Guide

## Colorado

## Introduction

Thank you for participating in this digital test administration. It wouldn't be possible without you.

Hall monitors and room monitors assist with test administration duties and have access to Test Day Toolkit. This guide covers everything you'll need to know about test day procedures. Read it ahead of time and use it on test day. Only share this guide with other testing staff.

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## Test Security

To keep scores valid and testing fair, it's critical that testing staff enforce the test security measures shared here.

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## An Overview of Digital Testing

Digital testing technology and support include these tools and staff:

- **Bluebook™:** The testing app installed on student devices provides most test day instructions and times each student individually.
- **Test Day Toolkit:** All test day staff need to access it on test day. Proctors use it to take attendance, read the script, start the test, monitor student progress, and report irregularities. Hall and room monitors use it to report irregularities and help proctors as needed.
- **Help room and technology monitor:** Proctors can send students to the help room, where a technology monitor will assist them with simple troubleshooting.
- **Internet access:** Students need the internet to begin testing and to submit their responses at the end of the test. During the test, students who lose their connection momentarily can continue without losing testing time.

---

## Test Day Timing

Assessments in the digital SAT® Suite have 2 sections—(1) Reading and Writing and (2) Math—with a break in between. For students testing with standard time, the Reading and Writing section is 64 minutes long and the Math section is 70 minutes long, with a 10-minute break in between sections.

Some students in Colorado will also take the SAT with optional Essay, which adds an additional hour to the total testing time.

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## Accessing Test Day Toolkit

All testing staff need to use Test Day Toolkit on test day. Accessing Test Day Toolkit the first time requires 2-step verification, which we recommend attempting at least a few days ahead of testing.

### Good to Know

- For each new administration, access Test Day Toolkit and select the upcoming administration before test day.
- Use the personalized link in your access email even if you used Test Day Toolkit before.
- To verify your identity, we require a few extra steps the first time you sign in to Test Day Toolkit.
- Start by clicking the personalized link in your access email and entering the code we send you.
- Staff get access emails with instructions as soon as their coordinator adds them to their Test Day Toolkit staff list.

### How to Sign In for the First Time

1. Click the link in your personalized access email.
    - ◆ Look for the email from College Board with “Test Day Toolkit” in the subject line.
    - ◆ The link won’t work if the email was forwarded to you.
    - ◆ Staff who didn’t get an access email should contact their test coordinator.
  2. Sign in to your College Board professional account or create one after you click the link.
  3. Choose a way for us to send you a code.
    - ◆ Make sure you select an email address you have immediate access to. The code expires after 3 minutes.
    - ◆ You’ll see the contact options your test coordinator provided to College Board.
- 
- IMPORTANT:** *If you’re at a school that screens incoming email, the code could expire before you receive it.*
- 
4. Enter the code we send you.
    - ◆ If you see a “You’re all set” message, you’ve completed first-time access successfully, but you can’t use Test Day Toolkit until your test coordinator grants you full access.

# Monitoring Hallways

Hall monitors maintain an environment where students can do their best. They treat students with respect, keep the testing area free of noise and distractions, and watch for suspicious behavior.

---

## What to Look for

- Students and proctors who need help
  - Students taking frequent or extended breaks
  - Multiple students taking unscheduled breaks at the same time
  - Students accessing devices or doing anything that could give them an unfair advantage
  - People not participating in the administration disrupting testing
  - Students or staff talking during testing or breaks
  - Students testing outside the testing rooms
- 

## How to Monitor Hallways

### Help Other Staff

Look for proctors who need you to monitor their room while they take a break. Follow the break rotation schedule if your test coordinator provided one.

Help technology monitors manage students, if necessary. Make sure students remain quiet and don't close the lids of their testing devices or turn off the screen.

Relay messages between staff members using the system set up by the test coordinator ahead of test day.

### Help Students Find Their Way

Direct students to the break area, restroom, or help room.

### Monitor Students on Break

Standard testing includes a 10-minute break between test sections. Students can use the restroom and eat a snack in the break areas. They can't talk or access any device, and they should remain quiet.

Unless they're going to the help room with their testing device, students should not have anything with them except a drink and snack. (Homeschooled students should also bring an ID.)

Students might also take an unscheduled break, during which they can use the restroom or go to the help room.

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**IMPORTANT:** *Make sure any student who leaves the testing room with a device is on their way to or from the help room.*

---

### Manage Test Day Issues

Contact your test coordinator immediately if you see students with prohibited devices or have any concerns about test security.

If you notice students taking excessive breaks, remind them they're losing testing time, and if their behavior seems suspicious, use Test Day Toolkit to report an irregularity, if instructed by your test coordinator.

See Responding to Problems on page 5 for details on handling and reporting issues.

# Monitoring Rooms

Room monitors help proctors run a fair and secure administration by keeping the testing room free of distractions.

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## What to Look For

Walk around the room often and remain alert. Keep your device with you so you can refer to Test Day Toolkit and respond to student concerns quickly. Watch for raised hands and students who do any of the following:

- View nontest content or access other applications on their device
- Test on someone else's device
- Angle their device so someone else can see it
- Copy, screenshot, record, or capture test content in any way
- Pass notes
- Close their laptops or cover their tablets

See Responding to Problems on page 5 to learn how to respond to these violations or follow instructions from your proctor or test coordinator.

---

**IMPORTANT:** *While students are testing, be sure to monitor your room carefully for any student with their hand raised. Proctors need to use Test Day Toolkit to allow students to continue testing if they exit Bluebook or their device crashes or loses power.*

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## Admit Students Returning from Break

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**IMPORTANT:** *Ensure students leave for and return from their breaks quietly, as they may be taking breaks at different times.*

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After students return from breaks and continue testing, make sure they're sitting at their assigned desk and using their own device. To do this, check the name that displays at the bottom of the student's Bluebook screen and compare with the name on their sign-in ticket.

---

## Dismissal

You may need to help your proctor dismiss students when they're finished testing. If necessary, remind students to leave as quickly and quietly as possible because students in other rooms may still be testing.

# Responding to Problems

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## ADDITIONAL GUIDANCE:

*This section covers actions for proctors and test coordinators to take in handling issues that arise. This information will help monitors assist if necessary.*

## Good to Know

- If students are unable to start the test, make sure they signed in to Bluebook with the information on their sign-in ticket.
- Irregularity Reports (IRs) completed by proctors are routed to the test coordinator for review before submission to College Board.
- Report excessive and suspicious unscheduled student breaks.
- When students are dismissed, their scratch paper must be collected. Make sure students return any sheets of scratch paper they were given with their name on each sheet. If a student returns a ripped, torn, or partial sheet of scratch paper, ask them to return all pieces. If the student refuses, report an irregularity. Test coordinators should keep all scratch paper for 30 days in case of any test security investigations.
- Before proctors dismiss students, they should check their sign-in tickets for any writing that could be copied test content. If a sign-in ticket contains test content, the proctor should collect the ticket, submit an IR, and give the ticket to the test coordinator.

---

## How to Respond to Problems

### When to Call College Board

Test coordinators should call College Board as soon as possible if:

- They have any urgent concerns about test security.
- Testing for more than half of students is interrupted for more than 10 minutes.

If a school closure prevents testing as planned, the test coordinator should reschedule for another day within the testing window. If that's impossible, they should call College Board.

### Rule Violations

Follow the instructions for early dismissal and reporting irregularities if students try to gain an unfair advantage, disturb others, talk during the break, or refuse to follow instructions. **If other students were disrupted and they require a retest, complete a separate IR for those students (see Disturbances and Interruptions on page 6). Mention any students who don't want to be retested on the prohibited behavior IR for the student who caused the disruption.**

Proctors should collect any scratch paper, sign-in tickets, or other materials containing copied test content and hand them over to the test coordinator. If the student used a prohibited device to copy test content, proctors should take photos for evidence. After collecting evidence, ensure any test content is deleted before the device is returned to the student.

If you're not sure a student deliberately violated a rule, you can give them a warning.

If a student takes excessive breaks, ask them why and where they're going and make sure they leave their testing device, scratch paper, and other items in the room.

## Early Departure

Students must stay until the standard testing time is fully elapsed and they have finished testing, but if they need to leave early, follow the instructions for early dismissal and reporting irregularities in Next Steps below.

---

**IMPORTANT:** *Students approved for extended time testing are permitted to submit their answers to the last Math module, or Essay section, if applicable, before the end of their extended time as long as standard time has fully elapsed. They must wait for the proctor to dismiss them.*

---

## Disturbances and Interruptions

In the event of any interruption, don't let students talk or access prohibited devices. If students must leave the room, monitor them and secure their testing devices. If testing is disrupted for more than half of students for more than 10 minutes, call College Board at 866-917-9030.

---

## Next Steps

### Early Dismissal

All students must stay until standard time ends except in cases of illness or rule violations. To dismiss a student before standard time ends, follow these steps:

1. Navigate to the student's page in Test Day Toolkit.
2. Check the student's testing status and tell them to exit Bluebook if their status is not **Exited**, **Submission Pending**, or **Submitted**.
3. Collect their scratch paper and sign-in ticket.
4. Click **Undo Check-In** in Test Day Toolkit.
5. Submit an IR in Test Day Toolkit.

If a student leaves without talking to you first, try to follow this procedure. If they left belongings behind, give them to your test coordinator.

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**IMPORTANT:** *Use the normal procedure to dismiss extended time students who choose to end their test after standard time ends and before their full extended time ends.*

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## Reporting Irregularities

Seek help from your test coordinator or a proctor if you need to report an irregularity. Full instructions are in their manuals.

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## Additional Information

### Unfair Advantage

Examples of violations that give students an unfair advantage include:

- Viewing nontest content or accessing other applications on their device
- Impersonation
- Accessing or using prohibited devices or aids during testing or during breaks
- Switching devices or seats without permission
- Giving or receiving test content

## Items Permitted During Testing

- Sign-in ticket
- 1 testing device
- 1 calculator (calculator covers must be kept under students' desks and students should be reminded to clear saved formulas before testing begins)
- External mouse and mouse pad
- An external keyboard for tablets (students taking the Essay may also use an external keyboard with laptops or Chromebooks if it's necessary for them to be able to type their essays). Keyboards are necessary for all students using Windows tablets. The Highlights & Notes tool will not be available to Windows tablet users without an external keyboard. For SAT with Essay testers, an external keyboard will be necessary to type the essay. If your school's only option is to test with Windows tablets, and external keyboards cannot be acquired, contact College Board.
- Scratch paper provided by the proctor
- Pen or pencil
- For EL students, translated test directions or approved word-to-word dictionary, if applicable
- Power cord (must be kept under students' desks)
- Portable charger (must be kept under students' desks)
- Backup testing device (must be kept under students' desks)
- Backup calculator or batteries (must be kept under students' desks)

## Items Permitted During Breaks

If students leave the room during the scheduled break, they can take their snack and drink with them.

## Prohibited Items

Students are not allowed to access belongings that could give them an unfair advantage or provide a way to record, photograph, or remove test content.

Unless students have a College Board–approved accommodation, they can't access these items during the test or breaks:

- Phones, smartwatches, or other electronic devices (except their testing device)
- Detachable privacy screens
- External keyboards for use with laptops or Chromebooks (except for students taking the optional SAT Essay)
- Notes, books, or any other reference materials (translated test directions and word-to-word dictionaries are permitted for test takers using EL supports)
- Scratch paper not provided by the proctor
- Headphones, earbuds, or earplugs (unless the student is using approved assistive technology that requires headphones)
- Any camera, recording device, or separate timer

## Other Items

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for approved accommodations. They must be stored under the student's desk during testing.

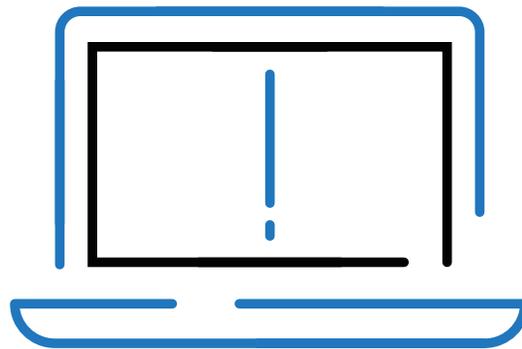
Eyeglasses, hearing aids, and glucose pumps are permitted without the need for approved accommodations; however, if a student with a glucose pump needs other supplies, they would need to be approved.

Service animals are allowed under certain circumstances. Your test coordinator will tell you whether a student can test with a service animal or an emotional support animal.

### ADDITIONAL GUIDANCE:

*Hooded shirts may be worn, but hoods must be down during testing. Brimmed caps can be brought into the testing room but must be put away and not worn during testing.*

# Technical Troubleshooting Guide



## **In This Part:**



FIND KEY INFORMATION  
FOR YOUR TECHNOLOGY  
MONITOR



TROUBLESHOOTING  
STEPS FOR ACCESS  
ISSUES ON TEST DAY

**SAT SUITE OF ASSESSMENTS**

---

# Technical Troubleshooting Guide

Technology monitors use the tips in this guide to troubleshoot individual and widespread issues. Proctors are provided with some troubleshooting steps but may direct students to you in the help room.

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## Technology Monitor Responsibilities

As a technology monitor, you must be on-site, but you don't need technical expertise. You're not expected to take any steps not listed here. Your responsibilities include:

- Using this guide to troubleshoot technical issues.
- Monitoring students in the help room and making sure they don't use prohibited devices or discuss test content.
- Sending students back to their testing room after you help them so they can complete testing.
- Following local policies regarding student-owned technology when assisting students who use personal devices.
- Telling your test coordinator about students who tested on shared devices but couldn't submit their answers and taking steps to prevent loss of data.
- When helping students whose testing was interrupted, taking note of how long their test was interrupted.

---

## If You Can't Resolve the Issue

In some cases, issues can't be resolved using the troubleshooting steps in this guide. Examples include when:

- The test doesn't show on a student's Bluebook™ homepage.
- A student's accommodations are missing or incorrect.
- A student is testing on a device managed by another school.
- A student is testing on a device managed by your school but IT help is unavailable.

If you can't resolve the issue for whatever reason, send the student to your test coordinator, who may need to call us or test the student on another day.

---

## Reporting Irregularities

To report irregularities, navigate to the **Irregularities** page in Test Day Toolkit and follow your test coordinator's instructions for choosing between a retest form and a report-only form. Select the students involved, answer the questions, and submit the report. Staff reports are routed to the test coordinator before they're submitted to College Board.

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## When to Call College Board

If a widespread issue prevents testing as planned, your test coordinator should reschedule for another day within the testing window. If that's impossible, they should call us.

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## Testing Devices

Students can test on personal or school-managed Mac and Windows devices and iPads as well as school-managed Chromebooks. Bluebook should be installed on testing devices before exam day.

### Backup Devices

If the troubleshooting tips in this guide don't work, students can use a backup device if they have one or if technology staff at your school or district installed Bluebook on extra devices.

If the student has not entered the start code yet, they can simply sign in to Bluebook on the new device.

If they have already started timed testing, the Bluebook device swap feature must be used. See *How to Complete a Device Swap* on page 9.

---

**IMPORTANT:** *Never use the device swap feature after a student's testing time runs out—their answers could be lost.*

---

# Digital Testing System

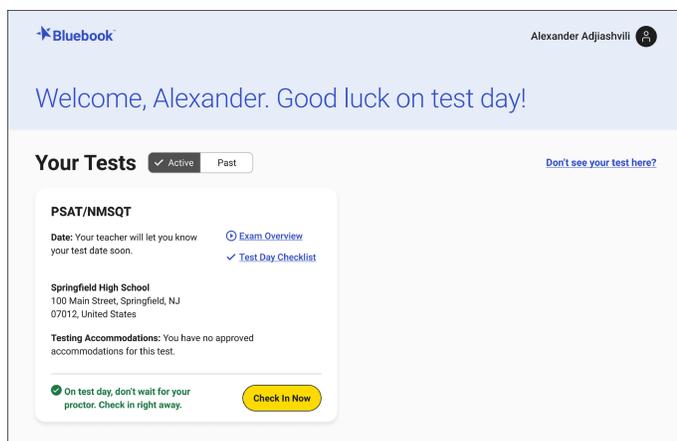
Bluebook and Test Day Toolkit work together to make digital testing possible. Students use Bluebook to take the test, and coordinators and staff use Test Day Toolkit to administer it.

Coordinators and staff can use any device that connects to the internet, their own or one provided by the school. They access Test Day Toolkit with a College Board professional account.

## Bluebook Check-In

After students arrive at their testing room, they'll sign in to Bluebook with the credentials on their sign-in ticket and start check-in. Students enter the room code provided by the proctor during check-in. Each room's code is shown in Test Day Toolkit. Bluebook prompts students to close other applications before they begin the exam.

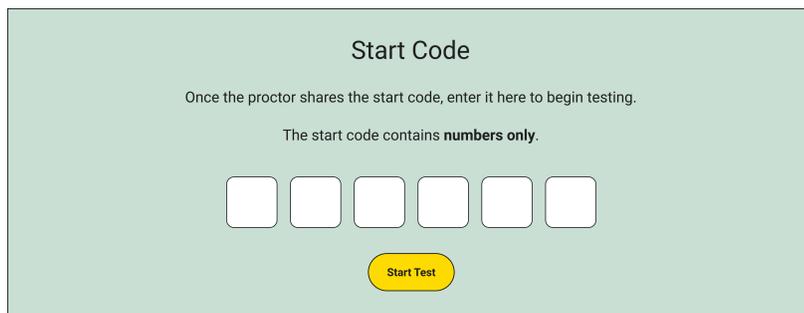
**IMPORTANT:** Room and start codes are used on test day only. Don't provide them to students during practice or readiness sessions.



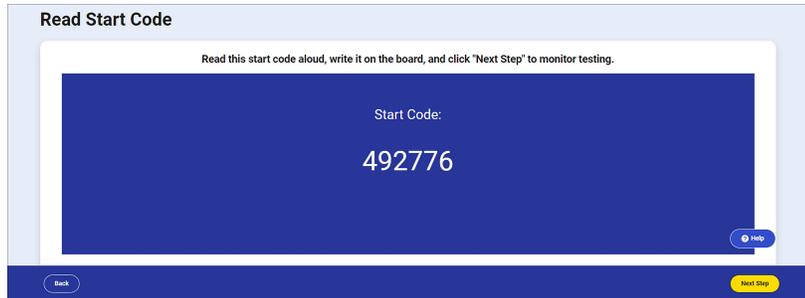
## Starting the Exam

To start the exam, students enter the start code their proctor reads at the end of the script. Each room's start code is provided in Test Day Toolkit.

### Student's View

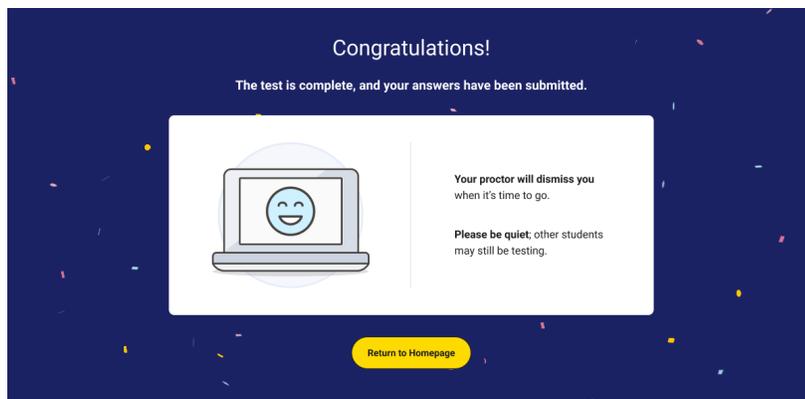


## Proctor's View



## Answer Submission

If students are connected to the internet when their time is up, their answers are submitted automatically, and they see the **Congratulations** screen with confetti. If students are not connected or they close their laptop, their answers won't be submitted automatically, but will be saved on their device.



## Student Issues: Unable to Launch Bluebook

Start by asking students if they tried following the instructions in the error message, checking their internet connection, or restarting their device.

### Bluebook is not installed.

Bluebook should be installed on testing devices before exam day, but students can download it at [bluebook.app.collegeboard.org](https://bluebook.app.collegeboard.org) if they need to. Students using school-managed devices may not be able to do this themselves.

Technology staff who manage school devices can find installation instructions at [cb.org/bluebook-deployment](https://cb.org/bluebook-deployment).

## A student using a Chromebook can't open Bluebook.

To use Bluebook on a Chromebook, the student should:

1. Turn on their Chromebook without signing in to their school user account.
2. Select **Apps > Bluebook** in the lower left corner.
3. Sign in to Bluebook with the credentials on their sign-in ticket.
4. If the student doesn't see the **Apps** menu or Bluebook isn't listed in it, Bluebook is not installed on the device.

If a student using a Chromebook is prompted to install Bluebook, they may be trying to open it after they sign in to their school user account. Tell them to sign out of their school user account and open Bluebook as instructed above.

If a student is told their Chromebook is offline even though they have an internet connection, the auto-connect setting might be the cause. This setting prevents students from using Bluebook outside their school's network, and only the technology staff who manage the device can change it.

## A student can't reach the Bluebook sign-in screen.

If Bluebook doesn't open properly, try the following fixes in order:

1. Make sure the student opened the correct digital testing application. They should click the **Star** icon to open Bluebook.
2. Check the student's internet connection. For tips, go to How to Check for an Internet Connection on page 9.
3. Switch to a backup device with Bluebook installed, if available.
4. Reinstall Bluebook, if possible. Students using personal devices can download Bluebook again at [bluebook.app.collegeboard.org](https://bluebook.app.collegeboard.org).

## A student's clock settings are preventing them from using Bluebook.

If students see a message instructing them to update their device's clock, they can't use Bluebook until their device settings are changed. Students using school-managed devices may be unable to do this themselves.

Instructions for updating clock settings vary by device type:

- Windows: Go to **Settings > Time & Language** and select **On** under **Set time automatically**.
- Mac: Go to **Preferences > Date & Time** and check the box next to **Set date and time automatically**.
- iPad: Go to **Settings > General > Date & Time** and check the box next to **Set date and time automatically**.
- Chromebook: School technology staff must use their Admin console to update their settings.

## Bluebook can't update to the latest version.

If a student's device can't update to the latest version of Bluebook, try the following steps:

1. Make sure the student can access the internet. For tips, go to How to Check for an Internet Connection on page 9.
2. **Personal Mac laptops and iPads:** Ask students to check their device settings to make sure automatic updates are turned on. After setting their device to auto-update, they'll need to find **Bluebook Exams** in the App Store and select **Open**.
3. **School-managed devices:** Ask IT staff for help. It's possible they prevent their devices from auto-updating.
4. Switch to a backup device, if available.
5. If these tips don't work, send the student to the test coordinator.

## A student is told to quit Grammarly.

If students see a message instructing them to quit Grammarly, try the following steps:

1. Tell the student to click **Quit Grammarly and Continue** as instructed.
2. If Bluebook can't quit Grammarly, the student should click **Quit Bluebook**, uninstall Grammarly, and reopen Bluebook.
3. If Grammarly can't be uninstalled, give the student a backup device *without* it, if available.

Students using managed devices may be unable to uninstall Grammarly without help from school or district technology staff.

---

## Student Issues: Unable to Start the Test

Use these tips to help students who opened Bluebook but can't start testing.

Start by asking students if they tried following instructions in the error message, checking their internet connection, quitting and reopening Bluebook, or restarting their device.

To look up a code or check a student's status, see How to Use Test Day Toolkit to Troubleshoot Issues on page 9.

## None of the students in a room can start testing.

If none of the students in a room can start testing, make sure the proctor provided students with the correct 6-digit start code for their room. Each room has a unique start code that is displayed at the end of the proctor script. If the correct code was provided, see Network Issues on page 10.

## A student can't sign in or their test isn't listed.

Make sure the student clicked **Use a sign-in ticket from your school** when they opened Bluebook and entered the credentials on their sign-in ticket.

If students signed in with their College Board account instead, they should sign out, click the first button, and use the credentials on their ticket to sign in again.

If a student made 10 failed attempts to sign in with the credentials on their sign-in ticket, they'll be locked out for 5 minutes. After another 10 failed attempts, they'll be locked out for 25 minutes. Finally, if the student has 10 more failed attempts, they'll be locked out until their test coordinator contacts College Board.

## A student's device doesn't have enough free space.

If the student sees the message “You Don't Have Enough Free Space,” they need to quit Bluebook, delete unwanted files and apps, and relaunch Bluebook.

The student can also switch to a backup device with Bluebook installed, if available.

## A student's device fails before they enter the start code.

If the student's device crashes, loses power, or doesn't start up before they start timed testing, they can switch to a backup device with Bluebook installed.

## A student can't access the exam with the start code.

If the student is on the start code screen but the start code doesn't work, try the following fixes in order:

1. Make sure the student entered the correct 5-letter room code and 6-digit start code.

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**IMPORTANT:** *Students must use the codes for the room they're assigned to in Test Day Toolkit even if they were physically moved to a new room.*

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2. Make sure the proctor marked the student present in Test Day Toolkit.
3. Check their internet connection. For tips, go to How to Check for an Internet Connection on page 9.
4. Restart the device and reopen Bluebook.
5. Switch to a backup device with Bluebook installed, if available.
6. Reinstall Bluebook.

## A student using an iPad is told to disable Guided Access mode.

If a student sees an error message telling them to disable Guided Access, it's because Apple Classroom or another application is preventing Bluebook from working properly.

Do the following:

1. Perform a hard reset of the device. To learn how, refer to A student's iPad freezes while it's locked on page 8.
2. Close other applications.
3. Go to **Settings > Accessibility > Guided Access**.
4. If Guided Access mode is enabled, turn it off. Students using school-managed iPads might need school technology staff to do this for them.
5. If these steps don't work, the student can use a backup device. If the start code wasn't entered, they can simply switch devices. If the start code was entered, and the test hasn't ended, use the device swap feature. See How to Complete a Device Swap on page 9.

---

## Student Issues: After Testing Starts

### A student's device fails during testing.

If a device freezes, crashes, or loses power during timed testing, try the following fixes in order:

1. Quit Bluebook, close applications running in the background, and sign in again.
2. Restart the device.
3. Complete a device swap if backup devices are available. See How to Complete a Device Swap on page 9.

## A student's iPad freezes while it's locked.

If a student's iPad freezes while it's locked, the student should perform a hard reset. For iPads without a **Home** button:

1. Press and quickly release the **Volume** button nearest to the **Top** button.
2. Press and quickly release the **Volume** button farthest from the **Top** button.
3. Press and hold the **Top** button.
4. When the Apple logo appears, release the **Top** button.
5. Reopen Bluebook, signing in again if you need to.

For iPads with a **Home** button, perform a hard reset this way:

1. Press and hold the iPad's **Top** button and **Home** button at the same time.
2. When the Apple logo appears, release both buttons.
3. Reopen Bluebook, signing in again if you need to.

## A student's answers aren't submitted.

Answers are saved to the student's testing device. Follow these instructions to help students submit them to College Board.

---

**IMPORTANT:** *Never use the device swap feature after a student's testing time runs out—their answers could be lost.*

---

If the student sees the **Answer Submission Incomplete** screen or an internet connection error message when their testing time ends, they should try the following steps in order:

1. Check their internet connection. For tips, go to How to Check for an Internet Connection on page 9.
2. Quit and reopen Bluebook.
3. If that doesn't work, restart their device and reopen Bluebook.
4. Click **Submit Answers** on the Bluebook homepage.
5. If they still can't submit answers, connect to a different network and try again.

If the student sees an **Answer Submission Pending** screen, send them back to the testing room so they can be dismissed by their proctor. Tell your coordinator College Board will contact them with next steps.

Otherwise, the student needs to:

- Keep their testing device.
- Return to their testing room so their proctor can follow dismissal procedures.
- Connect to the internet on their testing device later, perhaps at home, and try again.

If the student tested on a shared device and they can't keep it, notify your coordinator and take these steps to prevent loss of data:

- Don't uninstall the application.
- Don't delete any data or user profiles.
- Don't let other students use the device.
- Don't use the device swap feature.

All students should return to their testing room so their proctor can follow dismissal procedures.

Coordinators can set up a retest for students who can't submit their answers even when connected to the internet.

## A student sees the error message “You Cannot Complete Testing on This Device.”

Students see the error message “You Cannot Complete Testing on This Device” if they swap devices after time runs out and attempt to submit answers on the new device.

Students need to open Bluebook on the device they were using when time ran out and follow the instructions for A student’s answers aren’t submitted on page 8. No action is required in Test Day Toolkit, even if the proctor previously approved a device swap.

---

## Student Issues: Reference

### How to Use Test Day Toolkit to Troubleshoot Issues

- To search for the student, go to **All Students** in Test Day Toolkit.
- To find out if the proctor marked the student present, check the student’s attendance status. They should have a **Checked in to room** status.
- To check the room code, click the name of the student’s assigned room, and click **Skip to Attendance**. The 5-letter room code is in the upper right corner of the screen.
- To check the start code for the student’s room, go to the room’s **Attendance** page and click **Next Step** until you reach the end of the script. The 6-digit start code is in the center of the screen.

### How to Complete a Device Swap

Device swap is a Bluebook feature that syncs test data so students can continue testing on a new device. Use it only if the student has entered the start code, if the student has time remaining, and if all troubleshooting tips have failed.

---

**IMPORTANT:** *Never use the device swap feature after a student’s testing time runs out—their answers could be lost.*

---

Complete these steps to swap devices:

1. Tell the student to shut down their original testing device.
2. Tell the student to open Bluebook on the new device, sign in, and click **Resume Testing** on their homepage. A pop-up window will tell them their proctor must approve the device swap.
3. Send the student back to their testing room and tell them to ask their proctor to approve the swap.
  - To approve a device swap, proctors click the student’s name on the Test Day Toolkit monitoring dashboard and then click the **Let Student Continue Testing** button on the student’s profile page.
4. After the student clicks **Resume Testing Now** on the new device, they’ll be returned to the question they last viewed.

### How to Check for an Internet Connection

If a troubleshooting tip directs you to make sure a device is connected to the internet:

1. **Chromebooks only:** Press and hold the power button, select **Sign Out** to quit Bluebook, and sign in to the device.
2. Open a browser.
3. Navigate to collegeboard.org.
4. If the device isn’t connected to the internet, see Network Issues on page 10.
5. **Chromebooks only:** After confirming the connection, sign out of the device and open Bluebook *without* turning the device off.

---

## Network Issues

Follow these instructions if connectivity issues interfere with testing.

---

**IMPORTANT:** *Students need an internet connection to start the exam and to submit answers but can keep testing if their connection drops momentarily.*

---

### If Testing Has Started

If there's a momentary drop in connection during testing, students can continue testing; their answers are saved to their devices.

During this time, proctors can't monitor the exam from Test Day Toolkit and must rely on observation to gauge student progress.

**Answer submission:** If students don't have a connection when their time is up, their answers won't be submitted automatically. If there's a network issue after testing has started and before the end of the test, contact network staff at your school or district. If they're unavailable or unable to solve the problem, help the student submit their answers before they're dismissed by following the instructions for A student's answers aren't submitted on page 8.

### If Testing Hasn't Started

If students can't connect to the network and they have not started testing, try these fixes in this order.

**1. If other devices in the same room are connected, check the student's device.**

- Make sure device Wi-Fi is on and airplane mode is off.
- Make sure the student connected to the right network with the right password.
- If the student is using a virtual private network (VPN), tell them to disable it.
- If they're using your guest network, follow the guidance in step 3.
- Give them a backup device with Bluebook installed, if available.

If you can't resolve the student's issue, their proctor should notify the coordinator.

**2. If no one in the room can connect, try these steps.**

- Ask students to sign in and connect to a different network, if available.
- Try a different space. Before moving students, test the connection in a backup room by connecting to the same network students will use.

**3. If students are using your guest network, make sure they completed all required steps.**

- **Chromebooks only:** Press and hold the power button, select **Sign Out** to quit Bluebook, and sign in to the device.
- Select the guest Wi-Fi from the list of available networks, open a browser, and follow any instructions for connecting to the internet.
- Depending on the way your guest network is set up, students may need to enter a password or agree to terms and conditions.
- If given a choice, students should select the option that allows them to stay connected for 4 hours or more (longer for extended time testing).
- **Chromebooks only:** After confirming the connection, sign out of the device and open Bluebook *without* turning the device off.

#### 4. Contact the school or district staff who manage your network.

- Firewalls, content filters, and proxy servers can prevent some or all students from testing successfully.
- Make sure traffic to and from the domains listed on [Network Requirements](#) can bypass any security appliances and software.

#### 5. Notify your test coordinator.

- If technical support for your network is unavailable or the issue can't be resolved, your test coordinator should test students at another time within the testing window.

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## Test Day Toolkit Access Issues

Coordinators and staff use Test Day Toolkit to administer the exam. They can use any device that connects to the internet, their own or one provided by the school. They access Test Day Toolkit with a College Board professional account.

New staff might need help completing 2-step verification to access Test Day Toolkit for the first time.

They'll receive a personalized access email with instructions when the coordinator adds their contact details to the toolkit. Staff will need to take these steps:

1. Click the link in the email.
2. Sign in to their College Board professional account.
3. Choose a way for us to send them a code.
4. Enter the code we send them.

### Staff didn't get a Test Day Toolkit access email.

- Make sure staff are using an access email personalized for them. Access emails won't work if shared.
- Ask staff to check their junk email folder. The access email will come from College Board and include "Test Day Toolkit" in the subject line.
- Ask staff to add College Board to their contacts.
- Ask the coordinator to use Test Day Toolkit to send staff another access email by checking the box next to the staff name on the **Staff** page and selecting **Send access email** from the dropdown menu.

### Staff doesn't have a College Board professional account.

They can create one after they click the link in the Test Day Toolkit access email or by going to [collegeboard.org](https://collegeboard.org).

### The 2-step verification code doesn't work.

If staff get a verification code but it doesn't work, it may have expired. Staff can request another code and should choose a contact option they can access within 3 minutes.

### Staff didn't get a 2-step verification code.

If staff didn't get a verification code or see only an email address or phone numbers they can't access quickly, their test coordinator should check their contact info in Test Day Toolkit to make sure it's accurate and update it if necessary. Mobile numbers are usually the best choice; emails sent to schools can arrive after the code expires and staff might not get a voice message sent to a school phone number.

Test coordinators can update staff contact info in Test Day Toolkit by clicking the staff name on the **Staff** page and then clicking **Edit**.

## Staff signs in successfully but can't use Test Day Toolkit.

If staff see a “You're all set” message on exam day, their coordinator needs to check the box next to the staff name on the **Staff** page and choose **Grant toolkit access** in the dropdown menu.

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## Supplemental Troubleshooting

Extra troubleshooting tips are available at [bluebook.org/troubleshooting](https://bluebook.org/troubleshooting).

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## College Board Support

Call 888-477-7728 (within the U.S.) or +1 212-237-1335 (international).

Save time—prepare to answer these questions when you call:

- Is the student using a Chromebook, Windows device, Mac device, or iPad?
- Are they using a personal device or one managed by your school?
- How many students are affected?
- Are the affected students in the same room?
- What error messages did students see?
- Which students are affected? (If possible, have Test Day Toolkit open when you call or write down the students' registration numbers.)

# Appendix



## **In This Part:**

**ACCESS ADDITIONAL  
RESOURCES**

# Contents

1	<b>Timing Charts</b>
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12	Testing Staff Responsibilities
13	Privacy, Data Use and Security, and Confidentiality Rules
14	Miscellaneous
15	<b>SAT Suite of Assessments Seating Chart</b>
15	Recording Student Seat Assignments
17	<b>Acceptable Calculators</b>
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19	<b>Proctor Essentials for Test Day</b>

# Timing Chart for Testing in Bluebook

All students taking any of the SAT Suite of Assessments in Bluebook will use the timing in this chart for the Reading and Writing section and the Math section, except those testing with a paper test book (including a braille test book), a human reader, or raised line drawings supplement. For those exceptions, see the Timing Chart for Testing with Paper Materials after this chart. Please note the following additional information about accommodations:

- For students approved for up to more than double time or limited time testing, the student's decision letter will indicate how long the student is approved to test and over how many days. If testing over 2 days, Bluebook will automatically break the test between sections.
- Students testing over more than 2 days will test on paper. See the *Paper Testing Scripts* for the test you're administering on the Help page of Test Day Toolkit for more information.
- Extra breaks are automatically applied to all students with extended time.
- Students testing with extended time have the option to move on when ready once the full standard time has elapsed on the module or section they are currently taking. This means that break times may be less coordinated than in the past, and students may end the test at different times.
- Students in the same group type may be timed differently if students have unlike break times. To minimize disruptions and students testing on varying schedules, you may want to organize students in rooms with similar break times instead of relying only on group types.
- Students approved for Screen Reader (Non-Embedded) will also be approved for Reading: Up to Time and One-half.
- Students approved for Text-to-Speech (Embedded) won't have automatic approval for extended time; the coordinator should confirm their accommodations before using these timing charts.
- Students with SAAs, if applicable to your state, can be tested in the same room as other students with the same timing.
- If you are administering the SAT with Essay, skip down to SAT with Essay Timing Chart.

**PSAT 8/9, PSAT 10, AND SAT TIMING CHART**

Timing	Section 1 Reading and Writing			Section 2 Math		Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	
GROUP TYPE IN TEST DAY TOOLKIT: S1						
Standard Time	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	2:14 testing time + breaks = 2:24
Standard Time with Extra Breaks	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	2:14 testing time + breaks = 2:34
	5-min. break			5-min. break		
Standard Time and Extended Breaks	32 minutes	32 minutes	20 minutes	35 minutes	35 minutes	2:14 testing time + breaks = 2:34
Standard Time and Breaks as Needed*	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	2:14 testing time + variable breaks
GROUP TYPE IN TEST DAY TOOLKIT: S3						
Reading: Up to Time and One-Half	48 minutes	48 minutes	10 minutes	53 minutes	53 minutes	3:22 testing time + breaks = 3:42
	5-min. break			5-min. break		
Reading: Up to Time and One-Half and Extended Breaks	48 minutes	48 minutes	20 minutes	53 minutes	53 minutes	3:22 testing time + breaks = 4:02
	10-min. break			10-min. break		

\*The total testing time for a student approved for breaks as needed will depend on how often the student requires a break.

Timing	Section 1 Reading and Writing			Section 2 Math		Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	
GROUP TYPE IN TEST DAY TOOLKIT: S5						
Reading: Up to Double Time	64 minutes	64 minutes	20-min. nutrition break**	70 minutes	70 minutes	4:28 testing time + breaks = 4:58
	5-min. break			5-min. break		
Reading: Up to Double Time and Extended Breaks	64 minutes	64 minutes	20 minutes	70 minutes	70 minutes	4:28 testing time + breaks = 5:08
	10-min. break			10-min. break		
GROUP TYPE IN TEST DAY TOOLKIT: S2						
Math: Up to Time and One-Half	32 minutes	32 minutes	10 minutes	53 minutes	53 minutes	2:50 testing time + breaks = 3:05
				5-min. break		
Math: Up to Time and One-Half and Extended Breaks	32 minutes	32 minutes	20 minutes	53 minutes	53 minutes	2:50 testing time + breaks = 3:20
				10-min. break		
GROUP TYPE IN TEST DAY TOOLKIT: S4						
Math: Up to Double Time	32 minutes	32 minutes	10 minutes	70 minutes	70 minutes	3:24 testing time + breaks = 3:39
				5-min. break		
Math: Up to Double Time and Extended Breaks	32 minutes	32 minutes	20 minutes	70 minutes	70 minutes	3:24 testing time + breaks = 3:54
				10-min. break		

\*\*Students will receive a 20-minute nutrition break in between the Reading and Writing section and the Math section.

**SAT WITH ESSAY TIMING CHART**

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
GROUP TYPE IN TEST DAY TOOLKIT: S1								
Standard Time	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	10 minutes	50 minutes	3:04 testing time + breaks = 3:24
Standard Time with Extra Breaks	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	10 minutes	25 minutes	3:04 testing time + breaks = 3:39
	5-min. break			5-min. break			5-min. break	
Standard Time and Extended Breaks	32 minutes	32 minutes	20 minutes	35 minutes	35 minutes	20 minutes	50 minutes	
Standard Time and Breaks as Needed*	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	10 minutes	50 minutes	3:04 testing time + variable breaks
GROUP TYPE IN TEST DAY TOOLKIT: S3								
Reading: Up to Time and One-Half	48 minutes	48 minutes	20-min. nutrition break	53 minutes	53 minutes	10 minutes	38 minutes	4:37 testing time + breaks = 5:22
	5-min. break			5-min. break			5-min. break	
Reading: Up to Time and One-Half and Extended Breaks	48 minutes	48 minutes	20 minutes	53 minutes	53 minutes	20 minutes	37 minutes	
	10-min. break			10-min. break			38 minutes	4:37 testing time + breaks = 5:47
							10-min. break	
							37 minutes	

\*The total testing time for a student approved for breaks as needed will depend on how often the student requires a break.

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
GROUP TYPE IN TEST DAY TOOLKIT: S5								
Reading: Up to Double Time	64 minutes	64 minutes	20-min. nutrition break	70 minutes	70 minutes		50 minutes	<b>End of Day 2</b> (1:40 testing time + breaks = 1:45)
	5-min. break			5-min. break	<b>End of Day 1</b> (4:28 testing time + breaks = 4:58)		5-min. break	
Reading: Up to Double Time and Extended Breaks	64 minutes	64 minutes	20 minutes	70 minutes	70 minutes		50 minutes	
	10-min. break			10-min. break	<b>End of Day 1</b> (4:28 testing time + breaks = 5:08)		10-min. break 50 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: S2								
Math: Up to Time and One-Half	32 minutes	32 minutes	10 minutes	53 minutes	53 minutes	10 minutes	50 minutes	3:40 testing time + breaks = 4:05
				5-min. break				
Math: Up to Time and One-Half with Extended Breaks	32 minutes	32 minutes	20 minutes	53 minutes	53 minutes	20 minutes	50 minutes	3:40 testing time + breaks = 4:30
				10-min. break				
GROUP TYPE IN TEST DAY TOOLKIT: S4								
Math: Up to Double Time	32 minutes	32 minutes	10 minutes	70 minutes	70 minutes	10 minutes	50 minutes	4:14 testing time + breaks = 4:39
				5-min. break				
Math: Up to Double Time and Extended Breaks	32 minutes	32 minutes	20 minutes	70 minutes	70 minutes	20 minutes	50 minutes	4:14 testing time + breaks = 5:04
				10-min. break				

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
GROUP TYPE IN TEST DAY TOOLKIT: S10								
Writing: Up to Time and One-Half	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	10 minutes	38 minutes	3:29 testing time + breaks = 3:54
							5-min. break	
37 minutes								
Writing: Up to Time and One-Half and Extended Breaks	32 minutes	32 minutes	20 minutes	35 minutes	35 minutes	20 minutes	38 minutes	3:29 testing time + breaks = 4:19
							10-min. break	
							37 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: S9								
Writing: Up to Double Time	32 minutes	32 minutes	10 minutes	35 minutes	35 minutes	10 minutes	50 minutes	3:54 testing time + breaks = 4:19
							5-min. break	
50 minutes								
Writing: Up to Double Time and Extended Breaks	32 minutes	32 minutes	20 minutes	35 minutes	35 minutes	20 minutes	50 minutes	3:54 testing time + breaks = 4:44
							10-min. break	
							50 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: S12								
Math + Writing: Up to Time and One-Half	32 minutes	32 minutes	10 minutes	53 minutes	53 minutes	10 minutes	38 minutes	4:05 testing time + breaks = 4:35
				5-min. break				
37 minutes								
GROUP TYPE IN TEST DAY TOOLKIT: S11								
Math + Writing: Up to Double Time	32 minutes	32 minutes	10 minutes	70 minutes	70 minutes	50 minutes	50 minutes	<b>End of Day 2</b> (1:40 testing time + breaks = 1:45)
				5-min. break	<b>End of Day 1</b> (3:24 testing time + breaks = 3:39)		5-min. break	
50 minutes								

# Timing and Breaks for Testing with Paper Materials

Use this timing chart for students taking the digital test with paper supplements (e.g., reader's script or raised line drawings) as well as for students testing with a paper test book.

**IMPORTANT:** For paper test takers, the proctor must time the test and breaks using the *Paper Testing Scripts*. They must never try to time the test using Bluebook—attempting to do so will result in a misadministration.

## SAT SUITE PAPER MATERIALS TIMING AND BREAKS

Timing	Section 1 Reading and Writing			Section 2 Math		Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	
GROUP TYPE IN TEST DAY TOOLKIT: P1 or S1						
<b>Script 1</b> Standard Time	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	2:44 testing time + breaks = 2:54
<b>Script 2</b> Standard Time with Extra Breaks	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	2:44 testing time + breaks = 3:04
	5-min. break			5-min. break		
<b>Script 1</b> Standard Time and Extended Breaks	39 minutes	39 minutes	20 minutes	43 minutes	43 minutes	2:44 testing time + breaks = 3:04
<b>Script 1</b> Standard Time and Breaks as Needed*	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	2:44 testing time + variable breaks

\*The total testing time for a student approved for breaks as needed will depend on how often the student requires a break.

Timing	Section 1 Reading and Writing			Section 2 Math		Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S3						
<b>Script 3</b> Reading: Up to Time and One-Half	59 minutes	59 minutes	20-min. nutrition break	65 minutes	65 minutes	4:08 testing time + breaks = 4:38
	5-min. break			5-min. break		
<b>Script 3</b> Reading: Up to Time and One-Half and Extended Breaks	59 minutes	59 minutes	20 minutes	65 minutes	65 minutes	4:08 testing time + breaks = 4:48
	10-min. break			10-min. break		
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S5						
<b>Script 4</b> Reading: Up to Double Time	78 minutes	78 minutes	<b>End of Day 1</b> (2:36 testing time + breaks = 2:41)	86 minutes	86 minutes	<b>End of Day 2</b> (2:52 testing time + breaks = 2:57)
	5-min. break			5-min. break		
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S2						
<b>Script 1 + Script 3</b> Math: Up to Time and One-Half	39 minutes	39 minutes	10 minutes	65 minutes	65 minutes	3:28 testing time + breaks = 3:43
				5-min. break		
<b>Script 1 + Script 3</b> Math: Up to Time and One-Half and Extended Breaks	39 minutes	39 minutes	20 minutes	65 minutes	65 minutes	3:28 testing time + breaks = 3:58
				10-min. break		
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S4						
<b>Script 1 + Script 4</b> Math: Up to Double Time	39 minutes	39 minutes	10 minutes	86 minutes	86 minutes	4:10 testing time + breaks = 4:25
				5-min. break		
<b>Script 1 + Script 4</b> Math: Up to Double Time and Extended Breaks	39 minutes	39 minutes	20 minutes	86 minutes	86 minutes	4:10 testing time + breaks = 4:40
				10-min. break		

**SAT WITH ESSAY PAPER MATERIALS TIMING AND BREAKS**

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
GROUP TYPE IN TEST DAY TOOLKIT: P1 or S1								
<b>Script 1</b> Standard Time	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	10 minutes	50 minutes	3:34 testing time + breaks = 3:54
<b>Script 2</b> Standard Time with Extra Breaks	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	10 minutes	25 minutes	3:34 testing time + breaks = 4:09
		5-min. break		5-min. break	25 minutes			
<b>Script 1</b> Standard Time and Extended Breaks	39 minutes	39 minutes	20 minutes	43 minutes	43 minutes	20 minutes	50 minutes	
<b>Script 1</b> Standard Time and Breaks as Needed*	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	10 minutes	50 minutes	3:34 testing time + variable breaks
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S3								
<b>Script 3</b> Reading: Up to Time and One-Half	59 minutes	59 minutes	20-min. nutrition break	65 minutes	65 minutes	38 minutes	5-min. break	<b>End of Day 2</b> (1:15 testing time + breaks = 1:20)
		5-min. break		5-min. break	<b>End of Day 1</b> (4:08 testing time + breaks = 4:38)		37 minutes	
<b>Script 3</b> Reading: Up to Time and One-Half and Extended Breaks	59 minutes	59 minutes	20 minutes	65 minutes	65 minutes	38 minutes	10-min. break	
		10-min. break	10-min. break	<b>End of Day 1</b> (4:08 testing time + breaks = 4:48)	37 minutes			<b>End of Day 2</b> (1:15 testing time + breaks = 1:25)

\*The total testing time for a student approved for breaks as needed will depend on how often the student requires a break.

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S5								
<b>Script 4</b> Reading: Up to Double Time	78 minutes	78 minutes	20-min. nutrition break	86 minutes	86 minutes	<b>End of Day 1</b> (5:28 testing time + breaks = 5:58)	50 minutes	<b>End of Day 2</b> (1:40 testing time + breaks = 1:45)
	5-min. break			5-min. break			50 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S2								
<b>Script 1 + Script 3</b> Math: Up to Time and One-Half	39 minutes	39 minutes	10 minutes	65 minutes	65 minutes	10 minutes	50 minutes	4:18 testing time + breaks = 4:43
				5-min. break				
<b>Script 1 + Script 3</b> Math: Up to Time and One-Half and Extended Breaks	39 minutes	39 minutes	20 minutes	65 minutes	65 minutes	20 minutes	50 minutes	4:18 testing time + breaks = 5:08
				10-min. break				
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S4								
<b>Script 1 + Script 4</b> Math: Up to Double Time	39 minutes	39 minutes	10 minutes	86 minutes	86 minutes	<b>End of Day 1</b> (4:10 testing time + breaks = 4:25)	50 minutes	<b>End of Day 2</b> (0:50 testing time)
				5-min. break				
<b>Script 1 + Script 4</b> Math: Up to Double Time and Extended Breaks	39 minutes	39 minutes	20 minutes	86 minutes	86 minutes	<b>End of Day 1</b> (4:10 testing time + breaks = 4:40)	50 minutes	<b>End of Day 2</b> (0:50 testing time)
				10-min. break				
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S10								
<b>Script 1 + Script 3</b> Writing: Up to Time and One-Half	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	10 minutes	38 minutes	3:59 testing time + breaks = 4:24
							5-min. break	
							37 minutes	

Timing	Section 1 Reading and Writing			Section 2 Math			Section 3 Essay	Total Testing Time
	Module 1	Module 2	Break	Module 1	Module 2	Break		
<b>Script 1 + Script 3</b>  Writing: Up to Time and One-Half and Extended Breaks	39 minutes	39 minutes	20 minutes	43 minutes	43 minutes	20 minutes	38 minutes	3:59 testing time + breaks = 4:49
							10-min. break	
							37 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S9								
<b>Script 1 + Script 4</b>  Writing: Up to Double Time	39 minutes	39 minutes	10 minutes	43 minutes	43 minutes	10 minutes	50 minutes	4:24 testing time + breaks = 4:49
							5-min. break	
							50 minutes	
<b>Script 1 + Script 4</b>  Writing: Up to Double Time and Extended Breaks	39 minutes	39 minutes	20 minutes	43 minutes	43 minutes	20 minutes	50 minutes	4:24 testing time + breaks = 5:14
							10-min. break	
							50 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: P3 or S12								
<b>Script 1 + Script 3</b>  Math + Writing: Up to Time and One-Half	39 minutes	39 minutes	10 minutes	65 minutes	65 minutes		38 minutes	<b>End of Day 2</b> (1:15 testing time + breaks = 1:20)
				5-min. break	<b>End of Day 1</b> (3:28 testing time + breaks = 3:43)		5-min. break	
							37 minutes	
GROUP TYPE IN TEST DAY TOOLKIT: P5 or S11								
<b>Script 1 + Script 4</b>  Math + Writing: Up to Double Time	39 minutes	39 minutes	20-min. nutrition break	86 minutes	86 minutes		50 minutes	<b>End of Day 2</b> (1:40 testing time + breaks = 1:45)
				5-min. break	<b>End of Day 1</b> (4:10 testing time + breaks = 4:35)		5-min. break	
							50 minutes	

# Testing Staff Agreement

## Introduction

This Testing Staff Agreement (“**Agreement**”) applies to all testing staff administering an in-school test in the SAT® Suite of Assessments, which includes SAT School Day, PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9 (“**Assessment**”). Each administration of an Assessment constitutes a “**Test Administration**.” Testing Staff includes, without limitation, test coordinators, proctors, monitors, technical support staff, and other staff (“**Testing Staff**” or “**you**”), acting on behalf of the school.

**Test Day Toolkit.** As part of your role as Testing Staff at a Test Administration, you will have access to the College Board web-based tool (application) for administering assessments (“**Test Day Toolkit**”). Test Day Toolkit is accessible via a laptop, mobile phone, tablet, and desktop computer and allows you to perform certain test day related functions.

## Testing Staff Responsibilities

- You agree to fulfill the responsibilities described in this Agreement for each Test Administration for which you are Testing Staff.
- The information relating to the Assessment and the questions contained in them is the property of College Board and is protected by copyright law. As such, you agree that you will not copy, reproduce, or remove any materials from or relating to the Assessment.
- You will not serve as test coordinator or technology monitor at the same testing school where a member of your household or immediate family (“**related student**”) is testing. Your immediate family includes parents, siblings, children, grandparents, and spouse regardless of whether they reside in the same household. You may serve as test coordinator or technology monitor at a different school on the same day that a related student is testing at another school. A breach of this rule may result in cancellation of the student’s score.
- You will not serve as a proctor with a related student testing in your assigned room. You may proctor a different room while the related student is testing in the same school on the same day. A breach of this rule may result in cancellation of the student’s score.
- You will not, and have not, provided any assistance or coaching to students on the Assessment (including directing or changing answers) prior to, during, or after the Test Administration.
- You are not engaged in any private test preparation related to College Board assessments and will not engage in such activity for the remainder of the current school year.
- You will not discuss details about the Assessment including Assessment policies or procedures with anyone other than Testing Staff on an as needed basis, including the media or through social media. You will refer all media questions to the College Board Office of Communications at [communications@collegeboard.org](mailto:communications@collegeboard.org).
- You will comply with terms of this Agreement, which incorporates and supplements the [Legal Terms for Educators and Institutions](#), and you also will comply with the rules and responsibilities applicable to your role as Testing Staff, all of which are incorporated and made part of this Agreement. These include, as applicable, testing staff manuals and resources found at [satsuite.org/educator-experience](https://satsuite.org/educator-experience).
- You will comply with, and are permitted to perform, your Testing Staff role, in accordance with all applicable laws and regulations.

## Test Day Toolkit

**Right to Use.** College Board grants you a nonexclusive, nontransferable, revocable right to access and use Test Day Toolkit solely for the purposes set forth herein. You agree to use Test Day Toolkit only in connection with your role as Testing Staff. You understand that College Board is not granting you any license to the underlying technologies, calculations, and methodologies that compose Test Day Toolkit, the supporting services, or the data stored or available in Test Day Toolkit.

**Ownership.** You understand and acknowledge that all title, proprietary, and intellectual property rights in and to Test Day Toolkit are owned solely by College Board, including, without limitation, copyright, trade secrets, and trademarks. You acknowledge and agree that Test Day Toolkit is protected under U.S. laws and international treaties. You have a limited right to use Test Day Toolkit in accordance with the terms of this Agreement. You agree not to change, alter, or modify Test Day Toolkit or any related materials, and not to attempt to disassemble, decompile, reverse-engineer, or otherwise translate any software incorporated in Test Day Toolkit or any related materials.

## Privacy, Data Use and Security, and Confidentiality Rules

**Privacy Policies.** College Board recognizes the importance of protecting test taker and Testing Staff privacy.

College Board privacy policies located at [collegeboard.org/privacy-center](https://collegeboard.org/privacy-center) (“**Privacy Policies**”) are part of this Agreement and you hereby consent to the collection, use, and disclosure by College Board of your personally identifiable information described in the Privacy Policies. This section supplements the Privacy Policies. College Board may update its Privacy Policies from time to time, and they are subject to change up to one (1) week prior to the Test Administration. You are required to review the Privacy Policies prior to the Test Administration. You further consent to College Board processing your personally identifiable information as necessary for performance and enforcement of this Agreement and its transfer to the United States of America and subject to use and disclosure laws of the United States, as applicable. If you do not consent to this transfer to the United States, do not sign this Agreement or serve as Testing Staff for College Board.

**Data Use and Security.** In your role as Testing Staff at a Test Administration, you may have access to personally identifiable information including, without limitation, test taker or Testing Staff names, phone numbers, addresses, email addresses, dates of birth, gender, and/or photo and accommodations status of students (“**PII**”). You agree to use PII solely as needed for your role as Testing Staff and for no other purpose whatsoever. You will not share, print screenshots or otherwise attempt to display, copy, reproduce or print PII in any manner (excluding sign-in tickets and rosters of test takers showing only name and assigned testing room). You will ensure that this set of rosters will only be handled by Testing Staff, will not indicate in any way accommodations status, and will be timely destroyed as required by this Agreement.

If you are the test coordinator of a Test Administration, you may be able to enter into Test Day Toolkit certain PII of Testing Staff, including the name and contact details of Testing Staff, only after you have received the individual’s express permission for you to (i) provide their PII to College Board and (ii) enter it into Test Day Toolkit for your access and use, for Test Administration purposes only. By entering PII of any Testing Staff, you represent that you have obtained such permission of each individual and you have no reason to believe that such individual is not qualified and suitable to serve as Testing Staff and to administer the Assessment in accordance with the terms of this Agreement.

If you are the test coordinator of a Test Administration, you agree to exercise care when sharing or delegating access in Test Day Toolkit to any test taker PII to any Testing Staff, including, but not limited to, only (i) granting access to the Testing Staff specifically assigned to the applicable Test Administration, (ii) granting access to the test taker

PII relevant to the individual Testing Staff’s role for the applicable Test Administration day, and (iii) granting any such access to Testing Staff no earlier than the day of Test Administration. You agree and understand that College Board collects, uses, processes, and retains Testing Staff PII solely for Test Administration purposes and as otherwise permitted by its Privacy Policies.

It is essential that PII and Confidential Information herein be held in confidence and securely protected. You agree: (i) to keep your personal device you use for your role as Testing Staff with you at all times during testing; (ii) to notify College Board should your personal device become missing during the Test Administration; (iii) not to disclose any PII to anyone other than Testing Staff or College Board strictly on a need to know basis for purposes of the Test Administration; (iv) not to misuse, transfer, or copy PII for any other reasons whatsoever except as allowed herein; and (v) securely destroy any printed rosters on test day once any relevant Irregularity Reports (as defined in the SAT Suite Test Coordinator/Proctor Manuals and Test Day Toolkit) have been submitted.

**Confidentiality.** Before, during, and after testing, you will be given access to certain College Board proprietary and confidential information and materials (in whatever form, including tangible or intangible, and written or oral) (“**Confidential Information**”). Confidential Information includes without limitation, test information, Test Day Toolkit content, test questions and answers, data, designs, specifications, guides, manuals, and documents. You agree before, during, and after the Test Administration of the Assessment to hold Confidential Information in strict trust and confidence and not to use any Confidential Information for any purpose other than for the performance of your role as Testing Staff. All rights, title to, and interest in Confidential Information will remain with College Board.

**GENERAL DISCLAIMER.** COLLEGE BOARD DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED REPRESENTATIONS OR WARRANTIES OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE RELATING TO TEST DAY TOOLKIT. COLLEGE BOARD DOES NOT REPRESENT OR WARRANT THAT TEST DAY TOOLKIT WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED.

## Miscellaneous

**Publicity.** You may not use the College Board name or its trademarks for any reason.

**No Third-Party Beneficiaries.** Each party intends that this Agreement shall not benefit or create any right or cause of action in or on behalf of, any person or entity other than College Board and you.

**Termination.** College Board may terminate this Agreement at any time with or without a written notice to you. We further reserve the right to prohibit you from participating in any future College Board testing or other programs, products, or services.

**Assignability.** You agree not to assign any right or delegate or subcontract any obligation under this Agreement.

**Severability.** If any provision or part of this Agreement is held to be invalid, illegal, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way, and, to the extent possible, the invalid, illegal, or unenforceable provision will be modified so that it is valid, legal, and enforceable and, to the fullest extent, reflects the intention of the parties.

**Return of College Board Property.** Promptly upon College Board’s request and upon termination of the Agreement, you agree to deliver to College Board, all of College Board’s property and all copies of College Board’s property in your possession.

By clicking **Submit**, you acknowledge that you have read and agree to this Agreement.



## SAT SUITE OF ASSESSMENTS

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# Seating Chart

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### Recording Student Seat Assignments

In the SAT<sup>®</sup> Suite testing site, proctors help keep the test fair and valid by accounting for where students are seated in their testing room. The seating chart provided here can be used to record the student name for each seat in the testing room. Follow the instructions on the chart for recording names.

The paper chart has room for recording up to 49 assigned desks. If testing in a large room, the proctor can complete more than one chart, as indicated in the chart instructions.

The coordinator should retain completed charts for 60 days (or longer if state or local policies dictate) in case of need for a security investigation.

# Seating Chart

Use this chart to indicate how seats were assigned to students seated in your testing room. For large rooms, use a separate form for each area of the room and indicate where areas adjoin each other.

Fill in your name, role (proctor or monitor), date, center/school and room number, and page information (e.g., page 1 of 1).

**Name** \_\_\_\_\_

**Role** \_\_\_\_\_ **Date** \_\_\_\_\_

**Center/School Number** \_\_\_\_\_ **Room Number** \_\_\_\_\_

**Page** \_\_\_\_\_ **of** \_\_\_\_\_

## Sample Seating Chart

**REAR**

<del> </del>													
<del> </del>													
<del> </del>													
<del> </del>													

**FRONT**

Room entrance

Zimmer, Jenny	Loaride, Ray	Beaton, Nathan	Holmes, Meawes	Weaver, Stefana	Tam, Nick	Wong, Uri	Solebury, Marc	Johns, Tom	Herbert, Louise	Kline, Rick	Roy, Trey	Platt, Anne	Houston, Bob	Neuman, Cindy	Lee, Phil	Farmer, Chris
Schwarz, Mary	Palley, Pat	Woodhouse, Sara	Richter, Gina	Keeler, Pete	Mazur, Sue											

Students face this direction

- For each occupied seat, write in the student's full last name and as much of the first name as you can fit. Separate the two names with a comma.
- Cross out any unused seats.
- Indicate the location of the entrance doors. If any student is moved to another seat after the test begins, indicate on the seating chart where the student was moved. Submit an Irregularity Report explaining the reason for the change.

**REAR**


**FRONT**

Students face this direction

# Acceptable Calculators

Students will have access to a built-in Desmos graphing calculator in Bluebook for use on the Math section, but they're also allowed to bring their own handheld calculator on test day. Students must clear all saved formulas on their handheld calculators before testing. The following calculators are acceptable for use.

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable.
- All 4-function calculators are acceptable but not recommended.

## THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

### CASIO

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

### HEWLETT-PACKARD

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

### SHARP

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

### TEXAS INSTRUMENTS

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

### RADIOSHACK

EC-4033	EC-4034	EC-4037
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### OTHER

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

# Bluebook Testing Tools

Bluebook makes the following tools available to all students, including those who test with accommodations or supports:

- **Testing Timer:** A timer will let students know how much time is remaining in each part of the test. They can hide it until 5 minutes remain, then they'll get an alert.
- **Calculator:** For the Math section, the app has a built-in calculator. Students can also bring their own acceptable calculators.
- **Reference Sheet:** A reference sheet with commonly used formulas will appear on the Math section.
- **Highlights & Notes:** Students can use this tool to highlight text, underline, or leave themselves a note.
- **Line Reader:** Students can use the line reader to help them focus while they're reading test content.
- **Mark for Review:** Students can use the bookmark icon to flag any question they want to come back to.
- **Option Eliminator:** On multiple-choice questions, students can cross out answer choices they think are wrong. They can undo this if they change their mind.
- **Question Menu:** Students can see which questions they skipped or marked for review and navigate to any question in the module.
- **Zoom:** Students can use keyboard shortcuts on laptops or pinch and zoom on tablets to get a closer look at any part of the question.

Students can set up their devices before testing to use color contrast.



**Proctor:** \_\_\_\_\_

**Room:** \_\_\_\_\_

**Accommodations:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

# Proctor Essentials for Test Day

At a Glance Info for the Testing Room

## Fast Facts



The Bluebook™ testing app times each student's test so you don't have to.



Students take breaks and finish testing at different times; do your best to keep the room quiet.



Students can keep testing during momentary drops in connectivity.



**Students must submit their answers on the device they finish testing on.**



Moving between screens in Test Day Toolkit won't affect what students see in Bluebook.

## KEY TERMS

### 2-step verification

When you first access Test Day Toolkit, we verify your identity. Look for an access email, click the link, and enter the code we send you.

### Sign-in ticket

Every student needs their own paper sign-in ticket to take the test.

### Room and start codes

For test day only: Students use the **5-letter room code** to start check-in and the **6-digit start code** to start timed testing. You'll find them in Test Day Toolkit.

## 1 Getting Ready

- Click the link in your access email and sign in to Test Day Toolkit.
- Make sure you have 1 **sign-in ticket** per student.
- Write the 5-letter **room code** and check-in instructions on the board. They're in step 6 of the room readiness section.

## 2 Taking Attendance

- Tell students to follow the check-in steps you posted.
- Go to the **Attendance** page in Test Day Toolkit and mark students present when their name is listed under **Entered Room Code**.
- Make sure students finish checking in by confirming that their name moves to the **Ready to Test** list.
- ★ Students have finished checking in when they reach the start code screen.

## 3 Reading the Script

- Click **Next Step** to read the first part of the script.
- Check desks as instructed in step 5 of the script.
- Continue reading the script.
- Read the 6-digit **start code** aloud and write it on the board.
- ★ Students start their test when they enter the start code.

## 4 Monitoring the Test

- Click **Next Step** to go to the Monitoring Dashboard.
- Use the filters to see which students are in each part of the test.
- Walk around often and check for closed or covered devices to avoid answer submission issues.
- Watch for signs of security violations such as students viewing nontest content.

## 5 Observing Breaks

- ★ Bluebook automatically times breaks for each student.
- Follow coordinator guidance when students ask to leave the room.
- Make sure students on break don't disturb those who are still testing.
- ★ When the break ends, students click a button to start the next section without waiting for instruction from you.

## 6 Verifying Submission

- Before you start dismissal, make sure students' answers are submitted.
- Use the filters on the Monitoring Dashboard to look for students who have a **Submitted** status.
- Look for students who have unsubmitted answers or a status that needs attention.
- ★ Students see a **Congratulations** screen when their answers are submitted.

## 7 Dismissing Students

- If all students have a **Submitted** status, dismiss everyone at once.
- If some don't have submitted answers, help them after dismissing the others.
- Collect every student's scratch paper and check sign-in tickets for notes.

### Tech Troubleshooting



Try the troubleshooting steps in your manual or send students to the help room to avoid distractions and keep everyone else on track.