



Proctoring Instructions: GRE Test 12–10 (Test 1)



Note: These instructions should be used in the administration of the paper-based test beginning on page 327 of *The Official Guide to the GRE General Test, 3rd Edition*.

Never leave the classroom during test administration. Some schools have complained that students cheat, and we obviously want to prevent this from happening. 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 exam, the test score will be voided, adversely affecting the examinee's chances of admission to a graduate program.



Note: The Cambridge Scantron form for this test is PURPLE. If your forms are any other color, notify your administrator or call Cambridge's School Outreach Coordinator at 847-299-2930 ext. 233 IMMEDIATELY. Do NOT mix Scantron forms; all of your forms must be PURPLE in order to ensure accurate data processing.

Student Information Necessary on Cambridge Scantron Forms

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's review. 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.

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. Locate your **Site ID** and **Group**. Your **Site ID** is specific to your site and should be printed on the materials you received from Cambridge. **Group** numbers allow you to separate the students at your site into smaller groups based on the factors of your choice (such as teacher). Your program coordinator should indicate to you whether you will be sorting your students into multiple groups. Make sure you know what group number, if any, the students you are proctoring should record on their forms, and confirm that the coordinator has notified their Cambridge representative that your data should be sorted by group.



After confirming the identity of each student, write your **Site ID** and **Group** on the chalkboard. 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**, enter 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**, enter the month, day, and year of your birth. Fill in the corresponding bubble below each number in your date of birth.

In the box labeled **Group**, enter the **Group**: _____ (supplied by your program coordinator). Fill in the corresponding bubble below each number of the **Group**.

Next, you will ask students to record their student identification numbers. Students may use either their Social Security numbers or their academic student identification numbers. Whichever number students choose to use, they must use exactly the same number on both their pre-assessment and their post-assessment 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 Social Security number or your academic student identification number. You must use the same number on both your pre-test and post-test answer forms. If you do not know your Social Security number or 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**.

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 level.

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.

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 only offer the basic functions of addition, subtraction, multiplication, division, and square root. Check that your calculator is working properly.

Verify that every student using a calculator has a type similar to the calculator that will be provided on the day of the exam (the calculator is on-screen during the computer-based test). Read the following before continuing.

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 tests will now be distributed. Do not open your book until I tell you to do so.

Individually hand each student a copy of *The Official Guide to the GRE General Test, 3rd Edition*—do not have students pass the books back or across the desk rows. Keep an exact count of the number of books distributed.

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 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;
- 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 before continuing.

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

Writing Task Instructions and Script

Locate your first Essay Response form. You will write your response to the Analyze an Issue task here. If your response form does not already say "Analyze an Issue," write "Analyze an Issue" at the top of the page.

You will have 30 minutes to respond to the Analyze an Issue task. During this time, you are to work only on the Analyze an Issue essay. If you finish before time is called, re-check your work, and then place your answer form inside your book and close the book. Do not work on any other test section.

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

You will have 30 minutes to work on this task. Open your book to page 328 now. Read the directions carefully and begin to work.

As you begin testing, record the Start, Stop, and "five minutes remaining" for the first writing task.

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 and verify them with the proctor (if there is one).

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

You have 5 minutes remaining.

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

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

Locate your second Essay Response form. You will write your response to the Analyze an Argument task here. If your response form does not already say “Analyze an Argument,” write “Analyze an Argument” at the top of the page.

You will have 30 minutes to work on the Analyze an Argument task. During this time, you are to work only on the Analyze an Argument essay. If you finish before time is called, re-check your work, and then place your answer sheet inside your book and close your book. Do not go on to the next section, and do not work on the previous essay.

As you begin testing, record the Start, Stop, and “five minutes remaining” times for the Analyze an Argument task.

Testing staff should circulate around 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 25 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

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

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

Quantitative Reasoning and Verbal Reasoning Instructions and Script

You will have 35 minutes to work on the next section of the test. During this time, you are to work only on the third section of the test. If you finish before time is called, re-check your work, and then place your answer sheet inside your book and close your book. Do not go on to the next section, and do not work on previous sections.



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

You will have 35 minutes to work on this section. Turn to the third section on page 333.

Note that several questions in this section ask you to select a sentence in a passage. On your Scantron form, several possible answers have been provided; choose one answer from those possible answers. Each answer includes the number of the SENTENCE in the passage (the first sentence is Sentence 1, the second sentence is Sentence 2, and so on) and the first few words of that sentence. Do NOT confuse the sentence number with the line number on which the sentence appears (line numbers appear to the left of the passage). To confirm your answer choice, make sure the first few words in the answer choice on your Scantron sheet match the first few words of the sentence you have chosen.

Read the directions carefully and begin to work.

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

Testing staff should circulate about the room and check to be sure that students are working on the correct section 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 watch or 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 35 minutes to work on the next section of the test. During this time, you are to work only on the fourth section of the test.

Note that several questions in this section ask you to select a sentence in a passage. On your Scantron form, several possible answers have been provided; choose one answer from those possible answers. Each answer includes the number of the SENTENCE in the passage (the first sentence is Sentence 1, the second sentence is Sentence 2, and so on) and the first few words of that sentence. Do NOT confuse the sentence number with the line number on which the sentence appears (line numbers appear to the left of the passage). To confirm your answer choice, make sure the first few words in the answer choice on your Scantron sheet match the first few words of the sentence you have chosen.

If you finish before time is called, re-check your work, and then place your answer sheet inside your book and close your book. Do not go on to the next section, and do not work on previous sections.

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

You will have 35 minutes to work on this section. Turn to the fourth section on page 342. Read the directions carefully and begin to work.

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



Testing staff should circulate about the room and check to be sure that students are working on the correct section 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 watch or 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 40 minutes to work on the next section of the test. During this time, you are to work only on the fifth section of the test. If you finish before time is called, re-check your work, and then place your answer sheet inside your book and close your book. Do not go on to the next section, and do not work on previous sections.

You may take out your calculator at this time. You are permitted to use your calculator on this section of the test.

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

You will have 40 minutes to work on this section. Turn to the fifth section on page 353. Read the directions carefully and begin to work.

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

Testing staff should circulate about the room and check to be sure that students are working on the correct section 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 35 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your watch or timer indicates that exactly 40 minutes have passed, and you have checked the Stop time, say:

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

You will have 40 minutes to work on the next section of the test. During this time, you are to work only on the sixth section of the test. If you finish before time is called, re-check your work, and then place your answer sheet inside your book and close your book. Do not go on to the next section, and do not work on previous sections.



You may take out your calculator at this time. You are permitted to use your calculator on this section of the test.

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

You will have 40 minutes to work on this section. Turn to the sixth section on page 361. Read the directions carefully and begin to work.

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

Testing staff should circulate about the room and check to be sure that students are working on the correct section 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 35 minutes have passed, and you have checked the time, say:

You have 5 minutes remaining.

When your watch or timer indicates that exactly 40 minutes have passed, and you have checked the Stop time, say:

Please stop work. Put your pencil down and close your book. I [we] will now collect your answer sheet and then your book. If you put your answer sheet in your book, 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 answer sheets, books, and scratch paper individually. Count the books and answer sheets 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 room. 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.