

## Connecticut SAT School Day Training for Associate Supervisors

Pg. 1] Thank you for participating in today's webinar to prepare you for administering the March 2, 2016 Connecticut SAT School Day.

Pg. 2] We appreciate you taking the time. This training is important. The SAT is a standardized test and valid results depend upon the strict adherence to the procedures in this training. Please pay special attention to the security requirements, denoted by the padlock icon. We are counting on your compliance.

Pg. 3-4] To start us will cover some key terms. Common terms you will encounter in this training and in the Testing Manual include:

- CSDE which is the Connecticut State Department of Education. The CSDE staff oversees the Connecticut SAT School Day and is ready to answer your questions.
- Next is TAS which is Test Administration Services who oversee testing and are ready to answer your questions.
- Next is SOAR which stands for the Supervisor Online Attendance Roster. This roster provides the most up-to-date information for students registered at your center.
- SSD which is the acronym for College Board's Services for Students with Disabilities staff who oversee testing of students with accommodations – for permanent or temporary disabilities, English Language Learners, or any other reason
- And, finally the NAR which is the Nonstandard Attendance Roster of students who test under the supervision of the SSD Coordinator.

Pg. 4] Common forms you will use are the

- TRMR which is the Testing Room Materials Report is used to account for testing materials in the testing room.
- The SRF is the Supervisor's Report Form which is used to tally used and unused materials for processing.
- And, the SIR which is the Supervisor's Irregularity Report form is used to report any incidences or irregularities during an administration.

Pg. 5-6] Other terms for testing include:

- Testing without additional time or breaks using the standard test forms is known as Standard administration.
- Whereas, testing with ANY accommodation or modified test materials is called a nonstandard administration.
- Extended time is used when referring to testing with either 50 percent or 100 percent additional time.
- The terms Roster vs. NAR are included on students' Admission Tickets.
  - Roster indicates students are testing under the Test Center Supervisor. This includes all Standard administration students and students with common accommodations.

- NAR indicates students are testing under the SSD Coordinator.

Pg. 7] The SSD Coordinator is the person responsible for submitting accommodations requests and overseeing testing for students with accommodations. The SSD Coordinator will use the NAR or “Nonstandard Administration Report.” This report is a roster of students who are testing with accommodations such as 100% extended time. The NAR is accessed through the SSD online system by the SSD Coordinator. There are two types of SSD accommodations. Those that are listed on the SOAR Roster and those listed on the NAR.

Students listed on your Roster will be using the pink scripts and test books for nonstandard testing, and include accommodations such as 50% extended time or extra or extended breaks. Students listed on the NAR will be using the Cyan or Lime scripts and supervised by the SSD Coordinator. Examples of non-standard formats include accommodations such as 100% extended time, use of a computer. In addition, Connecticut Specific Accommodations are state allowed accommodations that are supported, known as SAAs, to support EL students or those requiring sign language.

Pg. 8] Resources available to you include the Connecticut SAT School Day Testing Manual. It includes policies and procedures for testing. As you continue this training, you will see the book icon which points out related information in your manual. This is an important document to have available from today until all of the test materials are returned for scoring.

Pg. 10] The Test Center Supervisor or SSD Coordinator will establish your testing rooms per the documented policies. Testing rooms must have a working clock, proper lighting, proper ventilation, proper seating, and any instructional material must be removed or covered up on test day. Please review the testing room requirements in Section A: Preparing for School Day Testing in your manual.

Pg. 11] The seating requirements include chairs with backs, facing the same direction; chairs aligned in rows, with unimpeded access; students separated by 4 feet on all sides (measured from center of desk); a large, smooth writing surface (at least 12 x 15 inches). Please refer to the Testing Manual for sample seating charts. Examples of seating that is unacceptable are study carrels, lapboards, and booths or tables with partitions/dividers.

Pg. 12-13] The responsibilities for test day staff vary depending upon the role. The test center supervisor is responsible for all phases of the exam. The alternate Test Center Supervisor assumes responsibility of the test center supervisor on test day if needed. The SSD Coordinator is responsible for supervising testing of students listed on the NAR. They will print the NAR from SSD Online, arrange staffing and room, and manage the receipt and return of materials. The Associate Supervisor is responsible for administering the exam in the testing room. The Room Proctor is responsible for assisting the associate Supervisor and the Hall proctor monitors test-takers outside of the testing room.

Pg 14] The associate supervisor responsibilities are to monitor students and administer the test. Monitoring includes admitting and seating students, completing the seating chart, enforcing policies, and reporting irregularities. Administering includes distributing tests, reading test scripts verbatim, accounting for materials, and timing of the test.

Pg 15] The room proctor's responsibilities include helping with center setup and admission; answering questions; helping distribute materials; monitor test-takers and reporting violations. The Hall Proctor is responsible for helping with center setup and admission; directing students to rooms; patrolling halls and reporting violations; and covering for staff on breaks.

Pg 16] All staff should review staffing guidelines and general responsibilities of each position. All staff must review and sign the Testing Staff Agreement and be sure to avoid conflicts of interest such as being affiliated with a test-preparation company, having no intention of taking the test, and having no relative taking the test.

Pg 17-18] Let's begin looking at what every Associate Supervisor should know. When admitting students, the Associate Supervisor should not allow students to select seats. The Associate Supervisor has 2 choices to randomly assign seats or pre-assign seats before admitting students. Upon entry, confirm students and distribute Admission Tickets for all students.

Pg 19] Students who missed registration or began attending your school after registration took place may still be permitted to test. They must complete a paper Registration Form. Students will need their State Assigned Student ID (SASID number). Refer to page 25 in the Testing Manual for the instructions of what fields to complete. Check your materials to see if you have enough materials to accept unregistered students eligible for School Day testing. You cannot borrow materials from other schools. If you have enough materials and space to test these students, you will need to complete the bulk transmittal form provided in the supervisor's kit and include it with the test-day paper registration forms in the green envelope.

Pg 20] This chart illustrates the timing of the standard test is 65 minutes for the reading section followed by a 10 minute break. Then a 35 minute Writing & Language section and a 25 minute Math no calculator section. Students will then have a 5 minute break before beginning the 55 minute Math with calculator section. Allowing for 15 minutes to collect books, the total testing time is 3 hours and 30 minutes.

Pg 21] If a student has extended time for reading, which impacts the testing time for the entire test the timing is as follows:

- For 50% extended timing the reading section is 49 minutes with a 5 minute break followed by an additional 49 minutes. There is a 5 minute break before the Writing and Language section which is 53 minutes. Then a 5 minute break followed by the Math no calculator for 38 minutes. The final math with calculator section is 42 minutes of testing with a 5 minute break followed by an additional 41 minutes of testing. The total testing time is 4 hours and 32 minutes with 20 minutes of breaks.
- For 100% extended timing the reading section is 65 minutes with a 5 minute break followed by an additional 65 minutes. There is a 5 minute break before the Writing and Language section which is 70 minutes. Then a 5 minute break followed by the Math no calculator for 50 minutes.

This is the end of day 1 testing. The next day, students will take the math with calculator section for 55 minutes of testing with a 5 minute break followed by an additional 56 minutes of testing. The total testing time is 6 hours with 20 minutes of breaks.

Pg 22] If a student has extended time for math only, the timing is as follows:

- For 50% extended time, the reading section is 65 minutes followed by a 5 minute break. Then a 35 minute Writing & Language section and a 5 minute break. Then the Math no calculator section is 38 minutes followed by 5 minute break. The math with calculator section is 42 minutes with a 5 minute break and an additional 41 minutes. Total testing time is 3 hours and 41 minutes plus 20 minutes of breaks.
- For 100% extended time, the reading section is 65 minutes followed by a 5 minute break. Then a 35 minute Writing & Language section and a 5 minute break. Then the Math no calculator section for 50 minutes followed by 5 minute break. The Math with calculator section is 55 minutes with a 5 minute break and an additional 56 minutes. Total testing time is 4 hours and 10 minutes plus 20 minutes of breaks.

Pg 23] Associate Supervisors must manage the breaks. Break time is not part of testing time. The “clock stops” after the timed section ends. Cell phones and any other electronic devices are prohibited at all times during testing, including breaks. During breaks Associate Supervisors must secure materials and students should not talk during breaks.

Pg 24] Best practices for managing breaks include telling students exactly what time they must be back in their seats. If possible, designate nearby rest rooms for the use of testing students only. Do not allow non-testing students in the hallways near the testing rooms. Reconfirm students upon returning from break. When monitoring halls, do not allow students to converse in the halls or use electronic devices. Ensure that hall proctors patrol hallways and monitor restrooms during scheduled breaks.

Pg 25] To prevent theft of test materials, keep materials out of the reach of students; never ask students to distribute test materials; make sure that no one copies, removes, or photographs any part of the test materials; and never leave test materials unattended.

Pg 26] The forms that will be used on test day and are provided in your training kit include: The Sample Attendance Roster and Admission Ticket; the Testing Room Materials Report with seating chart; Supervisor’s Irregularity Report form (SIR); and the Request to Cancel Scores form.

Pg 27] When counting and distributing test materials, the Associate Supervisor must keep materials out of the reach of students; count the test books before and after distributing as well as before dismissing students. The test books should be distributed in serial number order. And, the Associate Supervisor must account for all materials on the Testing Room Materials Report. See Section D in the manual for more information.

Pg 28] Using the seating chart on the back of the Testing Room Materials Report, Associate Supervisors should notate the chart using the test book serial numbers as shown in the diagram.

Pg 29] Associate Supervisors will use the Supervisor Irregularity Report (SIR) to record any unexpected issue in the testing room or center. Example include interruptions, a shortage of materials, student illness, misconduct, defective testing materials, or prohibited items in the testing room. Some issues may need immediate attention and a call to CSDE or TAS. See Section B of the Testing manual for instructions on handling irregularities.

Pg 30] Students may request to cancel test scores. Each associate supervisor should have copies of this form, pictured on the slide. If a student becomes ill, the Associate Supervisor must sign the form and record it on the SIR. Students have up to the third school day after test day to cancel scores.

Pg 31] To prepare rooms, staff should have Test books (in serial number order) and answer sheets; a copy of roster and/or NAR with pre-assigned testing room assignments. Staff should also hang the "Quiet Please" and "No Cell Phones" flyers prominently.

Pg 32] On the board, staff should post the test date, test center number, the high school name, city and state, room number, start and end time, and the reminders to use No. 2 pencils and to not use a pen or mechanical pencil.

Pg 33] When testing the students, Associate Supervisor must read the scripts verbatim to test-takers and watch for common test-taker infractions such as use of cell phone; attempts to copy; and attempts to remove test materials. The Associate Supervisor should never leave the room or test materials unattended. Secure test materials out of reach of students. For more information, see Section D of the testing manual.

Pg 34] When dismissing students, collect answer sheets and test books from each test-taker in the same order they were distributed, please also do the following:

- Verify each test-taker's identifying information:
- Check the Admission Ticket.
- Check page 1 of each answer sheet for completeness.
- Check that written and bubbled information match.
- Account for all materials:
- Verify by count.
- Verify by serial number.
- Do not dismiss students until all test materials have been accounted for.

Pg 35] Best practices we recommend for the testing room include marking the serial numbers on the Testing Room Materials Report during the first test section; having extra No. 2 pencils in every testing room; ensuring a working clock is visible to students; and if consistent with your school rules, consider collecting students' cell phones before testing starts and returning them at the end of testing.

Pg. 36-37] On test day materials will need to be distributed to each room. The recommended schedule is for staff to arrive and begin preparing the rooms at 6:45 a.m. Starting at 7 a.m. we suggest reviewing staff and room assignments. Distribute materials and have staff sign the necessary forms. By 7:15 a.m. staff should report to their rooms and prepare for student arrival.

Pg. 38] To maintain the security of materials, there are six times when materials are counted. The Test Center Supervisor or SSD Coordinator will validate counts when the materials are delivered to the school and when distributing to the Associate Supervisors on test day. The Associate Supervisor will then validate the count when receiving. The Associate Supervisor will also validate the counts after distributing to students and before dismissing students. Finally, the Test Center Supervisor or SSD Coordinator, will validate the counts when collecting from the Associate Supervisor.

Pg. 39] The Associate Supervisors will need to complete the Testing Room Materials Report. A sample is shown. The form is included on the back cover of the Testing Manual or extra forms were provided in the materials shipment. Each Associate Supervisor needs to fill in the testing room information including date, center number, room number and type, and their name. The Associate Supervisor will also complete the “accounting for test materials” section by indicating the number of test books and serial number ranges they received.

Pg 40] A few best practices to keep in mind when distributing test materials are the day before test day, complete your kit of materials for each room and fill out the name of each Associate Supervisor and serial numbers on the Testing Room Materials Report. You may want to use large clear plastic tubs to contain the test materials for distribution to each Associate Supervisor. Keep test books sealed in the plastic wrapping until test day.

Pg. 41-42] Prior to test day, schools will receive Admission Tickets for all students. The Associate Supervisor should distribute the tickets to students upon entry so they have the registration number, needed for their answer sheet. Being sure to confirm the name on the ticket matches the student testing.

Pg. 43] When admitting students, Associate Supervisors will mark the rosters. A sample roster is shown that includes fields for student name, their registration number, an indicator if they are present or absent, and several other fields of information. Associate Supervisors will mark the letter “P” next to each student is present in the Present/Absent column. If a student is unknown to you, verify their ID and mark the Verify ID column. When consolidating rosters, write “A” next to any students who are absent. And, add any unregistered students name, date of birth, address and phone number at the bottom of the roster and check the appropriate columns.

Pg. 44] For students who do not have an admission ticket and were not previously registered, the standard check-in procedures should be followed. The Associate Supervisor will admit students who aren’t registered provided there are enough testing materials. The students will need to complete the paper registration form completing only the fields designated on pg. 24-25 of the Testing Manual. If there are not enough materials, have them complete a paper registration form. You will need to request materials for them when you receive the email from ETS requesting information regarding makeup materials.

Pg. 45] Complete the Registration Bulk Transmittal Form only if you have completed paper registration forms to return. In the lower box, complete the “Required Information” box by providing your high school or AI code, the Supervisor name, the school name and address, your phone number and email along with the tally of paper registration forms. Return the Bulk Transmittal and all student registration forms in the green supervisor envelope.

Pg 46] You may change a student to nonstandard or standard testing. Students, who have last minute accommodations approval, may need to change from a standard testing room to a nonstandard testing room. If you have enough books, and the student doesn’t need a nonstandard format of the exam, you can move the student to the nonstandard testing room. A student who opts not to use his or her approved accommodation must provide a written note signed by the student’s parent or guardian. The note must be included with a completed SIR when returning test materials. Mark student absent on standard roster, and add him or her to the nonstandard roster.

Pg 47] The SSD Coordinator will record attendance on the non-standard administration roster or NAR. The sample shows the spaces to be completed for the start and end dates of testing and an area to check each accommodation that is used. Return the NAR and used answer sheets in the gray envelope.

Pg. 48] Best practices for admitting students include splitting admission tables up by alphabetical order and posting signs indicating where students should go for admittance. Create “room slips” to give students as you check them in to the center. This helps room supervisors quickly identify whom to admit. Registered students must show a printed Admission Ticket. Pre-plan where to assign unregistered students. Pre-plan where to assign late students.

Pg 49-50] Associate Supervisors and proctors will need to monitor testing. Check for prohibited devices and aids. Examples of prohibited devices include

- Cell phones or smart phones, smart watches, wearable technology
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type (watches or other device with a timer)
- Cameras or any other photographic equipment
- Any devices, including digital watches or smart watches, that can be used to record, transmit, receive, or play back audio, photographic, text, or video content

Prohibited aids include

- Pens, highlighters, mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs
- Calculators used during a section that does not permit calculator use.
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

Pg 51] The only items allowed in the testing room are: Equipment in the testing room must be battery operated and must not require a power cord. Calculators are NOT allowed on desks except during the Mathematics with Calculator section. Snacks and drinks must be packed out of sight in the testing room

and can be consumed only during breaks. Snacks must be outside of the testing room and away from test materials wherever possible; No. 2 pencils; and Test book can be used for scratch work

Pg 52] There are specific calculator policies for the Connecticut SAT. Only battery-operated, handheld calculators can be used for testing. No power cords are allowed. Calculators permitted during testing include: Most graphing calculators see the manual for more information; all scientific calculators; and all 4-function calculators

Pg 53] Additionally, Test-takers can also bring backup equipment and extra batteries. However, they cannot share calculators. A “No Calculator” symbol appears at the top of the Math With No Calculator section, in which calculators are not allowed. Be sure to seat any test-takers using a calculator with large characters (one inch high or more) or raised display that might be visible to other test-takers in a location where other test-takers cannot view the large or raised display.

Pg 54] The test center or SSD Coordinator must report all incidents or issues on the Supervisor’s Irregularity Report (SIR) form. All reports should be complete and explicit. The person reporting the incident should include his or her own contact information.

Pg 55] When an irregularity happens, refer to section B of the Testing Manual for instructions on what to do. You may need to contact CSDE or TAS depending on the incident and/or complete an SIR.

Pg 56] Best practices for monitoring testing include making plans for staff breaks ahead of time; arranging for how staff can communicate with you; collecting room rosters at a prearranged time so that you can consolidate them before testing ends; and following rules from the manual for break time and clearly convey them to students and staff before test day.

Pg 57-58] Once testing is complete you will need to report and return materials.

Pg 59] Thank you for attending. For more information, you may contact:

- Michelle Rosado, CT SAT School Day Program Manager, [michelle.rosado@ct.gov](mailto:michelle.rosado@ct.gov)
- Or, Student Assessment Office 860-713-6860

A copy of this webinar will be posted on the [www.ct.gov/sde/sat](http://www.ct.gov/sde/sat) website.