Look inside for:

- SECURITY REQUIREMENTS
- TESTING ROOM PROCEDURES
- STANDARD AND NONSTANDARD TEST SCRIPTS
- INSTRUCTIONS FOR RETURNING MATERIALS

Testing Window
FEB 26 THRU APR 27
About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

Contact Us

If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

**WEB:** collegeboard.org/administering

**MAIL:** PSAT 10
P.O. Box 6720
Princeton, NJ 08541-6720

**EMAIL:** psat10@info.collegeboard.org

**FAX:** 610-290-8979

**PHONE:** 888-477-PSAT (7728) toll free for educators in the United States only
+1-212-237-1335 outside of the U.S.
609-882-4118 (TTY)

**HOURS:** 8 a.m.–8 p.m. ET, M–F

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**Office of Testing Integrity**

**PHONE:** 609-406-5430 (Contact if materials are missing or damaged, or if test security is in question)

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College Board Services for Students with Disabilities (SSD)

If you have questions about procedures for testing students with disabilities, contact:

**WEB:** collegeboard.org/ssd

**MAIL:** The College Board
Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226

**EMAIL:** ssd@info.collegeboard.org

**PHONE:** 844-255-7728 (toll free for educators with SSD inquiries only)
212-713-8333 (local)
609-882-4118 (TTY)

**HOURS:** 8 a.m.–6 p.m. ET, M–F

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Send eligibility-related mail such as SSD Coordinator Forms or applications for accommodations to:

**MAIL:** College Board SSD
P.O. Box 7504
London, KY 40742-7504

**FAX:** 866-360-0114
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This manual is split into two parts.

**Part 1: For Supervisors**

This manual is your guide for supervising the administration of the PSAT™ 10 at your school and for creating the best possible environment for your students on test day. If someone else is in charge of ordering materials, you’ll need to work together to order the correct quantity, ensure receipt, and arrange secure storage.

Each section of Part 1 is organized with **tasks** (what you need to do) and **key information** (what you need to know).

### Part 1 for Supervisors

#### Before the Test

Before the test, you’ll need to prepare your space, staff, students, and materials. Completing the tasks in “Before Test Day Tasks and Information” prepares you for testing.

#### During the Test

During the test, you’ll have activities to organize, including admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks in “During Test Day Tasks and Information” helps you have a smooth administration.

Part 1 covers the supervisor’s responsibilities for managing the activities on test day. Associate supervisors will need to review the details covered in Part 2 for administering the test.

#### After the Test

After the test, you’ll have a few things to do to wrap up the administration, such as returning materials correctly. Completing the tasks in “After the Test Tasks and Information” ensures that students get their scores.

**Part 2: For Associate Supervisors and Proctors**

includes standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day.

### Part 2 for Testing Staff

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they are administering the test with accommodations, they should pay special attention to the section “Administer Accommodations,” which explains the different accommodations, and “Set Up for Testing Students with Accommodations,” which explains the use of the different accommodated scripts in this manual.

**Appendix Resources**

The following resources are provided in the Appendix of this manual:

- Overview of Extended Timing and Extra Breaks
- PSAT 10 Script 1 Section Timing Chart for Standard Timing
- PSAT 10 Script 2 Section Timing Chart for 100% Extended Time
- PSAT 10 Script 3 Section Timing Chart for 50% Extended Time
- PSAT 10 Script 4 Section Timing Chart for Standard Time with Extra Breaks
- PSAT 10 Script 5 Section Timing Chart for MP3 Audio Format
- Acceptable Calculators
- Sample Master Student List
- Completing the 2018 PSAT 10 Nonstandard Administration Report (NAR)
- Codes for Countries or Regions Outside the United States and U.S. Territories
- Remittance Report for Schools Without Internet Access
- Returning Used Answer Sheets and Forms
- Sample Seating Plans
- Glossary of Terms
- Irregularity Chart
- PSAT 10 Seating Chart (to fill out on test day)
Typographical Icons
Typographical icons are used throughout the manual to draw your attention to specific information and action items.

Contact by phone
Procedures or information for providing accommodations to students with disabilities
Security requirement

New for Spring 2018

Important Changes
1. To reduce preparation time, the answer sheet has been reduced to 4 pages, with a shorter personal information section. You’ll get a Student Answer Sheet Instructions booklet with each answer sheet for students to use in completing some questions (such as college majors).
2. Supervisors are strongly encouraged to assign a 3-digit testing room code to each testing room. If an irregularity occurs, this code will help ensure timely release of scores for your school. See “Assign Testing Room Codes” for more details.
3. All students will fill out the school code on their answer sheet.

Testing Basics
As one of the assessments in the College Board’s SAT® Suite of Assessments, the PSAT 10 measures the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development.

About the PSAT 10
On the assessment, students will encounter:

- A clear and strong focus on the skills and knowledge that are the most important for college and career readiness and success.
- An emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- A focus on math that matters the most, including problem solving, data analysis, algebra, and advanced mathematical concepts.
- No penalty for guessing—students earn points for questions answered correctly and are encouraged to give their best answer to every question.

Standardized Testing
Uniform procedures are essential to a standardized testing program. To ensure comparable scores, testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination. By strictly following our policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

Test Sections and Timing
The PSAT 10 is composed of several tests that follow the same order in every test book.

**Evidence-Based Reading and Writing:** Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions. Time allotted:
- 60 minutes for Reading
- 35 minutes for Writing and Language

**Math:** Includes multiple-choice and student-produced response questions. Divided into two portions: one that permits calculator use, and one that does not.

Time allotted:
- 25 minutes for Math Test – No Calculator
- 45 minutes for Math Test – Calculator

Accommodated Testing Overview
The College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board’s SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, students remain approved for College Board accommodations until one year after high school graduation. See “Prepare to Test with Accommodations” for more information.

Terminology

**Key Terms**
The following terms are used frequently in this manual. See the Appendix for a complete “Glossary of Terms.”

**Accommodation:** A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by College Board. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.
AI code: A six-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Associate supervisor: Staff member responsible for conducting a secure and fair test administration and for reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

ELL: English language learner.

ETS: Educational Testing Service. ETS, on behalf of the College Board, supports various aspects of test administration.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration, including a security incident, misconduct, test question error or ambiguity, or other incident or disturbance. An irregularity may result in a delayed test score or a canceled test score for the student who caused the irregularity or, less frequently, for an entire testing room or school.

Master student list: The list of students taking the test, developed by the PSAT 10 supervisor for a test administration at a particular school.

Nonstandard Administration Report (NAR): A list of all students approved for accommodations. Includes detailed information about the accommodations the students are approved for.

Pre-ID label: Label provided for each test taker for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

Proctor (hall proctor or room proctor): Staff member who assists the supervisor and associate supervisor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

Room roster: The list of students assigned by the supervisor to a testing room. Distributed to the associate supervisor for the room to let them know which students they’re testing.

Services for Students with Disabilities (SSD) office: College Board department that supports accommodation requests and accommodated testing.

SSD coordinator: School staff member who works with students to apply for College Board–approved accommodations through the SSD Online portal, accesses and prints the NAR, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

Supervisor: The staff member responsible for managing the test site and testing staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Supervisor’s Irregularity Report (SIR): Scannable form used to document any irregularities that occur, including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Staff Roles and Responsibilities

PSAT 10 Supervisor
As the supervisor of record, you manage the test site and staff, and you ensure that all testing materials are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including accommodated testing.

Training is provided for all PSAT 10 supervisors. Be sure to complete it well before test day.

SSD Coordinator
The SSD coordinator works with students to apply for College Board–approved accommodations through the SSD online portal. In addition, the SSD coordinator works with the supervisor to order materials and administer accommodated testing. As part of the testing staff, the SSD coordinator accesses and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 supervisor in determining testing rooms and staff needed for administering the test with accommodations. All testing materials, including accommodated materials, are shipped to the supervisor; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Associate Supervisor
Associate supervisors are responsible for conducting a secure, valid administration. They are accountable for everyone in the testing room and everything that takes place there. They account for all testing materials, conduct the testing, and monitor students to ensure a fair administration.

Associate supervisors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.
Hall or Room Proctors
Hall proctors and room proctors assist you and your associate supervisors with test administration duties. Proctors do not administer the test, but they do help set up the testing area, monitor testing, and check the hallways during testing.

Proctors may be members of the school’s staff or other adults who have been trained to help you and the associate supervisors.

PSAT 10 Test Materials

PSAT 10 Materials Table
Your school will receive a number of shipments related to your test administration. Review this table to plan for receiving and checking materials. Following the table you’ll find information about the various forms and publications you’ll be using for administering the PSAT 10.

### STAFF MATERIALS - MANUAL AND INSTRUCTIONS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
</table>
| PSAT 10 Supervisor Manual                     | Detailed instructions and policies for planning the setup and management of the PSAT 10 administration, holding a preadministration session, and administering the PSAT 10 with and without accommodations. Includes facility and staffing requirements, materials handling, management of test day activities, as well as preadministration and test day scripts. | Used by supervisor to plan for and manage the test administration. Used by associate supervisor to hold the preadministration session and to administer the test in their standard or accommodated testing room. | • Preadministration Shipment [if applicable, as ordered]  
• Test Shipment [as ordered] |
| Supervisor Testing Materials Kit              | An envelope sent with the test shipments containing manuals, forms, and return envelopes.                                                                                                                | Used by the supervisor and associate supervisor to administer the test on the primary test date and to report on the administration. | Test Shipment [1]                                                                                                                                 |
| Pre-ID Supplemental Instructions              | Memo that details the information included on students’ pre-ID labels.                                                                                                                                      | Used by the supervisor and associate supervisor to determine which portions of the preadministration script need to be modified. | Pre-ID Label Shipment [1], if ordered |

### STAFF MATERIALS - REPORTS AND FORMS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 10 Supervisor’s Irregularity Report (SIR)</td>
<td>Scannable form for reporting irregularities such as security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, and student complaints.</td>
<td>Used by the testing staff to report any incident that might affect scores or result in a misadministration. The supervisor must countersign all SIRs.</td>
<td>Supervisor Testing Materials Kit in the Test Shipment [5]</td>
</tr>
<tr>
<td>PSAT 10 Supervisor’s Report Form (SRF)</td>
<td>Form for reconciling the used answer sheets being returned for scoring.</td>
<td>Used by the supervisor to report the number of used answer sheets and other materials being returned for scoring. Enclosed with the return shipment of answer sheets and forms.</td>
<td>Supervisor Testing Materials Kit in the Test Shipment [1]</td>
</tr>
</tbody>
</table>
### STAFF MATERIALS - ENVELOPES AND LABELS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Sheet Return Materials</td>
<td>Preaddressed (labeled) carton(s) or UPS Express Pak(s) to return used answer sheets for scoring.</td>
<td>Used by supervisors to return answer sheets and reports immediately after testing is completed.</td>
<td>Test Shipment [1 or more]</td>
</tr>
<tr>
<td>Material Return Envelopes</td>
<td>- Gray envelope for reports, forms, and any defective standard materials.</td>
<td>Used by the supervisor to return reports and forms needed for scoring. All answer sheets for students listed on the NAR must be returned in the Accommodated Testing Envelope.</td>
<td>Supervisor’s Testing Materials Kit in the Test Shipment [1]</td>
</tr>
<tr>
<td></td>
<td>- White Accommodated Testing Envelope, if any, for returning the NAR, answer sheets, and other score-related materials for accommodated students, as well as any defective accommodated test books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remittance Envelope</td>
<td>Envelope for the school’s final paperwork and payment.</td>
<td>After testing, the supervisor generates the invoice and encloses it with payment.</td>
<td>Supervisor’s Testing Materials Kit in the Test Shipment [1]</td>
</tr>
</tbody>
</table>

### STUDENT MATERIALS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID Labels</td>
<td>Preidentification labels printed with student information both spelled out and included in barcode form.</td>
<td>Applied to the answer sheet by the supervisor to ensure accurate data for each student.</td>
<td>Pre-ID Label Shipment if ordered [1 per student]</td>
</tr>
<tr>
<td>PSAT 10 Answer Sheet—Standard</td>
<td>Scannable form for recording answers to personal and test questions, in bundles of 25s. Title of test is in upper right corner.</td>
<td>Used by students to record answers to preadministration questions and test questions.</td>
<td>Preadministration Shipment [as ordered]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Test Shipment [as ordered]</td>
</tr>
<tr>
<td>PSAT 10 Answer Sheet—Large Block</td>
<td>Large print scannable form for recording answers to personal and test questions. Title of test is centered on front page.</td>
<td>Used by students approved to use one to record answers to preadministration questions and test questions.</td>
<td>Accommodated Test Shipment [as ordered]</td>
</tr>
<tr>
<td>PSAT 10 Student Answer Sheet Instructions</td>
<td>Booklet of instructions for completing information on the answer sheet related to identification, interests, and college plans. May be bundled with answer sheets or loose.</td>
<td>Used by students to interpret preadministration questions and code their choices on the answer sheet.</td>
<td>Preadministration Shipment [1 per answer sheet]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Test Shipment [1 per answer sheet]</td>
</tr>
<tr>
<td>PSAT 10 Student Answer Sheet Instructions—Large Print</td>
<td>Booklet of large-print instructions for completing information on the answer sheet related to identification, interests, and college plans.</td>
<td>Used by students who need large print to interpret preadministration questions and code their choices on the answer sheet.</td>
<td>Preadministration Shipment [1 per large-block answer sheet]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accommodated Test Shipment [1 per large-block answer sheet]</td>
</tr>
</tbody>
</table>
### Introduction: PSAT 10 Test Materials

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 10 Student Guide</td>
<td>A booklet explaining the assessment, including test directions, sample test questions, test-taking tips, and policies governing the test and the use of student information.</td>
<td>Distributed to students by staff before test day. Used by students for preparing for the test. Explains expectations and how student privacy is protected.</td>
<td>• Test Shipment (1 per student)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A separate shipment if your school ordered early</td>
</tr>
<tr>
<td>PSAT 10 Test Books</td>
<td>Test books for the PSAT 10.</td>
<td>Distributed to students by the associate supervisor and used to take the test. May be used for scratch work by the student (but not to record answers unless approved as an accommodation).</td>
<td>Test Shipment</td>
</tr>
<tr>
<td>PSAT 10 Alternate Test Formats</td>
<td>Specific formats of the test as needed for approved accommodations (for example, large-type test book, MP3 audio format, or braille). See “Accommodated Materials” table later in this manual for more information.</td>
<td>Distributed to the specific student listed on the NAR by the associate supervisor and used to take the test in the accommodated room.</td>
<td>Accommodated Test Shipment</td>
</tr>
</tbody>
</table>

### Manual and Scripts

This PSAT 10 Supervisor Manual gives complete instructions for preparing your school for testing. It includes preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, Part 2 gives several different test administration scripts.

### Test Books and Answer Sheet

The PSAT 10 test books have covers with dark orange accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching orange color. You may also have some large-block answer sheets with an orange title. These have dark gray type and answer squares in place of bubbles.

### Alternate Test Formats

All students, including those who are testing with accommodations, will use the standard test books unless approved for another format. Alternate test formats vary; examples include test books in large print, braille materials and supplements, and formats on USB flash drives.

See “Testing Materials Distribution Chart” for a list of available formats.

### Rosters

For your own management of testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 10; recommendations for compiling this Master Student List are given in “Before Test Day Tasks and Information” later in this manual. Each associate supervisor will need a room roster, a list of students testing in that room.

### Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the Nonstandard Administration Report (NAR), which lists students approved for accommodations. Several days before test day, print copies of the NAR and distribute them to associate supervisors so they can plan to use the appropriate scripts on test day.

The associate supervisor should note their own name on the NAR, make a copy, and give it to the supervisor for return with answer sheets.

### Forms and Reporting

You and your staff need to be familiar with the reports and forms used in the testing room.

### Seating Chart

Associate supervisors should use the seating chart on the back of this manual to record the seating in their rooms for future reference.
PSAT 10 Supervisor's Irregularity Report
You will receive at least one blank PSAT 10 Supervisor's Irregularity Report (SIR) to use in the event an irregularity occurs during testing, as well as a blank SIR for each associate supervisor to use in the testing room. The testing staff performs a critical role in reporting any and all irregularities.

Without information, we can't resolve issues that arise. Please ensure all associate supervisors are familiar with the SIR form. All SIRs submitted are thoroughly reviewed. Refer to the Irregularity Chart in the Appendix for instructions on when to fill out an SIR.

Testing Materials Distribution Chart
Your Nonstandard Administration Report (NAR) should be printed from SSD Online by your school’s SSD coordinator. It will list all students who are testing with accommodations. The table that follows provides an overview. Check your NAR to ensure that all students with approved accommodations are identified correctly.

For accommodations not listed in the table, work with your SSD coordinator or contact SSD. Also note that students may be approved for more than one accommodation.
## GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Number of Testing Days</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day</td>
<td>No accommodations</td>
<td>14-pt large-print test book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magnifier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written copy of oral instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Permission for food/medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wheelchair accessibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferential seating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Record answers in test book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of colored overlay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditory amplification/FM system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign language interpreter for test directions</td>
</tr>
<tr>
<td>One day</td>
<td>14-pt large-print test book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large-block answer sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magnifier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written copy of oral instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Permission for food/medication</td>
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<tr>
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<td>Wheelchair accessibility</td>
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<td></td>
<td>Preferential seating</td>
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<tr>
<td></td>
<td>Record answers in test book</td>
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<tr>
<td></td>
<td>Use of colored overlay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditory amplification/FM system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sign language interpreter for test directions</td>
<td></td>
</tr>
<tr>
<td>One day</td>
<td>Extended breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four-function calculator on Math Test – No Calculator section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Permission to test blood sugar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small-group setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50% reading extended time (entire assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50% math extended time (math only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-pt (or larger) large print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magnifying machine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Braille</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Braille writer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writer/scribe to record responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistive Technology–Compatible (ATC) format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breaks as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One-to-one testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Late start time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home/hospital testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited testing time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% math extended time (math only)</td>
<td></td>
</tr>
<tr>
<td>One- or two-day testing</td>
<td>MP3 audio test format (2-day testing with SSD permission)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% reading extended time (entire assessment) (2-day testing with SSD permission)</td>
<td></td>
</tr>
</tbody>
</table>

### Room Roster
- Work with school administration to create a list of students you plan to test.
- Use NAR to help you create a list of students you plan to test.
- Use NAR to help you create a list of students you plan to test.
- Use NAR to help you create a list of students you plan to test.

### Scripts
- Script 1
- Script 1
- Scripts 1–5
- Script 5

---

**Any student who is approved for extended time for writing only will test in the standard room with standard time unless they have other accommodations that can't be provided in the standard room.**
Supervisor's Checklist

Use this checklist to make sure you’ve accomplished all the tasks covered in this manual. It provides references on where to find more information in this manual or online.

These are suggested timelines. You can complete many of these tasks sooner than the recommended date.

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the online supervisor training. (We'll email you instructions for accessing it.)</td>
<td>collegeboard.org/ptat</td>
</tr>
<tr>
<td>Check the test ordering site to make sure that you have ordered materials for all your students, including new students.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>Check with your SSD coordinator to make sure you have ordered materials for students who have been approved for accommodations and might have been added to the NAR since your initial order.</td>
<td>collegeboard.org/ssdonline</td>
</tr>
<tr>
<td>Distribute PSAT 10 Student Guides and encourage students to visit psat.org/practice to get ready for test day.</td>
<td>Prepare Your Students</td>
</tr>
<tr>
<td>Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List</td>
</tr>
<tr>
<td>Have the SSD coordinator access the NAR for the list of students who are approved to test with accommodations.</td>
<td>Accessing the NAR to Determine Room Needs for Accommodated Students collegeboard.org/ssdonline</td>
</tr>
<tr>
<td>Designate a secure area for receiving, checking, and securely storing your test materials.</td>
<td>Plan Your Space</td>
</tr>
<tr>
<td>Estimate how many standard and accommodated rooms you’ll need based on the number of students testing. Identify which rooms in your facility can be used for testing.</td>
<td>Plan Your Space</td>
</tr>
<tr>
<td>Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.</td>
<td>Plan Your Staff</td>
</tr>
<tr>
<td>Create room rosters by assigning students to testing rooms. Also assign testing room codes, and note these on the room rosters.</td>
<td>Build Your Room Rosters</td>
</tr>
<tr>
<td>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.</td>
<td>Manage Test Day Impacts</td>
</tr>
<tr>
<td>Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing.)</td>
<td>Manage Test Day Impacts</td>
</tr>
<tr>
<td>Plan activities for students who won’t be testing, such as field trips, practice testing, alternative school schedule, etc.</td>
<td></td>
</tr>
<tr>
<td>Notify your school population of modifications to the normal school day.</td>
<td></td>
</tr>
<tr>
<td>Plan your preadministration session.</td>
<td>Prepare Your Preadministration Session</td>
</tr>
</tbody>
</table>
## TWO WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Check the test ordering site to track your test materials shipment.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>☐ Schedule and conduct staff training.</td>
<td>Train Your Staff</td>
</tr>
<tr>
<td>☐ Conduct your preadministration session.</td>
<td>Conduct the Preadministration Session</td>
</tr>
<tr>
<td>☐ Update Master Student List and room rosters as necessary to include</td>
<td>Build Your Room Rosters</td>
</tr>
<tr>
<td>newly enrolled students and any additional approved accommodations.</td>
<td></td>
</tr>
<tr>
<td>☐ Plan test day schedule.</td>
<td>Build Your Plan for Testing</td>
</tr>
<tr>
<td>☐ Notify school staff of testing room assignments and alternative</td>
<td>Manage Test for Testing</td>
</tr>
<tr>
<td>arrangements for nontesting students.</td>
<td></td>
</tr>
</tbody>
</table>

## ONE WEEK BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ If you haven’t received your test materials yet, check the test</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>ordering site to track your test shipment. Call the PSAT 10 office</td>
<td></td>
</tr>
<tr>
<td>if you don’t see confirmation of shipment.</td>
<td></td>
</tr>
<tr>
<td>☐ Have your SSD coordinator review and print your NAR to make sure you</td>
<td>SSD Online</td>
</tr>
<tr>
<td>have accounted for all students approved to test with accommodations.</td>
<td>collegeboard.org/ssdonline</td>
</tr>
<tr>
<td>☐ Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters</td>
</tr>
<tr>
<td>☐ Identify students who will need ELL supports and print necessary</td>
<td>Prepare to Test Students with English</td>
</tr>
<tr>
<td>translated test directions.</td>
<td>Language Learner Supports</td>
</tr>
<tr>
<td>☐ Notify students of when and where to report on test day. Post testing</td>
<td>Prepare Your Students</td>
</tr>
<tr>
<td>room assignments.</td>
<td>Post Testing Room Assignments</td>
</tr>
<tr>
<td>☐ Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>☐ Conduct your preadministration session, if you haven’t already.</td>
<td>Conduct the Preadministration Session</td>
</tr>
<tr>
<td>☐ Review assignments with staff.</td>
<td>Share Staff Room Assignments</td>
</tr>
<tr>
<td>☐ Hold a brief assembly with students who are testing to prepare them</td>
<td>Prepare Your Students</td>
</tr>
<tr>
<td>for test day.</td>
<td></td>
</tr>
<tr>
<td>☐ Check test materials within 24 hours of receipt.</td>
<td>Check Your Materials</td>
</tr>
<tr>
<td>☐ Review facility preparation with custodial staff.</td>
<td>Manage Test Day Impacts</td>
</tr>
<tr>
<td>☐ Call ahead to arrange pickup of materials.</td>
<td>Returning Materials</td>
</tr>
</tbody>
</table>

## ON TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Complete your testing room packets for associate supervisors. Add</td>
<td>Prepare Your Materials</td>
</tr>
<tr>
<td>test books to the packets for associate supervisors.</td>
<td></td>
</tr>
<tr>
<td>☐ Post any revised testing room assignments and room assignments for</td>
<td>Admit Students to the Testing Area</td>
</tr>
<tr>
<td>nontesting students.</td>
<td></td>
</tr>
<tr>
<td>☐ Distribute testing room packets to associate supervisors.</td>
<td>Equip Testing Rooms</td>
</tr>
<tr>
<td>☐ Make sure that all announcements are discontinued for the duration</td>
<td>Manage Test Day Impacts</td>
</tr>
<tr>
<td>of testing.</td>
<td></td>
</tr>
<tr>
<td>☐ Admit students to the testing area/rooms. We recommend that you</td>
<td>Admit Students to the Testing Area</td>
</tr>
<tr>
<td>annotate your Master Student List or have staff annotate room rosters</td>
<td></td>
</tr>
<tr>
<td>as students check in.</td>
<td></td>
</tr>
</tbody>
</table>
Before Test Day Tasks and Information

Prepare Yourself

TASKS

- Read this entire manual.
- Complete online supervisor training if you haven’t already.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Distribute manuals to associate supervisors for their review.
- Begin the Supervisor’s Checklist.

Build Your Master Student List

Identifying your students who are testing is an important first step in preparing for test day. You’re creating this list of test takers to determine how many testing rooms and staff you’ll need for administering the test. Once created, you’ll use your Master Student List to create room rosters to distribute to each associate supervisor showing the students who will test in their room. You’ll also use the room rosters to inform students of when and where they’ll test.

TASKS

Compile a List of Students

You’ll need to determine the total number of test takers—including students from other schools and any homeschooled students who will be testing at your school—before you can plan your test rooms and staffing. You’ll also need to know which students have been approved for which accommodations.

IMPORTANT: We encourage you to allow homeschooled students (especially those within your community) to test with your school’s students. Reports and data for homeschooled students will remain separate from your school’s data.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. A sample Master Student List with suggested headings is included in the Appendix.

1. Pull the list of eligible students from your school student information system or work with your district assessment coordinator to get the list of students. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.

2. You may be asked to test students who don’t attend your school, such as homeschooled students or students from other schools. Make sure these students are accounted for as part of the Master Student List.

3. Provide the SSD coordinator with your Master Student List and ask them to confirm which students will be testing with approved accommodations. Add to the Master Student List which students will be testing with accommodations.

You will now have one Master Student List to use to add room and staffing information. Check your list against the sample Master Student List in the Appendix to confirm that your list has all the information you’ll need for planning rooms and staff.
Plan Your Space

Now that you know how many students you’re testing and whether they test with accommodations, you’re ready to plan what rooms are needed.

**TASKS**

**Designate a Secure Area for Materials**
Designate a location for receiving, checking, and storing your test materials securely. See “Prepare Your Materials” for more information.

**Evaluate Rooms for Testing**
- Make a list of available rooms at your school and how many students each room can hold, based on the seating and room requirements. These requirements are given in Key Information later in this manual.
- Work with the administration to identify which available rooms will be used for testing.

**Identify the Number of Rooms You Need for Testing**
- Use the Master Student List to determine the number of standard and accommodated testing rooms you’ll need.
- Also refer to the NAR as you determine how many accommodated testing rooms you’ll need. The NAR will indicate what accommodation(s) each student is approved for, which will help you determine the number and types of accommodated rooms required.
- If you are holding a preadministration session, plan to test any students who do not have a chance to participate in the session in a separate room from those who do.

**KEY INFORMATION**

**Facility Requirements**
To prepare for test day, you will need:
- Bells and announcements to be silenced on test day.
- A place to securely receive and store testing materials.
- An area for students to assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late.

**Testing Room Requirements**
To promote an effective and secure administration, testing rooms must fulfill the following requirements:
- Rooms should be near restrooms.
- Rooms must have:
  - A working clock, visible to students
  - Proper lighting
  - Proper ventilation
  - Proper seating, with adequate writing surface, that enables students to be seated 4 feet apart, facing the same direction (see “Seating Requirements”)
  - No materials related to test content on display (these can be removed or covered)

**Room Selection Tips**
- Rooms should be located in 1 section of the school. With rooms that are close together, each hall proctor can cover up to 5 rooms.
- We recommend that you avoid using science rooms, computer labs, or rooms with specialized equipment, unless they’re required for accommodated testing. These rooms may be uncomfortable for students or not have enough writing space.

**Seating Requirements**
The following are seating requirements for all testing rooms:
- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 4 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- Only 1 student can be seated at a table measuring 6 feet in length or less.
- At tables longer than 6 feet, students must be seated at least 4 feet apart and facing the same direction.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:
- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns. If using a homeroom as a testing room, make sure students are seated at random.

**IMPORTANT:** Students may not select their own seats.
Accessing the NAR to Determine Room Needs for Accommodated Students
The NAR includes the names and SSD numbers of all students testing with accommodations. The SSD coordinator can access the NAR in SSD Online to help you organize testing for accommodated students. You can also request access to SSD Online for access to the NAR. Use the guidelines under “Additional Seating Requirements for Accommodated Testing Rooms” later in this section to determine how many rooms you need.

Accommodations Administered in the Standard Room
Please note that some accommodations may be provided in a standard testing room. These include:

- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food, beverage, or medication (students may use an EpiPen without need for accommodations)
- use of a 14-point large-print test book, a magnifier, a sign language interpreter for oral instructions
- auditory amplification or FM system
- a colored overlay
- approval to record answers in the test book

If a student is approved for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to a standard testing room. If you have a question about room assignments for a specific accommodation, contact the SSD office.

Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

Additional Seating Requirements for Accommodated Testing Rooms
Students who are taking the test with extended time, extra or extended breaks, use of a four-function calculator on the Math Test – No Calculator section, or other accommodations not listed in “Accommodations Administered in the Standard Room” must be assigned a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet to avoid subjecting students to unnecessary attention.

Students who require different timing or breaks must be tested in separate rooms. Students testing with accommodations that would be distracting to other test takers must also be seated in different rooms.

Students who require MP3 audio or ATC formats should be tested in a separate room.

Students who are approved for a reader or scribe must test in a one-to-one setting.

Plan Your Staff
The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms.

TASKS
Identify Staff for Testing
- Work with school administrators to review teacher schedules. Teachers of classes that are not meeting due to testing are likely candidates to serve as associate supervisors and proctors.
- If you are testing students approved for accommodations, work with your SSD coordinator to ensure you have the proper staffing to meet the needs of the students.
- Make a list of available staff and what role they should fill. Be sure to include any additional support staff needed for accommodated testing.

Assign Staff to Test Rooms
- Select 1 associate supervisor for each testing room.
- Add room proctors for each room if needed:
  - for 35–50 students, add one proctor
  - for every additional 50 students, add an additional proctor

KEY INFORMATION
Staff Policies
To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of unquestionable integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:

- Are involved with paid coaching or test preparation for College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.
Any staff member, including the supervisor, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site. In such instances, the student’s scores are subject to cancellation.

A supervisor or an associate supervisor must be present in each room to read aloud the instructions from this manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than one room simultaneously.

Proctors will not administer the test, but they may:
- seat students
- distribute and collect test materials
- monitor adjacent areas during breaks
- perform other assigned duties

Support Staff Requirements for Accommodated Testing
Check your NAR to determine if you need any of the following support staff. These support staff resources must meet the same requirements as all other staff.
- Readers
- Personal assistants
- Scribes
- Sign language interpreters (for test directions)

Assign Students to Testing Rooms
- Divide your students into testing rooms based on room capacity and whether they’re testing with accommodations that require separate rooms. For general guidelines, see the section “Testing Materials Distribution Chart” in the Introduction.
- Take care to assign students with accommodations to separate rooms as needed. Refer to the NAR as you make assignments for accommodated testing rooms. It will indicate what accommodation(s) each student is approved for, which will help you determine which students can test together.
- Add each student’s testing room assignment to your Master Student List.
- Add optional codes to your Master Student List and your room rosters if you’re using optional codes to sort your students’ paper score reports for easier distribution.

Create Individual Room Rosters
Divide your Master Student List into individual room rosters. Note the testing room code on each (if your school is using testing room codes).

Update and Finalize Your Room Rosters
As test day approaches, continue to update your room rosters to account for additional students who may be eligible for testing or who may have been recently approved for accommodations.

KEY INFORMATION
Assigning Optional Codes
- Some schools assign 2-digit codes to particular counselors or specific homerooms. The optional codes are then provided to students to be entered on their answer sheets. If optional codes are not used, the paper score reports will be returned alphabetically by students’ last names. The optional code will not appear in the score reporting portal. Be sure to give associate supervisors directions to read to students.
- If you assign optional codes, score reports will be sorted by grade level, your optional codes, and then alphabetically by student last name.

Build Your Plan for Testing
You’ll need to plan for several important sessions before the day of the test, including a preadministration session.

TASKS
Finalize Your School’s Test Date
* A school may administer the test only during the testing window test materials were ordered for in the test ordering site, using the test form specified for
**that date.** Work with your administration to determine what date within the window to begin testing students. We recommend setting a date early in the window for your primary test date, to leave enough time to hold makeup testing if needed. Makeup testing must be completed within the testing window and should be completed within two weeks of your primary test date.

If you can no longer test on the original test date, you may hold on to your materials and store them in a secure location until a date within your testing window when you can administer the test.

**IMPORTANT:** Students testing outside the authorized testing window may not receive score reports.

### Plan for Preadministration

The PSAT 10 answer sheet allows students to provide information about themselves.

We strongly recommend that you schedule a preadministration session prior to test day. This will make it easier to avoid rescheduling lunch, greatly reduce the time needed for pretest activities on test day, and improve the test-taking experience for your students and staff.

If your school selected the preadministration option, your answer sheets and Supervisor Manuals will arrive by mid-January for schools testing in February or March, or by mid-March for schools testing in April. If not, you will still receive materials at least five days before your test date, in time to schedule and hold a preadministration session.

- Filling out the personal information fields may take as much as 45 minutes, so schedule a session ahead of test day to walk students through filling them out. If you choose to complete the preadministration on test day and it takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.

- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don’t let students take the answer sheets out of the room. All activities related to answer sheets must take place with school supervision.

- If you know ahead of time that some students will have pre-ID labels and others won’t, plan to conduct separate preadministration sessions for these 2 groups of students to assure a better experience for both staff and students.

- Part 2 of this manual includes detailed instructions and scripts for conducting the session.

On test day, be sure to have blank answer sheets on hand for students from other schools, homeschooled students, and any students from your own school who may have missed the preadministration session or have incorrect labels.

### Plan Training Sessions

You’ll receive a link to access training. Other test day staff must take the online training provided or be trained by the supervisor. You can share the link in the email with other test day staff, such as SSD coordinators and associate supervisors. Schools can determine the best way to train other test day staff.

### Plan Your Test Day Schedule

- Select a start time for testing that allows for the full time for testing within the normal school day. Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted.

- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

**SSD** If you are testing students who are approved for 50% or 100% extended time, you may conduct an extended break (we recommend no longer than 20 minutes) so those students may eat lunch without leaving the testing room.

### Plan for Accommodated Testing

- Be sure to plan for the additional time it will take to test any student(s) approved for extended time. The “Overview of Extended Timing and Extra Breaks” chart in the Appendix gives details about the different types of timing and breaks that may be needed.

- If you are testing students using the MP3 audio format, your school may need to test these students over 2 days. **Contact the SSD office before conducting 2-day testing** (scores may be invalid if 2-day testing is conducted without permission).

### Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See “Admit Students to the Testing Area” for more information. If you’re using a central check-in, you’ll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

Provide advance guidance to students. Post notices in prominent places stating when students should arrive, where they should meet for room assignments, and what they’ll need. Plan for staff to meet them at a predetermined location on test day and direct them to their assigned rooms.

### Post Testing Room Assignments

Several days before the test, prominently post room assignments to minimize confusion on test day.
Plan Break Times for Staff
Plan a schedule of break times with your staff before test day, and work out how you will rotate your proctors to allow each staff person at least one break. Staff in the extended-time rooms may require two breaks.

Plan for Makeup Testing
Plan ahead for testing students who aren’t able to test when you administer the PSAT 10. If these students have participated in a preadministration session, securely store their prelabeled or pregridded answer sheets with their test materials until you hold the makeup testing. The makeup test date must fall within the testing window and should occur no later than two weeks after your primary test date.

KEY INFORMATION
Timing for the PSAT 10
This chart can help you plan your test schedule. It includes the total time without preadministration (45–50 minutes) and dismissal (5 minutes or more).

<table>
<thead>
<tr>
<th>Timings for the PSAT 10</th>
<th>Total Testing Time Including Breaks</th>
<th>Total Testing Time (Not Including Breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Time</td>
<td>2 hours,55 minutes</td>
<td>2 hours,45 minutes</td>
</tr>
<tr>
<td>Standard Time with Extra Breaks</td>
<td>3 hours,10 minutes</td>
<td>2 hours,45 minutes</td>
</tr>
<tr>
<td>100% Extended Time One-Day Testing</td>
<td>5 hours,55 minutes</td>
<td>5 hours,30 minutes</td>
</tr>
<tr>
<td>100% Extended Time Two-Day Testing, Day 1</td>
<td>3 hours,15 minutes</td>
<td>3 hours,10 minutes</td>
</tr>
<tr>
<td>100% Extended Time Two-Day Testing, Day 2</td>
<td>2 hours,30 minutes</td>
<td>2 hours,20 minutes</td>
</tr>
<tr>
<td>50% Extended Time</td>
<td>4 hours,34 minutes</td>
<td>4 hours,9 minutes</td>
</tr>
<tr>
<td>Math Only 100% Extended Time</td>
<td>4 hours,15 minutes</td>
<td>3 hours,55 minutes</td>
</tr>
<tr>
<td>Math Only 50% Extended Time</td>
<td>3 hours,41 minutes</td>
<td>3 hours,21 minutes</td>
</tr>
<tr>
<td>MP3 One-Day Testing</td>
<td>6 hours,45 minutes</td>
<td>6 hours,15 minutes</td>
</tr>
<tr>
<td>MP3 Two-Day Testing, Day 1</td>
<td>4 hours,5 minutes</td>
<td>3 hours,55 minutes</td>
</tr>
<tr>
<td>MP3 Two-Day Testing, Day 2</td>
<td>2 hours,30 minutes</td>
<td>2 hours,20 minutes</td>
</tr>
</tbody>
</table>

Manage Test Day Impacts
Administering the PSAT 10 will have an impact on how your school normally operates. Make sure you plan ahead for these impacts to make the day go smoothly for those who are testing and those who aren’t.

TASKS
Prepare to Collect Student Belongings
Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.

Plan for Test Day Impacts to Rooms and Students
- Arrange for bells and announcements to be silenced on test day.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- Determine which classes contain primarily students who will be testing and which classes have a mixture of testing and nontesting students. For test day, the school may need to cancel or relocate classes, and/or schedule study halls, field trips, practice testing, or other activities.
- Create a list of test day room/activity assignments for nontesting students. A few days before test
day, share with staff, post in offices, and create individual room signs for display in all affected classrooms.

Establish a Signaling System
Setting up a signaling system can help ensure a smooth test day. This might mean having a central extension for staff to call or a visual signal to indicate that assistance is needed in a particular room. Staff will have a greater level of comfort if they know how to reach you quickly when the need arises.

Minimize Distractions
Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to use a phone or any other electronic device, not to talk in the hallways, and not to go to their lockers. The week before the test, instruct school staff to remind students of the importance of not disrupting testing.

IMPORTANT: The school population should know that during the test administration, the use of school facilities will be restricted. Unauthorized people must stay away from the testing area and keep noise to a minimum.

Train Your Staff
Part 2 of this manual gives instructions for administering the test, including the scripts to be read to students, as well as instructions for monitoring breaks. Share copies of the manual for review ahead of time. All testing staff should be familiar with these instructions.

TASKS
Hold Training Sessions
An email will be sent to you with information on how to access the online training in advance of test day. At least one week before the test, schedule a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At this session, you may want to give your staff access to the online training modules provided. Be sure to review the following:

- Maintaining security in the testing room
- Seating policies
- Calculator policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports

Share Role and Room Assignments
Share the testing room assignments with associate supervisors and proctors. Staff members should know:

- Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
- What script(s) they will be using and approximate timing of the test
- Where and when to report on test day
- General setup of rooms
- Contents of the testing room packet they will receive on test day
- Whether your students should provide Student ID or Social Security numbers in answer sheet box 2

IMPORTANT: Social Security numbers should only be collected if used by the state, district, or school.

KEY INFORMATION
Maintaining Security
Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructive material, such as maps and charts.
- Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as using a phone or a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during breaks.

IMPORTANT: Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers can be used to conceal aids and notes.

- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have an approved accommodation.
Test Monitoring Responsibilities
Staff should be ready to answer questions and help students feel confident about procedures. Remind staff not to answer questions about test content.

Staff must monitor students at all times during the administration and breaks. They should walk around the room while students enter identifying information on their answer sheets and during the test to make sure that each student is working alone and on the proper test section. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.

Staff should allow only one student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved for breaks as needed). Staff should collect the test book and answer sheet as the student leaves the room, make sure the test book is the actual test book and not a substitute, and fan the test book to make sure no pages have been removed.

Seating Policies
Have associate supervisors establish their seating plans in advance. Seating should not be arranged in any predictable order (e.g., alphabetical). If for some reason advance creation of seating plans is not possible, associate supervisors should assign seats randomly to students as they enter so that friends or relatives are not seated near one another. Students must not be allowed to choose their own seats.

Associate supervisors should use the seating chart on the back cover of this manual to record the seating in their rooms for future reference.

Calculator Policies and Guidelines
Calculators may only be used on the Math Test – Calculator portion, unless a student is preapproved by the College Board to use a four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See the Appendix for a list of acceptable calculators.

General policies are as follows:

- We recommend that students bring and use a calculator, especially one they’re familiar with, on the Math Test – Calculator portion of the PSAT 10. A scientific or graphing calculator is recommended.
- Students should supply their own calculators.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use them.
- Students may not share calculators.

IMPORTANT: Unless indicated by school policy, staff shouldn’t offer extra equipment or batteries.

Prohibited Aids
Anyone using prohibited aids during any part of the administration, including breaks, should be warned and, if warranted, dismissed from the test. (The only exceptions are for College Board–approved accommodations for particular testing aids.) Note any such activities on an SIR.

Prohibited aids include, but are not limited to (unless approved as an accommodation):

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including ELL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

Prepare to Test Students with English Language Learner Supports
Access to translated test directions and word-for-word bilingual glossaries is provided for English language learners.

TASKS

- Identify the students who require ELL supports.
- Print the translations and review the list of approved glossaries available at psat.org/k12educators.
- Store them securely until you’re ready to assemble testing room packets for associate supervisors.

KEY INFORMATION
Scores are scholarship-reportable for these supports, and no approval or request in SSD Online is required.
Prepare to Test with Accommodations

All students, including those who are testing with accommodations, will use the standard test books (with orange covers) unless approved for another format (for example, large print or braille). The associate supervisor in the accommodated room should test students using the scripts in this manual.

Materials Provided for Accommodated Testing

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 50% extended time for:</td>
<td>▪ Regular-type test books</td>
</tr>
<tr>
<td>– Reading</td>
<td>▪ Standard answer sheet</td>
</tr>
<tr>
<td>– Math only</td>
<td>▪ Standard answer sheet instructions</td>
</tr>
<tr>
<td>▪ Auditory amplification/FM system</td>
<td></td>
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<tr>
<td>▪ Extra or extended breaks</td>
<td></td>
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<tr>
<td>▪ Four-function calculator on Math Test – No Calculator section</td>
<td></td>
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<tr>
<td>▪ Permission for food/medication</td>
<td></td>
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<tr>
<td>▪ Permission to test blood sugar</td>
<td></td>
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<tr>
<td>▪ Preferential seating</td>
<td></td>
</tr>
<tr>
<td>▪ Record answers in test book</td>
<td></td>
</tr>
<tr>
<td>▪ Sign language interpreter</td>
<td></td>
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<tr>
<td>▪ Small-group setting</td>
<td></td>
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<tr>
<td>▪ Use of colored overlay</td>
<td></td>
</tr>
<tr>
<td>▪ Wheelchair accessibility</td>
<td></td>
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<tr>
<td>▪ Written copy of oral instructions</td>
<td></td>
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</tbody>
</table>

| Large-block answer sheet               | Regular-type test book                                   |
| ▪ Large type - 14 point                | ▪ Large type - 14-point/20-point/24-point test book/larger than 24 point, as applicable |
| ▪ Large type - 20 point                | ▪ Standard answer sheet                                   |
| ▪ Large type - 24 point                | ▪ Large-block answer sheet                                |
| ▪ Large-print answer sheet instructions| ▪ Standard answer sheet instructions                      |
| ▪ Flash drive with MP3 files           |                                                         |

| MP3 audio                              | Regular-type test book                                   |
| ▪ Flash drive with ATC files           | ▪ Standard answer sheet                                   |
| ▪ Regular-type test book               | ▪ Standard answer sheet instructions                      |

| Large-block answer sheet               | Regular-type test book                                   |
| ▪ 100% extended time                   | ▪ Standard answer sheet                                   |
| ▪ Breaks as needed                     | ▪ Standard answer sheet instructions                      |
| ▪ Home/hospital testing                 |                                                         |
| ▪ Late start time                      |                                                         |
| ▪ Limited testing time                  |                                                         |
| ▪ One-to-one testing                    |                                                         |
| ▪ Writer/scribe                         |                                                         |
| ▪ Assistive technology–compatible      |                                                         |
| ▪ Flash drive with ATC files           | ▪ Regular-type test book                                   |
| ▪ Standard answer sheet                | ▪ Standard answer sheet instructions                      |
| ▪ Standard answer sheet instructions   |                                                         |
Accommodation | Materials Provided
--- | ---
Reader | • Reader script  
• Regular-type test book  
• Standard answer sheet  
• Standard answer sheet instructions  
• Large-block answer sheet  
• Large-print answer sheet instructions
Braille | Braille kit:  
• Braille Book 1 - Reading, Writing and Language  
• Braille Book 2 - Math – No Calculator, Math – Calculator  
• Standard answer sheet  
• Standard answer sheet instructions  
Also:  
• Guide to the Nemeth Code  
• Braille Reference Information for use with the Math Test in the SAT Suite of Assessments  
• Reader script  
• Regular-type multiple-choice test book
Braille graphs and figures | Braille Figure Supplement book

**TASKS FOR THE SUPERVISOR**

**Plan for Two-Day Accommodated Testing if Relevant**
The MP3 audio format requires 100% extended time plus an additional 45 minutes in Section 2. You may need to test students using 100% extended time or MP3 audio format over two days. Schools that need to test over two days should contact the SSD office.

**Check Room Assignments for Accommodated Students**
As the supervisor, you’re responsible for creating room assignments for all students, including those who are testing with accommodations. See “Assign Students to Testing Rooms” for more information.

**Plan for Computer Usage**
- Make sure necessary computers are provided in rooms where students need them.
- For students using MP3 audio or ATC format, make sure the computers have USB ports.
- Instruct the staff who are testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See “Set Up for Testing Students with Accommodations” and “Administer Accommodations” in Part 2 of this manual for related tasks and information.

**Ensure Approved Transcription Is Completed**
For students using braille writers or other devices, or who are approved to write their answers in test books, the associate supervisor or SSD coordinator must transfer the answers to the answer sheet after the student completes the test.
- For transcriptions, tell the assistant or associate supervisor to:
  - Make sure the student’s identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.
- For students who are approved to write the answers in their test books, tell the associate supervisor to:
  - Make sure the student’s identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Write “Answers in Book” on the front cover of the student’s test book.
  - Return both the student’s answer sheet and marked test book to you for return in the white Accommodated Testing Envelope.

**Assign Any Personal Assistants**
Assign personal assistants, such as readers, scribes, or sign language interpreters (for directions only), to students approved for them. Follow the
same guidelines as for other staff assignments (see “Train Your Staff”).

- Do not assign a personal assistant to a student who is a relative of the assistant.
- Do not assign a single personal assistant to more than one student.
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved for 100% (or more) extended time.

Continue to Check for Approvals and Plan for Testing Needs
Keep checking for late approvals and for newly enrolled students who need accommodations.

- Ask the SSD coordinator to pull a new NAR every few days.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- Contact the SSD office if any information is incorrect or if a student's name is missing.

Return Accommodated Materials Correctly
Follow the procedures under “After the Test Tasks and Information” to return your accommodated materials in the white Accommodated Testing Envelope.

**TASKS FOR THE SSD COORDINATOR**

**Request Accommodations**
All accommodations must be approved by the College Board. Some accommodations will be automatically approved upon submission of the request, while others will require documentation. Approvals that require documentation review may take up to seven weeks to process from the date we receive all documentation.

- A school staff person must be identified in the system as the SSD coordinator. For detailed instructions on how to get access, see collegeboard.org/ssdonline. The school must have an SSD Coordinator Form on file with us for you to submit online SSD requests and view student information.
- The SSD coordinator is responsible for submitting accommodation requests through SSD Online.

**IMPORTANT:** If a student is in need of temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the College Board SSD office. The support must be approved by the College Board before test day.

**Work with the Supervisor**
The SSD coordinator will need to supply you with:

- Notification when they are alerted by email of the College Board decision for an accommodation request. This will prompt you to order test materials for that student and update your Master Student List.
- A list of needed personal assistants for staffing purposes.
- Help with setting up any computers for USB formats.
- Assistance with planning for rooms and materials.

**Download and Verify the Nonstandard Administration Report (NAR)**
Close to the test date, your school's SSD coordinator should log in to SSD Online to create and print a Nonstandard Administration Report (NAR), which contains the list of students who have College Board approval to test with accommodations. The NAR must be returned with answer sheets and the Supervisor's Report Form. Scores will not be released until the NAR is received. A blank NAR form, if needed, can be found in the Appendix.

*If students test with any accommodations that are not preapproved by the College Board, scores for those students will not be reported.* Find more information about eligibility and accommodations at collegeboard.org/ssd.

**KEY INFORMATION**

**Types of Accommodations and Materials**
We offer extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs. Some students may be approved for one or more alternate test formats. A brief explanation of how to administer these formats follows. See “Materials Provided for Accommodated Testing” earlier in this section for a list of materials.

The information provided here will help you plan for administering the test to students using these formats.

**Timing and Breaks**
*Students who are approved for extended time for reading should receive the extended time on all sections of the test.* Other students may have approval that applies to just the Math Test (Sections 3 and 4). Arrange to seat students with different timing in separate rooms to minimize distractions and timing errors. The associate supervisor must track the different timing needs at the beginning of each test section.

Students approved for extended time for writing, listening, or speaking do not receive extended time on the PSAT 10.

Students who are approved for a reader or scribe will test with 50% extended time unless they are approved for more time.
Test Aids and Personal Assistants

Students may be approved for aids such as a reader to dictate test questions, braille device, or scribe to record responses.

Some students may be approved for accommodations relating to the recording of answers. These accommodations may include the following methods:

- **Writer/Scribe** Students will dictate all answers to be put on the machine-scannable answer sheet by a scribe. Students who test with a scribe test with 50% extended time unless they have already been approved for 100% (or more) extended time.

- **Braille Writer** using a braille device (for example, Perkins Brailler). Answers must be transcribed by the supervisor after the test (return braille pages with answer sheets). Unless otherwise approved, electronic braille writers/notetakers (for example, Braille Note) may only be used for math calculations. An electronic braille writer can’t be connected to any network, but it must be connected to a monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.

- **Record Responses in the Test Book** The student will record all answers in the test book. The school must transfer the responses to the machine-scannable answer sheet after the test.

- **Record Answers on an Enlarged (Large-Block) Answer Sheet**

Students who are deaf or hearing-impaired may:

- have a sign language interpreter to translate test directions from spoken English.

- be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

**General Notes for Electronic Devices**

Students who are approved for computer for essays only will not use a computer on the PSAT 10. Other software or assistive technology, such as screen readers, may only be used when specifically approved by the College Board.

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste).

Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

**Large Print**

Students who test with large print—14 point, 20 point, or larger font—test with standard time and breaks (Script 1), unless approved for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.

**Braille**

Students who test with braille have standard time and breaks (Script 1) unless approved for other accommodations. The braille type used is Unified English Braille (UEB). The Math sections are in the 1972 revised Nemeth Code. Make sure that each student who is approved for braille receives the Guide to the Nemeth Code and the Braille Reference Information.

The Guide to the Nemeth Code lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the Guide during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The Braille Reference Information contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-type tests.

A regular-type test book is included with each braille test for the associate supervisor’s use as a reference. A reader’s script is also included in case the student asks to have a question read.

**Braille Graphs and Figures**

Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions in the Math sections refer to figures, students may refer to either the regular-type or large-type test or to the book of braille math graphs and figures (the Braille Figure Supplement).

If a student doesn’t read braille but chooses to use the figure supplement, the associate supervisor 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-type tests.

**MP3 Audio and ATC Formats**

Two formats are available for students who need audio assistance with the test: MP3 audio files and assistive
technology–compatible (ATC) files. Both formats are provided on USB flash drives and require each student to use a school-provided computer that has a USB port. Chromebook, Mac®, and Windows formats are supported. Since a USB port is required, a tablet may not be used to take the test. Whenever possible, students should use earphones when testing with an audio format or text-to-speech software. If earphones are not available, the student should be tested in a separate room.

The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, 50%, or 100%).

Students will need to open each section of the test before the associate supervisor begins that section, and doing so requires them to enter the password provided inside the ATC packaging.

The MP3 audio format consists of read-only files and a built-in player to deliver the test content. Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. Students test with 100% extended time for the entire test, plus an additional 45 minutes for Section 2. You may need to test students over two days. Schools that need to test over two days should contact the SSD office.

Prepare Your Students

Inform students of testing arrangements and distribute preparation materials ahead of time. Give students the test date, time, location, and any special instructions relevant to your school. Let the students know the lengths of the various test sections and breaks so that students are prepared for test day.

TASKS

Inform Students About the PSAT 10

Three to four weeks before the test:

- Distribute the PSAT 10 Student Guide. Encourage students to read the test regulations and to take the included practice test. The Student Guide also provides sample test items and test-taking tips. Make sure that you distribute the student guides and NOT the actual test books.
- If applicable, distribute practice test materials in appropriate accommodated formats to students who need them.
- Distribute copies of informational flyers, which provide facts about the test. These can be downloaded at psat.org/resources and photocopied for students and parents.

Before the week of the test, hold your preadministration session and remind students to bring the following:

- Two No. 2 pencils
- Student ID number or Social Security number (whichever one your school will use)
- Email address (optional)

Practice

Remind students to access Khan Academy® for free, personalized, online practice (satpractice.org). Developed with actual test items from the College Board, Official SAT Practice is tailored to each student’s strengths and areas where they may need help.

KEY INFORMATION

When and Where to Report

Arrange to notify students about their designated rooms for test day as they arrive at school. We recommend assigning a proctor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students. If you do not have enough staff to assign a proctor to direct students, consider posting a list of students’ assigned testing rooms at each entrance of your school. If you post a list, please do so in a way that does not call attention to students who may be testing in accommodated rooms.

What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils
- Acceptable calculator (for the Math Test – Calculator portion of the test only)
- Earphones, if using an ATC or MP3 audio format

IMPORTANT: If you have students with College Board approval to use a calculator on the Math Test – No Calculator portion of the PSAT 10, remind them to bring a separate, four-function calculator for this purpose. (Percentage and square-root functions are permitted).

We also recommend that students bring:

- A watch that has no audible alarm or communications/recording capabilities
- Snacks and drinks (which must be packed away during testing)
- Extra batteries and a backup calculator

Give this information to all students from other schools and any homeschooled students who will be testing at your school. In addition, remind these students to bring a current and valid school- or government-issued photo ID that includes their name and signature.
What NOT to Bring on Test Day
Students may not have the following in the test area (except in the case of approved accommodations for specific aids):

- Electronic equipment including phones of any kind, personal computing devices (laptops, notebooks, Bluetooth devices, or tablets), cameras, timers, audio players/recorders, wearable technology, digital watches including smartwatches that can be used to record, transmit, or receive information, or any other prohibited devices.
-Highlighters, rulers, earplugs, dictionaries or other books, pens or colored pencils, pamphlets and papers of any kind, including scratch paper.

Marking the Answer Sheet
Correctly marking the answers is very important. Marks that are too light or that do not completely fill the bubbles won’t scan properly and could lead to lower scores.

- No. 2 pencils and soft erasers are required. Mechanical pencils are not allowed because they may punch through the answer sheet or may not have No. 2 lead. Marks made with the wrong kind of lead do not scan properly.
- Students must fill in each bubble darkly and completely. Students using a large-block answer sheet must mark X’s darkly in the squares. If students need to erase a response, they must do so as completely as possible.
- Students must mark their answers on the answer sheets—no credit is given for answers recorded in the test book (unless College Board approval has been given for this accommodation).

Important Reminders for ATC and MP3 Users
Share these important details with your ATC and MP3 audio format users ahead of test day.

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Students are responsible for bringing their own earphones. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to collegeboard.org/students-with-disabilities/after-approval.
- The MP3 audio test requires 100% extended time testing plus an additional 45 minutes for Section 2 (Writing and Language Test). These students may need to test over 2 days. Contact the SSD office for permission to test over 2 days.
- The ATC format will be administered with the same approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to an approved accommodation).

Prepare Your Materials

TASKS

Use the Test Ordering Site
Sign in at ordering.collegeboard.org to order additional tests, update and track your test material orders, and calculate your remittance once test materials have been returned. See psat.org/important-dates for ordering deadlines.

IMPORTANT: Be sure to order sufficient test materials for students from other schools and for homeschooled students who will be taking the test at your school. They must use the test materials for the spring 2018 testing window; no other test materials may be used.

Identify Authorized Staff
Provide a list of authorized staff to all personnel who will be handling test materials. Remind your staff to carry identification at all times during test day and never to allow unauthorized individuals near test materials.

IMPORTANT: Any staff member, including the supervisor, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same window at any test site. In such instances, the student’s scores are subject to cancellation.

Check the Preadministration Materials Shipment
Depending on the date you order materials, preadministration and test materials may arrive in one or more separate shipments as noted here. Preadministration materials include:

- Answer sheets
- Student Answer Sheet Instructions
- PSAT 10 Supervisor Manual(s)
- PSAT 10 Student Guide(s)

PSAT 10 Student Guides will arrive in a separate, similarly timed shipment.
**Prepare Your Materials**  

**Before Test Day Tasks and Information**  

**Part 1**

**IMPORTANT:** If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. *Photocopied answer sheets will not be scored.*

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**Check the Pre-ID Labels Shipment**

If your school is using pre-ID labels, you will receive a separate shipment containing:

- Pre-ID labels
- Supplemental Instructions memo

Refer to “Tasks for the Preadministration Session for Schools with Pre-ID Labels” for more information.

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**Check the Test Materials Shipment**

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than three authorized individuals.

You should receive testing materials by approximately 5–7 days before test day. We recommend that you go online to [ordering.collegeboard.org](http://ordering.collegeboard.org) to check on the shipment status of your order because materials may ship and arrive at different times within the window. If your school will be on break the week before testing, please notify the PSAT 10 office so the delivery date can be changed. If you do not receive testing materials by the expected date, call the PSAT 10 office.

If materials are stored over the weekend, take special care that they are locked in a secure area, such as a cabinet, closet, or vault, and check them carefully for tampering. Do not store materials in a classroom, trunk of a vehicle, or residence.

**IMPORTANT:** Do not remove any test materials from the test site without the consent of the Office of Testing Integrity (OTI).

As a supervisor, you are responsible for protecting test materials against unauthorized access from the time they are delivered to your school until score reports are received. Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors.

Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, follow the procedures below to ensure that you have received the correct materials.

Your school should receive the following in the test shipment:

- Shipping notice
- Packs of 5 or 25 shrinkwrapped test books
- Packs of 25 answer sheets bundled with 25 Student Answer Sheet Instructions booklets
- Supervisor Manual(s) (at least one for every 25 test books)
- Copies of the PSAT 10 Student Guide and removable full-length practice test for distribution to students. (These will arrive earlier if your school ordered by the preadministration deadline.) Separate them from the test books and ensure that no test materials are accidentally given to students ahead of test day.
- Supervisor’s kit containing the following:
  - Receiving and Returning Test Materials booklet
  - Supervisor’s Report Form (SRF)
  - Remittance envelope
  - Accommodated Testing Envelope for return of answer sheets for students tested with accommodations
  - Bundle of 5 Supervisor’s Irregularity Report (SIR) forms
  - Gray envelope
  - Roll of packing tape

You will receive an email alert to notify you that your test materials have been shipped. Once the shipment has arrived, you must:

1. **Check that you have received all cartons.** If more than 1 carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. **Refer to the instructions for receiving and returning materials included in the test shipment, which may supplement the instructions in this manual.**
3. **Without opening the shrinkwrap around the test books,** check the covers to verify that they are the correct books for the spring 2018 testing window.
4. **Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present,** count the test books and answer sheets (still keeping them in the unopened shrinkwrap) to make sure you have received the correct quantity.
5. Contact the PSAT 10 office immediately if the test books are for a window other than the one your school registered for or if the number of tests and answer sheets doesn’t match what was ordered.
6. **Contact the PSAT 10 office if any materials are missing.**
7. **If your shipment includes the PSAT 10 Student Guide,** remove copies of the guide and separate them from test books for immediate distribution to students. *Make sure that no test books are included in the materials given to students before the test.*
8. **Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage.**

**IMPORTANT:** Check the sealed cartons daily and contact OTI immediately if there is any evidence of tampering.

9. **Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak(s) included in your test shipment.** You will use the box(es) or UPS Express Pak(s) to return answer sheets after the test.

10. **When you remove tests from secure storage on test day,** verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. Students should never be allowed to transport, distribute, or collect test materials.

See “After the Test Tasks and Information” for instructions on how to handle test books after the test.

**Accommodated Materials Shipment**

Your school will receive the following separately, if ordered:

- Test books and materials for students testing with alternate test formats
- Large-block answer sheets, if ordered

Confirm that you have received any specialized materials such as braille, MP3 audio files, and reader scripts.

**IMPORTANT:** If any materials are missing, or if you have not received the correct amount, contact the College Board immediately.

**Create a Testing Room Cover Sheet**

We recommend that you print and complete a “Testing Room Cover Sheet” for each testing room. The cover sheet is available online or from your supervisor training module, or you can create it yourself. Include the following information:

- Number of students assigned to a room
- Type of test the room is administering (standard or accommodated, e.g., 50% extended time)
- Name of associate supervisor administering the test in that room
- Proctor name (if applicable)
- Testing room code
- School (AI) code

If applicable, also include:

- six-digit school codes for students from other schools
- three-digit country codes for students with international addresses (included in the Appendix)
- two-letter “APO” or “FPO” code (AA, AE, or AP)

**Assemble Testing Room Packets**

As close to test day as possible, we recommend that you create packets for your testing rooms:

1. Gather the following items.
   - Testing room cover sheet
   - A copy of the room roster you created showing students assigned to the testing room, including optional codes, if applicable
   - For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room and the accommodations they’re approved for
   - Answer sheets (sorted by correct testing room):
     - If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session
     - Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets)
   - Student Answer Sheet Instructions booklets
   - Supplemental Instructions memo, if applicable, for students with pre-ID labels who didn’t participate in a preadministration session
   - Supervisor’s Irregularity Report (SIR) forms
   - Additional reference copy of the PSAT 10 Supervisor Manual, (which should also have been distributed during training)
   - If applicable, ELL supports (translated directions and/or word-for-word glossaries) for students who need them

2. Sort the materials to create a packet for each testing room. Include the correct materials for each room—standard or accommodated.

The testing room packets for staff should also include your school address and the school codes and addresses for any students from other schools. Codes for other schools can be found at [collegeboard.org/sat-codes](http://collegeboard.org/sat-codes).
Prepare Your Preadministration Session

We strongly recommend conducting a preadministration session prior to test day. Once you receive the preadministration materials you have the option to allow all students, including those testing with accommodations, to fill in boxes 1–9, 12 (if applicable), and 14–26 of their answer sheets ahead of time. This shortens the test day for both students and staff, and helps to create a more positive test-taking experience. Please note that students must fill out answer sheets under supervision in school.

IMPORTANT: Schools that are participating in bulk registration should wait until they receive their pre-ID labels to conduct a preadministration session.

Tasks for the Preadministration Session for Schools with Pre-ID Labels
With your pre-ID labels, you will receive a Supplemental Instructions memo that lists the fields on the pre-ID labels that students won’t need to fill out on the answer sheets.

Check the Pre-ID Labels
You’ll receive one pre-ID label for each student who was included in the preidentification file provided to the College Board, along with a Supplemental Instructions memo for their use.

Check the Supplemental Instructions to see which fields appear on your labels.

Verify and Apply Labels
As soon as possible after receipt, review the labels to ensure that they are correct:
- Is the school code correct?
- Do the students named attend your school?
- Is the grade level correct?

IMPORTANT: If labels are incorrect, do not use them. Contact the PSAT 10 Office immediately. However, if the address is the only incorrect label information, then DO use the label. Students can update their address information on their answer sheet.

Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets (or on the last page of the large-block answer sheets).

Place the label as accurately as possible so that it falls exactly within the box.

Organize your labeled answer sheets by alphabetizing them within testing room groups before returning them to their boxes and securely storing them.

Tasks for the Preadministration Session

Get Ready for the Preadministration Session
Full scripts and instructions for conducting the preadministration session are included in Part 2. Be sure associate supervisors know that all answer sheets and Student Answer Sheet Instructions booklets should be returned to you after the session so that you can return everything to secure storage. Do not remove them again until creating your testing room packets.

- Use your list of students who will be testing (both standard and accommodated students). Make sure your roster indicates the testing room code (or other room identifier) for each student on the list.
- Create preadministration session room rosters for associate supervisors.
- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones. If you’re waiting for approval to use large-block answer sheets for any students, don’t have those students participate in the session. Have them fill in their information on test day instead.
- If using pre-ID labels, apply labels (See “Verify and Apply Labels”). Organize the answer sheets by the testing room assignments you’ve made.
- Determine how optional codes, if used, will be provided to students.
- Note the testing room numbers (or other room identifiers) on containers for storing answer sheets. Instruct staff to display the school code in a prominent place in the preadministration room for students to see. Also include the following information if applicable:
- If testing students with non-U.S. addresses, the appropriate country code(s). See the Appendix for a list of codes.
- If your students have “APO” or “FPO” addresses, the 2-letter code (AA, AE, or AP) that applies to them.
- Inform staff and students of the planned sessions. Tell students they’ll need No. 2 pencils and erasers for the preadministration session. They may also need:
  - Student ID number or Social Security number (depending on school, district, or state requirements)
  - Email address (optional)
- They may also be asked to provide their grade point average and the highest level of education of their parents or guardians (both optional).
Prior to the preadministration, meet as a group with the associate supervisors who will be administering the sessions. At this meeting, supply copies of the Supplemental Instructions to the associate supervisors and instruct them to update the script for pre-ID labels under “Conduct the Preadministration Session” in their copies of the PSAT 10 Supervisor Manual.

Associate supervisors should amend the script based on the information listed in the Supplemental Instructions. Students do not need to fill in the fields listed on the Supplemental Instructions. Associate supervisors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. See the example below:

- If Address is listed on the Supplemental Instructions (for pre-ID labels), tell students to skip boxes 5–9.

KEY INFORMATION
Supplemental Instructions for Pre-ID Labels

The Supplemental Instructions, enclosed with your pre-ID label shipments (see sample that follows), lists all of the answer sheet fields that are given on the student labels. Retain your Instructions and keep it with this manual for use with your school’s answer sheets.

IMPORTANT: Your school code and name appear at the top of the Instructions. If they do not, contact the PSAT 10 Office immediately.

The labels will be sorted as directed by the file provider: either alphabetically by grade or by an optional sort code (labeled “Sort”). The label will look like this:

```
PSAT 10
At: 123456
Gr: 11
Sort: 123AB
LASTNAME FIRSTNAME
180 BROADWAY ANYTOWN ST 99999
ID: x1234
Sex: M
DOB: 03/01/00
R/E: Y
Tel: N
Em: N
```

The data provided on the labels includes:
- First name, last name, and middle initial
- School code
- Sex
- Date of birth
- Grade

Depending on the information that your school, district, or state provided, your labels may or may not contain the following data:
- Sort (optional)
- Mailing address (street, city, state, zip, and country)
- Student ID or Social Security number
- Race/ethnicity indicator
- Email address indicator

All of the data fields provided for a student appear on the label. Some data fields are shortened on the label although the complete data are captured in the barcode. For example, only the last four digits of the student ID are printed on the label, very long student names may be cut off due to space constraints, and yes/no indicators are used to convey whether telephone number, email, and race/ethnicity data are provided.

Help Staff Conduct the Preadministration Session

TASKS

Determine Staffing and Materials for the Preadministration Session

- Determine staffing needs prior to preadministration. Depending on the number of students you’re testing, the preadministration session may be conducted by you, or you may need one or more associate supervisors to conduct multiple sessions.
- Those conducting the session will need to use the scripts in Part 2 under the heading “Conduct the Preadministration Session.” Be sure to distribute
the necessary copies of the manual to staff who need them.

- In Part 2, staff should choose the script that matches whether you have unlabeled answer sheets or answer sheets with pre-ID labels.

- Not every school uses the same approach to optional codes and other fields on the answer sheet. Tell staff to watch for scripts with letter designations, and read the script that applies to your school.

- Before starting the session, staff should post any information the students will need, such as the 6-digit school code, and optional code for each student, if used.

- Staff will give each student their answer sheet and a copy of the Student Answer Sheet Instructions.
  - Some students on the NAR may be using large-block answer sheets.
  - If your school has pre-ID labels, make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

### KEY INFORMATION

#### When to Schedule Additional Sessions

- Some students who take the test may be absent for the preadministration session. The test day scripts in Part 2 include instructions for assisting students to complete the answer sheet after testing is completed. If you have a large group of these students, consider assigning them to a separate room so they can complete the nonetest portion of the answer sheet without delaying other students.

- If you have students who don’t have labels or whose labels have incorrect information other than the address, plan for them to move to a different preadministration session where students are filling in blank answer sheets, if possible.

- If you know ahead of time that some students will have pre-ID labels and others will not, conduct separate preadministration sessions for these 2 groups of students to allow for a better experience for both staff and students. (Students from other schools and homeschooled students who are testing at your school will need to fill out blank answer sheets on test day.) If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.
During the Test Tasks and Information

Follow Your Test Day Schedule

**TASKS**
- To ensure standardization across all PSAT 10 testing, make sure to adhere to the prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.

**KEY INFORMATION**

**Timing of the Test and Breaks**
The PSAT 10 is timed by section in all rooms, standard and accommodated. Students must be given the entire amount of time; they may not move on to the next section until time is called. Timing charts are supplied with each script in the manual.

Remind staff to follow these policies to ensure accurate and uniform timing of tests:
- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as on the board for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test supervisor of any timing irregularities.
- Record irregularities and actions taken on the Supervisor’s Irregularity Report (SIR).

**Scheduled Breaks**
College Board policy requires every student to be offered breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive a 5-minute break after Section 1 and a 5-minute break after Section 3. During breaks, students may go to the restroom or to the area designated for eating snacks.

Students approved for math-only extended time receive standard time on the first 2 sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator). Students approved for writing-only extended time don’t receive extended time on the PSAT 10.

Some students may be approved for extra and/or extended breaks. Specific timing instructions may be noted on the NAR.

**Unscheduled Breaks**
When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:
- Inform students that they won’t get extra testing time.
- Allow only one student at a time to take an unscheduled break.
- Collect the test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any ELL supports (translated directions or glossary) that the student may be using.
- When the student returns, if the student is unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a proctor accompany the student. It is not necessary to record this irregularity on an SIR unless you find the activity suspicious.

**Accommodated Breaks**
During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

**Extra Breaks**
Students who are approved for extra breaks get a 5-minute break after each section, and a mid-section break in Sections 1 and 4. These are noted in the timing charts and in Scripts 2–5.

**Extended Breaks**
Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.

If you have students who are approved for both extra and extended breaks, provide 10-minute breaks between each test section and midway through Sections 1 and 4; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.

**Breaks “As Needed”**
Some students with medical conditions require breaks as needed. When a student is approved for breaks “as needed,” they may break during a test section or subject. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.
Equip Testing Rooms

TASKS

Count and Distribute Test Materials
On test day, complete the testing room packets before distributing them to your associate supervisors. Count the test books assigned to each room before placing them in the appropriate packet.

Keep test materials in their secure location until test day. On test day, check the test books carefully for tampering. Once they are distributed to associate supervisors, the tests must remain under their surveillance at all times and must be accounted for during all phases of testing.

On test day, you must count the test books:
- When distributing materials to associate supervisors on test day
- When collecting materials from associate supervisors and preparing them for return

After counting test books, do the following:
- Add the test books to the testing room packets.
- Distribute testing room packets to associate supervisors.

KEY INFORMATION
In addition to the testing room packets/bins you provide to associate supervisors, other items needed in the testing room are:
- A pencil sharpener
- A supply of No. 2 pencils

Information for Posting in All Testing Rooms
Your testing room packets should provide associate supervisors with this information to post:
- Your school’s address and the school address(es) for students from other schools
- Optional codes, if any, assigned to each student for receiving score reports in a particular sort order
- Testing room code, if any; when using codes that are shorter than three digits, include leading zeros (e.g., 001, 020)
- Your school’s 6-digit code
- Six-digit school codes for students from other schools
- Three-digit country codes for students with international addresses (included in the Appendix)
- Two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

For Students Using MP3 Audio Format
The associate supervisor testing students with MP3 audio formats should post common keyboard commands for the MP3 users, as relevant to the equipment students are using. These are listed in “Administer Accommodations” in Part 2 of this manual.

For Students Using ATC Format
Students using the ATC format will need to double-click on (or otherwise select) a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file.

The associate supervisor should be ready to help students locate the password and allow them time to open the file before starting the timed section.

Admit Students to the Testing Area
Determine whether to have a central check-in or classroom check-in on test day.

TASKS
Manage Central Check-In
If you designated a central location for students to gather before testing begins, follow these procedures:
- Check ID for students who aren’t familiar to you.
- Annotate your Master Student List as students check in.
- Note an “X” for any students from other schools who could not be admitted because of invalid photo ID, if applicable.
- Send students to the correct testing rooms. Proctors at each entrance can help you to direct students.

Manage Classroom Check-In
For classroom check-in, we recommend that you have associate supervisors use the individual room rosters to check in students as they arrive. Staff should:
- Write a “P” (present) next to the name of each student who checks in.
- After check-in is complete, put an “A” (absent) next to the name of any student who is absent.
- Write in student information for students not on the room roster.
- Check ID for students who aren’t familiar to them.

Manage Late Arrivals
- If students arrive late, follow the same procedure you did for central check-in.
If students arrive before the timed test has begun, send them to their assigned room.

If testing has begun and you have planned for a late-arrivals room, instruct the associate supervisors to add the student’s name to the late-arrivals room roster.

Students who arrive after testing has begun in the late-arrivals room cannot test. If your school is planning to administer a makeup, add them to the list of students requiring a makeup.

See “Admitting Latecomers” for more information.

Manage Requests to Change to Accommodated Testing on Test Day
If a student presents a College Board eligibility approval letter and requests to change from a standard administration to an accommodated administration, follow these steps, as long as you have appropriate materials and enough staff and space available:

- Mark the student as absent by printing an “A” next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing the name and eligibility number at the bottom of the roster. Write a note to the associate supervisor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Fill out an SIR, including the student’s name and SSD eligibility number.
- If a student requests accommodations that are not noted on your NAR, and the online SSD system does not show the student as approved for the accommodations, do not supply the accommodations. Check with the SSD office if there is a question about eligibility.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the testing window. If so, note the student as moved and immediately request materials for testing. If it is too late to order materials for testing in the testing window, call the SSD office.

IMPORTANT: Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being canceled. Call the SSD office if you have any questions about providing accommodations to a student.

KEY INFORMATION
Admitting Extra Students
Some students who recently enrolled in your school may be eligible to test there. You can accommodate these students as long as you have enough materials and seats.

If unable to test them, order the necessary materials and include these students in your list of makeups needed, as detailed in “Prepare for Makeup Testing.”

Photo identification is not required for students from your school. If you’re asked by your district or state to test students who do not attend your school, you will need to check their identification. Advise these students to keep their IDs handy during test day.

Admitting Latecomers
You can admit latecomers at your discretion if you can assign them to a room where the associate supervisor has not yet begun the timed testing, or if you’ve set aside a late-arrivals room for testing groups of students who arrive late. Make sure that latecomers are escorted to the appropriate testing room.

If you are admitting them one at a time to rooms where testing procedures are already in progress, they may be admitted only if the associate supervisor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book.

A few things to note about admitting latecomers:

- If you have a late-arrivals room, late testing should start no more than 45 minutes after testing has begun in the other testing rooms.
- The associate supervisor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress. Admittance to the late-arrivals room shouldn’t be allowed after standard testing rooms have begun their first break.
- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

IMPORTANT: Do not, under any circumstance, admit students to a testing room once the timed portion of the test has begun.
Your Role During Testing

TASKS

Test Observers and Visitors
Staff from the College Board, Educational Testing Service (ETS), or administrators from from your district or school may visit your school the day of the test or the week preceding it. Verify that visitors have government-issued identification and a letter of authorization from the College Board or ETS, or the Board of Education.

Authorized visitors, including assistants for students with approved accommodations, are the only visitors allowed in the testing rooms. There are no exceptions. Keep unauthorized individuals away from test materials and out of the sight and hearing of the students until testing is complete. Limit access to the testing rooms and adjoining hallways.

Handle Escalations
As a test supervisor, you will be called upon to address many kinds of situations, most of which can be resolved on the spot.

Always contact OTI if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.)
- Unauthorized visitors you were not notified of in advance
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing

Contact the PSAT 10 office for events that interfere with testing procedures.

IMPORTANT: If your school uses testing room codes and a group irregularity occurs, you must provide a roster of affected students on the SIR. Otherwise, scores may be held for the entire school until inquiries into the irregularity have been resolved.

Handle Dismissals
Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the “Test Regulations” and “Grounds for Score Cancellation” information provided in the PSAT 10 Student Guide. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an SIR. Escort the student to their normally scheduled class or to the principal’s office. Students who are dismissed because of misconduct are not eligible for makeup testing. Their answer sheets should be destroyed.

If you or a member of your staff suspect that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Do not return the device or delete any information on the device until you have spoken with OTI. Contact OTI for further instructions.

Handle Student Complaints
Many student complaints can be prevented by careful planning, preparation, and implementation of the procedures described in this manual. Common complaints include:

- Physical conditions such as overcrowding, inadequate writing surfaces, poor lighting, and extreme temperatures
- Delayed check-in and testing
- Testing staff who are rude, disorganized, distracting, or inattentive to their duties
- No visible clocks or announcement of remaining test time
- Apparent mistimings and distracting noises
- Cheating

Report every student complaint, even those resolved on-site, on the SIR. Advise students that all feedback is welcome. Tell them that their scores may be delayed while their complaint is being reviewed, in the event additional investigation is required.

Associate Supervisor Role During Testing
See Part 2 of this manual for a description of the associate supervisor’s role during testing.
As test supervisor, you need to complete the test administration with the following activities. Always keep materials in secure storage.

**Collect Testing Materials**

You’ll need to collect all of the materials you provided to associate supervisors in the testing room materials packet.

**TASKS**

**Collect Materials from Associate Supervisors**

Verify that the materials returned by each associate supervisor match the materials you initially issued to them.

- Copy of this manual, with completed seating chart on the back.
- Annotated room roster or NAR (if applicable).
- Test books, both used and unused.
- Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, USB flash drives, etc.).
- Answer sheets, both used and unused, separated into three groups:
  - Used for standard testing with no accommodations.
  - Used for accommodated testing for students listed on the NAR (to be placed in the white Accommodated Testing Envelope).
  - Unused answer sheets. Refer to “What is a Used Answer Sheet” later in this section.

**IMPORTANT:** All students whose answer sheets are returned in the white Accommodated Testing Envelope will be considered to have used accommodations.

- Used for accommodated testing for students listed on the NAR (to be placed in the white Accommodated Testing Envelope).
- Unused answer sheets. Refer to “What is a Used Answer Sheet” later in this section.

- Student Answer Sheet Instructions booklets. These should be destroyed after all testing (including makeup testing) has been completed.
- Supplemental Instructions memo, if applicable.
- Any printed translated testing instructions. These should be securely destroyed after any makeup testing is complete.
- Any word-for-word glossaries, which can be used for other purposes after testing.
- Any completed SIRs.

**Count Materials**

- Count test materials to ensure that you received all of the materials you gave to associate supervisors. Securely store test materials for:

  - Students who are testing over 2 days
  - Students who may be testing on a later date

**IMPORTANT:** If a test book is discovered missing after students have been dismissed, report the incident on an SIR.

- Record the answer sheet counts below for use on the Supervisor’s Report Form (SRF). As you count, do a spot check to ensure that required information is filled in on the front (Last and First Names, Date of Birth) and back (School and School Code) of the answer sheets. Also check to be sure grade information is appropriately filled in (if test fees for different grade levels are being paid by different sources (e.g., state, district)).

**IMPORTANT:** You must return one, and only one, answer sheet for each student unless noted on the NAR or on the SIR (e.g., misplaced answers). Only return answer sheets that contain answers. Discard blank answer sheets.

- Set aside answer sheets for students who completed identifying information but did not test for makeup testing later in the window.

**Before Releasing Staff**

- Ask that each associate supervisor double-check their room to see if anything has been left behind, either by staff or by students.
- Review and sign SIRs. Confirm that your school’s AI code is gridded correctly. If needed, complete additional SIR(s). Note any student irregularities that may require a makeup.
- When you’ve completed these tasks, release staff members.

**Reconcile Room Rosters to Master List**

Test taker lists provide important information to the College Board, particularly when discrepancies arise.

- Once you’ve collected all materials from associate supervisors, carefully check each room roster against your Master Student List, noting on the Master Student List the room assignment and testing room code of each student. Store the master list in your records for reference if needed.
- Complete the NAR for return in the Accommodated Testing Envelope, indicating the accommodations the student received.

**Store Test Books**

Immediately after the test administration (unless otherwise instructed):

- Organize test books to facilitate return to students with their score reports.
Prepare Materials for Return

After the Test Tasks and Information

Part 1

- Make sure that no answer sheets have been put in test books.
- Place all used and unused test books (including those used by homeschooled or students from other schools) in locked storage.

Prepare for Makeup Testing

If students miss your original test date, you may hold a makeup test. Testing must be completed within the testing window and should be completed within two weeks of your primary test date. The relevant materials must be returned immediately after all testing has completed at your school.

KEY INFORMATION

What Is a Used Answer Sheet?
An answer sheet is considered used if it has one or more answers gridded in for the test.

If a student attends a preadministration session, but misses the test date, securely store the answer sheet with their personal information and/or pre-ID label for use if you plan to hold a makeup session. If you will not be holding a makeup session, destroy any unused answer sheets.

Handling Answer Sheets for Accommodated Students
- Students approved to write their answers in the test book must have their answers transcribed by a staff member to a machine-scannable answer sheet. Make sure the answer sheet is clipped to the test book. The test book with attached answer sheet should be returned in the Accommodated Testing Envelope.
- All students whose answer sheets are returned in the Accommodated Testing Envelope will be considered to have used accommodations.
- Only include the answer sheets of homeschooled students or students from other schools in the Accommodated Testing Envelope if they tested with approved accommodations.

Prepare Materials for Return

TASKS

Complete the SRF
Fill out a Supervisor Report Form (SRF) for the testing materials you are returning. Please complete the report entirely, including signature, with a No. 2 pencil. Do NOT use ink.

Double check that you have entered your school code and count of answer sheets correctly. It’s easy to mix up digits. Mistakes can lead to billing errors and delays in score reporting.

A signature on the SRF certifies that your school administered the test properly.

Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.

Sort Materials

Now that you have collected all of the materials from the associate supervisors and filled out the SRF, you’ll need to sort them for return. See “What to Do with Materials” for what to do with each item.

- **Test Books:**
  - Separate standard test books from alternate test formats.
  - Separate used test books from unused test books.
  - Set aside test books for students approved to record answers in test books.

- **Answer Sheets:**
  - Separate the used answer sheets for standard test takers and students testing with accommodations listed on the NAR.
  - Set aside unused answer sheets. See “What is a Used Answer Sheet.”
## KEY INFORMATION

**What to Do with Materials**

### HOW TO HANDLE TEST MATERIALS WHEN TESTING IS COMPLETE

<table>
<thead>
<tr>
<th>Test Materials</th>
<th>Return</th>
<th>Keep Copies for Your Records</th>
<th>Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used answer sheets</td>
<td>Yes - in package provided for answer sheet return shipment</td>
<td>No</td>
<td>No - unless instructed to destroy per instructions in the Irregularity Chart</td>
</tr>
<tr>
<td>Used answer sheets (regular and large block) for students listed on the NAR</td>
<td>Yes - in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Unused answer sheets</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Answer sheets with demographic information or label but no item responses (absentee)</td>
<td>Yes - after any makeup testing is complete</td>
<td>No</td>
<td>Yes - securely destroy any unused sheets that remain after makeup testing is complete</td>
</tr>
<tr>
<td>Answer sheet instructions</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Test books</td>
<td>No</td>
<td>Yes - until score release, then distribute to students</td>
<td>No</td>
</tr>
<tr>
<td>Test books for students approved to write answers in their books</td>
<td>Yes - clipped to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Defective test books</td>
<td>Yes - in gray envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Defective test books for students listed on the NAR</td>
<td>Yes - clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student scratch paper, computer pages, or braille pages</td>
<td>Yes - clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>NAR</td>
<td>Yes - in white Accommodated Testing Envelope</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>SIR(s)</td>
<td>Yes - in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>SRF</td>
<td>Yes - in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Remittance report (online invoice)</td>
<td>Return in remittance envelope with payment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Seating charts</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Master Student List</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Room rosters</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>List of testing rooms, with testing room codes (if used), and the staff assigned to them</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Tracking number(s) of return shipment(s)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Translated directions for ELL students</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Return Test Materials  

**Test Materials**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Word-for-word glossaries for ELL students</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Supplemental Instructions (for pre-ID labels)</td>
<td>No</td>
<td>No</td>
<td>Yes - after all testing is complete</td>
</tr>
<tr>
<td>Supervisor Manual</td>
<td>No</td>
<td>No</td>
<td>Yes - after score reports are distributed to students</td>
</tr>
<tr>
<td>Leftover unused reports (e.g., SIRs), forms, or envelopes</td>
<td>No - store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes - if makeup testing is complete</td>
</tr>
<tr>
<td>Leftover return materials (envelopes, cartons, labels)</td>
<td>No - store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes - if makeup testing is complete</td>
</tr>
<tr>
<td>Leftover PSAT 10 Student Guides</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Return Test Materials**

**TASKS**

**Pack Materials for Return**

The used answer sheet shipment includes documents such as used answer sheets, required envelopes provided to you, and the completed Supervisor’s Report Form (SRF).

Place items in the prelabeled box or UPS Express Pak from bottom to top in the order provided. Do not use rubber bands or other fastenings that might damage the answer sheets. See the diagram in the Appendix for the correct order of materials and envelopes.

Place the used standard answer sheets on the bottom, in this order:

- On the bottom, standard answer sheets for students from other schools and homeschooled students
- Standard answer sheets for students from YOUR school
- Answer sheets for students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart)

Place the white Accommodated Testing Envelope (if any) next, with the following items inside:

- Nonstandard Administration Report (NAR) – required for scoring
- Used answer sheets (regular and large block) for students listed on the NAR
- Test books for students approved to write answers in their books, clipped to corresponding transcribed answer sheets

- Scratch paper or braille pages, all clipped to corresponding answer sheets
- Defective test books for students listed on the NAR, clipped to corresponding answer sheets

Next, place the gray envelope, if applicable, including:

- Defective standard test books, if any
- SIRs, if any
- Defective ATC or MP3 test materials in their original packaging
- Place the completed and signed SRF on top and close the box or UPS Express Pak.

Once all answer sheets and forms are packed as described above, seal the box(es) or UPS Express Pak(s) and fill in the information requested on the label(s).

**Ship Materials**

Return applicable materials, including answer sheets, immediately after testing ends. If you are testing students over two days, store completed answer sheets securely and return with answer sheets from two-day testing after the second day of testing is complete. Materials must be returned no later than the next school day after testing is complete. **Failure to return answer sheets promptly may delay score reports for your students.**

- If you will administer a makeup test, hold all materials and return them once testing at your school is complete.

**IMPORTANT:** Do not return photocopied answer sheets to College Board for scoring. Photocopied answer sheets will not be scored.
Submit Final Paperwork

** TASKS **

1. Sign in to ordering.collegeboard.org to create your remittance report (this is your invoice). The site will automatically calculate the payment for you.
   - Preview a copy of the remittance report to ensure the information you entered is correct.
   - Print two copies of the report—one to mail with your payment and one for your files.

** IMPORTANT: ** Schools outside the United States should follow the instructions enclosed with test shipments.

** IMPORTANT: ** Using the prelabeled box(es) or UPS Express Pak(s) provided with your PSAT 10 test materials is the only way to ensure that your answer sheets will be correctly returned and processed.

** KEY INFORMATION **
If you must use another courier, return materials to:

PSAT 10
Pearson Processing Center
9200 Earhart Lane SW
Cedar Rapids, IA 52404

Submit Final Paperwork

** TASKS **

1. Sign in to ordering.collegeboard.org to create your remittance report (this is your invoice). The site will automatically calculate the payment for you.
   - Preview a copy of the remittance report to ensure the information you entered is correct.
   - Print two copies of the report—one to mail with your payment and one for your files.

** IMPORTANT: ** Schools without internet access that ordered PSAT 10 test materials by phone should use the “Remittance Report for Schools Without Internet Access” form in the Appendix. All other schools use the online remittance report.

2. Enclose appropriate payment per your remittance report. Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible. Include all that apply:
   - Check or money order payable to College Entrance Examination Board.
   - Include school code number.
   - Send a single check or money order; do not send individual checks for each student.
   - Purchase order.
   - Include school code number.
   - The PSAT 10 federal ID number is 13-1623965.
   - Explanation of payment by an outside source (for example, school district office or state department of education).
   - Advise the office that will be paying some or all of your fees to include your school code number on its check, money order, or purchase order.
   - Schools outside the United States: Pay test fees in U.S. dollars, without deducting any exchange fee, by international money order, a check drawn on a U.S. bank, or international wire transfer.

** IMPORTANT: ** Schools outside the United States (except U.S. territories and Canada) will be charged a $6 shipping surcharge for each test book ordered.

3. Mail your payment. Mail the remittance report and payment in the remittance envelope provided. Do not enclose the remittance report or payment with answer sheets.

** KEY INFORMATION **

** Fee Submission **

- Some states provide special instructions to supervisors about submitting fees. Please follow any state-specific instructions received from your state department of education.
- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student’s answer sheet to be sure that the grade level is appropriately filled in. Your school is responsible for students who fill in their grade level incorrectly.

** IMPORTANT: ** For more information about submitting payment, see psat.org/remittance.
If the envelope has been lost, mail payment to:

PSAT 10
12192 Collection Center Drive
Chicago, IL 60693

IMPORTANT: Use this address for initial payments only; future payments should be sent to the address on the invoice.

International Wire Transfer Information
For an international wire transfer, please use the following information:

BANK: Bank of America, Chicago, IL
SWIFT# BOFAUS3N

BENEFICIARY: College Entrance Examination Board
A/C # 003936829491
ABA # 026009593

Receive Score Reports

KEY INFORMATION

Online Scores
To learn when scores will be available, visit psat.org/important-dates. For all tests in the SAT Suite of Assessments, middle and high schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.

Students will receive their percentile rank and helpful interpretative information about their scores. The combination of numerical and content-based interpretations of student performance defines what students know and can do. The information helps students and teachers identify the knowledge and skills they need to focus on to increase achievement.

Paper Score Reports
One paper copy of each student’s score report will be delivered to the school principal soon after online reporting is available. Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal.

Schools found in violation of this policy risk losing the ability to administer the PSAT 10 in the future.

When you receive your score reports, remove test books from storage and distribute each test book to the student who used it along with the student’s score report. Send any test books used by students from other schools to their schools. You may also distribute any unused test books.

The following common errors may delay score reporting:

- The number of used answer sheets received does not match the number of students tested as entered on the SRF.
- The supervisor fails to grid the correct school code on the SRF or neglects to sign it in pencil.
- The school has not responded to a query from ETS regarding a testing irregularity.

Please make sure that students fill out their answer sheets correctly and that the information on the SRF is complete and correct.

Appropriate Uses of Scores and Reports
The publication Guidelines on the Uses of College Board Test Scores and Related Data, available at research.collegeboard.org/data, highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

Protecting Student Privacy
The College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT 10, they have a choice to “opt in” to Student Search Service®, which allows the College Board to provide students’ basic information to eligible colleges and universities, scholarship programs, and education opportunity programs. Information about disability, Social Security numbers, phone numbers, or actual test scores is never shared. To learn more, visit collegeboard.org/student-search-service.

Khan Academy and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. The College Board and Khan Academy do not share student personal information or student practice work without the student’s consent. Students may choose to link their Khan Academy and College Board accounts to benefit from additional personalization through the use of their actual PSAT 10 results. Account linking is entirely student-driven, and students can unlink their accounts at any time.

For more information about the College Board and Khan Academy’s privacy practices, please visit:

- collegeboard.org/privacy-policy
- khanacademy.org/about/privacy-policy
PART 2: For Associate Supervisors and Proctors

Introduction for Associate Supervisors

This is your guide for administering the PSAT 10 and for creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training provided by your supervisor, please read this section of the manual carefully. It is especially important to read through the scripts and instructions ahead of time so that you can address any questions with your supervisor before test day.

This part of the manual includes the required scripts for preadministration, standard test administration, and accommodated test administration. If you will be administering the test to students who have been approved for accommodations, you may also receive other materials depending on the nature of the accommodation.

Prepare Yourself

**TASKS**

- Conduct a preadministration session at your supervisor’s direction.
- If you are testing accommodated students, before test day:
  - Review “Key Information: Using Accommodated Scripts” to determine the correct script to use.
  - Test any equipment needed.

Conduct the Preadministration Session

**TASKS**

- Before the session, post the following in a location visible to all students:
  - Six-digit school codes for your school and the schools of any other students who are participating in the preadministration session
  - Address of your school and addresses of any other schools that have students participating in the session
  - Optional code, if any
  - Three-digit country codes for any students with addresses outside the United States or U.S. territories
  - Two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable
- Read aloud from the shaded scripts that follow, to guide students through filling in the personal information in boxes 1–9, 12 (if your school uses optional codes), and 14–26. Read slowly enough to give students time to fill in their information. Pause where you see [pause] in the script to allow students time to follow instructions.

Script to Begin the Preadministration Session

Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.
When everyone is ready, say:

We will now fill out important information on the PSAT 10 answer sheet. As I go through these instructions, raise your hand if you have any questions.

You will need to use a Number 2 pencil. Raise your hand if you do not have one.

Provide No. 2 pencils to students who do not have them.

Distributing Answer Sheets and Instructional Booklets

Next say:

This is the answer sheet that you will use to mark your answers on the test. I’m also giving you a booklet with information you will need to fill in some of the boxes.

Distribute answer sheets and the Student Answer Sheet Instructions booklets. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

To students who are using large-block answer sheets, say:

Please read the directions on page 1 of your answer sheet about how to mark your answers. You will be marking squares rather than bubbles, and the page numbers will be different from the ones I announce. Raise your hand if you need assistance at any time.

Some of the boxes that follow have alternative scripts to read depending on various criteria, such as the location of your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.

IMPORTANT: If you are reading these scripts to students who have pre-ID labels on their answer sheets, turn to the Script for Pre-ID Labels on page 49.

Script for Unlabeled Answer Sheets

Now say:

Please read the directions in box 1 of your answer sheet. Then enter your full legal name, starting with your last name. If your last name is longer than the space available, enter as many letters as will fit. Include spaces, hyphens, or apostrophes if these are part of your name. Fill in all corresponding bubbles carefully. Make sure each mark is dark and completely fills the bubble. [pause] Please look up when you are finished.

Continuing to Guide Students Through the Identifying Information

BOX 2 – Student ID or Social Security Number: If your school is NOT using Student ID numbers or Social Security numbers, skip to box 3. Read script (A) if your school is using Student ID numbers, or read script (B) if your school is using Social Security numbers. (Read only one option.)

(A) If your school is using Student ID numbers, for box 2, say:

In box 2, fill in the bubble next to “Student ID Number,” and enter your Student ID, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. Please look up when you are finished. [pause]

(B) If your school is using Social Security numbers, for box 2, say:

In box 2, if you know your Social Security number, fill in the bubble next to “Social Security Number.” Enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this section blank. Please look up when you are finished. [pause]

For box 3, say:

Box 3 asks for your mobile number. Please leave box 3 blank if your mobile phone does not have a U.S. number.

If you have a U.S. mobile number, read the information in box 3 about providing your number. The College Board will not share your mobile number with other organizations without your consent. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. If you opt in, they may ask you to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes.

Standard text-messaging rates apply. You may also opt out at any time.

If you agree to these terms, enter your number in the boxes, beginning with the area code, and fill in the appropriate bubbles. Please look up when you are finished. [pause]
Conduct the Preadministration Session

Before the Test

Part 2

For box 4, say:

In box 4, fill in the appropriate bubble for the month when you were born. Then enter your day and year of birth, and fill in the appropriate bubbles. Fill in a leading zero for your day of birth if applicable. If you are using a large-block answer sheet, fill in the month, date, and year of your birth. Be sure to include the bubble for the first two digits of the year you were born.

To all students, say:

Next, you’ll fill in your address. If you are using a standard answer sheet, turn to page 2 (or stay on page 3 if you are using a large-block answer sheet).

BOXES 5–9 – Address: For boxes 5–9, read script (A) to students who live on a U.S. military base and/or script (B) to students who do not live on a U.S. military base. (Read all that apply.)

(A) If you are testing students who live on a U.S. military base, say:

In box 5, “Street Address,” enter your box number or other designation. In box 6, “City,” enter “APO” or “FPO.” In box 7, find the “U.S. Territory” section, and fill in the bubble for the 2-letter code __. In box 8, fill in your zip code. Leave box 9 blank. Please look up when you are finished.

(B) To students who do not live on a U.S. military base, say:

In box 5, enter your street address:

- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
- Use the address abbreviations given on your answer sheet.

Enter your city in box 6, and fill in your zip or postal code in box 8.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 7 and leave box 9 blank.

Now say:

Make no marks in box 13 at this time.

For box 14, say:

Find box 14 on page 4, or if you are using a large-block answer sheet, on page 6. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the address is yours or a parent or guardian’s address. The College Board will use the email address to send information such as when your scores are ready.

If you opt into Student Search Service, your email address will be added to your College Board student record.

To all students, say:

Next, you’ll fill in your address. If you are using a standard answer sheet, turn to page 2 (or stay on page 3 if you are using a large-block answer sheet).

BOXES 5–9 – Address: For boxes 5–9, read script (A) to students who live on a U.S. military base and/or script (B) to students who do not live on a U.S. military base. (Read all that apply.)

(A) If you are testing students who live on a U.S. military base, say:

In box 5, “Street Address,” enter your box number or other designation. In box 6, “City,” enter “APO” or “FPO.” In box 7, find the “U.S. Territory” section, and fill in the bubble for the 2-letter code __. In box 8, fill in your zip code. Leave box 9 blank. Please look up when you are finished.

(B) To students who do not live on a U.S. military base, say:

In box 5, enter your street address:

- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
- Use the address abbreviations given on your answer sheet.

Enter your city in box 6, and fill in your zip or postal code in box 8.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 7 and leave box 9 blank.
Part 2  |  Before the Test  Conduct the Preadministration Session

**Now say:**

Please look at page 1 of your Student Answer Sheet Instructions booklet. You will need the information and instructions to complete some of the remaining questions. Take a minute or two to read the introduction about how providing your information can benefit you. Please look up when you are finished. [pause]

**For box 15, say:**

Box 15 asks if you wish to participate in the College Board’s free Student Search Service. This service can help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests, which you will provide in your answers to questions 18 through 24. Saying “Yes” to this service allows colleges, scholarship programs, and other organizations to send you information about the educational and financial aid opportunities they offer.

Educational organizations that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection. [pause]

**For box 16, say:**

Fill in the appropriate bubble for female or male in box 16.

**For box 17, say:**

Fill in your current grade level in box 17.

Please walk around the room to check that students complete their current grade level. Scores can be delayed if this information is missing or incorrect.

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for boxes 18–24. Students may need about one minute per box to read and complete boxes 18–23. College Major, box 24, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

**Now say:**

Your answers to the questions in boxes 18 through 24 may be shared with colleges, scholarship programs, and other educational organizations if you chose “Yes” for Student Search Service in box 15. For this reason, we strongly encourage all students to complete this section. Your answers also will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.

**IMPORTANT: Students who do not wish to respond to boxes 18–21 may skip them.**

**For boxes 18 and 19, say:**

Before answering questions 18 and 19, please read the information in your Student Answer Sheet Instructions booklet.

Question 18 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause]

Box 19 asks about the languages you speak. Mark only one answer to each question. Please look up when you are finished. [pause]

**For box 20, say:**

In box 20, please indicate the highest level of education of your parents or guardians. Choose one parent or guardian in the first row, and select their level of education underneath, using the instructions in your booklet. If you have a second parent or guardian, do the same for that parent or guardian in the following rows. Please look up when you are finished. [pause]

**For box 21, say:**

In box 21, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

**For box 22, say:**

In box 22, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

**IMPORTANT: Students who do not wish to respond to box 23 may skip it.**
Conduct the Preadministration Session

Before the Test

For box 23, say:

Box 23 asks about your interest in religiously affiliated colleges, campus-based clubs, or activities. Refer to the list of codes in your instructions booklet. Decide how to respond, then print the appropriate code and fill in the corresponding bubbles. Please look up when you are finished. [pause]

For box 24, say:

Colleges, universities, and other educational programs want to know what subject area most interests you. For box 24, your instructions booklet has a list of 3-digit college major codes to select from.

Indicating your interest in a major does not mean you are choosing that major now—it just lets colleges send you information about specific programs that might fit your interests. Find the college major in your booklet that interests you the most, then enter the code number and fill in the corresponding bubbles in box 24. When you are finished, please close your instructions booklet and look up. [pause]

IMPORTANT: Students who need large-print materials may require assistance with the college majors list.

For box 25, say:

Proceed to box 25. If this is the school you regularly attend, fill in the bubble that says, “Yes,” and enter the name and address of your school.

If you have students who are not from your school, say:

If you are homeschooled, fill in the bubble that says, “No, I am homeschooled,” and do not enter any other information in box 25.

If this is not the school you regularly attend and you are not homeschooled, fill in the third bubble, and enter the name and address of your school.

For box 26, say:

In box 26, enter your school code. If you attend this school, I have posted our school code in the front of the room. Other school codes for anyone who needs one are also listed. If you are homeschooled, leave box 26 blank. Please look up when you are finished. [pause]

Script for Pre-ID Labels

For students with pre-ID labels, say:

Please check the label on page 1 of your answer sheet (or the back of the large-block answer sheet). It will show your name and a few other pieces of information about you and our school. First, please confirm that your legal last name and first name are correctly printed on the label. Next, check that the school code listed matches the one I have posted.

Next, check your date of birth, which is marked with the letters “DOB.” Also check that your sex and grade are correctly noted. Raise your hand if you see any incorrect information on your label. [pause]

Check your address. If your address is incorrect on the label, you can update it on your answer sheet. Raise your hand if you have any questions. [pause]

Before continuing, resolve any issues with labels:

- If a student’s address is incorrect, but all other information is accurate, they may continue to use this pre-ID label—they can update their address on their answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets that you distributed to try to locate the correct one.
- If a student’s labeled answer sheet is unusable (has incorrect data on it) or you can’t locate their correct answer sheet:
  - Check with your supervisor to see if an additional preadministration session can be held for these students.
  - If you need to keep them in your session, give them each a blank answer sheet, and tell them to follow your directions to fill in their information. These students should fill in all fields, even those that are marked to be skipped in this “Script for Answer Sheets with Pre-ID Labels.”
  - If a blank answer sheet is unavailable, place 2 blank labels over the incorrect pre-ID label. The student should then follow the directions to fill in their information.

For box 1, say:

Please leave box 1 blank. Your name is given on the label.

Turn to Finishing Up on page 52.
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Continuing to Guide Students Through the Identifying Information with Pre-ID Labels

☐ If Student ID appears in your school’s Supplemental Instructions (for pre-ID labels), or if your school is NOT using Student ID numbers or Social Security numbers, tell students to skip box 2.

BOX 2 – Student ID or Social Security Number: If you are not skipping box 2, read one of the options for box 2: read script (A) if your school is using Student ID numbers, or read script (B) if your school is using Social Security numbers. (Read only one option.)

(A) If your school is using Student ID numbers, for box 2, say:

In box 2, fill in the bubble next to “Student ID Number,” and enter your Student ID, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. Please look up when you are finished. [pause]

(B) If your school is using Social Security numbers, for box 2, say:

In box 2, if you know your social security number, fill in the bubble next to “Social Security Number.” Enter your nine-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this section blank. Please look up when you are finished. [pause]

For box 3, say:

Box 3 asks for your mobile number. Please leave box 3 blank if your mobile phone is not a U.S. number.

If you have a U.S. mobile number, read the information in box 3 about providing your number. The College Board will not share your mobile number with other organizations without your consent. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. If you opt in, they may ask you to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes.

Standard text-messaging rates apply. You may also opt out at any time.

If you agree to these terms, enter your number in the boxes, beginning with the area code, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

For box 4, say:

Make no marks in box 4. Your date of birth is given on the label.

To all students, say:

Turn to page 2 of your answer sheet (or page 3 of the large-block answer sheet).

☐ If Address appears in your school’s Supplemental Instructions (for pre-ID labels), tell students to skip boxes 5–9 unless their address is incorrect on the label or they do not have a label. Read the scripts for Boxes 5–9 to these students so that they can enter their correct address on their answer sheet.

BOXES 5–9 – Address: For boxes 5–9, read script (A) to students who live on a U.S. military base, and/or script (B) to students who do not live on a U.S. military base. (Read all that apply.)

(A) If you are testing students who live on a U.S. military base, say:

In box 5, “Street Address,” enter your box number or other designation. In box 6, “City,” enter “APO” or “FPO.” In box 7, find the “U.S. Territory” section, and fill in the bubble for the two-letter code. In box 8, fill in your zip code. Leave box 9 blank. Please look up when you are finished. [pause]

(B) To students who do not live on a U.S. military base, say:

In box 5, enter your street address:

- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
- Use the address abbreviations given on your answer sheet.

Enter your city in box 6 and fill in your zip or postal code in box 8.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 7 and leave box 9 blank.
- Students who live outside the United States and its territories should leave box 7 blank and fill in the following Country Code as well as the corresponding bubbles in box 9:

Please look up when you are finished. [pause]
Conduct the Preadministration Session

Before the Test

| Part 2 |

Country codes are listed in the Appendix.

For boxes 10 and 11, say:

Leave boxes 10 and 11 unchanged.

If your school uses optional codes, share the appropriate code(s) with students (see Assigning Optional Codes on page 18 for information on optional codes). If an optional code has only one digit, include the leading “0” in the number you give students to fill in. Homeschooled students and students from other schools should leave box 12 blank.

BOX 12 – Optional Code: If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). (Read only one option.)

(A) If your school uses optional codes, say:

If you do not attend this school, leave box 12 blank. Students from this school, please enter the number I have posted. [pause]

(B) If your school does NOT use optional codes, say:

Please also leave box 12 blank.

Now say:

Make no marks in box 13 at this time.

☐ If Email Address appears in your school’s Supplemental Instructions (for pre-ID labels), tell students to skip box 14 and proceed to box 15.

For box 14, say:

Find box 14 on page 4, or if you are using a large-block answer sheet, on page 6. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the address is yours or a parent or guardian’s address. The College Board will use the email address to send information such as when your scores are ready.

If you opt into Student Search Service, your email address will be added to your College Board student record.

Now say:

Please open your Student Answer Sheet Instructions booklet. You will need to refer to the information and instructions to be able to complete some of the remaining questions. Take a minute or two to read the introduction about how providing your information can benefit you. Please look up when you are finished. [pause]

For box 15, say:

Box 15 asks if you wish to participate in the College Board’s free Student Search Service.

This service can help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests, which you will provide in your answers to questions 18 through 24. Saying “Yes” to this service allows organizations to send you information about the educational and financial aid opportunities they offer.

Educational organizations that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection. [pause]

For boxes 16 and 17, say:

Make no marks in boxes 16 and 17. Your sex and grade level are given on the label.

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for boxes 18–24. Students may need about one minute to read and complete each of the boxes 18–23. College Major, box 24, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

Now say:

Your answers to the questions in boxes 18 through 24 may be shared with colleges, scholarship programs, and other educational organizations if you chose “Yes” for Student Search Service in box 15. For this reason, we strongly encourage all students to complete this section.

Your answers also will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.
For boxes 18–21, say:

Before answering the next questions, please read the information in your instructions booklet.

☐ If Racial/Ethnic Group appears in your school’s Supplemental Instructions (for pre-ID labels), tell students to skip box 18 and proceed to box 19.

**IMPORTANT:** Students who do not wish to respond to box 18 may skip it.

For box 18, say:

Question 18 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause] Please look up when you are finished. [pause]

**IMPORTANT:** Students who do not wish to respond to boxes 19–21 may skip them.

For box 19, say:

Box 19 asks about the languages you speak. Mark only one answer for each question. Please look up when you are finished. [pause]

For box 20, say:

In box 20, please indicate the highest level of education of your parents or guardians. Choose one parent or guardian in the first row and select their level of education underneath, using the instructions in your booklet. If you have a second parent or guardian, do the same for that parent or guardian in the following rows. Please look up when you are finished. [pause]

**IMPORTANT:** Students who need large-print materials may require assistance with the college majors list.

For box 21, say:

In box 21, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For box 22, say:

In box 22, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

**IMPORTANT:** Students who do not wish to respond to box 23 may skip it.

For box 23, say:

Box 23 asks about your interest in religiously affiliated colleges, campus-based clubs, or activities. Refer to the list of codes in your instructions booklet. Decide how to respond, then print the appropriate code and fill in the corresponding bubbles. Please look up when you are finished. [pause]

For box 24, say:

Colleges, universities, and other educational programs want to know what subject area most interests you. For box 24, your instructions booklet has a list of three-digit college major codes to select from.

Indicating your interest in a major does not mean you are choosing that major now—it just lets colleges send you information about specific programs that might fit your interests. Find the college major in your booklet that interests you the most, then enter the code number and fill in the corresponding bubbles in box 24. When you are finished, please close your instructions booklet and look up. [pause]

For boxes 25 and 26, say:

Make no marks in boxes 25 or 26. Your school information has been provided.

If you have any students who are filling in information because of problems with labels, tell them to enter their school information in boxes 25 and 26 (provide their school code). Homeschooled students should leave box 26 blank.

**Finishing Up**

To students filling out their information BEFORE the test, on or before test day, say:

Leave the Certification Statement blank at this time.

When everyone is ready, say:

We are now finished with completing your personal information. Please close your answer sheet.

Collect the Student Answer Sheet Instructions from each student.
If Conducting on Test Day
Turn to the correct part of the test day scripts, as follows:

**IMPORTANT:** If you are ready to begin the test, your students should keep their answer sheets. Go to Distributing Test Books on page 61.

**IMPORTANT:** If you have finished testing and are ready to dismiss students, turn to Collecting Answer Sheets on page 85.

If Conducting Before Test Day
Continue with the script and instructions below.

When all students are finished, say:

Thank you for your cooperation. Please sit quietly while your answer sheets are collected.

Collecting and Storing Answer Sheets Until Test Day
Collect all answer sheets from students. Return the answer sheets and all Student Answer Sheet Instructions booklets to your supervisor, who will store them in a secure location until test day. Dismiss students, reminding them of the time and place they should report for the test.

Set Up for Testing Students with Accommodations
Read this section thoroughly before test day so you can properly prepare for the accommodations your students have approval for, including determining which script(s) to use for the students assigned to your room.

**TASKS**

- Prior to test day, be sure to check the Nonstandard Administration Report (NAR) provided in your testing room packet to determine which accommodations each student on your room list is approved for.
- Using the NAR, determine which test book each student will need. Some students may be approved for a special format. Students testing with accommodations that do not require specific materials will use the same test book as students in the standard room.
- Review “Key Information: Using Accommodated Scripts” to determine which script to use for the students assigned to your room. Also see the timing chart “Overview of Timing and Breaks” in the Appendix.

**IMPORTANT:** It is very important that you provide ONLY the accommodations a student is approved for. A student who tests with accommodations that are not approved by the College Board’s SSD office may not receive scores.

Set Up Computers for ATC Users
The ATC format is composed of five Microsoft® Word files that have been created to work with students’ assistive technology for screen magnification or screen readers.

The ATC format has been tested with ZoomText® (with and without reader), JAWS®, and NVDA®, on both a PC and a MacBook laptop. If you have a student who is using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the PSAT 10.

1. Print the student’s last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each USB flash drive from its packaging.
3. Insert the USB flash drive into a USB port on a computer that has Microsoft Word and the student’s usual assistive software installed (JAWS or ZoomText, for example).
4. Follow the instructions under the opened flap on the USB drive packaging. When you set up on test day, leave the packaging on the desk for the student to reference. The student will need the password on the packaging to open each section in the software.

Set Up Computers for MP3 Audio Users
Set up for MP3 testing should be done in advance of test day to ensure a smooth administration. From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media and/or licenses, follow the instructions under Troubleshooting for USB Formats on page 58.

The USB flash drive contains read-only files and a built-in player to deliver the test content.

1. Print the student’s last name, first name, and middle initial on the back of the MP3 packaging.
2. Remove each flash drive from its packaging.
3. Insert the USB flash drive into a USB port.
Set Up PCs or Macs

- Open the USB drive.
  - On both PCs and Macs, find the icon in the lower left of your screen.
  - On a Mac, click on the icon to open “Finder.” You should see a description of the USB as a drive in the pop-up list under “Devices.”
  - On a PC, right click on the icon and select “File Manager” or “File/Windows Explorer.” The USB drive will appear in the list labeled “This PC” or “Computer.”
  - Double click the name of the USB drive (which appears as a 6-digit number).
- Start the software: Double-click the software application, which is labeled “Start” (”.exe” on PC or “.app” on Mac).
  - A media player named “Flux Player” will launch.
  - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

- Start the software: Click the Launcher, the icon on the far left of the taskbar.
  - Select “Files,” which will bring up another taskbar.
  - Find the USB drive in the task list and click it to display a list of file folders on the drive.
  - Open the folder called “Chrome_Version” to access the test sections.

KEY INFORMATION

Using Accommodated Scripts

The accommodated test scripts for the PSAT 10 are based on the type of accommodation a student is approved for.

Script 1: Standard Time
Use Script 1 for students who are approved for accommodations that do not require extended time on any part of the test—for example, breaks as needed or use of braille materials.

Script 2: 100% Extended Time
Use the entire Script 2 for students who are approved for 100% extended time for reading.

Script 3: 50% Extended Time
Use the entire Script 3 for students who are approved for 50% extended time for reading.

Script 4: Standard Time with Extra Breaks
Use Script 4 for students who receive standard time on some or all sections of the test and who are approved for extra breaks.

Script 5: MP3 Audio Format
Use Script 5 for students testing with the MP3 audio format.

Combined Scripts for Math-Only Extended Time

- Begin with Script 1 for students who are approved for extended time on math only with no extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.
- For students approved for 100% extended time for math, turn to Script 2, Sections 3 and 4 (beginning with “Break Before Section 3”).
- For students approved for 50% extended time for math, turn to Script 3, Sections 3 and 4 (beginning with “Break Before Section 3”).
During the Test

Prepare to Test

TASKS

Prepare the Testing Room
- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. Your supervisor will have this information. (See also sample seating plans in the Appendix.)
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it’s working properly.

Post Information for Students
Before distributing test materials, post the following in a place visible to all students:
- Today’s date
- Optional code, if any
- Testing room code (3 digits including any leading zeros), if any
- Your school’s 6-digit code
- Six-digit school codes for students from other schools
- Your school’s address and the school address(es) for students from other schools
- Three-digit country codes for students with international addresses (included in the Appendix)
- Two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Admit Students to the Testing Room
Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, we recommend that you check each student against the room roster as they enter the room:
- Write a “P” for “present” next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. Send any student from another school who can’t present acceptable ID to the supervisor.
- After you have closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster.

If a student arrives late, you can admit them as long as you have not yet begun the timed sections of the test.

Seat Students
Never allow students to select their own seats.

- Assign seats at random or by prearrangement with the supervisor.
- Admit and seat students who arrive late only if you have not yet begun the timed test (i.e., Section 1).
  - Send students who arrive after the timed section begins to the supervisor for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.
  - Late students who arrive before the beginning of Section 1 may supply missing identifying information after the test, before being dismissed.

Never allow a student to test who has had an opportunity to communicate with students who have completed some or all of the test.

Collect Students’ Personal Belongings
At its own discretion, your school may choose to collect and store students’ personal belongings (such as phones, other electronic devices, and/or backpacks) for the duration of the test. In these instances, provide a method for students to tag their property and be sure devices are powered off before collection. Tell students to take out any snacks or drinks that they may have brought for the breaks, and place them under their desks. Also tell students to keep their calculator and No. 2 pencils with erasers. If a student has an EpiPen, it must be placed in a clear bag and stored under the student’s desk during testing.

Account for Test Materials
Associate supervisors must count the test books:
- After receiving the materials from your supervisor
- After distributing materials to students
- After collecting test books, before dismissing students from the testing room

If a test book is missing:
- Notify the supervisor immediately. If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible.
Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a Supervisor’s Irregularity Report (SIR) as explained in “Administer the Test.”

If a test book is discovered missing after the students have been dismissed, report the incident on the SIR.

Administer the Test

**TASKS**
- Begin testing all students at “Test Day Scripts,” then proceed when directed in the instructions to the appropriate numbered script for the students in your room.
  - Script 1 provides standard timing and breaks.
  - Script 2 provides 100% extended timing and extra breaks.
  - Script 3 provides 50% extended timing and extra breaks.
  - Script 4 provides standard timing with extra breaks.
  - Script 5 provides instructions for MP3 audio format users.
- Read scripts exactly as written.
- Maintain security in the testing rooms.
- Report any test administration irregularities.
- Once testing has begun, complete the seating chart on the back of the manual.

**Time the Test**

Time the test as follows:
- Enter the start and stop times in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if one is assisting in the room.

Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.

**Prevent Copying and Communication**

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. You must:
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. A smartphone can be disguised as a calculator through the use of a plastic cover.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

**IMPORTANT:** Always note any such activities on the SIR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

If the Irregularity Chart indicates to call the SSD office or OTI, report the situation immediately.

**Monitor Breaks**

You and other testing staff will need to monitor students during breaks to make sure that they don’t discuss the test, use calculators, phones, or prohibited aids.

**Complete the SIR**

This form is scanned, so use a No. 2 pencil or a pen with black or blue ink, and do not write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity.

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
  - In box 4a, put your 6-digit school (AI) code.
  - In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to denote the type of occurrence, describe the events and actions, and list information about the students affected. You will need to note the grade level for each affected student.
  - To report an individual irregularity (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to denote the type of occurrence and the events and actions taken. List the student’s name, grade level, and date of birth.
- In all situations, provide as much detail as possible (e.g., indicate if student was dismissed and if answer sheet was destroyed). Do not attach answer...
sheets to the SIR, but return them with the other used answer sheets.

**KEY INFORMATION**

**Using the Irregularity Chart**
The chart in the Appendix is a compilation of the most common irregularities along with the procedures and actions you should employ. Some situations call for immediate action: When the chart indicates need for immediate action, respond without delay. The chart also indicates when you should complete and submit an SIR.

Use the SIR to record an irregularity, including:
- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

Make sure reports are complete and explicit. Fill out just one form for each issue, even if it affects more than one student (such as mistiming).

Irregularities filed by associate supervisors must be countersigned by the test supervisor, who should add any information that might be useful. Tell students that a report will be submitted.

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**Administer Accommodations**

Locate the information in this section that applies to the students in your room.

**TASKS**

**Prepare Computers (if Any) on Test Day**
Before testing begins:
- Ensure each student’s computer is powered on and the USB flash drive inserted.
- Disconnect the computer from any networks and from the internet.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

**IMPORTANT:** Monitor students to ensure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.

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**Post Information for Students Using MP3 Audio Format**
If you are testing students with MP3 audio formats, post the following common keyboard commands for the MP3 users, as relevant to the equipment students are using.

**For PC or Mac**
- Navigating the test:
  - Test Directions: Double-click or otherwise select to listen to directions
  - Start Section: Double-click or otherwise select Section icon
  - Next Section: Click “Stop” at bottom of screen to return to Section table of contents
  - Change Volume: Click and drag slider bar at the bottom of the screen
- Keyboard navigation:
  - Pause or Play: Control/Command-P
  - Back: Control/Command-B
  - Forward: Control/Command-F

**For Chromebook**
- Starting and navigating the test:
  - In the file list, double-click or otherwise select the folder “Test Directions” and then the file itself to hear general usage directions.
  - To select a section, double-click or otherwise select the test section folder (e.g., “PSAT 10 Section 1 Reading Test”).
  - To start the files in a section playing, press Control-A to highlight all files in the folder, then press ENTER.
- Chromebook navigation uses the mouse on the media player menu to pause or play.

**Prepare to Assist Students Using ATC Format**
Students using the ATC format will need to double-click on or otherwise select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file.
You should be ready to help students locate the password and allow them time to open the file before starting the timed section.

**KEY INFORMATION**

**Administering Extended Time and Accommodated Breaks**
Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use
During the Test

Administer Accommodations

the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section.

Some students may be approved for **extra and/or extended breaks**. Break time is not included as part of testing time and is timed separately. Specific timing instructions may be noted on the NAR. During their breaks, students who are approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

- Give students who are approved for **extra breaks** the same breaks that extended time students receive, as noted in Script 4.
- Give **extended breaks** to approved students by doubling the standard time of regularly scheduled breaks.
- If you have students who are approved for **both extra and extended breaks**, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you should not prompt students to end their breaks early.
- When a student is approved for breaks “as needed,” they may break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time. (Use Script 1 unless approved for other accommodations.)

Administering Large Print

Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

Administering MP3 and ATC

Students should use earphones when testing with the MP3 audio or ATC formats (if used with text-to-speech software). Bluetooth features are not allowed. If earphones are not available, the student should be tested in a separate room.

Students using the MP3 audio format must be given 100% extended time on the entire test, and in addition, must be given 45 extra minutes on Section 2, Writing and Language Test, to allow for software navigation. These students may test over two days if the school has obtained permission from the SSD office.

Students using the ATC format should be tested with standard time unless they have been approved by the College Board for extended testing time due to disability. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices.

A student approved for more than 100% extended time should test with that time allowance.

Administer the test one section at a time, with strict timing, just as you would a paper test. Monitor students to be sure they are not accessing any other sites while working on the test.

Troubleshooting for USB Formats

If technical difficulties are encountered during the MP3 audio or ATC test, pause the test timing and instruct the student to step away from the computer. Once you have resolved the issue, you can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD office.

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the USB, first try changing to a different computer. If you still encounter a problem, follow these steps:

1. From within the Flux Player, select the “Help” drop-down menu.
2. Click “Contact support.”
3. In the issue type box, type “Failed to apply license file.”
4. Type in the email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for “I agree to collect support related information about this computer” (this step identifies which license you need).
6. Click “Send.”

Technical support will review the request and respond with specific instructions.

Administering Braille

Students may use the Guide to the Nemeth Code if they are taking the braille format of the PSAT 10. The braille test is divided into several books, which you will use one at a time. The braille type used is Unified English Braille (UEB). The Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

Scratch paper can also be used by students recording answers on a braille device.

Administering Braille Graphs and Figures

Some students using formats other than braille may be approved for the accommodation of braille graphs and figures. During the test, when questions in the math sections refer to figures, students may refer to either the regular-type or large-type test or to the book of braille math graphs and figures (the Braille Figure Supplement).
If a student doesn’t read braille but chooses to use the Figure 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-type tests.

Administering Readers
Distribute any supplemental materials to the reader: a script if the student requires dictation of test questions, a regular-type test book for student’s and reader’s use, and additional test materials for student use as approved by the College Board (for example, braille materials). Students who use readers in conjunction with other formats will find that the two texts differ slightly because the script read by a reader describes the figures in greater detail than given in other formats.

Administering Scribes
Scribes may only write what the student dictates; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in the script to a personal assistant who is writing answers for a student.

Test Day Scripts

Reading the Scripts
Read aloud all the directions in the tinted areas. Read slowly enough to give students time to fill in their responses. Pause where you see [pause] in the script to allow students time to follow instructions. Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.

Some of the boxes that follow have alternative scripts to read depending on various criteria such as the location of your school. When you see multiple choices with lettered options (A and B), read the prompts silently before choosing which script(s) to read to students.

Do not deviate from these directions or answer any questions regarding the content of the test.

Before starting the test, distribute translated directions and/or word-for-word glossaries to students who need them.

When you are ready to begin, say:

Welcome to the PSAT 10 administration. This test will focus on what you’ve already been learning throughout high school. It is also a chance to practice for the SAT, to see where you might need to improve, and to qualify for scholarship programs. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

Before we begin the test, I’m going to read some regulations and instructions. Please listen carefully, and hold any questions until I ask for them.

For today’s test, you may use only a Number 2 pencil to mark your answer sheet. Mechanical pencils are not allowed. Please raise your hand if you do not have a Number 2 pencil, and I will give you one.

Distribute No. 2 pencils to any students who need them.

Then say:

All students should have an equal opportunity to show their skills and knowledge on this test. For this reason, there are rules in place to make sure that no one has an unfair advantage. We will dismiss and cancel the scores of anyone doing any of the following:

- Giving or receiving help of any kind on the test
- Looking through the test book before the start of the test
- Working on the wrong section or looking at a previous or future section of the test book or answer sheet
- Marking answers after time is called
- Sharing test questions or answers with anyone during or after the test
- Attempting to remove test materials from the testing room
- Using any unauthorized testing aids, including phones, during testing or breaks

You may also be dismissed for:

- Eating or drinking during testing (unless this has been approved as an accommodation—otherwise, eating and drinking are only permitted during breaks)
- Causing a disturbance of any kind or distracting other students
- Leaving the building without authorization during the test or breaks

Does anyone have any questions about anything I’ve said so far? [pause]

Answer all students’ questions.
Collection of Personal Belongings: Read script (A) if your school has chosen to collect students’ personal belongings, such as phones, electronic devices, and/or backpacks. Read script (B) if your school has NOT chosen to collect and store these items for the duration of the test. (Read only one option.)

(A) If your school has chosen to collect students’ personal belongings, say:

By this time you should have turned in all phones or any other electronic devices. If anyone still has an electronic device of any kind, please disable alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

(B) If your school did NOT collect students’ personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it away until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.

If you brought snacks or drinks to have during a break, get those out and put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]

Close all bags, and put them under your desk until the test is over. [pause]

Allow time for students to turn in or put away any electronic devices, to take out snacks and drinks, and to put their bags under their desks.

IMPORTANT: EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. If needed during testing, monitor the student while they use the device.

Then say:

Now we’re going to prepare to start the test.

Please remove everything from your desk except your Number 2 pencils, erasers, approved calculator, and any approved testing device.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

To all students, say:

Thank you. Please sit quietly while I take a moment to look around and make sure everyone will be using an approved calculator. [pause]

Walk around the room to make sure students have nothing on their desks other than pencils, erasers, calculators, batteries, and, if applicable, the school-provided computing device for testing.

Examples of prohibited items include the following (unless your NAR indicates that a student is allowed an item as an accommodation):

- Phones
- Audio players/recorders
- Tablets, laptops, or any other personal computing devices other than the computing device used for the test (for students testing with ATC or MP3 audio format)
- Timers
- Cameras
- Smartwatches or other wearable technology
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord. (See the Appendix for a list of acceptable calculators.)

If unauthorized devices or aids are displayed, have students remove them from their desks. If any students have mechanical pencils, give them No. 2 pencils to use instead.

IMPORTANT: If most or all of the students in the room have not filled out their identifying information before test day, turn to Script to Begin the Preadministration Session on page 45.

IMPORTANT: If most or all of your students have completed items 1–9, 12 (if applicable), and 14–26 on the answer sheet, proceed with the scripts that follow.
Continue Here if You Have Already Conducted a Preadministration Session

Distributing Preadministration Answer Sheets

When students are ready, say:
I am now going to give each of you your answer sheet.

Distribute the answer sheets that students filled in before test day. Make sure that each student receives their own answer sheet with identifying information completed. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill in boxes 2–9, 12 (if applicable), and 14–26 after testing has finished.

Then say:
Please check to make sure your correct legal name and date of birth appear on the answer sheet. Raise your hand if you have the wrong answer sheet.

If you were not here when we filled out the information on pages 1, 2, and 4, please fill in your full legal name in box 1 now. You’ll be given time to complete the remaining boxes after the test. [pause]

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, give them blank answer sheets and direct them to complete box 1.

Distributing Test Books

When everyone is ready, say:
I am now going to give you your test books. When you receive your test book, do not open it. Turn it over and read the back cover. It has important information about the test and how to properly mark your answers.

Remove the shrinkwrap from the test books and give one test book to each student. Hand each student a test book personally; do not allow students to pass them to one another. Note the order in which you hand out the test books. You will need to indicate this order on the seating chart on the back of this manual. Keep one answer sheet and one test book for use in giving instructions. Make sure that no one opens a test book until told to do so. Allow enough time for students to read the information on the back cover.

When everyone is ready, say:
Print your name, school name, and school code clearly on the back of your test book. Please look up when you are finished. [pause]

Now turn your answer sheets to page 2 (or page 5 if you are using a large-block answer sheet.)

Completing Test Book Information and the Certification Statement

The following instructions are important for ensuring valid scores. All students must fill in the test book information and read and sign the Certification Statement on the answer sheet.

For boxes 10 and 11, say:
Find boxes 10 and 11. Copy the form code and test ID exactly as they appear on the back of your test book into boxes 10 and 11 on your answer sheet. For box 10, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]

BOX 13 – Testing Room Code: Read script (A) if your school uses testing room codes or script (B) if your school does NOT use testing room codes. (Choose only one option.)

(A) If your school uses testing room codes, for box 13, say:
In box 13, write the testing room code ___; then fill in the bubbles.

(B) If your school does NOT use testing room codes, for box 13, say:
Please leave box 13 blank.

To all students, say:
Now please find the Certification Statement on the back of your answer sheet or on page 23 if you are using a large-block answer sheet.

By signing the statement, you are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. In addition, you agree that if your school provided any information about you to the College Board, the College Board may retain that information to provide the
For all other students, proceed to the appropriate script now:

- Script 1: Standard Time provides standard timing and breaks.
- Script 2: 100% Extended Time provides 100% extended timing and extra breaks.
- Script 3: 50% Extended Time provides 50% extended timing and extra breaks.
- Script 4: Standard Time with Extra Breaks provides standard timing with extra breaks.
- Script 5: MP3 Audio Format provides instructions for MP3 audio format users.

See also “Overview of Extended Timing and Extra Breaks” in the Appendix.

Specific Format Instructions

To a scribe, say:

- Please follow these instructions.
- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.
- If the student uses a word that is unfamiliar to you or that you don't know how to spell, ask the student to spell it.

To a student who is using a scribe, say:

Your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? [pause]

To a reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not provide elaboration beyond what is in the script, even if the student asks for it. If a student using the book of braille math graphs and figures doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-type books, if needed. Do you have any questions about these procedures? [pause]

For students using braille format, say:

The braille test is divided into several books. You will be given one book at a time. The Reading and the Writing and Language sections are in regular grade 2 braille. Throughout the test, each question is separated from...
another with a line. Each question begins in cell 1, with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5.

The braille type used is Unified English Braille (UEB), and the Math sections are in the 1972 revised Nemeth Code. The braille math reference book contains math formulas and directions for use with all mathematics sections.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you are working on. Type the question number and your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures?

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

Read the following script if you have students testing with an ATC format.

To all students using an ATC format, say:

Today you will be taking a form of the test that is compatible with your screen reader or other software. I have loaded this assistive technology–compatible format onto the computer on your desk.

Please prepare for testing now by opening and reading the electronic document titled “Beginning Directions and Information for Users of ATC.” When you are finished reading the document, please click or otherwise select the minimize button and look up. [pause]

During the test, you will be reading the same directions on the screen as other students will read in test books. All the directions for timing and other procedures that I read apply to you. When I tell you to start testing in a section, open the correct section file and type in your password, which is printed on your test packaging. When I call time, stop testing and close the file. Are there any questions? [pause]

Use the script that matches your students’ accommodations for Sections 1, 3, and 4. For Section 2, use Script 2: 100% Extended Time.

Script 1: Standard Time

The following script is for use with standard timing and breaks.

**IMPORTANT:** If you are testing students with extended time on only some portions of the test, you will be directed to return to the appropriate standard-time script (Script 1 or Script 4) for the other portions of the test. Start here for students testing with extended time for math only and no extra breaks. For more information, see the “Overview of Extended Timing and Extra Breaks” in the Appendix.

**Section 1: Reading Test**

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="ernelo.png" alt="Image" /> 60 MINUTES STANDARD TIME</td>
</tr>
<tr>
<td>START TIME ____    STOP TIME _____</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Do not admit any students who arrive at this point. They must be assigned to a different room or dismissed from testing.

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 60 minutes to work on Section 1, the Reading Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

You have 30 minutes remaining in this section.
Section 2: Writing and Language Test

**During the Break**
Post the break time of 5 minutes, and include what time students should return to their seats.

**At the end of the break, say:**
Please take your seat. Do not open your test book until I tell you to do so.

**Section 3: Math Test – No Calculator**

**When everyone is ready, say:**
Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved to use a four-function calculator as an accommodation. Confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

If a student has been approved to test using a four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)
accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

---

**After 10 minutes, say:**

You have 15 minutes remaining in this section.

---

**After 20 minutes, say:**

You have 5 minutes remaining in this section.

---

**After exactly 25 minutes, say:**

Stop work and put your pencil down.

Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

---

**During the Break**

Post the break time of 5 minutes, and include what time students should return to their seats.

---

**At the end of the break, say:**

Please take your seat. Do not open your test book until I tell you to do so.

---

**Section 4: Math Test – Calculator**

**When students are ready, say:**

This is the final section of the test—you’re almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using a calculator, please follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over to assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please open your test book to Section 4, read the directions, and begin work. Time starts now.

---

**After 20 minutes, say:**

You have 25 minutes remaining in this section.

---

**After 40 minutes, say:**

You have 5 minutes remaining in this section.

---

**After exactly 45 minutes, say:**

Stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.
Script 2: 100% Extended Time

The following script is for 100% extended time test takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 4 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

IMPORTANT: If testing over two days, read the following script; otherwise, skip to Section 1.

To students testing over two days, say:

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

Section 1: Reading Test

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

60 MINUTES 100% EXTENDED TIME
START TIME __________ STOP TIME __________

5-MINUTE BREAK

60 MINUTES 100% EXTENDED TIME
START TIME __________ STOP TIME __________

IMPORTANT: Do not admit any students who arrive at this point. They must be assigned to a different room or dismissed from testing.

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now.

Good luck.

After 30 minutes, say:

You have 1 hour and 30 minutes remaining in this section, and 30 minutes until the break.

After 55 minutes, say:

You have 1 hour and 5 minutes remaining in this section, and 5 minutes until the break.

After exactly 60 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

If your school did NOT collect students’ personal belongings, say:

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
When everyone is ready, say:
You will now have another 60 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

After 30 minutes (from the end of the break), say:
You have 30 minutes remaining in this section.

After 55 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 60 minutes (from the end of the break), say:
Stop work and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 2: Writing and Language Test

When everyone is ready, say:
Once we begin, you will have 70 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.
Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:
You have 50 minutes remaining in this section.

After 50 minutes, say:
You have 20 minutes remaining in this section.

After 65 minutes, say:
You have 5 minutes remaining in this section.

After exactly 70 minutes, say:
Stop work and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

IMPORTANT: For students using the ATC format with standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 64.

IMPORTANT: For students using the ATC format with 50% extended time, turn to Script 3, Break Before Section 3 on page 72.

IMPORTANT: For students using the ATC format with standard time and extra breaks, turn to Script 4, Break Before Section 3 on page 76

IMPORTANT: If your school is conducting the test over two days for 100% extended time testers, continue below. If you are completing testing in one day, proceed to “Break Before Section 3 for One-Day Testing” in this script.

Collecting Test Materials

To students concluding Day 1 of testing, say:
This concludes day one of testing. I will now collect your test materials. Please remain in your seats until I dismiss you.

Keep students seated until you have collected an answer sheet and a test book from each student. Collect the answer sheets and test materials, including any scratch paper, from each student in the same order in which they
were distributed. Ensure that the answer sheet and any test-related materials are kept inside each test book so that student materials remain together.

After you have collected all answer sheets and test materials, say:

In just a moment, I’m going to let you go. Remember, you should not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at ______________.

You are now free to collect your belongings and leave the room.

Store materials securely until the second day of testing.

Day 2 of Testing
Admitting Students
Follow regular security procedures (including collection of students’ personal items, if your school has chosen to do so). Make sure that each student returns to the correct seat from Day1.

Preparing to Test
When everyone is ready, say:

Welcome back! Now we’re going to prepare to start the test.

Please remove everything from your desk except your Number 2 pencils, erasers, and calculator.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

If your school did NOT collect students’ personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.

If you brought snacks or drinks to have during a break, put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]

Close all bags, and put them under your desk until the test is over. [pause]

Wait for students to finish putting items away.

IMPORTANT: EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. If needed during testing, monitor the student while using the device.

To all students, say:

Thank you. Please sit quietly while I take a moment and make sure everyone will be using an approved calculator. [pause]

As before, walk around to make sure no one has any unauthorized aids or devices on their desks. See Reading the Scripts on page 59 for examples of prohibited aids.

After desks are cleared of prohibited items, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test book does not display your name.

IMPORTANT: Proceed to “Section 3: Math Test – No Calculator.”

Break Before Section 3 for One-Day Testing
For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
Section 3: Math Test – No Calculator

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When all students are ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work and put your pencil down.

Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

Section 4: Math Test – Calculator

This is the final section of the test—you’re almost done! Once we begin, you will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, please follow these guidelines:

▪ Keep it flat on your desk or hold it so that other students cannot view your work.
▪ Do not share or exchange your calculator with anyone else.
▪ If you brought a backup calculator or batteries, keep them on the floor under your desk.
▪ If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered
spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please open your test book to Section 4, read the directions, and begin work. Time starts now.

**After 20 minutes, say:**

You have 70 minutes remaining in this section, and 25 minutes until the break.

**After 40 minutes, say:**

You have 50 minutes remaining in this section, and 5 minutes until the break.

**After exactly 45 minutes, say:**

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**During the Break**

Post the break time of 5 minutes, and include what time students should return to their seats.

**At the end of the break, say:**

Please take your seat. Do not open your test book until I tell you to do so.

**When everyone is ready, say:**

You will now have another 45 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

**After 20 minutes (from the end of the break), say:**

You have 25 minutes remaining in this section.

**After 40 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 45 minutes (from the end of the break), say:**

Stop work, and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

**Script 3: 50% Extended Time**

The following script is for 50% extended time test takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 4 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

**Section 1: Reading Test**

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

45 MINUTES 50% EXTENDED TIME

START TIME ____________ STOP TIME ____________

5-MINUTE BREAK

45 MINUTES 50% EXTENDED TIME

START TIME ____________ STOP TIME ____________

**IMPORTANT:** Do not admit any students who arrive at this point. They must be assigned to a different room or dismissed from testing.

**When everyone is ready, say:**

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 30 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 45 minutes.
Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

When everyone is ready, say:
You will now have another 45 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

After 30 minutes (from the end of the break), say:
You have 15 minutes remaining in this section.

After 40 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), say:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

If your school did NOT collect students’ personal belongings, say:
You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.
ATC Timing for Section 2

**IMPORTANT:** Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 67, and then return to this script at Break Before Section 3.

When everyone is ready, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 33 minutes remaining in this section.

After 48 minutes, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

Break Before Section 3

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

Section 3: Math Test – No Calculator

**IMPORTANT:** If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 18 minutes remaining in this section.

After 33 minutes, say:

You have 5 minutes remaining in this section.

After exactly 38 minutes, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

Section 4: Math Test – Calculator

When everyone is ready, say:
This is the final section of the test—you’re almost done! Once we begin, you will have 68 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 34 minutes.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, please follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please open your test book to Section 4, read the directions, and begin work. Time starts now.

After 18 minutes, say:
You have 50 minutes remaining in this section, and 16 minutes until the break.

After 29 minutes, say:
You have 39 minutes remaining in this section, and 5 minutes until the break.

After exactly 34 minutes, say:
Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

When everyone is ready, say:
You will now have another 34 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.
Script 4: Standard Time with Extra Breaks

Use this script for students who receive standard time on some or all sections of the test and are approved for extra breaks.

Section 1: Reading Test

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet.) Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.

After 15 minutes, say:

You have 45 minutes remaining in this section, and 15 minutes until the break.

After 25 minutes, say:

You have 35 minutes remaining in this section, and 5 minutes until the break.

After exactly 30 minutes, say:

Stop work and put your pencil down.

Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

If your school did NOT collect students’ personal belongings, say:

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.
At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

When everyone is ready, say:

You will now have another 30 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

After 15 minutes (from the end of the break), say:

You have 15 minutes remaining in this section.

After 25 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 30 minutes (from the end of the break), say:

Stop work and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

Section 2: Writing and Language Test

ATC Timing for Section 2

IMPORTANT: Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 67, and then return to this script, Break Before Section 3.

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 15 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

Break Before Section 3

For the break, say:

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.
At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

Section 3: Math Test – No Calculator

For Students with Extended Time on Math Only

IMPORTANT: For students testing with 100% extended time, turn to Script 2, Section 3: Math Test – No Calculator on page 69.

IMPORTANT: For students testing with 50% extended time, turn to Script 3, Section 3: Math Test – No Calculator on page 72.

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have been approved by the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please turn to Section 3 in your test book, read the directions, and begin work. Time starts now.

After 10 minutes, say:

You have 15 minutes remaining in this section.

After 20 minutes, say:

You have 5 minutes remaining in this section.

After exactly 25 minutes, say:

Stop work and put your pencil down.

Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.

Section 4: Math Test – Calculator

When everyone is ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 23 minutes.
You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, please follow these guidelines:

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to grid your answer to the questions labeled “Student-Produced Responses” are in your test book. These student-produced answers can be shorter, but not longer, than four characters.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Now, please open your test book to Section 4, read the directions, and begin work. Time starts now.

**During the Break**

Post the break time of 5 minutes, and include what time students should return to their seats.

**At the end of the break, say:**

Please take your seat. Do not open your test book until I tell you to do so.

**When everyone is ready, say:**

You will now have another 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

**After 10 minutes (from the end of the break), say:**

You have 12 minutes remaining in this section.

**After 17 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

**After exactly 22 minutes (from the end of the break), say:**

Stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

I will now collect your test books. Please sit quietly.

Proceed to Dismissal on page 85.

**Script 5: MP3 Audio Format**

**MP3 Audio Test Directions**

The recorded assessment begins with directions, and the timed portion of the test starts with Section 1, the Reading Test. Administer the test one section at a time, with strict timing, just as you would a paper test.

**IMPORTANT:** Monitor students to make sure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test. Also be sure they are not accessing any other sites while working on the test.
Begin by saying:

Do not start until I tell you to do so. If you finish before time is called, you may NOT work on any other section.

**IMPORTANT**: If testing over two days, read the following script; otherwise, skip to the script for all students.

To students testing over two days, say:

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

To all students, say:

The test is recorded on a flash drive, which I have inserted into your computer. I have posted the keyboard and other navigation commands.

To students using a PC, say:

You will use the Control key for all keyboard commands. To play or pause the audio, click or otherwise select the “Play” icon or the “Pause” icon at the bottom of the media player window, or press Control and the letter “P.” Press Control and the letter “B” to skip back to a previous track, and press Control “F” to skip forward to the next track.

To students using a Mac, say:

You will use the Command key for all keyboard commands. To play or pause the audio, click or otherwise select the “Play” icon or the “Pause” icon at the bottom of the media player window, or press Command and the letter “P.” Press Command and the letter “B” to skip back to a previous track, and press Command “F” to skip forward to the next track.

To students using a Chromebook, say:

Your navigation will be with the mouse using the media player menu. Click or otherwise select the “Pause” or “Play” icon on the media player menu.

To all students, say:

Plug in your earphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command or Control “P” to pause, take off your earphones, and look up to signal that you are ready to continue. Now double-click on or otherwise select the directions to hear the introduction. [pause]

To all students, say:

Each test question will be on a separate track. The media player screen displays a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Gray shading indicates which track is currently playing. If you can’t easily see the track names, widen the title column. The audio recording will play continuously through the entire test section unless you manually pause the playback.

You can move forward and backward within a track by clicking on or selecting a position on the timeline ribbon at the bottom of the media player screen. This area displays buttons that correspond to the audio playback controls.

Double-click on or otherwise select a track in the list to skip directly to the beginning of that track. If you need assistance at any point, raise your hand.

There are no fast forward or rewind controls.

Click and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand.

Audio playback will stop automatically at the end of the last track for the section. If your track ends before time is called, you can return to any tracks within the section to review your work.

During the test, I’ll flick the lights (or tap you gently on the shoulder) whenever I post the time remaining or to signal that it is time to stop and take off your earphones.

Are there any questions about the information that I have just read? [pause]

Answer all questions about procedure; then, continue with the script.
Section 1: Reading Test

**Important:** Do not admit any students who arrive at this point. They must be assigned to a different room or dismissed from testing.

When everyone is ready, say:

Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes. When I signal you to stop, take off your earphones so that you can hear my directions. Do not begin work until I tell you to do so.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 1. Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, double-click on or otherwise select the Section 1 icon.

To students using a Chromebook, say:

Find and double-click on Section 1, then press Control “A” to highlight the list of tracks in Section 1. When I tell you to start, press Enter.

To all students, say:

Please turn your answer sheet to page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1 in case you want to refer to it. Now, put on your earphones, start Section 1, listen to the directions, and begin work. Time starts now. Good luck.

After 30 minutes, say:

You have 1 hour and 30 minutes remaining in this section and 30 minutes until the break.

After 55 minutes, say:

You have 1 hour and 5 minutes remaining in this section and 5 minutes until the break.

After exactly 60 minutes, signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. [pause]

Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

If your school did NOT collect students’ personal belongings, say:

You may not access or use a phone or other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 60 minutes to work on Section 1. Open your answer sheet to where you were working, and open your test book to Section 1 in case...
you want to refer to it. Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control or Command “P” to resume the question you were working on.

After 25 minutes (from the end of the break), say:
You have 35 minutes remaining in this section.

After 55 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 60 minutes (from the end of the break), signal students to take off their earphones. Then, say:
Stop work and put your pencil down. Place your earphones on the desk. [pause] Click or select the square “Stop” button at the bottom of the media player window to stop the test. Or click or select the “x” to close the media player on Chromebooks. Place your test book on the page you are working on in your answer sheet, and close your answer sheet.

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat.

Section 2: Writing and Language Test

When everyone is ready, say:
Once we begin, you will have 1 hour and 55 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 58 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section. Please find Section 2 on page 3 of your answer sheet (or page 14 if you are using a large-block answer sheet). Keep your answer sheet flat on your desk.

To students using a PC or Mac, say:
When I tell you to start, double-click on the Section 2 icon.

To students using a Chromebook, say:
Find and double-click on Section 2, then press Control “A” to highlight the list of tracks in Section 2. When I tell you to start, press Enter.

To all students, say:
Open your test book to Section 2 in case you want to refer to it. Now, put on your earphones, start Section 2, listen to the directions, and begin work. Time starts now.

After 30 minutes, say:
You have 1 hour and 25 minutes remaining in this section, and 28 minutes until the break.

After 53 minutes, say:
You have 1 hour and 2 minutes remaining in this section, and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones. Then, say:
Stop work and put your pencil down. Place your earphones on the desk. [pause]
Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.
During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat.

When everyone is ready, say:
You will now have another 57 minutes to work on Section 2. Open your test book to Section 2 in case you want to refer to it. Place your answer sheet flat on your desk. Put on your headphones, and select Play or press Control or Command “P” to resume the question you were working on.

After 32 minutes (from the end of the break), say:
You have 25 minutes remaining in this section.

After 52 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 57 minutes (from the end of the break), signal students to take off their earphones. Then, say:
Stop work and put your pencil down. Place your earphones on the desk. [pause] Click the square “Stop” button at the bottom of the media player window. Or click the “x” to close the media player on Chromebooks.

IMPORTANT: If your school is conducting the test over two days for MP3 users, continue below. If you are completing testing in one day, proceed to Break Before Section 3 for One-Day Testing on page 82.

To students concluding Day 1 of testing, say:
This concludes day one of testing. Close your test book, and place your answer sheet on top of it. I will now collect your answer sheet, test book, and flash drive. Please remain in your seats until I dismiss you.

Collecting Test Materials
Keep students seated until you have collected an answer sheet and all test materials from each student.

First, walk around the room to collect the answer sheets and test materials, including any scratch paper, from each student in the same order in which they were distributed.

Then, walk around the room again to close each media player and collect USB flash drives.

1. Close the media player as follows:
   - For PCs, click the “Account” drop-down menu and click “Exit.”
   - For Macs, click the “Flux Player” drop-down menu and click “Quit Flux Player.”
   - For Chromebooks, click the “x” in the top right corner of the media player window.

2. Eject the USB flash drive by doing the following:
   - For PCs, in the notification area in the lower-right corner of the monitor, select “Show Hidden Icons,” select “Safely Remove Hardware and Eject Media,” and then click on “Eject USB Disk.”
   - For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under “Devices.”
   - For Chromebooks, click on the eject icon next to the USB drive in the devices list.

3. Place each drive in the original packaging for each student.

4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

After you have collected all answer sheets and test materials, say:
In just a moment, I’m going to let you go. Remember, you should not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at ____.

You are now free to collect your belongings and leave the room.

Day 2 of Testing
Before Admitting Students
Before admitting students for Day 2 of testing, do the following:

1. Power on all computers.

2. Use the seating chart on the back of this manual to place each MP3 player in the same computer that a student used on the first day of testing.
3. Repeat the steps in Set Up Computers for MP3 Audio Users on page 53 for inserting the USB drive and starting the software.

4. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 57).

Admitting Students
Follow regular security procedures. Make sure that each student returns to their correct seat from Day 1.

Preparing to Test

When everyone is ready, say:

Welcome back! Now we’re going to prepare to start the test.

Please remove everything from your desk except your Number 2 pencils, erasers, and calculator.

If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

If your school did NOT collect students’ personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

If you brought snacks or drinks to have during a break, put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]

Close all bags, and put them under your desk until the test is over. [pause]

Wait for students to finish putting items away.

IMPORTANT: EpiPens are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student’s desk during testing. If needed during testing, monitor the student while using the device.

To all students, say:

Thank you. Please sit quietly while I take a moment and make sure everyone will be using an approved calculator. [pause]

As before, walk around to make sure no one has any unauthorized aids or devices on their desks. See Reading the Scripts on page 59 for examples of prohibited aids.

After desks are cleared of prohibited items, say:

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet, test book, or USB drive packaging does not display your name.

Distribute test materials, taking care that all students receive the materials that belong to them.

Remind students of how to use the MP3 audio format by saying:

The test is recorded on a flash drive, which I have inserted into your computer. Plug in your earphones or headphones. Raise your hand if you need me to review how to navigate the test on your computer. [pause]

If students need a review of navigation, refer to the directions script at the beginning of Script 5. Answer all questions about navigation or procedures.

IMPORTANT: Proceed to “Math Test – No Calculator.”

Break Before Section 3 for One-Day Testing

For the break, say:

Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause] You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

Students may ask permission to leave the room to eat a snack in designated areas.
Section 3: Math Test – No Calculator

IMPORTANT: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

Although this is a portion of the Math Test, you are NOT allowed to use a calculator unless you have approval from the College Board to use a four-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Find Section 3 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, double-click on the Section 3 icon.

To students using a Chromebook, say:

Find and double-click on Section 3; then press Control “A” to highlight the list of tracks in Section 3. When I tell you to start, press Enter.

To all students, say:

Open your test book to Section 3 in case you want to refer to it. Now, put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, signal students to take off their earphones. Then, say:

Stop work and put your pencil down. Place your earphones on the desk. [pause] Click the square “Stop” button at the bottom of the media player window. Or click the “x” to close the media player on Chromebooks. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break

Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:

Please take your seat.

Section 4: Math Test – Calculator

IMPORTANT: Section 4 begins immediately after Section 3. The students should not take any break between Sections 3 and 4.

When everyone is ready, say:

Once we begin, you will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that no one else can view your work.
Part 2 | Test Day Scripts  Script 5: MP3 Audio Format

- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Find Section 4 on page 3 of your answer sheet (or page 19 if you are using a large-block answer sheet). Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4.

If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section. Your computer screen should show the section table of contents.

To students using a PC or Mac, say:
When I tell you to start, double-click on the Section 4 icon.

To students using a Chromebook, say:
Find and double-click on Section 4; then press Control “A” to highlight the list of tracks in Section 4. When I tell you to start, press Enter.

To all students, say:
Open your test book to Section 4 in case you want to refer to it. Now, put on your earphones, start Section 4, listen to the directions, and begin work. Time starts now.

After 20 minutes, say:
You have 1 hour and 10 minutes remaining in this section, and 25 minutes until the break.

After 40 minutes, say:
You have 50 minutes remaining in this section, and 5 minutes until the break.

After exactly 45 minutes, signal students to take off their earphones. Then, say:
Stop work and put your pencil down. Place your earphones on the desk. [pause] Pause the question you are currently working on. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]

You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time students should return to their seats.

At the end of the break, say:
Please take your seat.

When everyone is ready, say:
You will now have another 45 minutes to work on Section 4. Open your answer sheet to where you were working. Open your test book to Section 4 in case you want to refer to it.

Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control or Command “P” to resume the question you were working on.

After 20 minutes (from the end of the break), say:
You have 25 minutes remaining in this section.

After 40 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), signal students to take off their earphones. Then, say:
Stop work and put your pencil down. Place your earphones on the desk. [pause] Click the square “Stop” button at the bottom of the media player window. Or click the “x” to close the media player on Chromebooks.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 85.
After the Test

Dismissal

Collecting Test Books and Other Test Materials

Walk around the room and collect from each student the test books and materials, including any scratch paper, in the same order in which they were distributed. Put them where students cannot access them.

If applicable, collect ATC or MP3 Audio flash drives; otherwise proceed to “Finishing Up.”

To MP3 or ATC users, say:

I will now collect your USB flash drives. Please sit quietly until I dismiss you.

Walk around the room to close each media player or ATC file and collect each USB drive.

- Close the media player as follows:
  - For PCs, click the “Account” drop-down menu and click “Exit.”
  - For Macs, click the “Flux Player” drop-down menu and click “Quit Flux Player.”
  - For Chromebooks, click the “x” in the top corner of the media player window.
- Eject the USB flash drive by doing the following:
  - For PCs, in the notification area in the lower-right corner of the monitor, select “Show Hidden Icons,” select “Safely Remove Hardware and Eject Media,” and then click on “Eject USB Disk.”
  - For Mac computers, eject the USB flash drive by clicking on the up arrow next to the icon under “Devices.”
  - For Chromebooks, click on the eject icon next to the USB drive in the devices list.
- Place each drive in the original packaging for each student.
- Before powering off each computer, be sure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

Finishing Up

IMPORTANT: If all students in the room have completed boxes 2–9, 12 (if applicable), and 14–26 on their answer sheets, proceed to “Collecting Answer Sheets.”

To students who need to complete boxes 2–9, 12 (if applicable), and 14–26 on the answer sheet, say:

Please sit quietly while I dismiss the other students. I will then guide you through completing your personal information on the answer sheet. I cannot dismiss you until that information is complete.

Collecting Answer Sheets

To students whose answer sheets are complete, say:

I will now collect your answer sheets. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets. For each student, before moving on to the next person, do the following:

- Inspect the answer sheet to ensure that all identifying information is complete. It is critical to check that names, school codes, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing. Have students fill in any missing identifying information at this time.
- For students without pre-ID labels, ensure that the letters written in box 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.

Before Dismissing Students

- Keep students seated until you are sure you have every student’s answer sheet and test book. (If some students are remaining to fill out boxes 2–9, 12 (if applicable), and 14–26, you may dismiss the rest of the students after all of their answer sheets and test books have been collected.)
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students who were approved to write their answers in their test books (see further instructions below).
- Verify by count that you have a test book and answer sheet for each student.
After all materials are accounted for, say:

In just a moment, I’m going to let you go. Remember: You must not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

If you or your school provided your email address, you will receive an email letting you know when your scores are available and how to access your complete score report online. You’ll also be able to link to Khan Academy for personalized SAT practice based on your specific test results.

The test administration is now over. Congratulations again, and thank you for your participation and for all of your hard work. You are now free to collect your belongings and leave the room.

For Students Who Need to Complete Answer Sheets

For any students who remain because they need to complete their personal information on the answer sheets, do the following:

- Distribute a Student Answer Sheet Instructions booklet to each student.

IMPORTANT: If any of the remaining students do not have pre-ID labels on their answer sheets, turn to Continuing to Guide Students Through the Identifying Information on page 46. Have all students fill out all of the information on the answer sheet.

- When students are finished, return to Collecting Answer Sheets and complete the collection of answer sheets and dismissal for these students.

After Students Leave the Room

If you have any students with an approved College Board accommodation to write their answers in the test book, do the following:

- Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- On the test book, write the student’s name, school code number, and testing room code (if any) or room number.
- Include these test books with the used answer sheets.
- Describe any irregularities as completely as possible on an SIR.

Once the above is completed, follow instructions as provided by your supervisor for handling test materials at the conclusion of testing.

IMPORTANT: If all of the remaining students have pre-ID labels on their answer sheets, turn to Continuing to Guide Students Through the Identifying Information with Pre-ID Labels on page 50.
# Appendix

## Overview of Accommodated Timing and Breaks

### Timing and Breaks

<table>
<thead>
<tr>
<th>Script 1 (Standard Time)</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Total Time (including breaks)</th>
<th>Total Time (without breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing and Language</td>
<td>Math – No Calculator</td>
<td>Math – Calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
<td>45 minutes</td>
<td>2 hours, 55 minutes</td>
<td>2 hours, 45 minutes</td>
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<tr>
<td></td>
<td>5 min. break</td>
<td>5 min. break</td>
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<table>
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<tr>
<th>Script 2 (100% Extended Time)</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Total Time (including breaks)</th>
<th>Total Time (without breaks)</th>
</tr>
</thead>
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<td>Writing and Language</td>
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<td>Math – Calculator</td>
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<td></td>
<td>60 minutes</td>
<td>70 minutes</td>
<td>50 minutes</td>
<td>45 minutes</td>
<td>5 hours, 55 minutes (for one-day testing)</td>
<td>5 hours, 30 minutes</td>
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<tr>
<td></td>
<td>5 min. break</td>
<td>5 min. break</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>60 minutes</td>
<td>5 min. break (one-day testing)</td>
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<tr>
<td></td>
<td>5 min. break</td>
<td>5 min. break</td>
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<thead>
<tr>
<th>Script 3 (50% Extended Time)</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Total Time (including breaks)</th>
<th>Total Time (without breaks)</th>
</tr>
</thead>
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<td>Math – Calculator</td>
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</tr>
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<td>23 minutes</td>
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<th>Section 3</th>
<th>Section 4</th>
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<th>Total Time (without breaks)</th>
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<td>50 minutes</td>
<td>45 minutes</td>
<td>4 hours, 15 minutes</td>
<td>3 hours, 55 minutes</td>
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<td>5 min. break</td>
<td>5 min. break</td>
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<tr>
<td></td>
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<th>Total Time (without breaks)</th>
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<td>6 hours, 45 minutes (for one-day testing)</td>
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<td>5 min. break</td>
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*Students using MP3 audio will test with 100% extended time, plus additional time for Section 2. Schools testing with 100% extended time or with MP3 audio may test over two days with permission from the SSD office. Day 1 of two-day testing ends after Section 2. Schools testing in one day will take a break between Sections 2 and 3.*
# PSAT 10 Script 1
Section Timing Chart for Standard Timing

**START AND STOP TIMES FOR STANDARD SECTIONS**  
*All times are “minutes after the hour.”*

<table>
<thead>
<tr>
<th>Start Time</th>
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<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
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<td>60 minutes</td>
<td>35 minutes</td>
<td>25 minutes</td>
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### PSAT 10 Script 2
### Section Timing Chart for 100% Extended Time

#### START AND STOP TIMES FOR 100% EXTENDED TIME

*All times are “minutes after the hour.”*

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# PSAT 10 Script 4
## Section Timing Chart for Standard Time with Extra Breaks

**START AND STOP TIMES FOR STANDARD TIME WITH EXTRA BREAKS**  
*All times are “minutes after the hour.”*

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*Appendix*
**PSAT 10 Script 5**  
Section Timing Chart for MP3 Audio Format

**START AND STOP TIMES FOR MP3 AUDIO FORMAT**  
*All times are “minutes after the hour.”*

<table>
<thead>
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<th>Section 4</th>
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<td><strong>58 min. – break – 57 min.</strong></td>
<td><strong>50 minutes</strong></td>
<td><strong>45 min. – break – 45 min.</strong></td>
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Acceptable Calculators

For the Math Test – Calculator section of the PSAT 10, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted.

**THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:**

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<td>FX-7800 series</td>
<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
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<td>Graph25 series</td>
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<td>FX-8700 series</td>
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**Unacceptable Calculators**

Students are not allowed to use any of the following unacceptable calculators, unless specifically approved as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.
Sample Master Student List

These are suggested fields; you should create a list that is based on your own school's needs.

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Date of Birth</th>
<th>SSD/Student ID Number</th>
<th>Optional Code</th>
<th>P=present</th>
<th>A=absent</th>
<th>M=moved</th>
<th>X=no entry</th>
<th>Testing Room (3-digit code/room name)</th>
<th>Accommodated?</th>
<th>Y=Yes N=No</th>
<th>Staff Assigned</th>
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<td>564</td>
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Reminder: All students testing with accommodations are listed on the Nonstandard Administration Report (NAR). Reach out to your school's SSD coordinator to print copies in advance of the test. You will need to include these students when planning for staff and selecting test rooms.
Completing the 2018 PSAT 10 Nonstandard Administration Report (NAR)

Your school’s SSD coordinator should have used SSD Online to create and print the NAR that lists the names and SSD numbers of your students who are approved for accommodations. The SSD coordinator should check several times before test day for additional approvals and, if necessary, create and print an additional NAR and attach it to the original report. Follow the instructions provided on the NAR for completing it. Please note that students cannot test with accommodations unless they are approved before test day. An answer sheet submitted with an eligibility request form will not be scored.

IMPORTANT: If your school’s SSD coordinator cannot print the up-to-date NAR from SSD Online, or if you need to add students who test at, but do not attend, your school, you may use the blank form below. Copy it as needed.

Services for Students with Disabilities (SSD) Nonstandard Administration Report (NAR)

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided.

---

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided.

---

School Code: ______________ School Name: _______________________

Supervisor’s Name: ____________________________ Title: _______________

Telephone Number: ______________ Fax Number: ______________ Email Address: _______________________

Supervisor’s Signature: ______________

Student’s Name: ____________________________ Grade: ________

SSD Code: ____________________________ Administration Date: ______ / ______ / ______

College Board Approved Accommodation(s) _______________________

Student’s Name: ____________________________ Grade: ________

SSD Code: ____________________________ Administration Date: ______ / ______ / ______

College Board Approved Accommodation(s) _______________________

Student’s Name: ____________________________ Grade: ________

SSD Code: ____________________________ Administration Date: ______ / ______ / ______

College Board Approved Accommodation(s) _______________________

Student’s Name: ____________________________ Grade: ________

SSD Code: ____________________________ Administration Date: ______ / ______ / ______

College Board Approved Accommodation(s) _______________________
## Appendix

**Codes for Countries or Regions Outside the United States and U.S. Territories**

(for students filling out box 9 on the answer sheet; see sample)

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<td>029</td>
<td>Azerbaijan</td>
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<td>035</td>
<td>Bahamas, The</td>
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<td>040</td>
<td>Barbados</td>
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<td>058</td>
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<td>593</td>
<td>Burkina Faso</td>
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<td>090</td>
<td>Burma (Myanmar)</td>
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<td>092</td>
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<td>106</td>
<td>Cape Verde</td>
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<td>614 Newfoundland</td>
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<td>114 Chad</td>
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<td>115 Chile</td>
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<td>457 China, People’s Republic of</td>
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<td>SPECIAL ADMINISTRATIVE REGIONS OF CHINA:</td>
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<td></td>
<td>250 Hong Kong</td>
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<td></td>
<td>347 Macau</td>
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<td>120 Colombia</td>
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<td>122 Comoros</td>
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<td>630 Congo, Democratic Republic of (Kinshasa)</td>
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<td>125 Congo, Republic of (Brazzaville)</td>
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<td>126 Cook Islands</td>
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<td></td>
<td>130 Costa Rica</td>
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<td>290 Côte d’Ivoire (former Ivory Coast)</td>
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<td>133 Croatia</td>
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<td>135 Cuba</td>
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<td>665 Curacao</td>
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<td>142 Czech Republic</td>
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<td>150 Denmark</td>
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<td>Faeroe Islands</td>
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<td>Georgia</td>
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<td>597</td>
<td>Holy See (Vatican City)</td>
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<td>Honduras</td>
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<td>277</td>
<td>Isle of Man</td>
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<td>280</td>
<td>Israel</td>
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<tr>
<td>285</td>
<td>Italy</td>
</tr>
</tbody>
</table>

295 Jamaica
300 Japan
305 Jordan
308 Kazakhstan
310 Kenya
312 Kiribati
314 Korea, North (DPR)
315 Korea, South (ROK)
686 Kosovo
320 Kuwait
323 Kyrgyzstan
325 Laos
328 Latvia
330 Lebanon
333 Lesotho
335 Liberia
340 Libya
343 Liechtenstein
344 Lithuania
345 Luxembourg
347 Macau
348 Macedonia, The Former Yugoslav Republic of
350 Madagascar
355 Malawi
360 Malaysia
361 Maldives
363 Mali
365 Malta
368 Marshall Islands
366 Martinique
369 Mauritania
370 Mauritius
375 Mexico
107 Micronesia, Federated States of
377 Midway Islands
376 Moldova
378 Monaco
379 Mongolia
383 Montenegro
381 Montserrat
Appendix

<table>
<thead>
<tr>
<th>Country Code</th>
<th>9</th>
<th>8</th>
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<tbody>
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<td><strong>646</strong></td>
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</tbody>
</table>

Complete if your address is outside the U.S. states/territories listed above in Box 7.
Remittance Report for Schools Without Internet Access

Keep your Shipping Notice and use it to fill out this report.

This form is only for use by schools without internet access. All other schools must go to ordering.collegeboard.org to automatically calculate and generate their invoice (remittance report).

Once testing has completed:

1. Complete the form below. Refer to boxed information on upper right side of final Shipping Notice to confirm number of tests ordered (line A below).
2. Attach a check or money order (payable to College Entrance Examination Board) or purchase order. To ensure proper credit of payment, indicate your school code number on the check or purchase order.
3. Send remittance report and payment in the remittance envelope (provided with your test shipment). See “After the Test Tasks and Information.”

A. Number of standard tests ordered (A) _______
B. Number of standard tests borrowed from other school(s), if applicable (B) _______
   Schools borrowed from ___________________________
C. Number of standard tests loaned to other school(s), if applicable (C) _______
   Schools loaned to ___________________________
D. Total number of standard test books (A + B – C) (D) _______
E. Total number of nonstandard tests ordered in these formats: braille, large print, MP3 audio, and ATC (don’t count large-block answer sheets, braille graphs and figures, and reader’s script) (E) _______
F. Total number of test books (D + E) (F) _______
G. Total number of answer sheets returned for scoring (H + I + J + K) (G) _______
H. 10th-grade answer sheets (H) _______
I. 9th-grade answer sheets (I) _______
J. 8th-grade answer sheets (J) _______
K. Other grade answer sheets (K) _______
L. Number of students tested at your school whose fees are being billed to the district/state contracts (L) _______
M. Number of students tested at your school whose fees will be billed to an educational entity other than the district/state (M) _______
   Name(s) of other paying educational entity ___________________________
N. Total number of students exempt from school’s invoice (L + M) (N) _______
O. Total number of students for whom fees are included (G – N) (O) _______
P. Number of unused tests (F – G) (P) _______
   (Fee is waived for grades covered by EPP contracts. Fees are applied to the school or district, depending on who placed the order.)
Q. Free unused tests (20% of line F: minimum of 10) (Q) _______
R. Over order fee [(P – Q) x $4.00] (R) _______
S. Fees for shipping surcharge for schools outside of the U.S. (S) _______
   (Does not apply to schools in U.S. territories or Canada) [(A + E) x $6.00].
T. Total fees for students (O x $16.00) (T) _______
U. TOTAL AMOUNT DUE (R + S + T) (U) _______

School: _________________________________
City: _________________________________
Name: _________________________________
Title: _________________________________
Signature: _________________________________

School Code: _________________________________
State or Country: _________________________________
Phone Number: _________________________________
Purchase Order No. (if applicable): _________________________________
Date: _________________________________
Returning Used Answer Sheets and Forms

Assemble materials as shown, then place the answer sheets in the bottom of the box or UPS Express Pak. Add other materials in the sequence given.

1. **Answer sheets** (for standard administration)
   See box at right for details.

2. **White Accommodated Testing Envelope**
   Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the White Accommodated Testing Envelope.

3. **Gray Envelope**
   Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the Gray Envelope.

4. **Supervisor’s Report Form**

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**Gray Envelope Include:**
- Defective standard test books, if any
- SIR(s) if any
- Defective alternate test formats (e.g., USB drives), if any

**White Accommodated Testing Envelope Include:**
- Nonstandard Administration Report (NAR)
- Large-block and machine-scannable answer sheets for students listed on the NAR
- Test books for students approved to write answers in their books — clip to the machine-scannable answer sheet where you transcribed the student’s answers
- Scratch paper, computer or braille pages — clip to corresponding answer sheets
- Defective test books for students listed on the NAR — clip to corresponding answer sheets

**Answer Sheets** (for standard administration)
- For students listed on the SIR (unless instructed to destroy)
- For students from your school
- For students NOT from your school, if applicable

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• Use the prelabeled courier return box(es) or UPS Express Pak that came with your test materials.

• Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples. Do not wrap them in anything, and do not include filler or additional packing materials.

Print your school name, school code, and full address.
Print this package number and total number of packages being sent (e.g., Package 1 of 2).
Sample Seating Plans

The following sample plans show how to configure seating in various situations.

Plan IA: level seating

Plan IB: level seating

Plan II: elevated seating

Plan III: tables

| 6’ or less | More than 12’ |
Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each approved section of the assessment. Students may receive extended time in reading or math.

100% extended time: A preapproved accommodation that gives a student double time for each approved section of the assessment. Students may receive extended time in reading or math.

Accommodation: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the College Board. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

Advanced Placement Program (AP): A College Board program that enables high school students to take college-level courses and exams.

AI code: A six-digit code that identifies an Attending Institution (a school where a test taker is enrolled). Each Attending Institution has a unique AI code. This code is sometimes referred to as a CEEB code or a school code.

Alternate Test Format (ATF): An accommodated format of the test, such as braille or MP3 audio format.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Assistive technology–compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Associate supervisor: Staff member responsible for conducting a secure administration and reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for PSAT 10 answer sheets. See Pre-ID label.

Canceled score: A score that has been removed from, or never posted to, a student’s record or designated as nonreportable (in cases where all scores are reported to the student’s state). Scores may be canceled by ETS for testing irregularities, misconduct, or score invalidity. See Irregularity.

CSR: Customer service representative.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

ELL: English language learner.

ETS: Educational Testing Service. ETS, on behalf of the College Board, supports various aspects of test administration.

Extended breaks: A preapproved accommodation that gives students 10-minute breaks at the standard break times, rather than 5 minutes.

Extra breaks: A preapproved accommodation that gives students a break halfway through longer sections and a break after every section.

Form code: A seven-character code, printed on the back of the test book, that identifies which PSAT 10 test form the student is taking. The correct form code is required on the answer sheet for scoring.

Grid (verb): To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration. An irregularity may result in a canceled test score for the student or, less frequently, for an entire testing room or school.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

Master student list: The list of students taking the test, developed by the PSAT 10 supervisor for a test administration at a particular school.

Misconduct: Action or behavior by a student that results in a score hold, incident report (SIR), or other disruption in a test administration.

MP3 audio: An alternate test format that delivers an audio version of the test on a USB flash drive.

Nonstandard Administration Report (NAR): A list of all students approved for accommodations with detailed information about the accommodations the students are approved for.
Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each test taker for schools that participate in bulk registration (preidentification) of students. Label contains some student personal information, such as, name, school, birth date, and grade level. The pre-ID label is applied to the answer sheet before the test.

Proctor (hall proctor or room proctor): Staff member who assists the supervisor and associate supervisor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

Room roster: The list of students assigned by the supervisor to a testing room. Distributed to the associate supervisor for the room to let them know which students they’re testing.

Score cancellation: The cancellation of a student’s test scores by ETS. This may be done at any time if ETS detects substantial evidence that the scores are invalid for any reason.

Score hold: A temporary hold on the release of not-yet-reported scores. If ETS suspects that one or more students’ scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is being investigated. The scores may be those of an individual student, a testing room, or an entire school.

Services for Students with Disabilities (SSD) office: College Board department that supports accommodation requests and accommodated testing.

Small-group testing: A preapproved accommodation where the student tests in a setting with a small number of test takers.

SSD coordinator: School staff member who works with students to apply for College Board-approved accommodations through the SSD Online portal, accesses and prints the NAR, and assists the supervisor in determining testing rooms and staff needed for administering the test with accommodations.

SSD eligibility number: The code for a student who has been approved for one or more SSD accommodations.

SSD Eligibility Form: A paper form that a student can use to request College Board approval for specific accommodations on College Board assessments. The College Board typically responds to the form with an eligibility letter, which, if the student is approved, contains an eligibility code for the student.

SSD Online: The College Board’s online system for submitting and managing accommodation requests for students with disabilities.

Student-produced response question: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: The score report provided to students who take the PSAT 10. It is provided both in paper and online formats and is also shared with the school and, if stipulated by contract, the district and/or state.

Supervisor: The staff member responsible for managing the test site and staff and for ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Supervisor’s Irregularity Report (SIR): Scannable form used to document any irregularities that occur including security incidents, misconduct, test question errors or ambiguities, other incidents or disturbances, or student complaints.

Supervisor’s Report Form (SRF): Scannable form used by the supervisor to document how many answer sheets are being returned for scoring. The supervisor returns this completed form with the used answer sheets after testing.

Test ID code: A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

Testing room code: A three-digit code assigned by the supervisor to each test room. It allows timely identification of answer sheets related to any reported irregularities. Supervisors provide the code to associate supervisors, and students will fill in this code on their answer sheet.

Writer/Scribe: A staff member who transcribes answers onto the answer sheet for a student who is approved for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.
### Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the SIR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mistiming of Sections</strong></td>
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<tr>
<td>Undertiming</td>
<td>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy. On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</td>
</tr>
<tr>
<td>Overtiming</td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
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</tr>
<tr>
<td>Disturbance</td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the source, length, and impact of the disturbance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Interruption</td>
<td>Provide clear instructions for safety of students if fire alarm, power failure, etc. occurs. Note the time, and take action to be sure no one has access to test materials while students are out of the room. Direct students not to use any prohibited device or discuss the test, and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption, and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the source, length, and impact of the interruption.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td><strong>Test cancellation</strong></td>
<td>If a storm, flood, power failure, etc. necessitates cancellation of the test, call the PSAT 10 office (see “Contact Us”) for instructions. Tell students that other arrangements are being requested.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Call PSAT 10</td>
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<tr>
<td><strong>Materials missing before testing</strong></td>
<td>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the Shipping Notice. If a test book is missing from a testing room, follow the procedures in “Account for Test Materials.”</td>
<td>Identify students and explain circumstances.</td>
</tr>
<tr>
<td>Call Office of Testing Integrity immediately</td>
<td></td>
<td>On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.”</td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the SIR</td>
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<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Issues</strong></td>
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<tr>
<td>Late arrival</td>
<td>See “Prepare to Test.”</td>
<td>Identify student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”</td>
</tr>
<tr>
<td>Giving and/or receiving information</td>
<td>Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual) of students who are seated nearby (or entire room, if possible), and indicate original and changed seated location on the seating chart. Tell students that a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If you are certain a student is giving or receiving information or attempting to take the test for someone else, collect the test book and answer sheet, and dismiss the student. Destroy answer sheet; do not submit fee for student.</td>
<td>Identify students (the student providing the information and the student receiving the information) and explain circumstances. On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.” If applicable fill in the Yes circle indicating that student's answer sheet was destroyed.</td>
</tr>
<tr>
<td>Prohibited aid or calculator use when not permitted</td>
<td>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or who uses any of the prohibited aids listed in “Prohibited Aids” (in “Part 1: For Supervisors,” “Before the Test,” “Train Your Staff”) either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players.) <strong>Destroy</strong> answer sheet; do not submit fee for student.</td>
<td>Identify student. On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.” Fill in the Dismissed circle indicating that the student was dismissed. Fill in the Yes circle indicating that student's answer sheet was destroyed. Under “Comments,” include information about the type of prohibited aid used.</td>
</tr>
<tr>
<td>Test book misuse/working on the wrong section</td>
<td>Ask student to close test book or direct them to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss the student. <strong>Destroy</strong> answer sheet; do not submit fee for student.</td>
<td>Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Fill in the appropriate circle for “Action Taken”: Warned, Dismissed, or None. If applicable, fill in the Yes circle indicating that the student’s answer sheet was destroyed.</td>
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<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet and then to continue in the appropriate place. Tell student a report will be submitted. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. If student wants answer sheet scored, tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. If student does not want answer sheet scored, tell the student that it is not possible to take the PSAT 10 again this year. <strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>Identify student; indicate which answers were misplaced and amount of time lost, if any. On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.” Note on the SIR the reason why the student wrote the answers in the test book. Return the student’s answer sheet with other answer sheets, and retain the test book for your records. On page 2 section 7, Test Admin Issue, fill in the circle for “Student recorded answers in book without approved accommodation.”</td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>▪ This irregularity does not apply to students approved for “writing answers in test book.” Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded.  ▪ After time is called for the test section, answers for that section recorded in the test book may not be transferred to the answer sheet by either the student or school personnel.</td>
<td>Note on the SIR the reason why the student wrote the answers in the test book. Return the student’s answer sheet with other answer sheets, and retain the test book for your records. On page 2 section 7, Test Admin Issue, fill in the circle for “Student recorded answers in book without approved accommodation.”</td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Student leaves during test</td>
<td>If warranted, collect test book and answer sheet and permit student to leave without completing test. If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.” Otherwise, tell the student that it is not possible to take the PSAT 10 again this year. If student wants answer sheet scored, tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. Tell the student that it is not possible to take the PSAT 10 again this year. <strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>Identify student, test section, last question number completed, and reason for leaving. On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.” If applicable, fill in the <strong>Yes</strong> circle, indicating that the student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from testing room. <strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.” Fill in the circle indicating whether the irregularity affected other students’ ability to test. Fill in the <strong>Yes</strong> circle, indicating that the student’s answer sheet was destroyed.</td>
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<td><strong>Accommodations given that were not approved</strong></td>
<td>Continue testing while you contact the SSD office for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student, and note accommodations given and actions taken. On page 2 section 7, Test Admin Issue, fill in the circle for “Staff gave incorrect or unapproved accommodations.”</td>
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<td>Call SSD office immediately for instructions.</td>
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</table>
| **Approved accommodations not given**          | Advise the student that they have not received accommodations they were approved for. Submit student’s answer sheet on top of other answer sheets.  
*OR*  
If student does not want answer sheet scored, do not submit it. Tell student that it is not possible to take the PSAT 10 again this year. Collect the test book and answer sheet.  
*Destroy* student’s answer sheet; do not submit fee for student.  
*OR*  
If applicable, tell the student they may retake the test with approved accommodations on the date of the makeup administration. Collect the test book and answer sheet.  
*Destroy* student’s original answer sheet; submit fee for student after makeup test date. | Identify student, and note actions taken. On page 2 section 7, Test Admin Issue, fill in the circle for “Staff did not give approved accommodations.” If applicable, fill in the Yes circle, indicating that the student’s answer sheet was destroyed. |
| **Illness**                                     | Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. Tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets.  
*OR*  
If student does not want answer sheet scored, do not submit it. Tell the student that it is not possible to take the PSAT 10 again this year.  
*Destroy* student’s answer sheet; do not submit fee for student.  
*OR*  
If a student has to leave early because of illness and the school will be hosting a makeup administration, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the makeup day. | Identify student, length of absence, affected section(s), and questions. On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.” If applicable, fill in the Yes circle indicating that the student’s answer sheet was destroyed. |
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| Student score cancellation                       | Do not submit answer sheet if student requests that test not be scored. Tell student that he or she may not take the PSAT 10 again this year. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test supervisor or the PSAT 10 office immediately. **Destroy** the student’s answer sheet; do not submit fee for student. | Identify student.                                                                                                                                  
<p>|                                                 |                                                                                                                                                                                                                      | On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Student score cancellation” in the COMMENTS section on page 3.        |
|                                                 |                                                                                                                                                                                                                      | Fill in the <strong>Yes</strong> circle indicating that the student’s answer sheet was destroyed.                                                                  |
| Student does not complete boxes 10 and 11 on the answer sheet | Locate student’s test book and direct them to fill in the information from the back of the book for boxes 10 (Form Code) and 11 (Test ID). <strong>OR</strong> If the student did not write their name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets. | Not applicable.                                                                                                                                   |
|                                                 |                                                                                                                                                                                                                      | Identify student.                                                                                                                                  |
|                                                 |                                                                                                                                                                                                                      | On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Answer sheet returned without Form Code and/or Test ID” in the COMMENTS section on page 3. |
| Defective test book or USB drive                | Replace defective book or drive with a book or drive that has the same form code (on the back cover) and that doesn’t have the same defect. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book or drive causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss the test with others. On test book cover, write “Defective,” identify error, and give school code number. Return defective book and the SIR as directed in “Returning Used Answer Sheets and Forms.” (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others. For defective MP3 audio or ATC format tests, return test material in the original packaging it was shipped in with the answer sheets in the gray envelope. | Identify student and describe defect. If time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report. On page 2 section 7, Issue Information, fill in the circle for “Defective Materials Issue.” Provide details in COMMENTS section on page 3. |
| Defective answer sheet                           | Replace defective answer sheet. Direct student to print name on new answer sheet; then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Student may enter their personal information on the answer sheet after the test. Clip both answer sheets together; place on top of other answer sheets. | Identify student; describe defect; if time was not made up, indicate how much time was lost.                                                                 |</p>
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<td>Possible test question ambiguities and errors</td>
<td>Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design &amp; Development, The College Board, 250 Vesey Street, New York, NY 10281; or to send an email to: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>. Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</td>
</tr>
</tbody>
</table>
PSAT 10 Seating Chart

Associate Supervisor Name ____________________________

School Name ____________________________ Testing Room Code ____________ School Code ____________

Type of seating chart: Single chart _____ OR Section _____ of _____ sections in large testing room.

Use the diagram below to indicate how test books were distributed in your testing room. Proctors assisting the associate supervisor may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas abut each other.
2. Indicate the position of the associate supervisor’s desk or table if it is not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the group of seats occupied in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the name or initials of the student assigned to that seat.
7. For each row, draw directional arrows to indicate the direction in which the books were distributed.
8. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the student was moved and complete a Supervisor’s Irregularity Report explaining the reason for the change.

PSAT 10 Supervisor
- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least six months.

Sample Seating Chart

Print the name and title of the person completing this seating chart below:

Name: ____________________________
Title: ____________________________
Date: ____________

Answer Sheet Tracking Numbers

00854-008

MS810001

799635