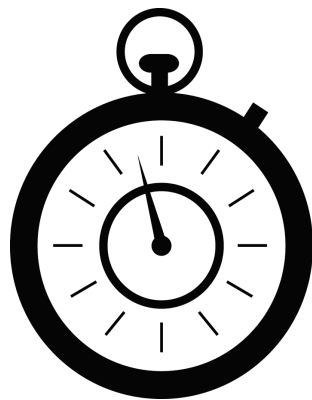


# SAT<sup>®</sup> Test



*Proctor Checklist and Instructions*



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# PROCTOR CHECKLIST

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**NOTE:** Use this checklist for both pre-assessment and post-assessment administration. Make copies as necessary.

Fair and accurate evaluation can occur only if consistent testing conditions are provided to each student. In that regard, proctors and established proctoring protocols are the key to equitable testing. Please read the instructions printed below and initial each number to indicate that it was successfully executed. Note any deviation from the stated procedure on this sheet. At the conclusion of testing, sign this sheet and give it to the test supervisor with all other materials.

**Proctor(s):** \_\_\_\_\_ **Room:** \_\_\_\_\_  
Name(s) No.

## Before students arrive:

- \_\_\_1. The test supervisor should have provided #\_\_\_\_\_ test booklets and #\_\_\_\_\_ answer sheets with these instructions. All test booklets should have the following code: \_\_\_\_\_.  
Please recount these materials to verify the total number and correct code. Notify the test supervisor immediately if counts or codes do not match.
- \_\_\_2. Ask your test supervisor about procedures for proctor relief and about procedures for allowing students to leave the classroom, both for emergencies and restroom use.
- \_\_\_3. Discuss the procedure for dismissing students with the test supervisor. Note any special instructions at the end of this sheet.
- \_\_\_4. Desks or tables should be arranged so that the examinees are at least three feet apart and facing the same direction.
- \_\_\_5. Rooms should be equipped with a clock and a chalkboard or whiteboard that is visible to all students. Write "DATE," "START TIME," and "STOP TIME" on the board before testing begins. Fill in the date. You will write the start time and stop time when you begin each test section.
- \_\_\_6. A pencil sharpener is recommended. If a pencil sharpener is not available, proctors should have an extra supply of sharpened pencils.
- \_\_\_7. A timer with a second hand or a digital timer that displays minutes and seconds is required. A stopwatch or kitchen timer is recommended.
- \_\_\_8. Proctoring is a full-time duty. Once students arrive, proctors should not engage in any activity that may distract them from student and room supervision (e.g., reading books or newspapers, writing letters, etc.).
- \_\_\_9. Discuss the procedures for irregular testing situations with the test supervisor. At a minimum, note on this sheet the situation(s) and names of students who are involved.



### The following are irregular situations:

#### *Procedural or Material irregularity:*

- (a) Mistiming of a test section
- (b) Providing incorrect directions to a student/group
- (c) Defective test booklet or answer sheet

#### *Group Testing Conditions irregularity:*

- (a) Interruption of testing, such as fire alarm, evacuation, etc.
- (b) Poor testing conditions due to lighting, temperature, noise, etc.

#### *Individual Student irregularity:*

- (a) Late arrival
- (b) Disruptive behavior
- (c) Obtaining answers unfairly (cheating)
- (d) Not following stated directions
- (e) Leaving the testing room while others are still working on the test (illness, restroom, etc.)
- (f) Intentionally working on a wrong area of the test or answer sheet
- (g) Misplaced answers (accidental)
- (h) Unacceptable use of calculator or other aid

### As students arrive and before testing begins:

- \_\_\_1. Please have students form a line outside the testing room. Randomly assign each student to a desk as they enter the room. Students may not choose their seating arrangement.
- \_\_\_2. After all students have been seated, make sure that coats, book bags, and other non-testing materials are stored under or away from the desk. If students have cell phones, watches with alarms, or other devices that may make noise, these devices should be turned off before testing begins.
- \_\_\_3. Remind students that food and/or beverages (including bottled water) are not allowed during testing. They must be stored out of sight until the end of the test or until break-time.
- \_\_\_4. Remind students that if they need to leave the testing room for any reason other than during designated break-times, they will not be allowed to have extra time to finish the test.
- \_\_\_5. Remind students that if they finish the test or a section of the test before time is called, they should check their answers only on the section they just completed. They may not remove any stored materials (e.g., books, food, or other personal items) without permission from a proctor.
- \_\_\_6. As students fill in requested information on their Scantron™ forms, circulate around the room to help any students who may have difficulty with the directions.
- \_\_\_7. Read all directions from the testing instructions verbatim.

### Once testing begins:

- \_\_\_1. Write the start and stop times on the board. Walk quietly around the classroom every 10–15 minutes, ensuring that:
  - (a) Students have filled in their Scantron™ form correctly.
  - (b) Students are marking answers in the proper section.
  - (c) Students are not engaged in irregular testing practices.

If exceptions to (a) are noted, have the student(s) fix their answer sheets during the next break.

If exceptions to (b) are noted, indicate to the student(s) where to mark the answer to the next item. Wait until the next break to have the student(s) erase and transfer marks from the wrong section.

If exceptions to (c) are noted, immediately notify the student(s) that you have noticed the situation and that you will bring it to the attention of the test supervisor.

- \_\_\_2. During designated break-times, have students place their answer sheets inside their test booklets and leave all other materials on the tops of their desks. Proctors should never leave the room or leave materials unattended.



**Once testing is completed:**

- \_\_\_1. Before students are dismissed from the room, recount test materials to verify the total number and correct code. Notify the test supervisor immediately if counts or codes do not match those recorded on the first page of this Proctor Checklist.
- \_\_\_2. Quickly examine each student's answer sheet to determine whether the data has been entered correctly. If some students need to make corrections, have them stay after the other students have been dismissed.
- \_\_\_3. Remind students to leave quietly and not to disturb other classrooms that may still be testing.
- \_\_\_4. Return all materials to the test supervisor.

**Proctor(s):** \_\_\_\_\_

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**Signature(s)**



# PROCTOR INSTRUCTIONS

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**NOTE:** Use these proctor instructions for pre- and post-assessment administration. Make copies as necessary.

Never leave the classroom during test administration. The only definitive method for preventing cheating during the test is for you to never leave the room, as well as to walk up and down the rows, ensuring that students do not look ahead at the answers or work on other sections of the exam. If an examinee is caught cheating during the official exam, the test score will be voided, adversely affecting the examinee's chances of admission to college.

## Student Information Necessary on Answer Form

**NOTE:** The most recent answer form is GREEN. Make sure that ALL of your answer forms are green. If your answer forms do not match or are not orange, contact your course administrator for further instructions.

After all of the students have arrived and been seated, each with several No. 2 pencils and a calculator, greet the class and read the following information aloud. Everything in the following script that is in a boxed format should be read aloud to the students.

Please clear your desk of everything except your No. 2 pencils and calculator. The answer forms will now be distributed. Do not make any marks until I give you further instructions.

Distribute the answer forms to students.

Follow all instructions carefully. The information you provide will be used to prepare Cambridge Test Assessment Reports for you and your school. Your answer form will be scored by a computer. Fill out the answer form completely using a soft-lead No. 2 pencil. Do not use mechanical pencils, as they may not leave sufficiently dark marks to allow the computer to score accurately. Do not use ink or ballpoint pens. Fill in each block and bubble completely, making sure that all marks are dark and heavy and within the appropriate space. All errors must be thoroughly erased. Mark only one answer for each question.

You will now direct the students to enter their personal information on the answer forms. It is critical that students fill out this information COMPLETELY and CORRECTLY in order to ensure that your school receives accurate data, particularly pre- and post-test matches. Each student must fill out his or her last name, first name, date of birth, and student ID correctly in order to receive accurate data.

Turn your answer form to the first page, labeled **Student Information**. In the box with three bubbles labeled **pre-test**, **mid-term**, and **post-test**, fill in the appropriate bubble. In the boxes labeled **Last Name** and **First Name**, print your last name in the blocks beneath **Last Name** and your first name in the blocks beneath **First Name**. Do not use the blocks beneath **First Name** for letters of your last name. Print as much of your name as possible, allowing one letter per block. Do not skip blocks between letters. Next, fill in the corresponding bubble below each letter of your name. If any bubbles remain after completely filling in your name, leave these bubbles empty.

When you have filled in your name, take out your student ID or driver's license for confirmation of your identity.



Compare each student's identification with the class enrollment roster. After confirming the identity of each student, write your **Site ID** and **Group** on the board. Be sure to write these where every student can see the information. If either identification is a single number, it must be preceded by a zero.

In the box labeled **Site ID**, print the **Site ID**: \_\_\_\_\_ (supplied by Cambridge). Fill in the corresponding bubble below each character of the **Site ID**.

In the box labeled **Date of Birth**, print the month, day, and year of your birth. Fill in the corresponding bubble below each number of your date of birth.

In the box labeled **Group**, print the **Group**: \_\_\_\_\_ (supplied by Cambridge). Fill in the corresponding bubble below each character of the **Group**.

In the box labeled **Race/Ethnicity**, fill in the bubble that most accurately describes your cultural heritage. If you are not sure, leave this section blank.

In the box labeled **Gender**, fill in the bubble that corresponds to your gender.

In the box labeled **Grade**, fill in the bubble that corresponds to your grade.

Next, you will ask students to record their student identification numbers. Students must re-enter exactly the same number on pre-test and post-test answer forms. This is important for accurate data analysis and generation of the Cambridge Test Assessment Reports.

In the box labeled **Student ID**, enter your academic student identification number. Please remember the number you use for your **Student ID**, as you are required to re-enter exactly the same number on your post-test answer form. If you do not know your academic student identification number, let me know and a number will be provided for you. Fill in the corresponding bubble below each number of your **Student ID**.

Proceed to the administration of the test.

### Test Administration Instructions and Script

At this point, distribute the answer forms to the students if they completed the **Student Information** page before the day of the test administration. Make sure that students receive the correct forms. Additionally, every student should have several No. 2 pencils with erasers.

READ THE FOLLOWING INFORMATION ALOUD. Everything in the following script that is in a boxed format should be read aloud to the students.

Before we begin the test administration, take out your calculator. Your calculator should have keys for addition, subtraction, multiplication, division, and square root. Check that your calculator is working properly.



The following types of calculators are NOT permitted:

- Handheld or laptop computers, tablets, cell phones, or smartphones
- Electronic writing pad or pen-input devices
- Models that can access the internet, have wireless, Bluetooth, cellular, audio/video recording or playing, camera, or any other smartphone type feature
- Models with a QWERTY (typewriter) keypad
- Models with paper tape
- Models that make noise or “talk”
- Models that must be plugged into an outlet

Verify that every student using a calculator has a type permitted for use during the exam.

Now, please put your calculator under your desk or chair since you do not need it for the first test section.

Wait until all calculators have been properly stored before continuing.

The test booklets will now be distributed. Do not open your test booklet until I tell you to do so.

Individually hand each student a test booklet—do not have students pass the test booklets back or across the desk rows. Keep an exact count of the number of test booklets distributed. After every student has received a test booklet, write the **Test Code** (located at the top portion of the test booklet cover) on the board. Make sure that every student can see the information.

Turn your test booklet so that the front cover faces up. Find the **Test Code**, which is located at the top of the cover. Verify that it matches the code I have written on the board. In the box labeled **Test Code** at the right side of the answer form, enter the **Test Code**: \_\_\_\_\_ (located on test booklet).

Verify that each student has filled in the **Test Code** information correctly.

Only those responses marked on your answer form during the time allowed for that test section will be counted. I will walk around the room during the test to be sure that you are working on the correct section and are marking your answers in the correct area of the answer form. If you have a question, raise your hand for assistance rather than looking around. If you are caught looking at another student's answers, you will be expelled from the program.

The use of notes, scratch paper, and foreign language or other dictionaries is not permitted.



If you are wearing an alarm watch, **DO NOT** set the alarm, as this will cause distractions for the other students. I will keep the official time during the test administration. For each test section, I will announce when five minutes remain.

Your test materials will be taken away and your test score voided if you are observed:

- looking at another student's answer form or test booklet;
- giving or receiving assistance;
- looking back at a test section for which time has already been called; or
- filling in answer bubbles after the time for that test section has been called.

Are there any questions?

Answer any questions, then proceed to the administration of the test.

From this time forward, there must be absolutely no talking. Listen carefully to these instructions and do not open your test booklets until I tell you to do so.

On your answer form, locate the section labeled **READING**. You will mark your responses to the **READING TEST** questions in this section. Mark only one answer for each question.

You will have 65 minutes to work on the **READING TEST**. During this time, you are to work only on the **READING TEST**. If you finish before time is called, recheck your work and then place your answer form inside your test booklet and close the booklet. Do not work on any other test section.

Set the test timer to the appropriate time limit, and then say:

You will have 65 minutes to work on this test. Open your booklet and turn to the **READING TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” for the Reading Test.

Testing staff should circulate about the room and check to be sure that students have filled out their student information properly, are working on the correct test, and are marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

**REMINDER:** You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce when five minutes remain and the Stop time, check your timer carefully against the times you have written down.

When your watch or timer indicates that exactly 60 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 65 minutes have passed, and you have checked the Stop time, say:





Please stop work. Put your pencil down and look up.

You will have 35 minutes to work on the **WRITING AND LANGUAGE TEST**. During this time, you are to work only on the **WRITING AND LANGUAGE TEST**. If you finish before time is called, recheck your work and then place your answer sheet inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test.

Set your timer to the appropriate time, and then say:

You will have 35 minutes to work on this test. Turn to the **WRITING AND LANGUAGE TEST**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” for the Writing and Language Test.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 30 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 35 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up.

You will have 25 minutes to work on the **MATH TEST—NO CALCULATOR SECTION**. During this time, you are to work only on the **MATH TEST—NO CALCULATOR SECTION**. If you finish before time is called, recheck your work and then place your answer sheet inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. You may NOT use your calculator for this test.

Set your timer to the appropriate time, and then say:

You will have 25 minutes to work on this test. Turn to the **MATH TEST—NO CALCULATOR SECTION**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” for the Math Test—No Calculator Section.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 20 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 25 minutes have passed and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up.

You will have 55 minutes to work on the **MATH TEST—CALCULATOR SECTION**. During this time, you are to work only on the **MATH TEST—CALCULATOR SECTION**. If you finish before time is called, recheck your work and then place your answer sheet inside your test booklet and close your booklet. Do not go on to the next test and do not work on the previous test. You may use your calculator for this test.

Distribute calculators if the school or program is providing them; otherwise, instruct students to get their calculators out. Set your timer to the appropriate time, and then say:

You will have 55 minutes to work on this test. Turn to the **MATH TEST—CALCULATOR SECTION**. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and “five minutes remaining” for the Math Test—Calculator Section.

Testing staff should circulate about the room and check to be sure that students are working on the correct test and marking answers appropriately. Be on the lookout for students who appear to be having difficulty with the answer sheet and/or any other directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 50 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 55 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and look up.

Collect the answer sheets and test booklets individually. Count the test booklets and answer sheets to verify that the number of materials distributed matches the number collected. If you are administering the Essay test, you will do so now. If you are not administering the Essay test, dismiss the students. Remember to provide the information they will need for the next class—homework assignment, class meeting times, location, etc.

**NOTE:** If you are administering the Essay test, you may allow students a short rest period at this time. Students can be allowed to go to the restroom, one at a time. Otherwise, do not allow students to leave the room. They may move around the room or stand beside their desks for a few moments. Call students to attention after 5–10 minutes and then ask them to be seated.

Distribute the Essay test booklet now. If using the Cambridge Assessment Service, distribute the Cambridge essay form. If not using the service, students should write their responses on a separate sheet of paper.

Locate your essay answer form. You will use this answer form to write an essay for the **Essay Test**. You will have 50 minutes to work on the **Essay**. During this time, you are to work only on the **Essay**. If you finish before time is called, read over your work and make revisions on the **Essay**; then place your essay answer form inside your test booklet and close the booklet.



Set the test timer to the appropriate time limit, and then say:

You will have 50 minutes to work on this section. Open your test booklet and turn to the prompt. Read the prompt carefully and begin to work.

Right after you begin the section, record the Start time and Stop time for the Essay. REMINDER: You may post the Start and Stop times on the board, but check your calculations carefully before you do so. Do not disturb examinees during the test session with additional verbal or written announcements of time remaining. Before you announce the Stop time, check your timer carefully against the time that you have written down.

Testing staff should circulate about the room and check that students are working on the correct test section and no other test section, and that they are writing their essay in the appropriate place. Be on the lookout for students who appear to be having difficulty with any directions and then intervene before too much time is lost.

When your watch or timer indicates that exactly 45 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your timer indicates that exactly 50 minutes have passed, and you have checked the Stop time, say:

Please stop working. Put your pencil down and close your test booklet. I [we] will now collect your essay answer form and then your test booklet. If you put your essay answer form in your test booklet, remove it now so I [we] can collect them separately. Please remain quietly in your seats until I dismiss you.

To end the session, collect the essay answer form and test booklets individually. Count the test booklets and essay answer forms to verify that the number of materials distributed matches the number collected. When you are certain that all materials have been collected, dismiss the students from the testing. Depending upon your class structure, students may leave or move on to a different instructional activity. If the class session is over, remember to provide all the information that they will need for the next class—homework assignment, class meeting times, location, etc.

Before you submit the answer forms to Cambridge's scoring service, organize them so that each student's Scantron and essay response form are together, rather than separating the Scantrons and essay response forms. Do NOT staple students' Scantrons and essay response forms.