Look inside for:

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

Test Dates

<table>
<thead>
<tr>
<th>SEPT</th>
<th>THRU</th>
<th>MAR</th>
<th>APR</th>
</tr>
</thead>
</table>
About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, 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, 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

The PSAT 8/9
The PSAT 8/9 is the first test in the SAT Suite of Assessments. It sets a readiness baseline, allowing students and teachers to pinpoint areas for focused practice as students progress through high school. If you have a question about the information in this manual or about an unusual testing situation not covered here, or if your materials shipments have missing or damaged test materials (aside from missing test books or alternate test formats), contact:

WEB: collegeboard.org/administering-psat89
MAIL: PSAT 8/9
P.O. Box 6720
Princeton, NJ 08541-6720
EMAIL: psat8/9@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.
HOURS: 8 a.m.–6 p.m. ET, M–F

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: 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 U.S. educators with SSD inquiries only)
+1-212-713-8333 outside of the U.S.
HOURS: 8 a.m.–6 p.m. ET, M–F
FAX: 609-771-7944

Office of Testing Integrity (OTI)
Contact immediately if test books or alternate test formats are missing, or if test security is in question:

PHONE: 1-800-353-8570 (toll-free for educators in the United States, U.S. Virgin Islands, Puerto Rico and Canada only)
+1-609-406-5430 outside of the U.S.

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Cover

*Coordinator Manual 2019-20 PSAT 8/9*
PART 1: For Test Coordinators

This manual is split into two parts.

Part 1: For Test Coordinators covers everything test coordinators need to know and do before, during, and after the test administration.

Part 2: For Proctors and Monitors includes standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day. Test coordinators should read and familiarize themselves with this part of the manual as well.

Introduction

Set aside time before test day to read both parts of this manual carefully so all procedures will be familiar and easy to follow when you administer the test. We depend on you and your staff to administer the test according to this manual so all students have the same opportunity to do their best.

Using This Manual

This manual is your guide for supervising the administration of the PSAT™ 8/9 at your school and for creating the best possible environment for your students on test day.

Each section of Part 1 is organized with tasks (what you need to do) and key information (what you need to know). For example, tasks related to room selection are followed by key information about seating requirements.

Part 1 for Test Coordinators

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 the Test Tasks and Information will help ensure a smooth administration.

Part 1 covers the test coordinator’s responsibilities for managing test day activities. Proctors 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 receive their scores.

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 Set Up for Testing Students with Accommodations on page 56, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 62, which explains the different accommodations.

Appendix Resources

You’ll find timing charts, instructions for MP3 audio format, the Irregularity Chart, a Glossary of Terms, a seating chart, and other resources in the Appendix (see the Table of Contents for a complete list with page references).

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 2019-20

Important Changes

General Administration Updates

1. Seating requirements have changed. The minimum distance between students has been reduced from 4 feet to 3 feet. Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk). At tables, students must be seated at least 3 feet apart and facing the same direction. You may seat 2 students at a table that is 6 feet or longer.

2. Recommended staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10). A room monitor is not needed until you have 21 or more accommodated students testing in the same room.

3. MP3 audio content is now delivered via a streaming application. Information in the body of this manual relates to MP3 streaming. If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office as soon as possible.

**IMPORTANT:** Administering the test using the MP3 streaming application requires access to the College Board Services for Students with Disabilities portal, SSD Online. If you do not have access to SSD Online, contact the SSD office at 844-255-7728 to apply for credentials.

   a. The link to download the MP3 application can be found on the MP3 Streaming Instructions page, which is accessible through SSD Online. The application can be installed by the SSD coordinator or designated staff with appropriate rights to install applications.

   b. All MP3 audio testing still takes place over 2 days.

   c. School staff who are overseeing MP3 audio streaming will be responsible for ensuring proctors have the necessary access for setting up the MP3 streaming format on test day.

4. This manual has been updated to include additional policies and procedures for schools that need to test all or a portion of their students in off-site facilities.

5. Answer sheets will be shipped separately from your test books for your initial orders.

6. Data privacy policies, including those for opting into mobile messaging, can be found in the *PSAT 8/9 Student Guide* (available at psat.org/8-9-resources) or under Privacy Statement at collegeboard.org/privacy-policy. Mobile Opt-In Policies documents will no longer be included in shipments for distribution to students.

7. If you’re reporting an irregularity, you are required to apply a pink Irregularity Report (IR) label to the outside of each box in your return shipment of used answer sheets. If you are reporting a test day irregularity, scores will be delayed if you do not apply the label to the outside of your shipment.

8. We continue to expand the supports offered for English learners. We encourage schools to allow eligible EL students to test with 50% extended time for the entire assessment. They can be tested in the accommodated room as long as no additional accommodations are being administered that require a different time or break schedule.

9. We are working to streamline the payment process for schools. For the latest information, see psat.org/psat89invoicing.

Note to April Testers

If you’re testing in April:

1. Your test books will have serial numbers, and you’ll need to guide students to fill in field C on the answer sheet before they take the test, as directed in the scripts.

2. After the test, you’ll need to pack and return all test books, following the instructions included in your test shipment in the Coordinator’s Kit. We won’t release scores for your students until we’ve received your test materials.

3. Question-level details will not be available in score materials for this administration. Educators and students will continue to receive comprehensive online PSAT 8/9 Score Reports.
Testing Basics

The PSAT 8/9 is the first test in the SAT® Suite of Assessments. It sets a readiness baseline, allowing students and teachers to pinpoint areas for focused practice as students progress through high school.

Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all 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 8/9 is composed of the following sections, which must be completed in order.

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:
- 55 minutes for the Reading Test
- 30 minutes for the Writing and Language Test

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:
- 20 minutes for the Math Test – No Calculator
- 40 minutes for the Math Test – Calculator

Accommodated Testing Overview

Accommodations for the PSAT 8/9, such as extended time, extra breaks, and large print, should be approved by the school and do not need to be reviewed by College Board. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them. If a student who does not regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 25 for more information.

Terminology

See the Glossary of Terms on page 126 for definitions of frequently used terms and acronyms.

Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students.

PSAT 8/9 Coordinator

As the test coordinator of record, you manage the test site and staff. You order all testing materials in the test ordering site and ensure that they are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You assume responsibility for submitting payment of the invoice at the end of testing. You also are responsible for returning all test materials and requesting any makeup materials.

Online training is provided for all PSAT 8/9 coordinators. Be sure to complete it well before test day. You will receive an email with more information about the training and instructions for accessing it.

SSD Coordinator

Some schools have a testing staff member, called the SSD coordinator, who coordinates accommodated testing. The SSD coordinator may assist in ordering materials, determining testing rooms and staff needed for administering the test with accommodations, administering the test, and ensuring the secure storage and timely return of materials for scoring.

Proctor

Proctors 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 in the testing room, conduct the testing, and monitor students to ensure a fair administration.

Proctors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration.

Hall or Room Monitors

Hall monitors and room monitors assist you and your proctors with test administration duties. Monitors do not administer the test, but they do help set up the testing area, monitor testing, and check the hallways during testing.

Monitors may be members of the school’s staff or other adults who have been trained to help you and the proctors.
## PSAT 8/9 Test Materials

### Materials Tables

Your school will receive a number of shipments related to your test administration. Review the following tables to plan for receiving and checking materials and to learn about the forms and publications you’ll be using for administering the PSAT 8/9.

Note that scannable forms (like the answer sheet, CRF, and IR) should not be photocopied because photocopies won’t scan properly. Contact the PSAT 8/9 office if you need additional copies. Other forms can be copied if needed.

### STAFF MATERIALS—MANUAL AND INSTRUCTIONS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s) [quantity]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 8/9 Coordinator Manual</td>
<td>Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 8/9 administration. Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT 8/9 in the standard and accommodated rooms.</td>
<td>Preadministration Shipment [as needed] Test Shipment [as needed]</td>
</tr>
<tr>
<td>Coordinator Testing Materials Kit</td>
<td>A packet sent with the test shipments containing forms, return envelopes, and Irregularity Report indicator labels. Used by the test coordinator to administer the test and to report on the administration.</td>
<td>Test Shipment [1]</td>
</tr>
<tr>
<td>Pre-ID Label Instructions</td>
<td>A memo included for schools/districts participating in bulk registration that details the information included on pre-ID labels. (See the Student Materials table that follows for more information about pre-ID labels.) Used by the test coordinator to help modify preadministration scripts, if necessary.</td>
<td>Pre-ID Label Shipment [1], if applicable</td>
</tr>
<tr>
<td>Receiving and Returning Test Materials for April Testing</td>
<td>Special instructions for test coordinators at schools testing in April. These instructions supplement those in this manual. Used by the test coordinator. Describes materials in test shipment, how to secure materials, and how to return them properly.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1]</td>
</tr>
</tbody>
</table>

### STAFF MATERIALS—REPORTS AND FORMS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s) [quantity]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 8/9 Coordinator Report Form (CRF)</td>
<td>Scannable form used by the test coordinator to report the number of used answer sheets and other materials being returned for scoring.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1]</td>
</tr>
<tr>
<td>PSAT 8/9 Irregularity Report (IR)</td>
<td>Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [5]</td>
</tr>
</tbody>
</table>

### STAFF MATERIALS—ENVELOPES AND LABELS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s) [quantity]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Sheet Return Materials</td>
<td>Preaddressed (labeled) carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.</td>
<td>Test Shipment [1 or more]</td>
</tr>
</tbody>
</table>
### Irregularity Report (IR) Label
- **What It Is and How It’s Used**: Pink labels for indicating the inclusion of IRs in a used answer sheet shipment. If returning one or more IRs, the test coordinator must affix to all packages containing answer sheet return materials.
- **Shipment(s) [quantity]**: Coordinator Testing Materials Kit in the Test Shipment [2]

### Gray-Bordered Envelope
- **What It Is and How It’s Used**: Envelope for test coordinator to return any IRs and any defective materials.
- **Shipment(s) [quantity]**: Coordinator Testing Materials Kit in the Test Shipment [1 each]

### White Accommodated Testing Envelope
- **What It Is and How It’s Used**: Envelope for returning answer sheets and any other score-related materials for accommodated students. The test coordinator must return all answer sheets for students testing with accommodations in the Accommodated Testing Envelope.
- **Shipment(s) [quantity]**: Coordinator Testing Materials Kit in the Test Shipment [1 each]

### Test Book Return Materials (ONLY for schools testing in April)
- **What It Is and How It’s Used**: UPS return label(s) Used by the test coordinator at schools testing in April to label boxes for returning test books after testing is completed.
- **Shipment(s) [quantity]**: Test Shipment [1 or more]

### STUDENT MATERIALS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s) [quantity]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID Labels (if applicable)</td>
<td>Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.</td>
<td>Pre-ID Label Shipment [1 per student]</td>
</tr>
<tr>
<td>PSAT 8/9 Answer Sheet—Standard</td>
<td>Scannable form for students to record answers to preadministration and test questions, in bundles.</td>
<td>Preadministration Shipment [as needed] Test Shipment [as needed]</td>
</tr>
<tr>
<td>PSAT 8/9 Answer Sheet—Large Block</td>
<td>Enlarged answer sheet used by students with certain accommodations to record answers to preadministration questions and test questions.</td>
<td>Preadministration Shipment [as needed, based on students who need specific formats] Test Shipment [as needed, based on students who need specific formats]</td>
</tr>
<tr>
<td>PSAT 8/9 Student Answer Sheet Instructions</td>
<td>Booklet of instructions to help students complete demographic and nontest questions on the answer sheet.</td>
<td>Preadministration Shipment [as needed, 1 per answer sheet] Test Shipment [as needed, 1 per answer sheet]</td>
</tr>
<tr>
<td>PSAT 8/9 Student Answer Sheet Instructions—Large Print</td>
<td>Booklet of large-print instructions to help students complete demographic and nontest questions on the answer sheet. Used by students who are approved by the school for large print.</td>
<td>Preadministration Shipment [based on approved student count] Test Shipment [based on students who need specific formats]</td>
</tr>
<tr>
<td>PSAT 8/9 Test Books</td>
<td>Test books for the PSAT 8/9, distributed by the proctor for students’ use in both standard and accommodated testing.</td>
<td>Test Shipment [as ordered]</td>
</tr>
<tr>
<td>PSAT 8/9 Alternate Test Formats</td>
<td>Specific formats of the test distributed by the proctor to students approved by the school to test with certain accommodations (e.g., large-print test book, assistive technology–compatible format, or braille).</td>
<td>Test Shipment [based on the specific format needs of students]</td>
</tr>
</tbody>
</table>
Manual and Scripts
This PSAT 8/9 Coordinator 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 Sheets
The PSAT 8/9 test books have covers with dark red accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching red color. You may also have some large-block answer sheets with a red title. These have dark gray type and answer squares in place of bubbles.

Alternate Test Formats
All students, including those testing with accommodations, will use the standard test books unless approved by the school to use another format. Alternate test formats vary; examples include test books in large print, braille materials and supplements, and computer formats.

See Materials Provided for Accommodated Testing on page 29 for a list of available formats.

Rosters
To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 8/9; recommendations for compiling this list are in Compile a List of Students on page 15. You are not required to return your Master Student List, but you should keep copies for your records. Also, each proctor will need a room roster.

Forms and Reporting
Seating Chart
Proctors should use the seating chart on the back of this manual to record the seating in their rooms for future reference. Record students’ names or initials on the chart. This task can be completed during Section 1 (the Reading Test).

If your school is testing in April, proctors will record test book serial numbers on this chart (along with student names if time permits).

PSAT 8/9 Irregularity Report
You’ll receive copies of the Irregularity Report (IR) form to use in the event of an irregularity. Distribute at least one IR to each proctor to use in the testing room. Remember, these scannable forms can’t be photocopied for use, but your school can call the PSAT 8/9 office to request additional copies.

The testing staff performs a critical role in reporting any and all irregularities. Without information, College Board can’t resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 115 for instructions on when to fill out the IR.

Coordinator Report Form
You’ll receive a Coordinator Report Form (CRF) with your testing materials. Use it to report the number of students tested and the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Count Materials on page 42 and Complete the CRF on page 44 for more information.

Standard and Accommodated Testing Rooms
The table that follows provides an overview of some of the most common accommodations for testing in the standard and accommodated rooms.

For accommodations not listed in the table, work with your SSD coordinator or other appropriate school staff. Also note that students may be approved for more than one accommodation. Proctors may need to use more than one script for some students (for example, math-only extended time requires a standard time script and an extended time script).
GUIDE FOR TESTING WITH ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Testing Days</strong></td>
<td></td>
</tr>
<tr>
<td>1 day</td>
<td>1 day</td>
</tr>
<tr>
<td>1 day</td>
<td>2 days</td>
</tr>
<tr>
<td><strong>Test Book Color</strong></td>
<td></td>
</tr>
<tr>
<td>Dark red</td>
<td>Dark red</td>
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<tr>
<td>Dark red</td>
<td>Dark red</td>
</tr>
<tr>
<td><strong>Accommodation Examples</strong></td>
<td></td>
</tr>
<tr>
<td>No accommodations</td>
<td>14-pt large-print test book</td>
</tr>
<tr>
<td>Large-block answer sheet</td>
<td>Extra breaks</td>
</tr>
<tr>
<td>Magnifier</td>
<td>Four-function calculator on Math Test – No Calculator</td>
</tr>
<tr>
<td>Written copy of oral instructions</td>
<td>Permission to test blood sugar</td>
</tr>
<tr>
<td>Permission for food/medication</td>
<td>Small-group setting</td>
</tr>
<tr>
<td>Wheelchair accessibility</td>
<td>50% extended time for reading, math, or as EL support</td>
</tr>
<tr>
<td>Preferential seating</td>
<td>20-pt (or larger) large print</td>
</tr>
<tr>
<td>Record answers in test book</td>
<td>Magnifying machine</td>
</tr>
<tr>
<td>Use of colored overlay</td>
<td>Braille</td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td>Braille writer</td>
</tr>
<tr>
<td>Sign language interpreter for test directions</td>
<td>Reader</td>
</tr>
<tr>
<td></td>
<td>Writer/scribe to record responses</td>
</tr>
<tr>
<td></td>
<td>Assistive technology-compatible (ATC) format</td>
</tr>
<tr>
<td></td>
<td>Breaks as needed</td>
</tr>
<tr>
<td></td>
<td>1-to-1 testing</td>
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<tr>
<td></td>
<td>Late start time</td>
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<tr>
<td></td>
<td>Home/hospital testing</td>
</tr>
<tr>
<td></td>
<td>Limited testing time (some may test over 2 days)</td>
</tr>
<tr>
<td></td>
<td>100% extended time for reading or math</td>
</tr>
<tr>
<td></td>
<td>MP3 audio test format</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scripts</th>
<th>Script 1</th>
<th>Script 1</th>
<th>Scripts 1–4</th>
<th>Script 5</th>
</tr>
</thead>
</table>

Work with school administration to create a list of students you plan to test, and use this list to create room rosters.

**IMPORTANT:** College Board recommends that students testing with 50% extended time as an EL support receive extended time on the entire assessment.

**IMPORTANT:** College Board recommends that any student who is approved by the school for extended time for writing, listening, or speaking only (on other College Board tests) NOT receive extended time on the PSAT 8/9. We recommend that these students test in the standard room with standard time unless they have other accommodations that can’t be provided in the standard room.
# Test Coordinator’s Checklist

Use this checklist to make sure you’ve accomplished all the tasks covered in Part 1 of this manual. It shows you 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 test coordinator training. (We’ll email you instructions for accessing it.)</td>
<td>collegeboard.org/ptat</td>
</tr>
<tr>
<td>☐ Designate a secure area for receiving, checking, and securely storing your test materials.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>☐ Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 15</td>
</tr>
<tr>
<td>☐ Direct students to access the online PSAT 8/9 Student Guide at psat.org/8-9-resources.</td>
<td>Prepare Your Students on page 30</td>
</tr>
<tr>
<td>☐ Check the test ordering site to make sure you’ve ordered materials for all students who will test at your school.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>☐ Check with your SSD coordinator or other appropriate school staff to make sure you’ve ordered materials for students who will be testing with accommodations.</td>
<td>collegeboard.org/ssd</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 on page 15</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.</td>
<td>Plan Your Staff on page 17</td>
</tr>
<tr>
<td>☐ Work with the SSD coordinator or other appropriate school staff to identify students, if any, who will need support staff such as readers, scribes, or sign language interpreters and recruit staff to fill these positions.</td>
<td>Plan Your Staff on page 17</td>
</tr>
<tr>
<td>☐ Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.</td>
<td>Build Your Room Rosters on page 18</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 on page 21</td>
</tr>
<tr>
<td>☐ Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing except in the case of certain accommodations.)</td>
<td>Manage Test Day Impacts on page 21</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 on page 34</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 on page 22</td>
</tr>
<tr>
<td>☐ If you opted in to early delivery of preadministration materials, conduct your preadministration session.</td>
<td>Help Staff Conduct the Preadministration Session on page 37 Conduct the Preadministration Session on page 51</td>
</tr>
<tr>
<td>☐ Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>☐ Plan test day schedule.</td>
<td>Build Your Plan for Testing on page 19</td>
</tr>
<tr>
<td>☐ Notify school staff of testing room assignments and alternative arrangements for nontesting students.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>☐ Make sure computers are provided in testing rooms for students approved to use them. Computers must be school provided; students cannot use their own computers for testing.</td>
<td>Prepare to Test with Accommodations on page 25</td>
</tr>
<tr>
<td>☐ If you have students testing with the MP3 audio format, work with the SSD coordinator or other appropriate school staff to make sure that the streaming application has been installed and tested on all student computers.</td>
<td>Set Up Computers for MP3 Audio Streaming Users on page 57</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 ordering site to track your test shipment. Call the PSAT 8/9 office if you don’t see confirmation of shipment.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>☐ Have your SSD coordinator or other appropriate school staff make sure you have accounted for all students testing with accommodations and EL supports.</td>
<td>collegeboard.org/ssd</td>
</tr>
<tr>
<td>☐ Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>☐ Print translated test directions for students who will use them. Note the support type and language on the Master Student List and room roster.</td>
<td>Prepare to Test Students with English Learner Supports on page 25</td>
</tr>
<tr>
<td>☐ If students are using student-provided glossaries, collect them and confirm they don’t include any improper writing or pages. You will redistribute to students on test day. Note the support type and language on the Master Student List and room roster.</td>
<td>Prepare to Test Students with English Learner Supports on page 25</td>
</tr>
<tr>
<td>☐ Notify students of when and where to report on test day.</td>
<td>Prepare Your Students on page 30</td>
</tr>
<tr>
<td>☐ Post testing room assignments.</td>
<td>Post Testing Room Assignments on page 20</td>
</tr>
<tr>
<td>☐ Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and Students on page 22</td>
</tr>
<tr>
<td>☐ If applicable, update Master Student List and room rosters as necessary to include any homeschooled students or students from other schools (and notify relevant proctors). Share the school codes for any students from other schools with the proctor(s), and note them on the room roster(s).</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>Activity</td>
<td>Where to Learn More</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>□ Conduct your preadministration session if you haven’t already.</td>
<td>Help Staff Conduct the Preadministration Session on page 37</td>
</tr>
<tr>
<td>□ Review assignments with staff.</td>
<td>Share Role and Room Assignments on page 22</td>
</tr>
<tr>
<td>□ Hold a brief assembly with students who are testing to prepare them for test day.</td>
<td>Prepare Your Students on page 30</td>
</tr>
<tr>
<td>□ Check test materials within 24 hours of receipt.</td>
<td>Prepare Your Materials on page 32</td>
</tr>
<tr>
<td>□ Review facility preparation with custodial staff.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Call ahead to arrange pickup of materials.</td>
<td>Return Test Materials on page 46</td>
</tr>
</tbody>
</table>

### ON OR BEFORE TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Prepare testing room packets for proctors.</td>
<td>Prepare Your Materials on page 32</td>
</tr>
<tr>
<td>□ Prior to test day, have staff test the computers and any MP3 audio or assistive technology-compatible (ATC) computer files.</td>
<td>Prepare to Test with Accommodations on page 25</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 proctors. Add test books to the packets for proctors.</td>
<td>Count and Distribute Test Materials on page 38</td>
</tr>
<tr>
<td>□ Post any revised testing room assignments and room assignments for non testing students.</td>
<td>Admit Students to the Testing Area on page 39</td>
</tr>
<tr>
<td>□ Distribute testing room packets to proctors.</td>
<td>Equip Testing Rooms on page 38</td>
</tr>
<tr>
<td>□ Make sure all announcements are discontinued for the duration of testing.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Admit students to the testing area/rooms. We recommend you annotate your Master Student List or have staff annotate room rosters as students check in.</td>
<td>Admit Students to the Testing Area on page 39</td>
</tr>
<tr>
<td>□ Maintain security in your school and support testing staff while testing is in progress.</td>
<td>Your Role During Testing on page 41</td>
</tr>
<tr>
<td>□ Report test administration irregularities, if any.</td>
<td>Your Role During Testing on page 41</td>
</tr>
</tbody>
</table>

### AFTER TESTING IS COMPLETED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Collect materials from proctors.</td>
<td>Collect Testing Materials on page 42</td>
</tr>
<tr>
<td>□ Identify students for makeup testing.</td>
<td>Prepare for Makeup Testing on page 44</td>
</tr>
<tr>
<td>□ Prepare materials for return.</td>
<td>Prepare Materials for Return on page 44</td>
</tr>
<tr>
<td>□ Make copies of key forms and store securely.</td>
<td>Prepare Materials for Return on page 44</td>
</tr>
<tr>
<td>□ Return test materials. If testing in April, this includes returning all test books.</td>
<td>Return Test Materials on page 46</td>
</tr>
<tr>
<td>□ Submit payment.</td>
<td>Submit Payment on page 49</td>
</tr>
</tbody>
</table>
Before Test Day Tasks and Information

Start planning for the administration of the test no less than 3–4 weeks before test day.

Prepare Yourself

TASKS
- Read this entire manual.
- Complete online test coordinator training if you haven’t already.
- Plan to meet with your SSD coordinator or other appropriate school staff to ensure you have plans in place for testing students with accommodations.
- Distribute manuals to proctors for their review.
- Begin to complete the tasks in the Test Coordinator’s Checklist.

Build Your Master Student List for Testing

Identifying your students who are testing is an important first step in preparing for test day. Create this list of test takers to determine how many testing rooms and staff you’ll need for administering the test. Use your Master Student List to create room rosters to distribute to each proctor showing the students who will test in their room. Also use the room rosters to inform students of when and where they’ll test.

To create your Master Student List, choose any tabular format (e.g., spreadsheet) that you can easily copy information into from your source list(s). Also keep in mind that you will likely need to divide the list up into room rosters and to print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

TASKS

Compile a List of Students
You’ll need to determine the total number of test takers who will test at your school before you plan your test rooms and staffing. You’ll also need to know which students will be testing with which accommodations or EL supports.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 109 with suggested headings.

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

2. If you’re asked to test students who don’t attend your school, make sure these students are accounted for as part of the Master Student List.

3. Give the SSD coordinator (or other appropriate school staff) your Master Student List and ask them to confirm which students will be testing with school-approved accommodations or extended time for EL. Update the Master Student List to show which students will be testing with which accommodations. Also note any students who will be using EL supports, especially any EL students who will test with extended time.

You will now have one Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 109 to confirm that your list has all the information you’ll need for planning rooms and staff.

Plan Your Space

TASKS

Designate a Secure Area for Materials
Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 32 for more information.

Evaluate Rooms for Testing
- Work with the administration to identify which available rooms will be used 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 given in Key Information later in this section.
- If you’re using off-site testing, identify the number of rooms needed and confirm that they meet the facility and seating requirements given in Key Information.

Identify the Number of Rooms You Need for Testing
- Use the Master Student List to determine the number of standard and accommodated testing rooms needed.
- If you’re holding a preadministration session, plan to test any students who didn’t participate in the session in a separate room from those who did.
KEY INFORMATION

Facility Requirements
To prepare for test day, you will need:
- A place to securely receive and store testing materials
- An area where students can assemble before testing
- Rooms for testing standard and accommodated students
- A late-arrivals room for students who arrive late but still in time to be tested

Testing Room Requirements
To promote an effective and secure administration, testing rooms must fulfill these requirements:
- Rooms must be located away from noisy areas and distracting activities.
- Rooms should be near restrooms.
- Rooms must have:
  - A working clock, visible to all students
  - Proper lighting
  - Proper ventilation
  - Proper seating that follows the seating requirements given in this section
  - No materials related to test content on display (these can be removed or covered)

Room Selection Tips
- Rooms should be located in the same section of the school. When rooms are close together, each hall monitor 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 may not have adequate desk space for writing.

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 3 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- At tables, students must be seated at least 3 feet apart and facing the same direction. You can seat 2 students at a table that’s at least 6 feet long.
- 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 or defined order. If testing students in their homerooms, make sure students are seated at random.

**IMPORTANT:** Students may not select their own seats.

Additional Requirements for Accommodated Testing
Students who are taking the test with accommodations not listed later in this section must be assigned a room and a proctor separate from those used for the standard administration. Test coordinators should be discreet when communicating room assignments to avoid subjecting students to unnecessary attention.

- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students.
- Students who require different timing or breaks must be tested in separate rooms. Students testing with accommodations that would distract other test takers must also be seated in different rooms.
- For students approved for use of MP3 audio and ATC formats, a computer must be provided. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 25.
- Students who are approved by the school for a reader or scribe should test in a 1-to-1 setting.

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, drink, or medication
- use of a 14-point large-print test book
- use of a magnifier
- use of a sign language interpreter for oral instructions
- use of auditory amplification or an FM system
- use of a colored overlay
- approval to record answers in the test book
If a student is approved by the school 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.

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

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. See Staff Roles and Responsibilities on page 7 for descriptions of staff positions.

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 proctors and monitors.
- If you’re testing students approved by the school for accommodations or supports, work with your SSD coordinator or other appropriate school staff to ensure you have the proper staffing to meet the students’ needs.
- Make a list of available staff and what roles they should fill. Be sure to include any additional support staff needed for accommodated testing.

Assign Staff to Test Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors.

KEY INFORMATION

Staff Policies

To qualify for the test administration team, individuals must be high school graduates, be at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff. 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, which may result in score cancellation:

- Are employed part or full time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure 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.

When making staff assignments, adhere to these policies:

- If a staff member has a member of their household or immediate family taking the PSAT 8/9 at any test site during the same testing period, they must not take a role in which they will have access to test books before test day. At a minimum, this includes the roles of test coordinator and SSD coordinator. For PSAT 8/9, the testing periods are September 23, 2019–March 27, 2020, and April 14–30, 2020. (Immediate family includes one's parents, siblings, children, grandparents, and spouse. This applies even if they do not reside in the same household.) Having access to test books provides a conflict of interest. In cases where this policy is not followed, the related student’s scores are subject to cancellation.
- An individual may not administer the PSAT 8/9 to a member of their immediate family or household. If a proctor administers the test to a member of their immediate family or household, the scores will be canceled.

A test coordinator or a proctor 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.

Monitors will not administer the test, but they may:

- seat students
- distribute and collect test materials
- monitor adjacent areas during breaks
- perform other assigned duties

Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires one proctor.

Room Monitors Needed

Depending on the number of students in the testing room, you may also need room monitors.
### Build Your Room Rosters

Once you have your room assignments for staff, you need to create a roster for each testing room that each proctor can use to record attendance on test day. Those who are testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

### TASKS

#### Assign a Testing Room Code to Each Testing Room

If your school will be using multiple testing rooms, please take advantage of the testing room code field on the answer sheet. Testing room codes can help you organize your test day experience and allow speedier resolution of any reported group disturbances for your school. If a group disturbance occurs, the testing room code will help identify students who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any questions related to group irregularities and help ensure that scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 15. When using codes that are shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020). Ensure that staff have the code for their room so they can post it on the board and students can enter it on their answer sheets on test day.
- Record the testing room code on each room list you created.
- If you’re using one or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you will be using more than one testing room at a location, assign a testing room code to each room.)

#### Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their school-approved accommodations. Remember that students testing in the same room must have the same testing schedule. For general guidelines, see Standard and Accommodated Testing Rooms on page 10.
- Add each student’s testing room assignment to your Master Student List by recording the testing room code.
If you’re using optional codes to sort your students’ paper score reports for easier distribution, add optional codes to your Master Student List and your room rosters. See Assigning Optional Codes later in this section.

On your Master Student List and your room rosters, indicate students’ specific accommodations and identify any EL students testing with 50% extended time.

Create Individual Room Rosters
Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors.

- Divide your Master Student List into individual room rosters for students testing in standard and accommodated testing rooms.
- Note the testing room code on each room roster (if your school is using testing room codes).

Update and Finalize Your Room Rosters
As test day approaches, continue to update your Master Student List and room rosters to account for additional students who may be eligible for testing. Work with your SSD coordinator or appropriate school staff to identify additional students who may have been recently approved by the school for accommodations or supports (e.g., students who recently transferred to your school).

KEY INFORMATION
Assigning Optional Codes
By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to make the sort more specific to your school by assigning two-digit optional codes to students. The codes can be associated with particular homerooms or counselors, for example. If you assign optional codes to students, you’ll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name.

For each testing room, prepare a list of student names grouped alphabetically by optional code. The proctor should read the list of students assigned each code when instructed to in the script.

The optional codes will not appear in the score reporting portal.

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**Build Your Plan for Testing**

There are a number of activities that you must complete leading up to test day.

**TASKS**

**Finalize Your School’s Test Date**

Schools select a PSAT 8/9 administration date in the test ordering site. There are two testing periods for 2019-20: September 23, 2019–March 27, 2020, and April 14–30. Orders can’t be placed for January 27–February 21.

If it turns out you can’t test on the date you initially selected, hold on to your materials and store them in a secure location until another time in the testing period when you can administer the test. If your school selected a date between September and March, you can test anytime during this period (September 23–March 27). Although orders can’t be placed for January 27–February 21, schools that initially ordered for an earlier date may administer the test on these dates if needed. Similarly, if your school selected an April test date, you can test anytime from April 14–April 30. We recommend picking a date as early as possible to account for potential makeup testing, which must take place within two weeks of the primary test date and be completed within these timeframes.

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

**Plan for Preadministration**

The PSAT 8/9 answer sheet lets students provide information about themselves. We strongly recommend that you schedule a preadministration session to give students time before test day to provide this information. This will make it easier to avoid rescheduling lunch, 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 when ordering materials, your answer sheets, PSAT 8/9 Student Answer Sheet Instructions, and copies of the PSAT 8/9 Coordinator Manual will arrive by mid-September for schools testing during the week of October 14th or October 28th, 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 up to 35 minutes, so schedule a session ahead of test day to walk students through filling them out.

**IMPORTANT:** If you choose to complete the personal information fields on test day and doing so 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 groups 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 any students who may not have been present for the preadministration session or who may have incorrect labels.

**Plan Training Sessions**

Approximately six weeks before test day, you’ll receive an email with a link to access training. Other test day staff should take the online training provided or be trained by the test coordinator. You can share the link in the email with other test day staff, such as proctors. Make sure any off-site test coordinators and proctors are provided with training. Schools can determine the best way to train other test day staff.

See Train Your Staff on page 22 for a list of topics your staff should review prior to testing.

**Plan Your Test Day Schedule**

- Select a start time for testing that allows for the full time for testing within a typical school-day morning. 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.

**Plan for Accommodated Testing**

- Be sure to plan for the additional time it will take to test any student(s) approved by the school for extended time. Overview of Accommodated Timing and Breaks on page 102 gives details about the different types of timing and breaks that may be needed.
- Students using the MP3 audio format will test over 2 days.

**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 on page 39 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 to bring on test day. 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 for Breaks**

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate one or more areas near the testing rooms to use for this purpose. In general, you should avoid allowing students to eat their snacks in the testing room. In particular, food and drinks must never be allowed near testing materials.

Your staff may need breaks. While testing is in progress, testing rooms cannot be left unattended. Plan a schedule of break times with your staff before test day, and work out how you will rotate them to allow each staff member at least one break. Staff in 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 8/9. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test 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 period and should occur no later than two weeks after your primary test date.
All of the following tasks apply to planning for makeup testing:
- Compile the list of students who are taking the makeup test.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 42.

**Plan for Off-Site Testing**
Most schools participating in PSAT 8/9 administrations will use their schools as the test location. However, some schools, due to space restrictions, may need to plan for one or more off-site testing locations. The school (AI) code is common across all testing locations associated with your school.

- Assign a unique testing room code or set of codes for each off-site location. (If you will be using more than one testing room at a location, assign a testing room code to each room.)
- Assign an off-site test coordinator for each off-site location and off-site proctors as needed.
- Make sure off-site test coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

**KEY INFORMATION**

**Timing for the PSAT 8/9**
This chart can help you plan your test schedule. It includes the total time without preadministration (30–35 minutes) and dismissal (5 minutes or more).

<table>
<thead>
<tr>
<th></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, 35 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td>Standard Time with Extra Breaks</td>
<td>2 hours, 50 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td>100% Extended Time</td>
<td>5 hours, 15 minutes</td>
<td>4 hours, 50 minutes</td>
</tr>
<tr>
<td>50% Extended Time</td>
<td>4 hours, 3 minutes</td>
<td>3 hours, 38 minutes</td>
</tr>
<tr>
<td>Math-Only 100% Extended Time</td>
<td>3 hours, 45 minutes</td>
<td>3 hours, 25 minutes</td>
</tr>
<tr>
<td>Math-Only 50% Extended Time</td>
<td>3 hours, 15 minutes</td>
<td>2 hours, 55 minutes</td>
</tr>
<tr>
<td>MP3, Day 1</td>
<td>3 hours, 50 minutes</td>
<td>3 hours, 35 minutes</td>
</tr>
<tr>
<td>MP3, Day 2</td>
<td>2 hours, 10 minutes</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

**Manage Test Day Impacts**
Administering the PSAT 8/9 will affect how your school normally operates. Plan ahead to ensure the day will go smoothly for those who are testing and those who aren’t.

**TASKS**

**Be Prepared for Observers**
If staff from College Board, Educational Testing Service (ETS), or administrators from your district or state ask to visit your school the day of the test or the week preceding it, follow the procedures under Verify Authorized Test Observers and Visitors on page 41.

**Prepare to Collect Student Belongings**
College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT 8/9. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. During check-in, instruct students to power off electronic devices. If collecting devices, be ready to label them so they can be returned after testing. If your school is not allowed to collect devices under school policy, tell students to store their phones in a bag or backpack placed to the side of the room away from the testing area. (Have a supply of clear plastic bags to offer students who don’t have a bag or backpack with them.) For more information, see Preventing Issues Involving Phones and Electronic Devices on page 24 and Collect Students’ Personal Belongings on page 59.
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 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 adjust or relocate classes, and/or schedule study halls, field trips, practice testing, or other activities for students not testing.
- Create a list of test day room/activity assignments for nontesting students. A few days before test day, share the list with staff, post it 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 they need to.

Minimize Distractions
Only test takers, testing staff, authorized observers, and support staff for accommodated testing (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy. Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

Establish clear rules for conduct during breaks to help control noise and similar distractions. Staff should remind students not to access or use a phone or any other electronic device, not to access any books or notes, not to talk in the hallways, not to leave the building, 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 and unauthorized people must stay away from the testing area and keep noise to a minimum.
KEY INFORMATION

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

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Follow instructions under Prepare to Collect Student Belongings on page 21 to plan ahead for collecting electronic devices (if permitted under school policy) or storing them in bags/backpacks (so that students cannot access them) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices. 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, using a computer, or grading papers.
- Make sure that at least one staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure that students do not access calculators, phones, or prohibited aids during breaks.

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 by testing staff under any circumstances.
- Make sure test materials are not removed from the room.
- No student may eat or drink during testing unless they have a school-approved accommodation.

Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to the PSAT 8/9 office. See the Irregularity Chart on page 115 for more information.

Prohibited Aids
During the opening scripts that they read to students, staff are directed to check desks for prohibited aids and devices, which cannot be on the desks or accessed during testing, including breaks. Electronic devices, including smartwatches and phones, can be used to record test questions and answers or to bring answer keys into the testing room. Staff must exercise special care to prevent issues involving them, as covered in Preventing Issues Involving Phones and Electronic Devices on page 24.

Anyone accessing or using other prohibited aids during any part of the administration, including breaks, may be dismissed from the test (see the Irregularity Chart on page 115 for details). Note any such activities on an IR.

The only exceptions are for school-approved accommodations for particular testing aids.

Prohibited aids include, but are not limited to:

- 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, notes, or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including notes and scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Medical Devices
College Board recommends that epinephrine auto-injectors (e.g., EpiPens) be permitted in the testing room without the need for accommodations. They should be placed in a clear bag and stored under the student’s desk during testing. For other medications/medical devices, contact relevant school staff.

In some cases, a student may be approved by the school to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. Approval to test blood sugar does not permit the student to have a cell phone unless also approved for a cell phone. In these circumstances, College Board recommends the following guidelines: the phone must remain on the proctor’s desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student’s medical status. Under no circumstances may a student keep their phone at their desk.
Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See Sample Seating Plans on page 111.) Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. Never allow students to select their own seats.

Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least six months.

Calculator Policies and Guidelines
Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved by the school to use a basic 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 Acceptable Calculators on page 108.

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 8/9. A scientific or graphing calculator is recommended.
- If your school provides calculators, you must ensure that the devices are on the list of acceptable graphing calculators in the Appendix, have working batteries, and are otherwise functional. Make sure students are familiar and comfortable with how to use any school-provided calculators.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use backup equipment.
- Students may not share calculators.

Seating Policies
Have proctors follow these procedures:
- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats.
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. Never allow students to select their own seats.
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least six months.

Preventing Issues Involving Phones and Electronic Devices
Discourage students from bringing phones or other prohibited electronic devices to the testing room. At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to turn them in to the proctor, if allowed under school policy. If your school does not permit the collection of devices, proctors must instruct students to disable device alarms and store their powered-down devices in a bag or backpack placed to the side of the room away from the testing area. (If a student with a device doesn’t have a bag or backpack with them, the proctor should provide a clear plastic bag.) For more details and suggested collection procedures, see Collect Students’ Personal Belongings on page 59.

Once the script has been read, if a student is observed with a prohibited device, regardless of whether the device creates a disturbance (e.g., makes noise) or is being used, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device appears in the Irregularity Chart under Security Violations/Student Misconduct on page 117.) If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk, this should not be considered grounds for dismissal, but the proctor should turn off the phone to prevent additional disturbances during testing and issue a warning to the student who owns the phone that additional disturbances will result in dismissal.

If a student is observed with a device or the device makes noise or creates a disturbance while in a student’s possession, including during breaks, follow instructions in the Irregularity Chart for collection and checking of electronic devices. A student doesn’t need to be holding a phone for it to be considered in their possession—a phone is considered in the student’s possession if it’s on or under the student’s desk. The test coordinator should contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

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 by the school 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.

Test Monitoring Responsibilities
Staff should administer all sections of the test in sequence and 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.
Prepare to Test Students with English Learner Supports

Before Test Day Tasks and Information

Monitoring Equipment Use
Follow instructions in the scripts to monitor the use of calculators.

- Only hand-held equipment that doesn’t require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. Four-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**IMPORTANT:** Students approved by the school to use a calculator on the Math Test – No Calculator questions must use a basic four-function calculator. (Percentage and square-root functions are allowed.) Confirm that the calculators in use aren’t more advanced models (scientific or graphing calculators).

Calculator Malfunction
Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test. (See the Irregularity Chart on page 115 for more information.)

Students without backup equipment may continue testing, since all questions can be answered without a calculator.

Prepare to Test Students with English Learner Supports
Access to translated test directions and word-to-word bilingual glossaries is provided for English learners. Your school may also allow eligible EL students to test with extended time.

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

For students testing with translated test directions or word-to-word glossaries, do the following:

- Print the translations and review the list of approved glossaries available at psat.org/8-9-resources so that you can obtain copies for test day. No translations or glossaries will be shipped with the test materials.
- Students may supply their own glossaries; however, you should confirm any glossaries are on the approved list and plan to collect them for your review a day or 2 before testing. This is an important precaution to minimize the chances of glossaries being used to bring written notes or test aids into the testing room.
- Store the glossaries securely until you’re ready to assemble testing room packets for proctors.

For any EL students who will test with extended time, work with appropriate school staff to place them in rooms with other students testing with the same timing and break schedule.

Prepare to Test with Accommodations
All students, including those who are testing with school-approved accommodations, will use the standard test books (with red covers) unless approved for another format (for example, large print or braille). The proctor in the accommodated room should test students using the scripts in this manual.

If you have accommodated students who are absent on test day, test them as soon as possible within the testing period using the same testing materials.

**TASKS**

Check Room Assignments for Accommodated Students
As the test coordinator, you’re responsible for creating room assignments for all students, including those who are testing with accommodations. See Build Your Room Rosters on page 18 for more information.

Proctors testing in accommodated rooms should closely review Part 2 of this manual for additional details about administering the test with accommodations.

Plan for Computer Usage
Students approved to use computers for MP3 audio or ATC format must be tested separately from other test takers. Your school must provide computers for these students (a student may not use a personal computer or a computer belonging to their family).

- Make sure appropriate computers are provided in rooms where students need them.
- For students using an accommodation requiring a flash drive, make sure the computers have USB ports.

Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer does not have a full-sized USB port, you will need a USB-to–USB-C adapter to connect a flash drive.

The MP3 audio format is now delivered via a streaming application. For students using MP3 audio format, you’ll need computers with access to
Before Test Day Tasks and Information  Prepare to Test with Accommodations

the internet for downloading the application and test content. Internet availability will be disabled by the application once testing begins.

**IMPORTANT:** If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office (844-255-7728 or +1-212-713-8333) as soon as possible.

**IMPORTANT:** Administering the test using the MP3 streaming application requires access to the College Board SSD Online portal. If you don’t have access to SSD Online, contact the SSD office to apply for credentials.

- Instruct the staff 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 on page 56 and Administer Accommodations on page 62 for related tasks and information. For tips and practice tests (for the PSAT/NMSQT® and PSAT™ 10) that demonstrate the MP3 audio and ATC format, go to accommodations.collegeboard.org/after-approval/overview.

Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or who are approved by the school to write their answers in test books, the proctor, SSD coordinator, or other appropriate school staff must transfer the answers to the answer sheet after the student completes the test.

- For transcriptions, tell the staff member 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 answers in their test books, tell the proctor 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 (clipped together) to you for return in the white Accommodated Testing Envelope.

Assign Any Support Staff for Accommodated Students

- Assign support staff, such as readers, scribes, or sign language interpreters (for directions only), to students with relevant school-approved accommodations. Follow the same guidelines as for other staff assignments (see Train Your Staff on page 22).
- Do not assign a support staff member to a student who is a relative of the staff member.
- Do not assign a single support staff member to more than one student. (The same person can test more than one student if testing on different days in the testing period.)
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved by the school for 100% (or more) extended time. Students assisted by a reader or scribe must test in a 1-to-1 setting.

Continue to Check for Approvals and Plan for Testing Needs

Keep checking with the school for late approvals and for newly enrolled students who need accommodations. If necessary, adjust staffing and rooms to allow for additional accommodated students.

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students approved by the school. Some students may be approved by the school for one or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 29 for a list of materials.

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

Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing and/or breaks for one or more sections on the test.

- Students who are approved for extended time only in math will get extended time only for the math section. Students approved for extended time in reading will receive extended time for the entire test. College Board recommends that EL students testing with 50% extended time as an EL support also receive extended time for the entire test.
- See the chart Overview of Accommodated Timing and Breaks on page 102 for detailed information about which scripts to use for various accommodations.
A student can be approved for accommodated breaks of various types. During their breaks, students who are approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. Post break times for them as noted in the scripts.

Administer accommodated breaks as follows:

- **Extra Breaks**: Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in the scripts: a break in between each test section and an extra break in the middle of Sections 1 and 4.

- **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; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.

- **Breaks As Needed**: When a student is approved for breaks as needed, they may take a 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 (that is, the testing clock stops).

> **If you are testing students who are approved by the school for 50% or 100% extended time, you may conduct an extended break (we recommend no longer than 20 minutes) after Section 2 so those students may eat lunch.**

### Test Aids and Support Staff

Students may be approved by the school for aids or support staff such as a reader to dictate test questions, a braille device, or a 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 will test with 50% extended time unless they have already been approved for 100% (or more) extended time. These students test in a 1-to-1 setting.

- **Braille Writer** Students will use a braille device (for example, Perkins Brailler) to record responses. Answers must be transcribed by school staff after the test (return braille pages with answer sheets). Unless otherwise approved, electronic braille writers/notetakers (for example, BrailleNote) 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** Students will record all answers in the test book. The staff 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 be approved to have a sign language interpreter to translate test directions from spoken English.

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

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.

- Test in a 1-to-1 setting.

- Will need a script for dictation of test questions (for use by the reader), a regular-type test book (for use by the student), and possible additional test materials as approved by the school (for example, braille materials).

Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than is given in other formats.

### General Notes for Electronic Devices

Software or assistive technology, such as screen readers, may only be used when specifically approved by the school.

Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled. Make sure that any other electronic device used for testing, including a computer for use of flash drives, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all Local Area Network (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, 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 print—test with standard time and breaks (Script 1), unless approved by the school for other accommodations. You may wish to test students using test books with larger than 14-point print in an accommodated room.

Braille Test Formats
Students who test with braille test formats have standard time and breaks (Script 1) unless approved by the school for other accommodations. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Make sure each student 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-print tests.

To supplement each braille test, a regular-type test book is included as a reference. A reader’s script will also be sent in case the student asks to have a question read.

Braille Graphs and Figures
Some students using formats other than braille may be approved by the school for the accommodation of braille graphs and figures (along with a reader or MP3 audio format). During the test, when questions refer to figures, students may refer to either the regular-print or large-print test or to the *Braille Figure Supplement*.

If a student doesn’t read braille but chooses to use the figure supplement, the proctor 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 and large-print tests.

MP3 and ATC
The ATC format is provided on a flash drive and requires each student to use a school-provided computer that has a USB port. The MP3 audio format is provided via a streaming application and requires a computer with internet access. (If your school can’t access test content over the internet, contact the SSD office. Flash drives will be provided if necessary. See the Appendix for flash drive–specific instructions.) The school must provide suitable computers for MP3 audio formats. Chromebook, Mac, and Windows formats are supported for both ATC and MP3 audio (streaming or on a flash drive). For flash drives a USB port is required, so 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 aren’t 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 by the school (standard, 50%, or 100%).

- Students using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends or for accommodated breaks during test sections, they need to close the file.
- The proctor should allow these students to keep the ATC packaging at their desks, should be ready to help students locate the password, and should give students time to open the file before starting the timed section. Once a student has successfully entered the password for a test section, the student should be instructed to place the ATC packaging under their desk.

The MP3 audio format provides the actual test as an audio recording for the student to listen to. It is delivered via a streaming application and consists of read-only files.

- To ensure a smooth administration, the streaming application should be set up in advance of test day. *Detailed directions for setting up the MP3 application appear in Part 2 of this manual:*
  - Set Up Computers for MP3 Audio Streaming Users on page 57
  - Install the Streaming Application on page 57
  - Access the MP3 Sample Test Form on page 58
- If your school’s computers require login credentials, the person who installed the application before test day must also be present on both days of testing to sign in to each computer and start the application.
- If your school will be using MP3 audio flash drives, they also must be set up in advance of test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix.
- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over two days.
## Materials Provided for Accommodated Testing

The following table lists various materials available from College Board for accommodated testing. The accommodations on the left side of the table are a suggestion based on those provided by College Board for other tests (such as the PSAT/NMSQT or SAT). Accommodations for the PSAT 8/9 are determined by the school and don’t require College Board approval.

Use this table to confirm that you have all materials that you need for students testing with accommodations.

> **Students might be separately approved to use a braille graphs and figures supplement in conjunction with a reader or with a test format such as an audio version of the test. This is not the same as testing with a braille test.**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% extended time (includes EL support)</td>
<td>Regular-print test book</td>
</tr>
<tr>
<td>100% extended time</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>Breaks as needed</td>
<td></td>
</tr>
<tr>
<td>Extra or extended breaks</td>
<td></td>
</tr>
<tr>
<td>Four-function calculator on Math Test – No Calculator portion</td>
<td></td>
</tr>
<tr>
<td>Home/hospital testing</td>
<td></td>
</tr>
<tr>
<td>Late start time</td>
<td></td>
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<tr>
<td>Limited testing time</td>
<td></td>
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<tr>
<td>1-to-1 testing</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>
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<tr>
<td>Preferential seating</td>
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</tr>
<tr>
<td>Record answers in test book</td>
<td></td>
</tr>
<tr>
<td>Sign language interpreter</td>
<td></td>
</tr>
<tr>
<td>Small-group setting</td>
<td></td>
</tr>
<tr>
<td>Use of colored overlay</td>
<td></td>
</tr>
<tr>
<td>Wheelchair accessibility</td>
<td></td>
</tr>
<tr>
<td>Writer/scribe</td>
<td></td>
</tr>
<tr>
<td>Written copy of oral instructions</td>
<td></td>
</tr>
<tr>
<td>Large-block answer sheet</td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td>Regular-print test book</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Large print - 14 point</td>
<td>Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable</td>
</tr>
<tr>
<td>Large print - 20 point</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Large print - 24 point</td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td>Large print - 24-point/larger than 24-point test book</td>
<td>Standard answer sheet instructions (included only with 14-point test book)</td>
</tr>
<tr>
<td>Large-print answer sheet instructions (included with all large-print test books)</td>
<td></td>
</tr>
<tr>
<td>MP3 audio</td>
<td>Streaming application with MP3 files*</td>
</tr>
<tr>
<td>Regular-print test book</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Standard answer sheet</td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>Large-print answer sheet instructions</td>
<td></td>
</tr>
</tbody>
</table>

*Flash drives with MP3 files may be provided to schools that are unable to access test content via the internet.
Before Test Day Tasks and Information  Prepare Your Students

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
</table>
| Assistive technology–compatible | • Flash drive with ATC files  
|                              | • Regular-print test book            
|                              | • Standard answer sheet               
|                              | • Standard answer sheet instructions     
|                              | • Large-block answer sheet            
|                              | • Large-print answer sheet instructions |
| Reader                      | • Reader’s script                    
|                              | • Regular-print test book (2 copies)  
|                              | • Standard answer sheet               
|                              | • Standard answer sheet instructions     |
| Braille                     | Braille kit:                         
|                              | • Braille Book 1 - Reading Test, Writing and Language Test  
|                              | • Braille Book 2 - Math Test – No Calculator, Math Test – Calculator       
|                              | • Standard answer sheet               
|                              | • Standard answer sheet instructions     
| Braille graphs and figures  | Also:                               
|                              | • Guide to the Nemeth Code            
|                              | • Braille Reference Information       
|                              | • Reader’s script                     
|                              | • Regular-print test book             |

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 8/9

Three to four weeks before the test:
- Meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedules. If your school is conducting an extended break for students testing with 50% or 100% extended time, remind those students to bring a lunch to the testing room. Let all other students know that lunch won’t be served until after testing ends.
- Be sure to inform any students approved for the MP3 audio format that they will be testing over two days.
- Refer students who have further questions about the test to the PSAT 8/9 Student Guide, available at psat.org/8-9-resources.

Before the week of the test, hold your preadministration session and remind students to bring the following:
- Two No. 2 pencils with soft erasers; no pens or mechanical pencils
- Student ID number (if your school will use it)
- Email address (optional)

Inform Families About the PSAT 8/9
We also suggest that you engage students’ families to inform them of what students can expect on test day and what the PSAT 8/9 means to their college and career planning. Make them aware of additional privacy policies as described in the PSAT 8/9 Student Guide so they can discuss them with their child.

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 monitor 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 monitor 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 doesn’t call attention to students 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.
- Acceptable photo ID that includes their name and signature, if testing at a school they don’t regularly attend. (See Photo ID Requirements on page 111.)
- For any student who uses an epinephrine auto-injector (e.g., EpiPen), a clear bag for storing it under their desk during testing.

**IMPORTANT:** If you have students with school approval to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, remind them to bring a separate, basic 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 stored under the students’ desks during testing)
- Extra batteries and a backup calculator

If applicable, give this information to all students from other schools and any homeschooled students who will be testing at your school.

What NOT to Bring on Test Day
Students may not have the following in the test area (except in the case of school-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 mechanical/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 don’t completely fill the bubbles won’t scan properly and could lead to lower scores.

- No. 2 pencils with 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 don’t scan properly and so may not be scored.
- 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 sheet—no credit is given for answers recorded in the test book (unless school approval has been given for this accommodation).

**IMPORTANT:** Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure that the student has filled out identifying information. Staff may correct errors students have made in the grade or school code fields, but staff may not alter any other information on the answer sheets. When these fields have been altered, complete an IR, filling in the Other field. Be sure to note the relevant students’ names.

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. Schools can provide earphones, if necessary; however, students should use earphones they’re familiar with and comfortable using. 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 accommodations.collegeboard.org/after-approval/overview. While these practice materials are for the PSAT/NMSQT and PSAT 10, students can use them to become familiar with the navigation tools.
- MP3 audio format users should know how much testing time they will have and that they will be testing over 2 days.
- The ATC format will be administered with the same school-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 another method according to a school-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 make any adjustments to your counts after testing. 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. Students must use the test materials for the period that matches your school’s test date; either September 23, 2019–March 27, 2020, or April 14–30, 2020. 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 test coordinator, who will have access to test books before test day must not have a member of their household or immediate family taking the PSAT 8/9 during the same testing period at any test site. (Immediate family includes one’s parents, siblings, children, grandparents, and spouse. This applies even if they do not reside in the same household.) In such instances, the student’s scores are subject to cancellation.

Check the Preadministration Materials Shipment
Preadministration and test materials may arrive in one or more separate shipments.

Preadministration materials include:
- Answer sheets (as needed)
- PSAT 8/9 Student Answer Sheet Instructions (as needed)
- Large-block answer sheets (as needed)
- Large-print PSAT 8/9 Student Answer Sheet Instructions (as needed)
- Copies of the PSAT 8/9 Coordinator Manual

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

Check the Pre-ID Labels Shipment
If your school is using pre-ID labels, you will receive a separate shipment containing:
- Pre-ID labels
- Pre-ID Label Instructions

Refer to Tasks for Schools with Pre-ID Labels on page 35 for more information.

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. Test materials are considered to be in secure storage when they’re stored in a locked area at your school that only you and designated assistants can access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your proctors.

As a test coordinator, you’re responsible for protecting test materials against unauthorized access from the time they are delivered to your school until they are returned to students with score reports (for September–March testing) or to College Board (for April testing).

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.

All testing materials, for both standard and accommodated testing, will be shipped to the test coordinator. You should receive testing materials by approximately 5–7 days before test day. We recommend that you go online to ordering.collegeboard.org to check on the shipment status of your order because materials may ship and arrive at different times.

IMPORTANT: If your school will be on break the week before testing, please notify the PSAT 8/9 office so the delivery date can be changed.

You will receive an email alert to notify you that your test materials have been shipped. If you do not receive testing materials by the expected date, call the PSAT 8/9 office.

Your school should receive the following in the test shipment:
- Shipping notice
- Bundles of shrinkwrapped test books
- PSAT 8/9 Student Answer Sheet Instructions booklets (as needed)
- Copies of the PSAT 8/9 Coordinator Manual (as needed)
☐ For schools testing in April, preprinted UPS label(s) for returning test books
☐ UPS Express Pak or box(es) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing)
☐ Coordinator Testing Materials Kit containing the following:
  ✷ Coordinator Report Form (CRF)
  ✷ Accommodated Testing Envelope (white) for return of answer sheets for students tested with accommodations
  ✷ Bundle of 5 Irregularity Report (IR) forms
  ✷ IR labels (pink) to affix to all answer sheet return packages if returning one or more IRs
  ✷ Gray-Bordered Envelope
  ✷ Packing tape
  ✷ For schools testing in September–March, cover flyer listing contents of shipment
  ✷ For schools testing in April, Receiving and Returning Test Materials booklet

Your school may also receive the following materials under separate cover:
☐ Test books and materials for students testing with alternate test formats
☐ Large-block answer sheets
☐ Large-print answer sheet instructions

If applicable, confirm that you have received any specialized materials such as braille, flash drives, and reader's scripts.

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

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. Without opening the shrinkwrap around the test books, check the covers to verify that they are the correct books for the testing period you selected.
3. Count the test books (still keeping them in the unopened shrinkwrap). Verify the quantities of test books and other test materials against the number shown on the shipping notice.
4. Contact the PSAT 8/9 office immediately if the test books are for a period other than the one your school registered for, if the number of tests doesn’t match what was ordered, or if any other materials listed on the shipping notice are missing.

5. Check the CRF to be sure it displays the correct school (AI) code. If the school code on the CRF is incorrect, call the PSAT 8/9 office to request a new copy.
6. 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.

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

7. Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak included in your test shipment. You will use the box(es) or UPS Express Pak to return answer sheets after the test.
8. If testing in April, also keep the original cartons from your shipment, along with the test book return label(s) included in your test shipment. You will use them to return the used and unused test books after the test.
9. When you remove tests from secure storage on test day, verify the number of test books given to each proctor. 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 on page 42 for instructions on how to handle test books after the test.

Secure Test Materials for Off-Site Testing
If your school will test off-site, plan to provide materials securely to off-site locations. Materials should only be transported to off-site locations when the off-site test coordinator will be available to accept them and ensure the security of test materials from their arrival until their return. To ensure accurate test materials tracking, test material security, and adherence to test administration policies:

- Record the off-site location name and testing room code(s).
- Provide test books in intact bundles—do not open shrinkwrapping.
- Record the number of test books provided to each off-site location.

Create a Testing Room Cover Sheet
We recommend that you create a Testing Room Cover Sheet for each testing room.

Include the following information:

- Number of students assigned to a room
- Type of test administered in the room (standard or accommodated, e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
Part 1

Prepare Your Preadministration Session

Before Test Day Tasks and Information

Assemble Testing Room Packets

As close to test day as possible, create packets for your testing rooms. This will make distributing materials to proctors much easier on test day. We recommend that you place the packets into bins. Sort materials to create a packet for each testing room. Include the correct materials for each room—standard or accommodated.

Assemble the following items to create your testing room packets:

- Testing room cover sheet
- Test date
- A copy of the room roster you created showing students assigned to the testing room with the testing room code for the proctor to post for students
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code)
- If applicable, a list of school names, addresses, and 6-digit school (AI) codes for any students from other schools
- If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories (if different from school’s address)
- For accommodated rooms, a list of the accommodations that each student will test with
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who will be using them
- 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)
- Standard and/or large-print PSAT 8/9 Student Answer Sheet Instructions booklets
- Pre-ID Label Instructions, if applicable, for students with pre-ID labels who didn’t participate in a preadministration session
- Irregularity Report (IR) forms
- Copy of the PSAT 8/9 Coordinator Manual, if not already distributed during training or a preadministration session
- Clear plastic bags for storage of any epinephrine injectors (e.g., EpiPens) as well as electronic devices (if students need them to store devices to the side of the room). If the school allows collection of devices, also include any other materials needed, such as sticky notes or envelopes.

Test books must be kept securely stored until test day.
Do not add them to the kits until the morning of the test (unless required for off-site locations). See Equip Testing Rooms on page 38 for associated tasks.

Assemble Packets for Off-Site Testing

Create a testing room packet for each off-site location and include the following additional materials:

- Coordinator Testing Materials Kits containing necessary test day materials, such as forms and envelopes
- Copies of the manual for the testing rooms
- Answer sheets with preapplied pre-ID labels (if your school is using pre-ID labels)
- Answer sheet return UPS Express Pak or box(es)

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 39 to add the test books and additional test day materials to the packets before delivering to the off-site locations.

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 identifying information on their answer sheets ahead of test day. This shortens the test day for both students and staff, and it helps to create a more positive test-taking experience. Please note that students must fill out answer sheets under supervision in school.

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

**Get Started**

Full scripts and instructions for conducting the preadministration session are included in Part 2. Be sure proctors know that all answer sheets, which they should sort as you instruct them to, and PSAT 8/9 Student Answer Sheet Instructions booklets should be returned to you after the session so you can return everything to secure storage. Do not remove them again until you create your testing room packets.

- Use your list of students who will be testing (both standard and accommodated students).
- Work with your SSD coordinator or other appropriate school staff to identify which students should receive large-block answer sheets instead of standard ones.
- If using pre-ID labels, apply labels to the correct answer sheet type (standard or large block), taking care to check for inaccuracies (See Verify and Apply Labels on page 35).
- Instruct staff to display the school (AI) 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 Codes for Countries or Regions Outside the United States and U.S. Territories on page 109.
  - If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories.
  - If your students have APO or FPO addresses, the 2-letter code (AA, AE, or AP) that applies to them.
- If your session will include any students from other schools, ensure that staff have a list of school names, addresses, and 6-digit school (AI) codes for those students.
- Ensure that staff have lists of student ID numbers to assist students who don’t know their ID number (if your school will use them).
- Inform staff and students of the planned sessions. Tell students they’ll need No. 2 pencils with soft erasers for the preadministration session. They may also need:
  - Student ID number (depending on school, district, or state requirements).
  - Email address (optional).
  - Their grade point average and whether their parents or guardians are or have been in the military, if they are asked to provide this information (all such information is optional).

**IMPORTANT:** If your school uses pre-ID labels, continue with the instructions that follow. Otherwise, proceed to Help Staff Conduct the Preadministration Session on page 37.

**TASKS FOR SCHOOLS WITH PRE-ID LABELS**

**Check the Pre-ID Labels**

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

Check the Pre-ID Label Instructions to see which fields appear on your labels.

**Verify and Apply Labels**

- As soon as possible after receipt, review the labels to ensure they’re correct:
  - Is the school (AI) code correct?
  - Do the students named attend your school?
  - Is the grade level correct?
  - If your labels show incorrect data for the fields listed above:
    - Contact the PSAT 8/9 office immediately.
    - Shred or securely destroy incorrect labels.

**IMPORTANT:** Do not use incorrect labels—they cause discrepancies in score reports and billing.

- If your labels show correct data for the school, attending students, and grade level, check them for the following:
  - Students who have the wrong address but correct data for all other fields—use these labels (students will fill in their correct addresses on the answer sheet).
  - Students whose race/ethnicity doesn’t match what was included on the preidentification file—use these labels (students can change this information during preadministration or on test day).
  - Students who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.
  - Students who are no longer enrolled at your school—shred or securely destroy these labels.

- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets.
- Place each label as accurately as possible so that it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them before returning them to their boxes and securely storing them.
Prepare the Preadministration Scripts

- Prior to the preadministration, meet as a group with the proctors who will be administering the sessions. At this meeting, supply copies of the Pre-ID Label Instructions to the proctors and instruct them to update the script for pre-ID labels under Conduct the Preadministration Session on page 51 in their copies of the PSAT 8/9 Coordinator Manual.
- Proctors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (students do not have to fill in the fields listed on the memo). See the following example:

  - If Address is listed on the Pre-ID Label Instructions, tell students to skip fields 9–13.

KEY INFORMATION FOR SCHOOLS WITH PRE-ID LABELS

Pre-ID Label Instructions

The Pre-ID Label 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. Keep the instructions with this manual for use with your school’s answer sheets.

**IMPORTANT:** Your school code and name appear at the top of the Pre-ID Label Instructions. If they do not, contact the PSAT 8/9 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 8/9 AI: 123456 Gr: 09 Sort: 123AB
WASHINGTON GEORGE
1880 BROADWAY NEW YORK NY 10023
ID: x123 Gn: M DOB: 03/01/05 R/E: A-A, B-A Em: N
```

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 three digits of the student ID are printed on the label, very long student names may be cut off due to space constraints, and a yes/no indicator is used to convey whether an email address has been provided.

The data provided on the labels include:

- Assessment
- First name, last name, and middle initial (if provided)
- School (Al) code
- Gender
- 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 number
- Race/ethnicity identifier
- Email address indicator
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 1 or more proctors to conduct multiple sessions.
- Staff conducting the session will need to use the scripts in Conduct the Preadministration Session on page 51. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.
- Staff should match the script to your answer sheet type—unlabeled or with pre-ID labels.
- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- Staff will give each student their answer sheet and a copy of the PSAT 8/9 Student Answer Sheet Instructions. A large-print version of the PSAT 8/9 Student Answer Sheet Instructions is provided for students with school-approved accommodations that necessitate large print.
  - Some students 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.

- After the session is complete, collect all answer sheets and PSAT 8/9 Student Answer Sheet Instructions from staff. We recommend you sort answer sheets by testing room. Answer sheets must be securely stored until test day. Keep the PSAT 8/9 Student Answer Sheet Instructions to add to the testing room packets for test day distribution.

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.
- If you have students who don’t have labels or whose labels have incorrect information other than the address or race/ethnicity identifier, 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 testing at your school will need to fill out blank answer sheets on test day.)
During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS
- To ensure standardization across all PSAT 8/9 testing, adhere to your prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.

Remind staff to follow the policies under Key Information to ensure accurate and uniform timing and administration of tests.

KEY INFORMATION

Timing of the Test and Breaks
The PSAT 8/9 is timed by section in all rooms. Students must be given the entire amount of time for each section; while working on one section, they may not turn to another. Timing charts are supplied for each script in the manual.

Remind staff to:
- Administer each section of the test in sequence.
- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as at the front of the room for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR). See the Irregularity Chart on page 115 for more information.

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 a supervised area designated for eating snacks.

Students approved by the school for extended time on some or all of the assessment receive extra breaks. Some students may be approved by the school for extra and/or extended breaks. (See Administering Accommodated Breaks and Extended Time on page 64 for details.)

Scheduled Breaks

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 1 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 EL 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 monitor accompany the student. It’s not necessary to record this irregularity on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

Equip Testing Rooms

TASKS

Count and Distribute Test Materials
On test day, complete the testing room packets before distributing them to your proctors. 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 proctors, 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 proctors
- When collecting materials from proctors and preparing them for return

If a test book is missing, contact OTI immediately.

After counting test books before the test, do the following:
- Add the test books to the testing room packets.
- Distribute testing room packets to proctors.
Provide Materials to Off-Site Locations
If you have not already delivered all testing materials in the off-site testing packets, follow these steps to count and distribute the tests to your off-site test coordinator(s).

- Count test books for the off-site location.
- Add the test books to the package of testing room packets for the off-site location. Only full bundles of test books should be sent to off-site locations. Shrinkwrapping should be broken at the off-site location on test day.

KEY INFORMATION
In addition to the testing room packets you provide to proctors, other items needed in the testing room are:

- A pencil sharpener
- A supply of No. 2 pencils
- Calculators, if your school is providing them
- Materials (such as plastic bags and sticky notes) for collecting and storing cell phones and wearable technology, if allowed under school policy

Information to Post in Testing Rooms
Your testing room packets should contain this information for proctors to post:

- Test date.
- Your school's address.
- Testing room code, if any; when using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020). If your school isn't using testing room codes, include a room identifier (e.g., the room's name or number).
- Your 6-digit school (AI) code.
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 109).
- If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories.
- 2-letter APO or FPO code(s) (AA, AE, or AP), if applicable.
- The proctor testing students with MP3 audio formats should post common keyboard commands for the equipment students are using. These are listed in Post Information for Students Using MP3 Audio Format on page 63.

If applicable, the testing room packet also should include the following information for proctors to provide directly to students (instead of posting on the board):

- A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any).
- A list of students from your school assigned to the room and the optional codes assigned to them (if your school is using optional codes for managing the sorting of score reports).

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

Photo identification is not required for students who are familiar to you. If you're testing students you don't know, you will need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 111.

TASKS

Manage Central Check-In
If you designated a central location where students can gather before testing begins, follow these procedures:

- Check ID for students you don’t recognize. If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 111.)
- Annotate your Master Student List as students check in.
  - Write 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.
  - Add student information for any student not on your original Master Student List.
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In
If you're having students check in at their testing room, we recommend that proctors use the individual room rosters to check in students as they arrive.

- Tell your proctors that changes to a student's room assignment (or room assignments for students not on your Master Student List) should be written and signed by the test coordinator (you) for the student to present when entering the testing room.
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If additional students who are testing arrive on test day, add their information to your Master Student List and assign them to a testing room. Give them a signed note to present to the proctor.
During the Test Tasks and Information

Admit Students to the Testing Area

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. You’ll use this information to help you create a list for ordering makeup materials.
- If a student is not on the room roster, the proctor should send the student to the test coordinator. If a student who isn’t on the roster provides a note from the test coordinator, the proctor should write in the student’s information on the room roster.
- Check ID for students who aren’t familiar to them. If a student can’t present acceptable ID, staff should record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 111.)

Manage Late Arrivals

- If students arrive late, follow the procedure 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 proctor to add the student’s name to the late-arrivals room roster.
- Students who arrive after testing has begun in the late-arrivals room can’t test. If your school is planning to administer a makeup, add them to the list of students requiring a makeup.

See Admitting Latecomers later in this section for more information.

Manage Requests to Change to Accommodated Testing on Test Day

If a student requests to change from a standard administration to an accommodated administration with school approval, follow these steps, as long as you have appropriate materials and enough staff and space available:

- Mark the student as moved by printing an M next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room.
- 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 period. If so, note the student as absent and immediately request materials for testing.

If it’s too late to order materials for testing in the testing period, contact the PSAT 8/9 office.

Manage Requests to Change to Standard Testing on Test Day

If a student requests to waive accommodations approved by the school, and sufficient space/materials are available, follow these steps:

- Change the student’s assigned testing room code on the Master Student List, if necessary.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student’s information at the bottom of the roster.
- Deliver test materials for the student to the testing room.

KEY INFORMATION

Admitting Extra Students

Some students who recently enrolled in your school may be eligible to test there. You can test these students as long as you have enough materials and seats. Advise these students to bring photo identification for test day because your staff may not be familiar with them.

Photo identification is not required for students who are familiar to you. If you’re testing students you don’t know, you will need to check their identification. Advise these students to keep their IDs handy during test day. See Photo ID Requirements on page 111.

Admitting Latecomers

You can admit latecomers at your discretion if you can assign them to a room where the proctor 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 proctor 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:

- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning the test, the proctor must ensure that students who are admitted during these preliminary instructions complete these fields.
- 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.
Your Role During Testing

TASKS

Verify Authorized Test Observers and Visitors

Staff from College Board, Educational Testing Service (ETS), or administrators from your district or state 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 College Board, ETS, or the Board of Education.

Authorized visitors, including assistants for students with school-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 coordinator, you’ll be called on 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.)
- 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 8/9 office for events that interfere with testing procedures.

IMPORTANT: If a group irregularity occurs, be sure to indicate on the IR the testing room where it occurred. You must also provide a roster of affected students on the IR. 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 Security and Fairness Policies information provided in the PSAT 8/9 Student Guide. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class, the principal’s office, or a monitored area until the test is completed. Students who are dismissed because of misconduct are not eligible for makeup testing. Please confirm on the IR all actions taken (see the Irregularity Chart on page 115).

If you or a member of your staff suspects that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone and check for test content. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under “Use or possession of test content through answer keys or images of test pages” on page 118.

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 mistiming and distracting noise
- Cheating

Report every student complaint, even those resolved on-site, on the IR. Advise students that all feedback is welcome. Tell them their scores may be delayed if their complaint requires additional investigation.

Report Test Administration Irregularities

The IR is scanned, so use a No. 2 pencil and don’t 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.

Refer to the Irregularity Chart on page 115 when filling out the IR. Record the following types of incidents:

- Security incidents
- Misconduct
- Test question errors or ambiguities
During the Test Tasks and Information

Proctor Role During Testing

Other incidents or disturbances
Student complaints

Follow these steps when recording irregularities:

- 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, write your 6-digit school (Al) code.
  - In box 4b, fill in the number of students tested at your school (use leading zeros, as in 00055).
- 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 show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure that scores are not held for your school and that only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
- 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 show the type of occurrence and the events and actions taken. List the student’s name and grade level.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed). Do not attach answer sheets to the IR, but return them with the other used answer sheets.

**IMPORTANT:** Answer sheets for students who have been dismissed should not be destroyed—they should be returned with other answer sheets.

**Proctor Role During Testing**

See Part 2 of this manual for a description of the proctor’s role during testing.

After the Test Tasks and Information

Complete the test administration with the following activities. Always keep materials in secure storage.

**Collect Testing Materials**

Collect all of the materials you provided to proctors in the testing room materials packet.

**TASKS**

**Collect Materials from Proctors**

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

- Copy of this manual, with completed seating chart on the back.
- Annotated room roster.
- Test books, both used and unused.
- Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, flash drives, etc.).
- Answer sheets, both used and unused, separated into groups as follows:
  - Used for students from your school (standard and accommodated).
  - Used for students from other schools and/or homeschooled (standard and accommodated).
  - Unused answer sheets. Refer to What Is a Used Answer Sheet? on page 44.
- PSAT 8/9 Student Answer Sheet Instructions booklets.
- Pre-ID Label Instructions, if applicable.
- Any printed translated testing directions.
- Any word-to-word glossaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)

**Count Materials**

Count test materials to ensure that you received all of the materials you gave to proctors.

**If you have students who have a school-approved accommodation that requires testing over two days, you will need to securely store all testing materials after checking them. All materials must be returned together after testing is completed.**

- As you count materials, set aside any test materials for students who have a school-approved accommodation that requires testing over 2 days. Keep these materials separate so that they can be distributed to proctors on Day 2 of testing.

**IMPORTANT:** If a test book is discovered missing after students have been dismissed, report the incident on an IR and call OTI immediately.

**Count answer sheets by hand.** Record the answer sheet counts for inclusion on the Coordinator Report Form (CRF).

- As you count, do a spot check to ensure that required information is provided on the front (Last and First Names, School, School Code, Date of Birth, Gender, and in most cases
Before Releasing Staff
- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- Review and sign IRs. Confirm that your school code is gridded correctly. If needed, complete additional IR(s).
- When you’ve completed these tasks, release staff members.

Reconcile Room Rosters to Master List
Test taker lists give College Board important information, particularly when discrepancies occur.

Once you’ve collected all materials from proctors, carefully check each room roster against your Master Student List, noting on it the room assignment and testing room code of each student, as well as the accommodations each student received. Store the list in your records for reference if needed.

Sort Materials
Now that you have collected all of the materials from the proctors, you’ll need to sort them before filling out the CRF and packing materials for return or secure storage. See What to Do with Materials on page 45 for details.

- 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, clipped to the corresponding transcribed answer sheets. Ensure the test book says “Answers in Test Book” on the cover.

- Answer Sheets:
  - When you counted the answer sheets, you should have separated the used answer sheets for standard test takers and students testing with accommodations. Include the answer sheets for EL students who tested with extended time in the group with accommodated answer sheets. See What Is a Used Answer Sheet? later in this section.
  - Place the answer sheets for accommodated students in the white Accommodated Testing Envelope. All students whose answer sheets are returned in this envelope will be considered to have used accommodations or extended time for English learners.
  - Set aside unused answer sheets.

Only return answer sheets that contain answers or demographic information. Securely destroy answer sheets with no answers and no demographic information.

IMPORTANT: If an answer sheet has answers but no name, work with the proctor to identify the student and have the student enter their name before materials are returned. (If you’re unable to identify the student, return the answer sheet in the Gray-Bordered Envelope and indicate the issue on the IR, using the Other field.)
If an answer sheet has a pre-ID label, but the student missed the test date, securely store the answer sheet for use during a makeup administration (if you plan to hold one) within 2 weeks of the primary test date.

**Store Test Books**

**IMPORTANT:** Schools testing in April must return all used and unused test books and accommodated test formats. Please refer to the Receiving and Returning Test Materials booklet included with the test shipment.

If testing in September–March, immediately after the test administration:

- Organize used test books to facilitate return to students with their score reports.
- Make sure that no answer sheets have been put in test books.
- Place all used and unused test books (including those used by any homeschooled students or students from other schools, if applicable) 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 period 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. After all testing at your school is concluded, include in your return shipment any answer sheets with demographic information but no responses to test questions. Destroy any blank answer sheets.

**Handling Answer Sheets for Accommodated Students**

- Students approved by the school 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 white Accommodated Testing Envelope.

If you tested homeschooled students or students from other schools, only include their answer sheets in the white Accommodated Testing Envelope if they tested with school-approved accommodations.

**Prepare Materials for Return**

**TASKS**

**Complete the CRF**

- Fill out a Coordinator Report Form (CRF) for the testing materials you’re returning. Please complete the report entirely, including signature, with a No. 2 pencil. Do not use ink. Use the counts you developed under Count Materials on page 42.
- Confirm that the school (AI) code prefilled in the School Code field is correct for your school. This information is used to ensure that score reports and invoices are sent to the right school.
- If you need an additional CRF, or if the school code prefilled on the CRF is not correct, please call the PSAT 8/9 office.
- Double-check that you have entered your 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 CRF certifies that your school administered the test properly.
- Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets.
- Test coordinators at off-site locations need to follow these same procedures for completing CRF(s).

Scores may be delayed for schools when the counts provided on the CRF do not match the count of answer sheets returned. You must return one, and only one, answer sheet for each student unless the IR notes a reason for more than one (e.g., misplaced answers). In this case, indicate two answer sheets for the one student when you do the count for the CRF.
## KEY INFORMATION

### What to Do with Materials

Use this table to help you organize your materials and handle them correctly.

### 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</td>
</tr>
<tr>
<td>Used answer sheets (regular and large block) for students testing with accommodations</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 test question responses (absentee)</td>
<td>Yes—unless used for makeup testing</td>
<td>No</td>
<td>No—return with used answer sheets after makeup testing is complete</td>
</tr>
<tr>
<td>Answer sheets with test question responses but no name</td>
<td>Yes—if unable to identify the student, return answer sheet in Gray-Bordered Envelope and indicate issue on IR</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Answer sheet instructions</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>All test books, used and unused, for April testing</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Test books for September–March testing</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 by the school to write answers in their books</td>
<td>Yes—clipped (not stapled) 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—see SSD note following this table for an exception</td>
<td>Yes—clipped (not stapled) to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student scratch paper or braille pages</td>
<td>Yes—clipped (not stapled) to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>IR(s) (if used)</td>
<td>Yes—in Gray-Bordered Envelope in answer sheet return shipment. All packages in shipments that include one or more IR(s) should display the pink IR label on the return box.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CRF</td>
<td>Yes—in answer sheet return shipment</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Return Test Materials

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

**IMPORTANT:** Using the prelabeled UPS Express Pak or box(es) provided with your PSAT 8/9 test materials is the only way to ensure that your answer sheets will be correctly returned and processed.

The used answer sheet shipment includes documents such as used answer sheets, required envelopes provided to you, and the completed Coordinator Report Form (CRF). In your test materials shipment, you received a UPS Express Pak or one or more shipment boxes that you must use to return your answer sheets and associated forms and envelopes. Each used answer sheet shipment includes the items listed in this section.

Place items in the prelabeled UPS Express Pak or box(es) from bottom to top in the order detailed in this section. Don’t use rubber bands or other fastenings that might damage the answer sheets.

**IMPORTANT:** See Returning Used Answer Sheets and Forms for a visual guide to packing 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, if any
  - Standard answer sheets for students from your school

- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, with the following items inside (from bottom to top):
  - Scratch paper or braille pages, all clipped (not stapled) to corresponding answer sheets
  - Test books for students approved by the school to write answers in their books, clipped (not stapled) to corresponding transcribed answer sheets
  - Used answer sheets (regular and large block) for students testing with accommodations

- Next, place the Gray-Bordered Envelope, if needed, including (from bottom to top):
  - Defective flash drives, if any, in their original packaging
  - Defective test books, if any, clipped to the corresponding IR
  - IRs, if any

- Place the completed and signed CRF on top and close the box or UPS Express Pak.

Once all answer sheets and forms are packed as described above, seal the UPS Express Pak or box(es) and fill in the information requested on the label(s). If you’re returning any IRs, apply the pink IR label to the front of every package in the shipment next to the return label.

- If you are returning a defective test book associated with a student approved to write answers in the test book, there may be some answers in that defective test book. Clip it to the replacement test book and transcribed answer sheet, and return it in the white Accommodated Testing Envelope.
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**
   Include answer sheets for standard testing only, as listed to the right.

2. **White Accommodated Testing Envelope**
   Include only materials listed to the right in this envelope. If you don’t have any of these materials, don’t return the White Accommodated Testing Envelope.

3. **Gray-Bordered Envelope**
   Include only materials listed to the right in this envelope. If you don’t have any of these materials, don’t return the Gray-Bordered Envelope.

4. **Coordinator Report Form**

**Gray-Bordered Envelope Contents:**
- Irregularity Reports (IRs) if any.
- Defective test books (clipped to corresponding IRs) or flash drives.

**White Accommodated Testing Envelope Contents:**
- Used answer sheets (standard or large-block) for students testing with accommodations.
- Test books for students approved by the school to write answers in their books — clip to the machine-scannable answer sheet where you transcribed the student’s answers.
- Scratch paper or braille pages — clip to corresponding answer sheets.

**Answer Sheets (for standard testing)**
- For students from your school.
- For students not from your school, if applicable.

**Prelabeled Shipping Box (or UPS Express Pak)**

- Use the prelabeled shipping box(es) or UPS Express Pak that came with your test materials.
- If you’re returning more than one box of materials, package 1 should include all of the forms and envelopes, along with any answer sheets that fit. Place any remaining answer sheets in subsequent packages.
- If you have enclosed any Irregularity Reports in the Gray-Bordered Envelope, you must place an IR label next to the return label on every package in your shipment. (Use the pink IR label(s) that came with your test materials.)
- Keep answer sheets flat; don’t damage the edges or use rubber bands, tape, or staples. Don’t wrap them in anything, and do not include filler or additional packing materials.

**Note:** Supplied labels may be different from samples shown.

- **UPS Return Label**
- **Colored Label**

Print your school name, school (AI) code, and full address. Print this package number and total number of answer sheet return packages being sent (e.g., Package 1 of 2).
Ship Materials

IMPORTANT: Schools testing in April must return all used and unused test books and accommodated test formats. Please refer to the Receiving and Returning Test Materials document included with the test shipment.

Return applicable materials, including answer sheets, immediately after testing ends. If you have students with school-approved accommodations that require testing over two days, store completed answer sheets securely and return all answer sheets after the second day of testing is complete. Failure to return answer sheets promptly may delay score reports for your students.

- If you plan to administer a makeup test, securely store any related materials (such as answer sheets from a preadministration session for students who missed the test date, along with the unused test books) and return them once testing at your school is complete. Answer sheets associated with an irregularity must be returned with the test materials for the primary test date.

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

- If you administered multiple assessments (for example, PSAT 8/9 and PSAT/NMSQT or PSAT 10), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm that you’re sending the PSAT 8/9 materials to the correct address.
- Arrange for packages to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.

- If UPS doesn’t make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter. Do not place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee.

- Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual.
- If UPS isn’t available in your area, return materials via another traceable express courier. Record your tracking number(s).
- Do not use first-class mail or any other nontraceable method.
- Give your package to the driver or responsible person so you’ll have a chain of custody for the shipment.

For International Shipments:
- Please contact the courier indicated on the supplied waybill to arrange a pickup. Contact the courier’s local office, or if the courier is UPS, you can go to ups.com.
- Complete the UPS or alternate courier international waybill:
  - Section 1 – SHIPPER: Complete your name, address, and telephone number.
  - Section 5 – SHIPMENT INFORMATION: Write in number of packages and estimated weight.
  - Section 8 – SHIPPER’S SIGNATURE: Sign and date.
- Retain the Shipper’s Copy of the waybill for your records.
- If you’ve misplaced your waybill, contact the PSAT 8/9 office at +1-212-237-1335.

KEY INFORMATION
If you can’t use UPS and must use another courier, return answer sheets and forms to:

PSAT 8/9
Pearson Processing Center
9200 Earhart Lane SW
Cedar Rapids, IA 52404

To return test books by a courier other than UPS (if you are testing in April), return test books only to:

PSAT 8/9
Inbound Processing Center
200 Ludlow Drive
Ewing, NJ 08638
Submit Payment

TASKS
Once your answer sheets have been received and processed, you will be notified that it’s time to complete payment-related activities.

1. After you’ve received confirmation that your answer sheets have been processed, sign in to ordering.collegeboard.org.
2. Confirm your counts and make any adjustments.
3. You’ll receive a final invoice by mail.

KEY INFORMATION
Fee Submission
- Some states provide special instructions to test coordinators about submitting fees. Please follow any state-specific instructions 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 the grade level is appropriately filled in. Your school is responsible for students who fill in their grade level incorrectly.
  - When reviewing the answer sheets, you may correct errors students have made in the grade or school code fields, but you may not alter any other information on the answer sheets.
  - When you need to alter grade or school code fields, report this on an IR. Under section 7, indicate Other and list the fields that have been altered. Note the names of the applicable students.

IMPORTANT: For additional information about payment, see psat.org/psat89invoicing.

International Wire Transfer Information
Please use this information for an international wire transfer:
- Bank: Bank of America, Chicago, IL
  SWIFT# BOFAUS3N
  Beneficiary: College Entrance Examination Board
  A/C# 003936829491
  ABA# 026009593

Receive Score Reports

KEY INFORMATION
PSAT 8/9 scores are shared with the school and, if applicable, with the district and/or state. (Homeschooled students’ scores won’t be shared with the school that administers the test.)

Online Scores
Check psat.org/scores for information about when scores for your students will be available.

For all tests in the SAT Suite of Assessments, schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.

For April testing, schools and students will see whether students answered each question correctly. Actual questions, answers, and answer explanations won’t be provided.

Students will receive their percentile rank and helpful interpretative information about their scores. 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.

If you test in the September–March testing period, securely store all test books, used or unused, after the test. Test books must remain in secure storage until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT 8/9 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.

IMPORTANT: Schools testing in April will need to return all used and unused test books and accommodated test formats immediately after the test.
Common Errors That May Delay Score Reporting

Please make sure that students fill out their answer sheets correctly and that the information on the CRF is complete and correct. Use care to avoid these common issues:

- The number of used answer sheets received does not match the number of students tested as entered on the CRF.
- The test coordinator neglects to sign the CRF in pencil.
- Used answer sheets for students with accommodations (including English learners testing with 50% extended time) are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 46.
- The school has not responded to a query from ETS regarding a testing irregularity.

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, highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

Protecting Student Privacy

Students age 13 and over can link their Khan Academy® and College Board accounts to benefit from additional personalization through the use of their actual PSAT 8/9 results. Account linking is entirely student-driven, and students can unlink their accounts at any time. Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don’t share students’ personal information or practice work without their consent.

For more information about privacy practices, please visit:

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

Introduction for Proctors

This is your guide for administering the PSAT 8/9 and creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training organized by your test coordinator, please read this section of the manual carefully. It’s especially important to read through the scripts and instructions ahead of time so you can ask your test coordinator any questions 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 by the school, you may also receive other materials, depending on the nature of the accommodation.

Proctors must do the following:

- **Before Test Day:**
  - Be thoroughly familiar with test procedures
  - If your school is having students fill out their non-test information on the answer sheet before test day, conduct the preadministration session

- **On Test Day:**
  - Assume responsibility for test materials in your assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students
  - Complete the seating chart
  - Administer the test according to the manual’s directions
  - Return test materials to the test coordinator after students are dismissed

Before Test Day

Prepare Yourself

**TASKS**

- Participate in training if you haven’t already.
- Read Part 2 and the Appendix of this manual.
- Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual. Take time to study the scripts and timing before test day.
- Conduct a preadministration session at your test coordinator’s direction.
- If you are testing accommodated students, before test day:
  - Review Using Accommodated Scripts on page 58 to determine the correct script to use.
  - Test any equipment needed.
  - Be prepared to assist students who are approved for alternate test formats such as braille, MP3 audio, or ATC.

Conduct the Preadministration Session

**TASKS**

- Ahead of the session, read through the preadministration scripts and be prepared to read either the Script for Unlabeled Answer Sheets on page 52 or the Script for Pre-ID Labels on page 54, as appropriate.
- Post the following in a location visible to all students:
  - 6-digit school (AI) code for your school
  - Address of your school
  - 3-digit country codes for any students with addresses outside the United States or U.S. military bases/territories (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 109)
Before Test Day
Conduct the Preadministration Session

- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
- 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Your test coordinator will also supply the following, if applicable (be prepared to supply this information to students during the session):
  - A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any)
- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–20. 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.

**IMPORTANT:** Information requested in fields 9–20 is optional. If you have students in the room who prefer not to give this information, let them know they don’t have to. They should sit quietly until the other students have finished.

Script to Begin the Preadministration Session
Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.

**When everyone is ready, say:**

We will now fill out important information on the PSAT 8/9 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 with a soft eraser. 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**
Distribute answer sheets and the PSAT 8/9 Student Answer Sheet Instructions booklets. A large-print version of the PSAT 8/9 Student Answer Sheet Instructions is provided for students with school-approved accommodations that necessitate large print. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

After distributing answer sheets, say:

This is the answer sheet you will use to mark your answers on the test. I have also given you a booklet with information you will need to fill in some of the fields.

**To students who are using LARGE-BLOCK answer sheets, say:**

If you’re using a large-block answer sheet, 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.

**IMPORTANT:** For students who don’t have pre-ID labels on their answer sheets, continue with the scripts that follow. Otherwise, turn to the Script for Pre-ID Labels on page 54.

**Script for Unlabeled Answer Sheets**
Now say:

Please read the directions in field 1 of your answer sheet. Then fill in your full legal name, starting with your last name. If your last name is longer than the space available, fill in 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. Please look up when you are finished. [pause]

**Completing Initial Answer Sheet Information**

To all students, say:

I will read the directions for fields 2 through 20. If I don’t give directions for a field, leave it blank.

For fields 2–4, say:

In field 2, fill in the bubble that applies to you. If you are not homeschooled, enter the name and address of the school you attend in field 3. Then, for field 4, if you regularly attend this school, enter our school code, which I have posted in the front of the room. If you don’t regularly attend this school, raise your hand, and I will come over to give you the code to enter in field 4.

For field 4, provide the school (AI) codes for students from other schools (a list should be in your materials from the test coordinator). Also provide school addresses to these students if they don’t know their school’s address. Tell homeschooled students to leave field 4 blank.

Skip to field 6 if your school is not using student ID numbers.
If your school is using student ID numbers, for field 5, say:

In field 5, print and fill in your student identification number, starting with the first column to the left. If there are letters in your ID number, don’t include them and only enter the numerals, with no spaces between them. If you don’t know your student ID number, raise your hand. Look up when you’re done. [pause]

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

For field 6, say:

Fill in your current grade level in field 6.

Please walk around the room to check that students complete their current grade level.

For field 7, say:

Complete field 7.

For field 8, say:

In field 8, for your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last two digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. [pause]

Continuing to Guide Students Through the Identifying Information

To all students, say:

Please look at page 1 of your PSAT 8/9 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 opening paragraphs. Please look up when you are finished. [pause]
For international schools, read the following script if applicable:

If you are taking this test in the European Union, the United Kingdom, India, or Brazil and are under the age of 16, leave field 15 blank. Test takers in U.S. Department of Defense Education Activity (DoDEA) Schools may respond.

To all students, say:

Now, read the information in the PSAT 8/9 Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you are done. [pause]

**IMPORTANT:** Students who do not wish to respond to fields 15–20 may skip them.

For field 19, say:

Find field 19 on the back of your answer sheet, 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’s or guardian’s address. By providing an email address, if you are 13 or over, you are granting College Board permission to contact you or your parent or guardian via email. [pause]

For field 20, say:

Field 20 asks for your mobile number. Please leave field 20 blank if it is not a U.S. phone number.

If you have a U.S. mobile number, read the information in field 20 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

Turn to Finish Up on page 56.

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### Script for Pre-ID Labels

**For students with pre-ID labels, say:**

Please check the label on page 1 of your 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 grade and other information 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, they may continue to use their 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 (is damaged or has incorrect data on it) or you can’t locate their correct answer sheet, check with your test coordinator to see if an additional preadministration session can be held for these students.
- If you need to keep students who don’t have usable labels in your session:
  - Give them each a blank answer sheet, and tell them to follow your directions to fill in their information.
  - If a blank answer sheet is unavailable, place 2 blank labels over the incorrect pre-ID label.
  - Use the following script to conduct the preadministration session for students with and without labels. Once you finish the session, you will need to turn back to Script for Unlabeled Answer Sheets on page 52 to guide students with unlabeled answer sheets to complete any fields that you skipped for the students with labels.

**For field 1, say:**

Please leave field 1 blank. Your name is printed on the label.
Completing Initial Answer Sheet Information with Pre-ID Labels

**For fields 2–4, say:**

Make no marks in fields 2 through 4. Your school information is on the label. [pause]

- If student ID appears in your school’s Pre-ID Label Instructions OR if your school isn’t using student ID numbers, tell students to skip field 5.

**If your school is using student ID numbers, for field 5, say:**

In field 5, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, don’t include them and only enter the numerals, with no spaces between them. If you don’t know your student ID number, raise your hand. Look up when you’re done. [pause]

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

**For fields 6–8, say:**

Make no marks in fields 6 through 8. Your grade level, gender, and date of birth are given on the label.

Continuing to Guide Students Through the Identifying Information with Pre-ID Labels

**To all students, say:**

Please look at page 1 of your PSAT 8/9 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 opening paragraphs. Please look up when you are finished. [pause]

- Students using braille, MP3 audio, or ATC formats may need you to read instructions from the PSAT 8/9 Student Answer Sheet Instructions.

**To all students, say:**

Now, read the information in the PSAT 8/9 Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you are done. [pause]
**Set Up for Testing Students with Accommodations**

If you are testing students with accommodations, read this section thoroughly before test day. It will help you prepare for the accommodations your students have been approved for by the school, including determining which script(s) to use for the students assigned to your room.

**TASKS**

- Before test day, your test coordinator will let you know which accommodations each student in your room has been approved for.
- Determine which test materials each student will need. Some students may be approved for a special format. Students testing with accommodations that don’t require specific materials will use the same test books as students in the standard room.
- Review Using Accommodated Scripts on page 58 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Accommodated Timing and Breaks on page 102.

**IMPORTANT:** It’s 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 school may not receive scores.

**Set Up Computers for ATC Users**

The assistive technology-compatible (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 is compatible with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a MacBook laptop. If you have students who are 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 8/9.

Follow these steps to set up computers for ATC users:

1. Print the student’s last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port on a computer that has Microsoft Word and the student’s approved assistive software installed (JAWS or ZoomText, for example).
4. Follow the instructions under the opened flap on the flash 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.

For information about preparing computers for ATC users on test day, see Administer Accommodations on page 62.

**Set Up Computers for MP3 Audio Streaming Users**

For students testing with the MP3 audio format, the audio version of the test will be delivered via a streaming application. You will need internet access to download the application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be made available to ensure your school's computers can support MP3 audio streaming.

The link to download the MP3 application can be found on the MP3 streaming instructions page, which is accessible through the College Board SSD Online portal. The application can be installed by the SSD coordinator or designated staff with appropriate rights to install applications. Once the test is launched, it will run even if you have intermittent internet connectivity.

Once installed on a PC or Mac, the streaming application appears as an icon on the desktop. (Chromebooks require you to launch the software from the apps link.) Only SSD coordinators (or designated staff) and proctors with access to SSD Online can launch the application, using their username and password. If your school doesn’t have an SSD coordinator or designated staff member with access to SSD Online, the test coordinator will need to contact the SSD office ahead of test day to request credentials.

Four steps are required to ensure successful use of the MP3 application:

1. Provide a school computer to each student who needs one.

**IMPORTANT:** Students are not permitted to test using a personal laptop. All computers for testing must be school issued.

2. Install the MP3 streaming application on each student's computer, using the account that the student will use to log in on test day.

3. Launch the sample test form **before test day** to ensure functionality on your school's network. If your stock of computers varies in age and functionality, you should probably test the launch on each separate computer.

4. Prepare your students by explaining that the test will take place over two days.

**IMPORTANT:** If you’re using flash drives because your school can’t administer the MP3 audio streaming format, follow instructions under Setting Up Computers for MP3 Flash Drives on page 112 to prepare computers ahead of test day.

**Install the Streaming Application**

Select the method that fits the computer setup in your school.

**On PCs and Macs:**

On Windows PCs and Mac computers the application must be installed by the SSD coordinator or designated staff with appropriate rights to install applications. Install the application on each machine prior to the testing administration using the same user account that the candidate will be using on test day. The MP3 streaming application icon will ONLY be visible to the user account where the software was installed. The SSD coordinator or designated staff should do the following:

1. On each computer to be used for testing, sign in to their account.

2. Open a browser and sign in to their user account to access SSD Online. Navigate to the MP3 streaming instructions page.

3. Select the link to download and install the MP3 application. The application should now appear as an icon on the desktop. Note that only the SSD coordinator (or other designated school staff) or an authorized proctor will be able to launch the test on test day. We highly recommend accessing the MP3 test form on each computer to confirm functionality as instructed under Access the MP3 Sample Test Form on page 58.

**On Chromebooks:**

If your school is using Chromebooks for the MP3 streaming application, the SSD coordinator or other designated staff should work with your school's IT administrator who manages the school's Chromebooks. See the instructions under Installing the MP3 Streaming Application on Chromebooks on page 112.

If using managed Chromebooks, the SSD coordinator or designated staff member will not need to download the application but will still need to confirm that the application icon is visible on all Chromebooks and test the functionality by accessing the sample test form.
Access the MP3 Sample Test Form
Before test day, the SSD coordinator or designated staff member should follow these instructions to access the sample form to test system functionality.

1. Access the sample form as follows:
   a. Double-click the desktop icon to open the streaming application.
   b. Sign in to the application with their SSD Online username and password.
   c. Select the first option, Check my system.
   d. Enter the 6-digit school (AI) code.
   e. Select Sample Form from the Assessment Type drop-down. All other fields will be auto-populated. Select Confirm SSD.
   f. Select Sample from the Form Selection drop-down, then select Single Day in the second drop-down.
   g. Select Continue.
   h. Review the information on the Selection Summary screen and select Confirm and then select Begin Form Download.

2. Confirm the functionality of the test as follows:
   a. Once the form is downloaded, select Begin Test and confirm in the pop-up window.
   b. A list of test sections will display. Select each section to play the sample test form audio.
   c. To return to the list of sections, select the small square Stop button in the toolbar at the bottom of the screen.
   d. Once the staff member has verified the sample form is working, they may exit the application by selecting the End Test button in the upper-right corner, and confirming in the pop-up window.

IMPORTANT: The sample test form shows all four sections in a single-day format. This will not be the case on test day. (The actual test will have Sections 1 and 2 on Day 1 of testing, and Sections 3 and 4 on Day 2.)

For information about preparing computers for MP3 audio users on test day, see Administer Accommodations on page 62.

KEY INFORMATION
Troubleshooting for MP3 Streaming Audio
Set up MP3 audio streaming before test day to ensure a smooth administration. If problems arise, check your internet access before seeking additional assistance.

Contact the SSD office (844-255-7728 or +1-212-713-8333) if you have any additional questions or issues with the application, including but not limited to:
- Downloading and installing the application
- Administering the sample form
- Data collection
- Administering the test form

Using Accommodated Scripts
Select the appropriate accommodated test script based on the type of school-approved accommodation.

Script 1: Standard Time
Use Script 1 for students who receive standard time on some or all of the test and are approved by the school for accommodations such as breaks as needed or use of braille materials.

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

Script 3: 50% Extended Time
Use Script 3 for students who are approved by the school for 50% extended time for reading (and for EL students using 50% extended time support).

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 are approved by the school for extra breaks.

Script 5: MP3 Audio Format
Use Script 5 for students testing with the MP3 audio format over 2 days.

Combined Scripts for Math-Only Extended Time
- Begin with Script 1 for students who are approved by the school 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 by the school for 100% extended time for math, switch to Script 2 for Sections 3 and 4 (beginning with Break Before Section 3 on page 79).
- For students approved by the school for 50% extended time for math, switch to Script 3 for Sections 3 and 4 (beginning with Break Before Section 3 on page 83).
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. For seating requirements and general testing room requirements, see Plan Your Space on page 15. Your test coordinator will also have this information. (See also Sample Seating Plans on page 111.)
- Cover or remove any instructional 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
- Your school’s 6-digit school (AI) code
- Your school’s address and, if applicable, the school address(es) for students from other schools
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 109)
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
- 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Testing room code (3 digits including any leading zeros) if your school is using testing room codes, or other room identifier (number and/or name) if your school is not using testing room codes

If applicable, have the following information from your test coordinator available to provide to students:
- A list of school names, addresses, and 6-digit school (AI) codes for students who don’t attend your school
- Optional codes, if any, assigned by your school for receiving score reports in a particular sort order

**Admit Students to the Testing Room**
Admit students one at a time, taking care to assign them seats at random or by prearrangement. If the school doesn’t allow collection of cell phones, verify that students have powered off their cell phones as they are admitted to the room. 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 (present) next to the name of each student who checks in.

- If a student is unfamiliar to you, ask them for identification. If the student can’t present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 111.)
- 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. These students should have a note from the test coordinator.

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 seat. Assign seats at random or by prearrangement with the test coordinator. For detailed information on seating requirements, see Seating Requirements on page 16. Your test coordinator will also have this information.

**Process Late Arrivals**
Admit and seat students who arrive late only if you have not yet begun the timed test (i.e., Section 1). Continue reading the script to all students. Work with late arrivals after the test to complete their identifying information on the test materials and to catch them up on anything they missed.

- Send students who arrive after the timed section begins to the test coordinator 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 must write their name on their answer sheet and test book, but may supply other missing identifying information after the test, before being dismissed.

**Collect Students’ Personal Belongings**
If permitted under school policy, students must turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. They’re advised not to bring their phones to the testing room, but many students will have phones anyway.
Your test coordinator will tell you which of the following is the case at your school.

**Option 1: If collection of devices is permitted:**
Collect devices and put them in individual bags
- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names. Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items. Reassure students that devices will be returned after testing.
- Collect labeled items from students as they enter or once they are seated. Keep them out of students’ reach during the entire test, preferably at your desk.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label.

**Option 2: If collection of student devices is NOT permitted:**
Have students keep devices in their bags and place their bags on the side of the room
- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Tell students to remove their No. 2 pencils, calculator, drinks, snacks, and ID (if applicable) from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.
- Ask students to place their devices in their backpacks or bags and to place these bags to the side of the room, away from desks.
- If a student doesn't have a bag, provide a clear plastic bag.

In some cases, a student may be approved by the school to have a cell phone in the testing room for use with a glucose monitor. Only students who are specifically approved to have a cell phone in the testing room may do so. (Approval to test blood sugar does not permit the student to have a cell phone, unless also approved for a cell phone.) In these circumstances, College Board recommends the following guidelines: the phone must remain on the proctor’s desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor and reengaged following use.) Before the beginning of testing, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student’s medical status. Under no circumstances may a student keep their phone at their desk.

**IMPORTANT:** Students will be dismissed from testing if they are seen with a phone or if their cell phone makes noise or creates a disturbance during the test (including breaks) while in their possession. Phones that are on or under the desk are considered in their possession.

More information is given under Preventing Issues Involving Phones and Electronic Devices on page 24.

**Account for Test Materials**
Proctors must count the test books:
- After receiving the materials from the test coordinator
- Before distributing materials to students
- After collecting test books and before dismissing students from the testing room

If a test book is missing:
- Notify the test coordinator at once. The test coordinator will need to call the Office of Testing Integrity 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 test coordinator as soon as possible.
- Before dismissing students or starting a break, announce that a test book is missing and 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 an Irregularity Report (IR) as explained in Administer the Test later in this section.

**IMPORTANT:** If a test book is discovered missing after the students have been dismissed, notify the test coordinator at once and report the incident on an IR. The test coordinator will need to call the Office of Testing Integrity immediately.
Administer the Test

TASKS

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Maintain security in the testing room.
- 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 monitor, 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.
- All students must receive the entire time on each section of the test, even if they finish before time is called. Do not end a section early.

Maintain Security in the Testing Room

- Remain vigilant at all times during testing, including breaks. Staff must not engage in activities that are not related to testing, such as using a phone, using 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 and phones are not removed from the room.
- No one may access or use phones or wearable technology in the testing room, or eat or drink during testing unless they have approval from the school to do so.

Prevent Copying and Communication

Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. You must:

- Ensure proper spacing among students to prevent copying and communication among students during testing.
- Watch for use of cell phones or other prohibited items, or for cheat sheets written on paper, calculators, clothing, or shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators.
- 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 activities like these on the IR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

If the Irregularity Chart on page 115 indicates to call the PSAT 8/9 office, report the situation immediately.

Monitor Breaks

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-to-word glossaries are closed and left on the desks.
- Students are not allowed to use phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits). They must remain powered off and stored away from the testing area until the test is over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and drinks under their desks before the start of the test, as instructed.

Have students place their bags and backpacks at the side of the room, away from the testing area. Do not allow students to access their bags or backpacks until the test is over.

If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.
Complete the Irregularity Report (IR)
This form is scanned, so use a No. 2 pencil, 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. See Using the Irregularity Chart later in this section.

- 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, write 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 show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6b. Providing a testing room code and roster of affected students will ensure that scores are not held for your school and that only the scores for the students affected by the group irregularity will be held until any investigations of the incident have been completed.

- 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 show 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 the student was dismissed). Do not attach answer sheets to the IR—return them with the other used answer sheets.

KEY INFORMATION
Information on the following topics appears in Part 1 of this manual:
- Prohibited Aids on page 23
- Preventing Issues Involving Phones and Electronic Devices on page 24
- Calculator Policies and Guidelines on page 24
- Monitoring Equipment Use on page 25
- Verify Authorized Test Observers and Visitors on page 41

Your test coordinator will also have this information.

Using the Irregularity Chart
The Irregularity Chart on page 115 lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for.

Use the IR 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 irregularity, even if it affects more than one student (such as mistiming).

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

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

IMPORTANT: If you are testing students in a standard room, proceed to Test Day Scripts on page 66.

TASKS
Prepare Computers (if Any) on Test Day
See Set Up for Testing Students with Accommodations on page 56 for information on initial setup of computers for ATC and MP3 formats.

On test day, before testing begins:

For the MP3 audio format:

a. Ensure each student’s computer is plugged in, powered on, and connected to the internet. The MP3 streaming application requires internet access to download the test form. Access to the internet and other applications will automatically be disabled once the test form is launched.

b. Check the volume level on the computer to ensure that it is not muted and is set to a reasonable listening level. The volume can be adjusted by the student using the tool bar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
For test formats on flash drive:

a. Ensure each student’s computer is powered on and the flash drive inserted (and that the student’s name is written on the flash drive packaging).

b. Check the volume level on the computer to ensure that it is not muted and is set to a reasonable listening level.

c. Disconnect the computer from any networks and from the internet.

d. Verify that all spelling and grammar check tools as well as the webcam and microphone 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 they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.

Prepare to Assist Students Using ATC Format

The ATC format is composed of Microsoft Word files that have been created to work with assistive technology such as screen magnification or screen readers. If the student is using a Mac for the ATC format, the Microsoft Word software must be installed.

Students using the ATC format will need to 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. See Specific Format Instructions on page 72 for the directions to read to students. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

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

Post Information for Students Using MP3 Audio Format

Navigating the test:

- Test Directions: Select Test Directions to listen to directions
- Start Section: Select Section icon
- Next Section: Select Stop at bottom of screen to return to section table of contents
- Change Volume: Select and drag slider bar at the bottom of the screen
- Keyboard navigation for PC, Mac, and Chromebook: Control/Command-P

- Back (skip to previous track): Control/Command-B
- Forward (skip to next track): Control/Command-F

IMPORTANT: If you’re using flash drives because your school can’t administer the MP3 audio streaming format, follow instructions under Posting Information for Students Using MP3 Audio on Flash Drives on page 113.

Administer the MP3 Audio Streaming Test on Each Computer

If you are administering the MP3 audio format, follow the steps outlined here.

When students must sign in to individual accounts:

Only the SSD coordinator or designated staff member can launch the app, but if your school requires students to individually sign on to computers using their own accounts, let students enter the testing room, take their assigned seat, and sign in to their accounts. Once all students have logged in to their accounts, they must exit the room until the staff member has signed in to the application on every computer in the room.

To use the app on managed Chromebooks:

To launch the app on Chromebooks, do the following:

1. Click the Apps link in the menu row.
2. Select the Collegeboard-MP3 app.

Prepare to sign in to the app:

Follow the steps outlined here to launch the app and identify and download the appropriate part(s) of the test form:

- On Day 1 to start testing.
- On Day 2 to resume testing with Section 3.

After completing step 1 below, we recommend that you complete step 2 to download the test form for each student. However, if students will be completing this step themselves, skip step 2, and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts.)

STEP 1 – START THE MP3 APPLICATION

The SSD coordinator or designated staff person with access to SSD Online starts the application as follows:

- Select the icon on the desktop/Chromebook and sign in with College Board SSD Online credentials. (If you don’t have access to the College Board SSD Online portal, contact the SSD office at 844-255-7728 to apply for credentials. This action must be completed before test day.)
- When you see three boxes showing actions, choose Launch Test.
**STEP 2 – COMPLETE THE TEST INFORMATION AND DOWNLOAD THE TEST**

If you will access the test form on students’ behalf, perform the following steps on each computer before students enter the room:

1. Enter your six-digit school (AI) code.

2. From the Assessment Type drop-down menu, choose PSAT 8/9.

3. Under Student Information, fill in the student’s first and last name as it appears on the room roster.

4. Under the field SSD Number, enter ten zeros (000000000).

5. Select the button marked Confirm SSD. A check mark will indicate that the number is confirmed.

6. Select Day 1 in the next drop-down menu. Select Continue. (On Day 2, you will need to select Day 2 in the second drop-down menu.)

7. Review the information on the Selection Summary screen and make any necessary edits. If all information is correct, click Confirm and then Begin Form Download. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you will admit and seat each student at the computer assigned to them.

**IMPORTANT:** As students enter the room, instruct them not to start the test until told to do so.

**STEP 3 – TURN TO THE CORRECT SECTION OF SCRIPTS TO BEGIN TESTING**

- If performing these steps at the beginning of Day 1 of testing, turn to Begin Here on Test Day on page 66.
- On Day 2 of testing, turn to Admitting Students on page 95.

**Navigate the MP3 Streaming Audio Format**

- Once the test has begun, the student will see the list of test sections. When instructed to do so, they will select the applicable section and play the test question audio as they follow along with their test book.
- To go back to the list of sections, the student should select the small square in the toolbar at the bottom of the screen.
- At the end of each testing day, the student will select the End Test button in the upper right corner, and confirm in the pop-up window. Selecting End Test will remove all test content from the computer and restore access to the internet. If a student accidentally selects End Test before they have completed work for that day, the student or SSD coordinator (or designated staff member) will need to reopen the application and reenter the school, student, and test information to restart the test.

**KEY INFORMATION**

**Administering Accommodated Breaks and Extended Time**

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. During their breaks, students who are approved by the school 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.

Administer accommodated breaks as follows:

- **Extra Breaks:** Students who are approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 4 for students who are approved for extra breaks and who are not approved for extended time.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- **Extra and Extended 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 shouldn’t prompt students to end their breaks early.
- **Breaks As Needed:** When a student is approved for breaks as needed, they may take breaks 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 (that is, the testing clock stops). (Use Script 1 unless approved for other accommodations.)

Students approved for extended time receive extra breaks as follows:

- Students approved for extended time on the entire test (for reading, use of a reader or scribe, or as an EL support) receive a break between each test section and a break in the middle of Sections 1 and 4.
- Students approved for math-only extended time receive standard time on Sections 1 and 2, a break before Section 3 (Math Test – No Calculator), and another in the middle of Section 4 (Math Test – Calculator).
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 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. This manual includes multiple timing charts, so be sure to refer to the correct one for your room (e.g., standard time, 100% extended time).

Administering Large Print
Seat students using a large-print 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 format (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 they must be given 45 extra minutes on Section 2, the Writing and Language Test, as noted in the script, to allow for software navigation. These students will test over two days.

Students using the ATC format should be tested with standard time unless they have also been approved by the school for extended testing time. 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 by the school to test with 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 applications while working on the test.

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 PSAT 8/9 office.

Administering Braille
The braille format of the PSAT 8/9 is divided into several books, which you will use one at a time. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Students may use the Guide to the Nemeth Code if they are taking the braille test. 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 by the school for the accommodation of braille graphs and figures. During the test, when questions refer to figures, students may refer to either the regular-print or large-print test or to the Braille Figure Supplement.

If a student doesn’t read braille but chooses to use the supplement, you should be prepared to help the student find their place, since all labels and numbers in that book are in braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-print and large-print tests.

Administering Readers
Distribute any supplemental materials to the reader: a script for the dictation of test questions (for reader use), a regular-print test book for student use, and additional test materials for student use as approved by the school (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 is given in other formats. Students testing with a reader must test in a 1-to-1 setting. (Readers may not be shared.)

Administering Scribes
Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in Specific Format Instructions on page 72 to a support staff member who is writing answers for a student. Students testing with a scribe must test in a 1-to-1 setting.
Test Day Scripts

Begin Here on Test Day

Before you begin testing, you must do the following:

- Prepare your room (see Prepare the Testing Room on page 59)
- Admit students (see Admit Students to the Testing Room on page 59)
- Collect students’ belongings (see Collect Students’ Personal Belongings on page 59)
- Be familiar with the procedures in Administer the Test on page 61

**IMPORTANT:** If you are administering the test with ATC or MP3 audio format, you must complete setup of the computers BEFORE admitting students. See Administer Accommodations on page 62.

Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

Read aloud all the directions in the shaded 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 shaded areas is intended for proctors and should not be read aloud.

Sometimes you will see alternative scripts to read. When you see multiple choices with lettered options (A and B), read the prompts silently before choosing which script(s) to read to students. **Time permitting, before test day you should read through all of the script options and cross out the options you will NOT need to read aloud to students on test day.**

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

When you are ready to begin, say:

Welcome to the PSAT 8/9 administration. This test will focus on what you’ve already been learning throughout school. It gives you a chance to see where you might need to improve in high school. 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 or possessing 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 room or 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:

Most schools will be collecting students’ phones, electronic devices, and/or backpacks. Read script A if this is the case in your school. Read script B if your school does not allow collection of students’ belongings.

READ ONLY ONE OPTION.

A If your school collected personal belongings, say:

By this time you should have turned in all phones and any other electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, power it off, and turn it in to me now. It will be returned to you at the end of the test. The only exception is for computers or other devices approved for testing as an accommodation. [pause]

B If your school does not allow collection of personal belongings, say:

At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. The only exception is for computers or other devices approved for testing as an accommodation.

Keep your Number 2 pencils, drinks, snacks, ID (if applicable), calculator, and any backup calculator, extra batteries, translated test directions, or word-to-word glossaries on your desk. If you’re approved to use an item as an aid, include it with the items you keep at your seat. If you need a plastic bag to store your phone in, raise your hand and I will give one to you. [pause]

To all students, say:

Any electronic device that isn’t turned in or packed away on the side of the room may be collected and its contents inspected as part of an investigation. If your cell phone makes a noise or creates a disturbance while in your possession, you’ll be dismissed from testing. [pause]

Allow time for students to put any remaining bags on the side of the room.

IMPORTANT: Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. Each EpiPen 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. Secure test materials and, if possible, have a monitor supervise the testing room while the student uses the device.

Some students with diabetes may be approved to use a cell phone to check their blood sugar. Permission to test blood sugar, without approval for a cell phone, does not permit a student to have their cell phone in the testing room. The cell phone must be specifically preapproved and must remain at the proctor’s desk during testing. Ensure that the phone is in airplane mode and set to make sounds only when required for monitoring purposes.

To all students, say:

Please sit quietly while I take a moment to look around and make sure everyone has an acceptable calculator. [pause]

Walk around the room to check each student’s calculator and to make sure students have nothing on their desks other than pencils with erasers, acceptable calculators, and, if applicable, translated test directions, word-to-word glossaries, and/or school-provided computing devices for testing (for students using ATC or MP3 audio format).

Then say:

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, and any approved testing device. If you’re using translated test directions or a word-to-word glossary, keep these items on your desk as well.
- If you brought a backup calculator or extra batteries, put them on the floor under your desk.
- Place any drinks and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and place them on the side of the room. [pause]
Examples of prohibited items include the following (unless the school has approved the use of an item as an accommodation):

- Phones
- Audio players/recorders
- Tablets, laptops, or any personal computing devices other than the device used for the test
- Timers
- Cameras
- Smartwatches or other wearable technology
- Pens, highlighters, or 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 computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord (See Acceptable Calculators on page 108)

\[\text{Then say:}\]

You may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it until a later section.

Make sure that students have put their calculators under their desks and that any phones have either been collected or placed in a bag to the side of the room, not in a pocket.

**Distributing Student Answer Sheets**

**When students are ready, say:**

I am now going to give each of you your answer sheet. Raise your hand if you haven’t filled out information on an answer sheet already.

Distribute the answer sheets. Make sure that each student receives their own answer sheet with identifying information completed. If there are students in the room who raised their hand to indicate they did not participate in the preadministration session, give them a blank answer sheet or, if applicable, a prelabeled answer sheet (making sure each student receives their own labeled answer sheet).

**To students who are using LARGE-BLOCK answer sheets, say:**

If you’re using a large-block answer sheet, 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. [pause]

**To students who have personal information on their answer sheet, say:**

If your answer sheet has a label or information gridded in, please check to make sure your correct legal name and date of birth appear on the answer sheet. If you don’t have a label, be sure that the corresponding bubbles are filled in correctly. If your answer sheet has a label on it, please check that your grade and other information are correctly noted. Raise your hand if you have the wrong answer sheet or your information is incorrect on the label.

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can’t, or if a student has incorrect information on their answer sheet, give them a blank answer sheet. (Students whose address is incorrect on a label can continue to use that answer sheet and update their address when they fill out the answer sheet.)

**To all students, say:**

If your answer sheet has your correct name and other information filled out on it, or if you have a label with correct information, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. If your answer sheet is blank and doesn’t have a label on it, raise your hand.

**IMPORTANT:** If no students have blank, unlabeled answer sheets, proceed to Distributing Test Books on page 69.

**To students who need to complete information on their answer sheets, for field 1, say:**

In field 1, please fill in your legal last name, first name, and middle initial if you have one. Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you are finished. Are there any questions? [pause]
For fields 2–4, say:

In field 2, fill in the bubble that applies to you. If you are not homeschooled, enter the name and address of the school you attend in field 3. Then, if you regularly attend this school, enter our school code, which I have posted in the front of the room, in field 4. If you don't regularly attend this school, raise your hand, and I will come over to give you the code to enter in field 4.

For field 4, provide the school (AI) codes for students from other schools (a list should be in your materials from the test coordinator). Also provide school addresses to these students if they don't know their school's address. Tell homeschooled students to leave field 4 blank.

**IMPORTANT:** Skip to field 6 if your school is not using student ID numbers.

If your school is using student ID numbers, for field 5, say:

In field 5, print and fill in your student identification number, starting with the first column to the left. If there are letters in your ID number, don't include them and only enter the numerals, with no spaces between them. If you don't know your student ID number, raise your hand. Look up when you're done. [pause]

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

For field 6, say:

Fill in your current grade level in field 6.

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.

For field 7, say:

Complete field 7.

For field 8, say:

In field 8, for your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only one digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last two digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. [pause]

**Distributing Test Books**

If available, keep one blank answer sheet and one test book for use in giving instructions. Students who are testing with flash drives should already have their flash drive inserted in the computer on their desk. These students still receive 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.

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. If your test books have serial numbers on their front covers (in the upper right-hand corner), you must record the serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat. Also record the student's name on the seating chart if time permits. (April testers will have serial numbers.) If your test books don’t have serial numbers, just record student names on the seating chart. You can finish recording student names while students are working on Section 1, the Reading Test.

Make sure no one opens a test book until told to do so.

**When all students have their test books, say:**

Turn your test book over and read the back cover. It has important information about the test and how to properly mark your answers.

Allow enough time for students to read the information on the back cover of the test book.

**When everyone is ready, say:**

Print your name, this school’s number and name, and this room's number or name clearly on the back of your test book. If you are testing with a flash drive, you need to print this information on your flash drive packaging as well. Please look up when you are finished. [pause]

Check that students have filled in these fields, including testing room code (or other identifier; e.g., name), on their test books and any flash drive packaging. (Note that students should not write on braille books.)
When everyone is ready, say:

Now turn to the back of your answer sheet (or page 7 if you are using a large-block answer sheet).

### FOR MP3 AUDIO USERS WHO ARE DOWNLOADING THE TEST FORM THEMSELVES

Continue with Starting the MP3 Streaming App in the following section.

### FOR ALL OTHER STUDENTS

Skip forward to Completing Test Book Information and the Certification Statement on page 71 (this includes MP3 audio users with the test form already installed on their computers or with flash drives).

### Starting the MP3 Streaming App

**IMPORTANT:** If you have already downloaded the test form on each student’s computer, skip the script that follows and proceed to Completing Test Book Information and the Certification Statement on page 71.

At this point, students will access their test forms using the MP3 application. The application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the Test Administration screen, where students will input their assessment, student, and form selection information.

**To students accessing the MP3 streaming test form, say:**

Today you’ll be taking the test using an MP3 streaming application. First, you’ll enter some information to access your test form.

**Confirm that students’ computers display the correct starting screen by saying:**

Your screen should display **Assessment Information** at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

**When everyone is ready, say:**

Please follow these instructions:

1. Under **Assessment Information**, please enter the 6-digit school code I have posted. [pause]

2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]

3. Under **Student Information**, please enter your first and last name. [pause]

4. For the field **SSD Number**, please enter 10 zeros (0000000000). Then select the button marked **Confirm SSD**. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

**IMPORTANT:** Attempt to resolve any error messages. If you need further assistance, call the SSD office (844-255-7728).

**Give instructions for starting the test download by saying:**

Now you’ll select the right test date so that you can download the correct test. In the **Form Selection** field, use the drop-down menu to select the test date that I have posted on the board. [pause]

**Continue by saying:**

Follow these instructions:

1. From the drop-down menu on the right of the form name, confirm which day you are testing (select **Day 1**). [pause]

2. Select the **Continue** button. [pause]

3. Take a moment to check that you’ve correctly provided your **Assessment Information** and **Student Information** on the screen. Don’t worry about the third section labeled **Form Information**, which includes system-generated details. If the information that you provided is correct, select **Confirm**. If you see any problems, use the **Edit** button on the bottom left to go back to the prior screen and make changes. (You may have to retype some information.) [pause]

4. Once you’ve confirmed your information, select **Begin Form Download**. [pause]

5. At this point I want everyone to STOP and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

The screen containing your test information will remain visible and will help you fill out your answer sheet. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form for your test date.
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.

Filling in Form Code and Test ID:
If you are administering the MP3 audio streaming application, read script **A**, then continue with the instructions for field C. For all other testers read script **B**.

**READ ONLY ONE OPTION.**

**A** To students using the streaming application for MP3 audio, say:

Find fields A and B on the back of your answer sheet (or page 7 of the large-block answer sheet). Copy the form code and test ID exactly as they appear on your screen into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]

**B** To students using all other formats, say:

Find fields A and B on the back of your answer sheet (or page 7 of the large-block answer sheet). Copy the form code and test ID exactly as they appear on the back of your test book (or flash drive packaging if you’re using a flash drive) into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]

**IMPORTANT:** Students who are using an alternate test format (such as braille books or ATC flash drive) must use the form code, test ID, and (if applicable) serial number on that format, NOT on the reference copy they’re given of the standard test book. Students using a reader must use the codes on their own test book, not from the reader’s script or reference test book.

Field C should only be filled in if your test books have serial numbers in the upper right of the front cover. (All schools testing in April will use books with serial numbers.) If your books don’t have serial numbers, skip the next script.

**For April testing, for field C, say:**

Find the serial number in the upper right of the front cover of your test book (or flash drive packaging if you’re using a flash drive). In field C on your answer sheet, copy the serial number exactly as it appears. Fill in the appropriate bubbles. Please look up when you are finished. [pause]

**Have students check the codes they’ve entered by saying:**

Take a moment to ensure that the Form Code, Test ID, and, if applicable, Test Book Serial Number fields are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

Check that students are filling in the correct codes.

**IMPORTANT:** If your school doesn’t use testing room codes, skip the next script.

For field D, Testing Room Code, say:

In field D, write the testing room code that I have posted, then fill in the bubbles.

**IMPORTANT:** If your school doesn’t use optional codes, skip Completing the Certification Statement.

For field E, if your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 19 for additional information on optional codes). Homeschooled students or students from other schools should leave field E blank.

**If your school uses optional codes, for field E, say:**

For field E, I will read aloud the names of students who are assigned each code. When you hear your name, enter the code I’ve announced for your group. Raise your hand if you need me to repeat which code is assigned to you. If you don’t attend this school, leave field E blank.

Read each code, followed by the names of the students who are assigned that code. If an optional code has only one digit, include the leading 0 in the number you give students to fill in.

**Completing the Certification Statement**

To all students, say:

Now please find the Certification Statement on the back of your answer sheet.

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. These conditions are spelled out in the PSAT 8/9 Student Guide.
Read the statement, then sign your full name as you would on an official document. Under your signature, print your name and enter today’s date.

Please be sure to complete this section. If you don’t sign your name, your scores may be delayed or canceled.

Put your pencil down when you are finished. [pause]

Walk around the room and check that all students are signing their names below the Certification Statement. Also check to make sure students correctly enter today’s date. Students with disabilities should still be encouraged to sign their names if they can.

After everyone has signed the Certification Statement, say:

Please put your calculators under your desk now. You won’t need them for this section.

During the test, keep your answer sheet and test book flat on your desk. If you find something wrong with your answer sheet or test book, such as a missing page, raise your hand at that time. I will walk around the room to check your progress. I will also keep the official time for the test, and I will let you know periodically how much time you have left in each section.

You may use the test book for scratch work, but you must mark your answers on the answer sheet unless you are approved to mark them in your test book. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in empty bubbles.

If you have any questions about testing procedures, please ask them now. I will not be able to answer questions during the timed sections of the test. [pause]

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.

To a student who is using a scribe, say:

Since you’re using a scribe, 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 Braille Figure Supplement doesn’t read braille, you can find the labels and numbers in corresponding locations in the regular-print books, if needed. Do you have any questions about these procedures? [pause]

To students using braille format, say:

The braille test is divided into several books. You will be given one book at a time. The Reading Test and the Writing and Language Test 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 Test is in the 1972 revised Nemeth Code. The Braille Reference Information includes braille math formulas and directions for use with both sections of the Math Test.

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? [pause]

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.

Specific Format Instructions

- If you have students who are using a scribe, a reader, or an ATC or a braille format, find and read the appropriate instructions in this section before proceeding to the appropriate script for the students in your room.

- For all other students, turn to Proceed to the Appropriate Script on page 73.
To students using the 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 (or ATC) 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 select the minimize button and look up. [pause]

During the test, you will be reading the same directions on the screen that 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 or at the end of a break, open the correct section file and type in your password, which is printed on your test packaging. Then place your packaging under your desk for each test section. When I call time for the section or a break, stop testing and close the file. Are there any questions? [pause]

IMPORTANT: Be sure to leave the ATC packaging at each student’s desk. Students will need it to refer to the password before starting each section of their test and at the end of any breaks within a section.

At the beginning of each test section or at the end of a break, to students using the ATC format, say:

Open the file for section ____ and type in your password. Your password appears under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk. Time starts now.

At the end of each test section or at the beginning of a break, to students using the ATC format, say:

Stop testing and close the section file. Do not open the file for any other section.

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

Proceed to the Appropriate Script

Turn to the correct script to begin testing the students in your room.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>SCRIPT AND PAGE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard timing and breaks (see note that follows)</td>
<td>Script 1: Standard Time on page 74</td>
</tr>
<tr>
<td>100% extended timing and extra breaks</td>
<td>Script 2: 100% Extended Time on page 77</td>
</tr>
<tr>
<td>50% extended timing and extra breaks</td>
<td>Script 3: 50% Extended Time on page 81</td>
</tr>
<tr>
<td>Standard timing and extra breaks</td>
<td>Script 4: Standard Time with Extra Breaks on page 86</td>
</tr>
<tr>
<td>Specialized timing, extra breaks, and instructions for MP3 audio format</td>
<td>Script 5: MP3 Audio Format on page 90</td>
</tr>
</tbody>
</table>

Some students with accommodations may require the standard time script. For example, you’ll use Script 1 to test students testing in a small group setting or with permission to test blood sugar, students testing with extended breaks or breaks as needed, or students testing with extended time for math only with no extra breaks (you’ll see instructions for when to switch to Script 2—100% extended time—or Script 3—50% extended time).

The Overview of Accommodated Timing and Breaks on page 102 gives details about the different types of timing and breaks that may be needed.
SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved by the school for standard time with extra breaks. Throughout this script, you’ll refer to PSAT 8/9 Script 1 Section Timing Chart for Standard Timing on page 103 when calculating the start and stop times for each section.

If a student is using ATC format, refer to Specific Format Instructions on page 72.

SECTION 1: Reading Test

STANDARD TIME
55 Minutes

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 55 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 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

During the Break

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume. During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to.
FOR STUDENTS USING ATC FORMAT
To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Script 2, Section 2: Writing and Language Test on page 78, then follow the directions to turn to the appropriate script.

FOR ALL OTHER STUDENTS
Continue with the script that follows.

SECTION 2:
Writing and Language Test
STANDARD TIME
30 Minutes

When everyone is ready, say:

Once we begin, you will have 30 minutes to work on Section 2, the Writing and Language Test.

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.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

After exactly 30 minutes, say:

Stop work, and put your pencil down.


FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

For students approved for 100% extended time for math, turn to Script 2, Break Before Section 3 on page 79.

For students approved for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 83.

FOR ALL OTHER STUDENTS
Continue with the script that follows.

SECTION 3:
Math Test – No Calculator
STANDARD TIME
20 Minutes

IMPORTANT: If a student has school approval 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.)

When everyone is ready, say:

Once we begin, you will have 20 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. Otherwise, please keep your calculator under your desk.

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

---

**SECTION 4: Math Test – Calculator**

**STANDARD TIME**

**40 Minutes**

If your school is providing calculators to students, distribute them now.

**When students are ready, say:**

This is the last section of the test—you’re almost done! Once we begin, you will have 40 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, 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.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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 4 in your test book, read the directions, and begin work. Time starts now.
**Script 2: 100% Extended Time**

The following script is for 100% extended time test takers. Throughout this script, you’ll refer to PSAT 8/9 Script 2 Section Timing Chart for 100% Extended Time on page 104 when calculating the start and stop times for each section.

**IMPORTANT:** 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 by the school to test with standard time and extra breaks). You will be instructed when to return to this script.

*If a student is using a scribe, reader, or ATC format, refer to Specific Format Instructions on page 72.*

**SECTION 1:**

**Reading Test**

110 MINUTES 100% EXTENDED TIME

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

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.

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.

**Time the Break and Second Half of Section 1**

<table>
<thead>
<tr>
<th>5-MINUTE BREAK</th>
</tr>
</thead>
</table>

Post the break time of 5 minutes and what time testing will resume. During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

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

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

**When everyone is ready, say:**

You will now have another 55 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

**Record start and stop times here — post for students**

<table>
<thead>
<tr>
<th>55 MINUTES 100% EXTENDED TIME</th>
</tr>
</thead>
</table>

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

**After 25 minutes (from the end of the break), say:**

You have 30 minutes remaining in Section 1.

**After 50 minutes (from the end of the break), say:**

You have 5 minutes remaining in Section 1.

**After exactly 55 minutes (from the end of the break), say:**

Stop work and put your pencil down.


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**

<table>
<thead>
<tr>
<th>5-MINUTE BREAK</th>
</tr>
</thead>
</table>

Post the break time of 5 minutes and what time testing will resume.

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

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

**SECTION 2: Writing and Language Test**

<table>
<thead>
<tr>
<th>100% EXTENDED TIME</th>
</tr>
</thead>
</table>

When everyone is ready, say:

Once we begin, you will have 60 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.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of the answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.
Record start and stop times here — post for students

60 MINUTES 100% EXTENDED TIME

START TIME  STOP TIME

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

**After 25 minutes, say:**

You have 35 minutes remaining in Section 2.

**After 55 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 60 minutes, say:**

Stop work and put your pencil down.


**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**

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

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

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

### FOR STUDENTS WITH 100% EXTENDED TIME FOR READING OR MATH

Continue with the script that follows.

### FOR STUDENTS USING ATC FORMAT

Turn to the appropriate script as noted in this table:

<table>
<thead>
<tr>
<th>Description</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Time (no extra breaks)</td>
<td>Script 1, Section 3: Math Test – No Calculator on page 75</td>
</tr>
<tr>
<td>50% Extended Time</td>
<td>Script 3, Section 3: Math Test – No Calculator on page 83</td>
</tr>
<tr>
<td>Standard Time with Extra Breaks</td>
<td>Script 4, Section 3: Math Test – No Calculator on page 88</td>
</tr>
</tbody>
</table>

**SECTION 3:**

**Math Test – No Calculator**

**100% EXTENDED TIME**

**40 Minutes**

**IMPORTANT:** If a student has school 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 40 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. Otherwise, please keep your calculator under your desk.

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

---

**SECTION 4:**

**Math Test – Calculator**

80 MINUTES 100% EXTENDED TIME

**40 Minutes**

5-MINUTE BREAK

40 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

This is the last section of the test—you’re almost done! Once we begin, you will have 1 hour and 20 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 40 minutes.

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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, turn to Section 4 in your test book, read the directions, and begin work. Time starts now.

---

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

40 MINUTES 100% EXTENDED TIME

START TIME __________  STOP TIME __________

Post the start and stop times.

Walk around the room to check that everyone is working on the correct section.
After 20 minutes, say:
You have 60 minutes remaining in Section 4, and 20 minutes until the break.

After 35 minutes (from the end of the break), say:
You have 5 minutes remaining in Section 4.

After 35 minutes, say:
You have 45 minutes remaining in Section 4, and 5 minutes until the break.

After exactly 40 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.

Proceed to Dismissal on page 99 for the collection of test books and other test materials.

SCRIPT 3:
50% Extended Time

The following script is for 50% extended time test takers. Begin with this script if you are testing students approved for 50% extended time in reading, including EL students with 50% extended time. Throughout this script, you’ll refer to PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 105 when calculating the start and stop times for each section.

IMPORTANT: 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 by the school to test with standard time and extra breaks). You will be instructed when to return to this script.

If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 72.

SECTION 1:
Reading Test

83 MINUTES 50% EXTENDED 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 23 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 42 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 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

We will start testing again in exactly 5 minutes.

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.

**Time the Break and Second Half of Section 1**

Post the break time of 5 minutes and what time testing will resume. During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

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

You will now have another 41 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

After exactly 42 minutes, say:

Stop work and put your pencil down.


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

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

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

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

#### FOR STUDENTS USING ATC FORMAT

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 78, and then follow the directions to turn to the appropriate script.

#### FOR ALL OTHER STUDENTS

Continue with the script that follows.

### SECTION 2:

**Writing and Language Test**

**50% EXTENDED TIME**

**45 Minutes**

**When everyone is ready, say:**

Once we begin, you will have 45 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.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.
When everyone is ready, say:

Once we begin, you will have 30 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. Otherwise, please keep your calculator under your desk.

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

30 MINUTES 50% EXTENDED TIME

START TIME ________ STOP TIME ________

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have been approved by the school to use a four-function calculator as an accommodation.

After 15 minutes, say:

You have 15 minutes remaining in Section 3.

After 25 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 30 minutes, say:

Stop work and put your pencil down.


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

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

SECTION 4: Math Test – Calculator

30 Minutes 5-MINUTE BREAK 30 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

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

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your
answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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, turn to Section 4 in your test book, read the directions, and begin work. 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.

When everyone is ready, say:

You will now have another 30 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

<table>
<thead>
<tr>
<th>30 MINUTES 50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 15 minutes, say:

You have 45 minutes remaining in Section 4, and 15 minutes until the break.

After 25 minutes, say:

You have 35 minutes remaining in Section 4, and 5 minutes until the break.

After exactly 30 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.

Proceed to Dismissal on page 99 for the collection of test books and other test materials.

Time the Break and Second Half of Section 4

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.
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 by the school for extra breaks. Throughout this script, you’ll refer to PSAT 8/9 Script 4 Section Timing Chart for Standard Time with Extra Breaks on page 106 when calculating the start and stop times for each section.

If a student is using ATC format, refer to Specific Format Instructions on page 72.

SECTION 1: Reading Test

55 MINUTES STANDARD TIME

28 Minutes 5-MINUTE BREAK 27 Minutes

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 55 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 28 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 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. If you’re testing in April, the seating chart must include each test book’s serial number.

After 15 minutes, say:

You have 40 minutes remaining in Section 1, and 13 minutes until the break.

After 23 minutes, say:

You have 32 minutes remaining in Section 1, and 5 minutes until the break.

After exactly 28 minutes, 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.

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.

Time the Break and Second Half of Section 1

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume. During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to.
When everyone is ready, say:

You will now have another 27 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE—POST FOR STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>27 MINUTES STANDARD TIME</td>
</tr>
<tr>
<td>START TIME _______ STOP TIME _______</td>
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</tbody>
</table>

After 15 minutes (from the end of the break), say:

You have 12 minutes remaining in Section 1.

After 22 minutes (from the end of the break), say:

You have 5 minutes remaining in Section 1.

After exactly 27 minutes (from the end of the break), say:

Stop work and put your pencil down.


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

<table>
<thead>
<tr>
<th>5-MINUTE BREAK</th>
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</thead>
<tbody>
<tr>
<td>Post the break time of 5 minutes and what time testing will resume.</td>
</tr>
</tbody>
</table>

At the end of the break, say:

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

<table>
<thead>
<tr>
<th>A FOR STUDENTS USING ATC FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 78, and then follow the directions to turn to the appropriate script.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B FOR ALL OTHER STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with the script that follows.</td>
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</tbody>
</table>

SECTION 2: Writing and Language Test

<table>
<thead>
<tr>
<th>STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 MINUTES</td>
</tr>
</tbody>
</table>

When everyone is ready, say:

Once we begin, you will have 30 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.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of the answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE—POST FOR STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>30 MINUTES STANDARD TIME</td>
</tr>
<tr>
<td>START TIME _______ STOP TIME _______</td>
</tr>
</tbody>
</table>

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 15 minutes, say:

You have 15 minutes remaining in Section 2.

After 25 minutes, say:

You have 5 minutes remaining in Section 2.
After exactly 30 minutes, say:

Stop work and put your pencil down.


**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**

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with 100% extended time for math, turn to Script 2, Section 3: Math Test – No Calculator on page 79.
- For students testing with 50% extended time for math, turn to Script 3, Section 3: Math Test – No Calculator on page 83.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

**SECTION 3:**

**Math Test – No Calculator**

**STANDARD TIME**

- 20 Minutes

**IMPORTANT:** If a student has school 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 20 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. Otherwise, please keep your calculator under your desk.

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

**20 MINUTES STANDARD TIME**

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
</tr>
</thead>
</table>

Post the start and stop times.

Walk around the room to check that students are working on the correct section and are not using a calculator unless they have been approved by the school to use a four-function calculator as an accommodation.

After 10 minutes, say:

You have 10 minutes remaining in Section 3.

After 15 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 20 minutes, say:

Stop work and put your pencil down.

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

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

**SECTION 4:**

**Math Test – Calculator**

40 MINUTES STANDARD TIME

**5-MINUTE BREAK** 20 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

This is the last section of the test—you’re almost done! Once we begin, you will have 40 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 20 minutes.

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

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 15 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk.

Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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 4 in your test book, read the directions, and begin work. Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

Start Time ___________ Stop Time ___________

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 10 minutes, say:

You have 30 minutes remaining in Section 4, and 10 minutes until the break.

After 15 minutes, say:

You have 25 minutes remaining in Section 4, and 5 minutes until the break.

After exactly 20 minutes, say:

Stop work and put your pencil down.


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.

**Time the Break and Second Half of Section 4**

**5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to.
When everyone is ready, say:

You will now have another 20 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

---

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS**

<table>
<thead>
<tr>
<th>20 MINUTES STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>START TIME</strong> __________</td>
</tr>
<tr>
<td><strong>STOP TIME</strong> __________</td>
</tr>
</tbody>
</table>

---

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

---

**After 10 minutes (from the end of the break), say:**

You have 10 minutes remaining in Section 4.

---

**After 15 minutes (from the end of the break), say:**

You have 5 minutes remaining in Section 4.

---

**After exactly 20 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.

---

Proceed to Dismissal on page 99 for the collection of test books and other test materials.

---

### SCRIPT 5:

**MP3 Audio Format**

Throughout this script, you’ll refer to PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 107 when calculating the start and stop times for each section.

*If a student is using a scribe, refer to Specific Format Instructions on page 72.*

**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 they do not access any unapproved calculators at any time during the test. Ensure that students using flash drives do not run spelling or grammar checks, access a thesaurus or dictionary, or access any other sites at any time during the test.

---

**Begin by saying:**

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 8/9 tomorrow.

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

If you are using a PC or Chromebook, your keyboard navigation will use the **Control** key. If you are using a Mac, your keyboard navigation will use the **Command** key.

I have written the keyboard and other navigation commands on the board. When we start testing, your screen will display 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. Each test question will be on a separate track. The track that is currently playing should be highlighted.

- Use **Control-P** or **Command-P** to play or pause the audio. You can also select the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, select and drag the volume control slider.
- To skip back to a previous track, press **Control-B** or **Command-B**.
- To skip forward to the next track, press **Control-F** or **Command-F**.
- To move forward and backward within a track, click on the timeline ribbon at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast forward or rewind controls. The audio recording will play continuously through the entire test section unless you manually pause it, and 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. If you need help at any point, raise your hand.
Explain procedure by saying:

During the test, I will flick the lights or tap your 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, and then continue with the script.

To all students, say:

We're going to listen to the test introduction now.

**IMPORTANT:** Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select Begin Test. Then select Yes when the pop-up box appears. [pause]

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. Select and drag the volume control slider to change the volume. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select Pause or press Command-P or Control-P to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select Test Directions to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high.

When all students are finished listening to the directions, signal them to remove their earphones, and say:

Select the square Stop button. This will take you back to the list of test sections.

Each time we pause testing, whether for a break or at the end of a section, select Pause or press Command-P or Control-P and take your earphones off so that you can hear my directions. At that point, if I tell you that the section is ended, you'll need to select Stop. Selecting Stop will always take you back to the screen that lists the sections so that you can start the next one after the break.

**IMPORTANT:** If a student selects End Test, you'll need to log in and re-enter the test form retrieval information.

SECTION 1: Reading Test

110 MINUTES 100% EXTENDED TIME

55 Minutes 5-MINUTE BREAK 55 Minutes

**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 1 hour and 50 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 55 minutes. When I signal you to pause, select Pause or press Command-P or Control-P and take off your earphones so that you can hear my directions. Do not begin work until I tell you to.

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 a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

**IMPORTANT:** Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select Begin Test. Then select Yes when the pop-up box appears. [pause]

To all students, say:

Please turn your answer sheet to page 3 (or page 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1 in case you want to refer to it. When I say, “Time starts now,” you can put on your earphones, select Section 1, listen to the directions, and begin work. Good luck. Time starts now.
Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You’ll need the completed seating chart for seating students on Day 2 of testing. If you’re testing in April, your seating chart must include each test book or flash drive's serial number. If your students are using flash drives, use the serial number from the flash drive, NOT the one from the test book.

After 30 minutes, signal to students and say:

You have 1 hour and 20 minutes remaining in Section 1, and 25 minutes until the break.

After 50 minutes, signal to students and say:

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

After exactly 55 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Make sure you have paused the test by clicking Pause or pressing Command-P or Control-P. Put your answer sheet on top of the page where you inserted your answer sheet. Close your test book and leave it on your desk. [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.

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.

We will start testing again in exactly 5 minutes.

If any students select the Stop button by accident, tell them that after the break they can navigate back to their question by selecting the section and scrolling down to the question they’re working on.

Time the Break and Second Half of Section 1

Post the break time of 5 minutes and what time testing will resume. During breaks, students may go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 55 minutes to continue working on Section 1 only. Open your test book to the page where you inserted your answer sheet. Close your test book and leave it on your desk. When I say, “Time starts now,” you can put on your earphones and resume the question you were working on by pressing Control-P or Command-P or selecting Play. Time starts now.

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 25 minutes (from the end of the break), signal to students and say:

You have 30 minutes remaining in Section 1.

After 50 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 1.

After exactly 55 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Select the square Stop button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.
To all students, say:

Put your answer sheet on top of the page that you’re 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

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

SECTION 2:
Writing and Language Test

105 MINUTES MP3 EXTENDED TIME

53 Minutes  5-MINUTE BREAK  52 Minutes

When everyone is ready, say:

Once we begin, you will have 1 hour and 45 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 53 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 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back.

Open your test book to Section 2 in case you want to refer to it. Your computer screen should show the list of sections. When I say “Time starts now,” you can put on your earphones, select Section 2, listen to the directions, and begin work. Time starts now.

Time the Break and Second Half of Section 2

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 52 minutes to work on Section 2 only.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say “Time starts now,” you can put on your earphones and resume the question you were working on by pressing Control-P or Command-P or selecting Play. Time starts now.
Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

**After 20 minutes (from the end of the break), signal to students and say:**

You have 32 minutes remaining in Section 2.

**After 47 minutes (from the end of the break), signal to students and say:**

You have 5 minutes remaining in Section 2.

**After exactly 52 minutes (from the end of the break), signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Select the square Stop button at the bottom of the window to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

**To all students, say:**

This concludes Day 1 of testing. Close your test book, and place your answer sheet on top of it. Please remain in your seats until I dismiss you.

**IMPORTANT:** If you’re testing students with flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 114.

**To students using the streaming application, say:**

Move your cursor to the top right of your screen and select the End Test button. Confirm by selecting End Test on the pop-up window to close the application for today. If you logged in to your account on the computer, please log out. [pause]

Walk around the room to ensure that the streaming application has been closed on all computers and students are logged out. (The test application may take several minutes to close.) Power down each computer once the application is closed.

**Collecting Test Materials and Dismissing Students**

**To all students, say:**

I will now collect your answer sheet and test materials.

Keep students seated until you have collected an answer sheet and all test materials from each student.

Walk around the room to collect the answer sheets and test materials, including any scratch paper, translated test directions, and word-to-word glossaries, from each student in the same order you used to distribute them.

In the following script, fill in the time that students should report for testing on Day 2.

**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 content from the testing room or discuss or share test content with anyone through any means, including email, text messages, internet posts, or on social media.

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.

Return any collected personal belongings to students. Store materials securely until the second day of testing.

**Day 2 of Testing**

**Before Admitting Students**

Before admitting students for Day 2 of testing, do the following:

1. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 63).
2. Power on all computers. Make sure they are plugged in and that the volume is not muted.
3. Turn to the applicable instructions for the students you are testing:
   a. For students using the MP3 streaming application, follow the same steps as you did on Day 1 under Administer the MP3 Audio Streaming Test on Each Computer on page 63. If your students are downloading the test form themselves, the steps are outlined in the script for students later in this section.
   b. For students using flash drives, turn to Setting Up Computers for MP3 Flash Drives on page 112 to prepare the computers for testing.
Admitting Students
Follow regular security procedures including school-allowed procedures for collecting electronic devices. Use the seating chart that you completed to identify where each student sat during Day 1, and make sure that they sit in the same seat for Day 2.

Preparing to Test
Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

When everyone is ready, say:

Welcome back! Now we're going to prepare to continue the test.

Please remove everything from your desk except your Number 2 pencils with erasers, your calculator, and your approved testing device. If you’re using translated test directions or a word-to-word glossary, keep those items on your desk as well.

Please sit quietly while I take a moment and make sure everyone has an acceptable calculator. [pause]

As before, walk around to check each student’s calculator and to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Aids on page 23 for examples.

Then say:

Please put your calculator under your desk now. You will not need it until a later section. [pause]

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 flash drive packaging does not display your name.

Distribute test materials, taking care that all students receive the materials that belong to them.

IMPORTANT: If you have already downloaded the test form on each student’s computer, skip the script that follows and proceed to Section 3: Math Test – No Calculator on page 96.

To students accessing the MP3 streaming test form, say:

Now you’re going to access your test form following the same steps as yesterday. Please follow these instructions:

1. Under Assessment Information, please enter the 6-digit school code I have posted. [pause]
SECTION 3:
Math Test – No Calculator

Remind students of how to use the MP3 audio format by saying:

Plug in your earphones. Your computer should be showing your test information. If it doesn’t, please raise your hand. Also 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 MP3 Audio Test Directions on page 90. Answer all questions about navigation or procedures.

100% EXTENDED TIME

40 Minutes

IMPORTANT: If a student has school 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 40 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. Otherwise, please keep your calculator under your desk.

Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 3. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

Your computer screen should show the list of sections. After the Section 3 directions, you’ll see some reference tracks. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down and selecting Question 1. Remember, you can go back and select the reference information if you need it later.

IMPORTANT: Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select Begin Test. Then select Yes when the pop-up box appears. [pause]

To all students, say:

Open your test book to Section 3 in case you want to refer to it. When I say, “Time starts now,” you can put on your earphones, select Section 3, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

40 MINUTES 100% EXTENDED TIME

START TIME __________  STOP TIME __________

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they have been approved by the school to use a four-function calculator as an accommodation.

After 20 minutes, signal to students and say:

You have 20 minutes remaining in Section 3.

After 35 minutes, signal to students and say:

You have 5 minutes remaining in Section 3.

After exactly 40 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Select the square Stop button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Put your answer sheet on top of the page that you’re 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

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

SECTION 4:
Math Test – Calculator

80 MINUTES 100% EXTENDED TIME

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

This is the last section of the test—you’re almost done! Once we begin, you will have 1 hour and 20 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 40 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.
- 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 15 if you are using a large-block answer sheet). Do not begin work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 4. Directions for how to enter your answers to the questions labeled Student-Produced Responses are in your test book. Answers to these questions can be shorter, but not longer, than 4 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.

Your computer screen should show the list of sections. Also, you’ll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and selecting Question 1. Remember, you can go back and select the reference information if you need it later. [pause]

Open your test book to Section 4 in case you want to refer to it. When I say, “Time starts now,” you can put on your earphones, select Section 4, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

40 MINUTES 100% EXTENDED TIME

START TIME STOP TIME

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 20 minutes, signal to students and say:

You have 1 hour remaining in this section, and 20 minutes until the break.

After 35 minutes, signal to students and say:

You have 45 minutes remaining in this section, and 5 minutes until the break.

After exactly 40 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Select Pause or press Control-P or Command-P to pause your test. Put your answer sheet on the page in your test book where you stopped working. 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.
Time the Break and Second Half of Section 4

5-MINUTE BREAK

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

You will now have another 40 minutes to continue working on Section 4 only. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say, “Time starts now,” you can put on your earphones and resume the question you were working on by pressing Control-P or Command-P or selecting Play. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

40 MINUTES 100% EXTENDED TIME

START TIME __________ STOP TIME ________

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 20 minutes (from the end of the break), signal to students and say:

You have 20 minutes remaining in this section.

After 35 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in this section.

After exactly 40 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Select the square Stop button at the bottom of the window to stop work on Section 4 of the test.

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

Make sure all students have stopped work and removed their earphones.

IMPORTANT: If your students are using flash drives, proceed to Dismissal on page 99.

To students using the streaming application, say:

Move your cursor to the top right of your screen and select the End Test button. Confirm by selecting End Test on the pop-up window to close the application. Please sit quietly while the test application closes. [pause] If you logged in to your account on the computer, please log out.

Walk around the room to ensure that the streaming application has been closed on all computers. (The test application may take several minutes to close.)

Proceed to Dismissal for the collection of test books and other test materials.
After the Test

Dismissal

Collecting Test Books and Other Test Materials

To all students, say:

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school-provided calculators, translated test directions, or word-to-word glossaries at this time. As you do this, check the accuracy of your seating chart. Put the test books and other test materials where students cannot access them.

If applicable, complete the steps that follow to confirm that students have logged out of the computers and collect any flash drives; otherwise proceed to Finishing Up.

To MP3 or ATC users, say:

I will now confirm that everyone has logged out of their computer and collect any flash drives. Please sit quietly until I dismiss you.

Walk around the room to check all computers and collect flash drives. For students using the streaming MP3 application, check that the student has ended the application and logged off (if applicable). Power down their computer.

If testing students using MP3 audio flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 114.

- Eject all ATC flash drives 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 select Eject USB Disk.
  - For Macs, eject the flash drive by selecting the up arrow next to the icon under Devices.
  - For Chromebooks, select the eject icon next to the flash drive in the devices list.

- Place each drive in the original packaging for each student.
- Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Finishing Up

Students may need to be dismissed in two groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or did not participate in a preadministration session.

To all students, say:

If you still have personal, non-test information to fill out on your answer sheet, please place your answer sheet facedown on your desk. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I’ll help you complete your answer sheets.

For students who have completed the personal information on the answer sheets, proceed to Collecting Answer Sheets on page 101. When you have dismissed these students, return to Completing Answer Sheets for any students remaining.

Completing Answer Sheets

For any students who need to complete their personal information on the answer sheet, do the following:

- Distribute a PSAT 8/9 Student Answer Sheet Instructions booklet to each student.

To all students, say:

Please look at page 1 of your PSAT 8/9 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 opening paragraphs. Please look up when you are finished. [pause]

Students using braille, MP3 audio, or ATC formats may need you to read instructions from the PSAT 8/9 Student Answer Sheet Instructions.

When everyone is ready, say:

Open your answer sheet to page 2 (or page 4 if you’re using a large-block answer sheet). If your answer sheet has a label that displays your address, confirm that your
address is correct. If your address is correct, you can skip fields 9 through 13. If you see any errors in your address or if you don’t have a label with your address, follow my directions to fill in your correct address on the answer sheet.

To all students filling in their address, say:

Follow the directions in your instructions booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account if you’re age 13 or older. If you’re homeschooled, College Board needs your address to mail you a copy of your score report.

For students who need country codes, territory codes, or military base codes, refer them to the code(s) you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 109.

The PSAT 8/9 Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–18. Students may need about one minute per question to read and complete fields 14–18.

For field 14, say:

Follow the directions in your booklet to fill in field 14. Raise your hand if you have questions.

Now say:

Your answers to questions in fields 15 through 18 will help ensure that tests and services are fair and useful to all students. For this reason, we strongly encourage all students to complete this section. Your responses also may be used for research purposes and may be shared with your school, school district, and state.

These fields are optional. If your parent or guardian has told you that you shouldn’t complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

For international schools, read the following script if applicable:

If you are taking this test in the European Union, the United Kingdom, India, or Brazil and are under the age of 16, leave field 15 blank. Test takers in U.S. Department of Defense Education Activity (DoDEA) Schools may respond.

To all students, say:

Now, read the information in the PSAT 8/9 Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you are done.

IMPORTANT: Students who do not wish to respond to fields 15–20 may skip.

☐ If your students have pre-ID labels and Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 19 and proceed to field 20.

When students are ready, for field 19, say:

Find field 19 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’s or guardian’s address. By providing an email address, if you are 13 or over, you are granting College Board permission to contact you or your parent or guardian via email.

For field 20, say:

Field 20 asks for your mobile number. Please leave field 20 blank if your number is not a U.S. phone number.

If you have a U.S. mobile number, read the information in field 20 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time.

College Board will not share your phone number with other organizations.

If you agree to the terms on your answer sheet, enter your number in the fields, beginning with the area code, and fill in the appropriate bubbles. Please look up when you are finished.

To all students, say:

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

When students are finished, continue with Collecting Answer Sheets.
Collecting Answer Sheets

To all students, say:

If you have completed the personal, nontest information on your answer sheet, place your answer sheet faceup on your desk so that I can check your answer sheet before I collect it. If you have the PSAT 8/9 Student Answer Sheet Instructions, place it faceup on your desk too. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets (and any PSAT 8/9 Student Answer Sheet Instructions) that are faceup on the desks.

Do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. **It is critical to check that fields 1–4 and 6–8 have been filled in correctly on the front of the answer sheet. On the back of the answer sheet, ensure that students have filled in form code (field A), test ID (field B), and if testing in April, test book serial number (field C) correctly. These fields must be completed and the Certification Statement signed for a student to receive a score report.**

- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.

- For students without pre-ID labels, ensure that the letters written in field 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 IR.

- If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students’ personal and test information for these fields before dismissing students. **You must transcribe their answers after students are dismissed.**

Before Dismissing Students

- Keep students seated until you are sure you have every student’s answer sheet and test book.

- 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 by the school to write their answers in their test books (see further instructions that follow).

- Verify by count that you have a test book and answer sheet for each student.

To students who are ready to be dismissed, say:

In just a moment, I’m going to let you go. Remember: You must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, the internet, or on social media.

You will be notified when your scores are available and of how to access your complete score report online if you are at least 13 years old. If you are under age 13, talk to your counselor for information about your test results.

This test administration is now over. Please wait in your seat until I dismiss your row. At that point, please gather your belongings, including your electronic devices, if any, and exit quietly. Keep in mind that students in other rooms may still be testing. Congratulations again, and thank you for your participation and for all of your hard work.

IMPORTANT: If you still have students in the room who haven’t completed their nontest information on the answer sheet, return to Completing Answer Sheets on page 99.

After Students Leave the Room

- Ensure the seating chart is complete.

- Describe any irregularity on the IR.

- A completed answer sheet must be submitted for a student to receive a score report. You or a monitor or other assistant must:
  - Transfer responses from braille pages to the regular answer sheet pages.
  - On the materials you transferred answers from, write the student’s name and 6-digit school (AI) code.

- If you have any students approved by the school 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 and 6-digit school (AI) code.
  - Include test books with the used answer sheets for the test coordinator to return with the used accommodated answer sheets.

- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the test coordinator.
### Overview of Accommodated Timing and Breaks

#### TIMING AND BREAKS

<table>
<thead>
<tr>
<th>Script 1</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>
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Students using MP3 audio will test with 100% extended time, plus additional time for Section 2; these students always test over 2 days. Day 1 of 2-day testing ends after Section 2.

*For students using Script 4 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.
# PSAT 8/9 Script 1

## Section Timing Chart for Standard Timing

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR STANDARD SECTIONS

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## PSAT 8/9 Script 2
Section Timing Chart for 100% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

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### PSAT 8/9 Script 3
Section Timing Chart for 50% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

#### START AND STOP TIMES FOR 50% EXTENDED TIME SECTIONS

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# PSAT 8/9 Script 4
## Section Timing Chart for Standard Time with Extra Breaks

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### Start and Stop Times for Standard Sections with Extra Breaks

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**PSAT 8/9 Script 5**

**Section Timing Chart for MP3 Audio Format**

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

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Appendix  Acceptable Calculators

Acceptable Calculators
For the Math Test – Calculator portion, all scientific calculators are acceptable, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable as long as they do not have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

IMPORTANT: Contact the PSAT 8/9 office if you are unsure whether a calculator is acceptable.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

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<tr>
<th>CASIO</th>
<th>SHARP</th>
<th>TEXAS INSTRUMENTS</th>
<th>HEWLETT-PACKARD</th>
<th>OTHER</th>
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Unacceptable Calculators
Students are not allowed to use any of the following calculators, unless specifically approved by the school as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, 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

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### Codes for Countries or Regions Outside the United States and U.S. Territories

(for students filling out field 13 on the answer sheet; see sample)

- **002 Aaland Islands**
- **001 Afghanistan**
- **003 Albania**
- **005 Algeria**
- **008 Andorra**
- **010 Angola**
- **011 Anguilla**
- **012 Antigua and Barbuda**
- **015 Argentina**
- **016 Armenia**
- **017 Aruba**
- **020 Australia**
- **025 Austria**
- **029 Azerbaijan**
- **035 Bahamas, The**
- **040 Bahrain**
- **045 Bangladesh**
- **050 Barbados**
- **094 Belarus**
- **055 Belgium**
- **056 Belize**
- **058 Benin**
- **060 Bermuda**
- **063 Bhutan**
- **065 Bolivia**
- **069 Bosnia and Herzegovina**
- **070 Botswana**
- **075 Brazil**
- **077 British Virgin Islands**
- **081 Brunei**
- **085 Bulgaria**
- **090 Burma (Myanmar)**
- **092 Burundi**
- **095 Cameroon**
- **106 Cape Verde**
- **110 Cayman Islands**
- **123 Chile**
- **125 China, People's Republic of**
- **142 Czechia**
- **150 Denmark**
- **153 Djibouti**
- **154 Dominica**
- **155 Dominican Republic**
- **165 Ecuador**
- **170 Egypt**
- **204 El Salvador**
- **290 Côte d'Ivoire (former Ivory Coast)**
- **307 Cambodia**
- **347 Macau**
- **365 Montenegro**
- **367 Morocco**
- **377 Mozambique**
- **423 Myanmar**
- **457 People's Republic of China, Special Administrative Regions of China**
- **465 Nova Scotia**
- **466 Ontario**
- **467 Prince Edward Island**
- **468 Quebec**
- **469 Saskatchewan**
- **476 Yukon Territory**
- **593 Burkina Faso**
- **113 Central African Republic**
- **130 Costa Rica**
- **133 Croatia**
- **135 Cuba**
- **140 Cyprus**
- **142 Czechia**
- **150 Denmark**
- **153 Djibouti**
- **154 Dominica**
- **155 Dominican Republic**
- **165 Ecuador**
- **170 Egypt**
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**UNITED KINGDOM**
- 180 England
- 277 Isle of Man
- 434 Northern Ireland
- 495 Scotland
- 610 Wales
- 595 Uruguay
- 594 Uzbekistan
- 596 Vanuatu
- 600 Venezuela
- 605 Vietnam
- 610 Wales
- 623 Yemen
- 635 Zambia
- 480 Zimbabwe
Sample Seating Plans

The following sample plans show how to configure seating in various situations.

![Sample Seating Plans Diagram](image)

Photo ID Requirements

**Acceptable IDs**
You are not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students who are unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

**ID Requirements**
Photo IDs aren't required for PSAT 8/9 testing unless a student is testing at a school they don’t attend.

To be acceptable, a photo ID must:
- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2018-19 is valid through December 31, 2019, and is acceptable for fall 2019 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student’s appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

**Examples of Acceptable ID**
- Government-issued driver’s license or non-driver ID card
- Official school-produced student ID card from the student’s current school
- Government-issued passport or U.S. Global Entry ID card
- Government-issued military or national ID card
- SAT School Day Student ID form, available under Educator Downloads at sat.org/school-day (must be prepared by the student's school or signed by a notary if a student is homeschooled)

**Unacceptable IDs**

**Types of Identification to Reject**
- Any document that doesn’t conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as “not valid as identification”

**Examples of Unacceptable ID**
- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card
Additional Instructions for Administering MP3 Audio Formats

Installing the MP3 Streaming Application on Chromebooks

The MP3 streaming application can be used on Chromebooks that are managed by your school's IT department. The application can easily be pushed to all Chromebooks, eliminating the need for SSD coordinators or other appropriate testing staff to complete the installation as is required for Windows and Mac computers.

Please share the following instructions with your IT department, who will be familiar with this process. Test coordinators using managed Chromebooks will NOT need to download the application to Chromebooks. You will just need to ensure that IT has completed this task and that the application icon is visible on all Chromebooks that will be used on test day.

Instructions for IT Department MP3 Installation on Chromebooks

Please note that due to recent Google changes related to Chromebook, the College Board MP3 application can be installed in Kiosk Mode only on Chromebooks that are managed centrally through the Google Admin portal (managed Chromebooks). The MP3 application can be installed as a Kiosk app only by using Google Admin (admin.google.com) with the targeted managed Chromebooks using an enterprise or education license.

The following instructions cover the process of preparing and installing the Secure Browser on managed Chromebooks. Chromebooks managed individually on each device (non-managed Chromebooks) are not supported to deliver the test.

1. Open a browser and navigate to admin.google.com.
2. Sign in using the Administrator account.
4. Select Chrome Management from the left navigation.
5. Under Chrome Management, select App Management.
6. In the left-hand column, search for Collegeboard-MP3 in the FIND OR UPDATE APPS field, and select Search.
7. If there are issues with the search function, search for the string ndiknakfegejmadcnjeledgcllaobkcl to locate the program.
8. Click on the application title Collegeboard-MP3.
9. On the following screen, select Kiosk Settings, then select Deploy this app as a Kiosk App.
10. Select the correct organization needed to target a specific set of Chromebooks (e.g., SSD Chromebooks).
11. Enable Install automatically and Allow app to manage power.
12. Select the Save button.

Important Notes About Managed Chromebooks

The Secure Browser will appear on all managed Chromebooks on which you have chosen to install it. This download may take up to 15 minutes.

Chromebooks automatically update to the latest version. If auto-update is disabled, update via the app store.

Chromebook College Board MP3 Application Launch

1. To launch the MP3 application, click the apps link in the menu row of a managed Chromebook.
2. Select the Collegeboard-MP3 app.

Using MP3 Flash Drives (for Approved Schools)

Setting Up Computers for MP3 Flash Drives

An audio version of the test on a flash drive may be offered to schools who have technical issues that may prevent them from using the MP3 streaming application. The MP3 audio format flash drive contains read-only files and a built-in player to deliver the test.

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

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 MP3 Audio Flash Drives on page 113.

Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computers don’t have full-sized USB ports, you’ll need USB-to-USB-C adapters to connect flash drives.
Follow these steps for all devices to prepare for testing with the MP3 audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

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 flash drive into a USB port. (If prompted, do NOT choose to run the files using your device’s media player.) On Day 2, use your completed seating chart to ensure that you're inserting each flash drive into the same computer that the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

Set Up PCs or Macs

- Open the flash drive.
  - On both PCs and Macs, find the icon in the lower left of your screen.
  - On a Mac, select the icon to open Finder. You should see a description of the drive in the pop-up list under Devices.
  - On a PC, select the icon and select File Manager or File/Windows Explorer. The flash drive will appear in the list labeled This PC or Computer.
  - Select the name of the flash drive (which appears as a 6-digit number).
- Start the software: Select 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: Select the Launcher, the icon on the far left of the taskbar.
  - Select Files, which will bring up another taskbar.
  - Find the flash drive in the task list and select it to display a list of file folders on the drive.
  - Open the folder called Chrome_Version to access the test sections.

Troubleshooting for MP3 Audio Flash Drives

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, 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. Select Contact support.
3. In the Describe your issue box, type “Failed to apply license file.”
4. Type in an 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. Select Send.

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

Posting Information for Students Using MP3 Audio on Flash Drives

If you're testing students with the MP3 audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac

- Navigating the test:
  - Test Directions: Select Test Directions to listen to directions
  - Start Section: Select Section icon
  - Next Section: Select Stop at bottom of screen to return to section table of contents
  - Change Volume: Select 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, select the folder Test Directions and then the file itself to hear general usage directions.
  - To select a section, select the test section folder (e.g., PSAT 8/9 Section 1 Reading Test).
  - To start the files in a section playing, press Ctrl-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.
Using the MP3 Testing Script with Flash Drives
You’ll use the testing script for MP3 audio streaming (Script 5) for students using flash drives because navigation is similar and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You’ll be instructed to skip instructions to select End Test and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you’ll need to insert or eject the flash drive in each student’s computer. You’ll be instructed to come to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it is time to end Day 1 of testing).
- If your students are using Chromebooks, you’ll need to remind them to do the following at the start of a new section:
  - Select the section folder.
  - Highlight all the tracks by pressing Control-A.
  - Press Enter when time starts.

Closing Media Players and Collecting MP3 Flash Drives
To all students using MP3 audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect MP3 audio flash drives.

1. Close the media player as follows:
   - For PCs, select the Account drop-down menu and select Exit.
   - For Macs, select the Flux Player drop-down menu and select Quit Flux Player.
   - For Chromebooks, select the x in the top right corner of the media player window.

2. Eject the 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 select Eject USB Disk.
   - For Macs, eject the flash drive by selecting the up arrow next to the icon under Devices.
   - For Chromebooks, select the eject icon next to the flash drive in the devices list.

3. Place each flash drive in the original packaging for each student. Check that each student’s last name is written on the packaging.

4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Materials and Dismissing Students on page 94.
- To return to Dismissal, turn to Finishing Up on page 99.
## Irregularity Chart

**IMPORTANT:** When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Site Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test site closing/ cancellation of testing</td>
<td>- If a storm, flood, power failure, etc. necessitates cancellation of the test, call the PSAT 8/9 office (see Contact Us on page 2) for instructions.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td></td>
<td>- Tell students that other arrangements are being requested.</td>
<td></td>
</tr>
<tr>
<td><strong>Interruption</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Provide clear instructions for staff and student safety 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. Monitor the group the entire time.</td>
<td>Note the source, length, and impact of the interruption.</td>
</tr>
<tr>
<td></td>
<td>- 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.</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>Incorrect, Missing, Damaged, or Defective Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials missing or damaged before testing</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.</td>
<td>Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials missing during testing</td>
<td>- Wait until a scheduled break or the end of the testing session to account for the missing materials.</td>
<td>Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td></td>
<td>- Do not allow any student to leave the testing room until materials are accounted for.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If materials aren’t located, put a monitor in charge of the testing room and contact the test coordinator.</td>
<td></td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Missing test book after testing</strong></td>
<td>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.</td>
<td>Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>![Emoji: Call OTI](call OTI.png) <strong>Call OTI immediately.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Defective answer sheet**                      | • Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question.  
• If testing time is lost because of defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration.  
• **Important**: After testing is over, have the student completely grid fields 1–4 and 6–8 on the front of the answer sheet and fields A–E (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.  
• Return with other used answer sheets. | Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, Defective Materials Issue, fill in the circle for “Test book, answer sheet, or MP3 audio/ATC format.” Provide details in the Comments section on page 3. |
| ![Emoji: Call the PSAT 8/9 office](call office.png) **Call the PSAT 8/9 office if you do not have a replacement answer sheet.** |                                                                                     |                                                                                                        |
| **Defective test book or flash 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.  
• 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.  
• Return with other used answer sheets. | Identify student and describe defect. If time was not made up, indicate how much time was lost. On page 2 section 7, Defective Materials Issue, fill in the circle for “Test book, answer sheet, or MP3 audio/ATC format.” Provide details in the Comments section on page 3. |
| ![Emoji: MP3 streaming issues](music.png) **MP3 streaming issues** | • Consult Administering MP3 and ATC on page 65.  
• Note the impact of the issue and the section(s) affected.  
• If issue causes a loss of testing time, allow student(s) 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.  
• If student does not want answer sheet scored, tell the student that it is not possible to take the PSAT 8/9 again this testing period. | On page 2 section 6, fill in the circle for “Defective/incorrect materials” (for a group), or page 2, section 7, Defective Materials Issue, fill in the circle for “Test book, answer sheet, or MP3 audio/ATC format” (for an individual). If time was not made up, indicate how much time was lost. If applicable, under Test Admin Issue, fill in the circle next to “Student requested score cancellation.” Provide details in the Comments section on page 3. If problem affected a group, fill in the testing room code in box 6b and list the affected student(s) in section 10. If problem affected an individual, fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored). |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Security Violations/Student Misconduct</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student leaves during test</strong></td>
<td>• If warranted, collect test book and answer sheet and permit student to leave without completing test.</td>
<td>Identify student, test section, last question number completed, and reason for leaving.</td>
</tr>
<tr>
<td></td>
<td>• If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness” on page 123. If student needs to use the restroom, see the entry for “Restroom use” on page 125. Otherwise, tell the student that it is not possible to take the PSAT 8/9 again this testing period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If student is authorized to leave, ask the student whether or not they want the answer sheet scored.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submit student’s answer sheet on top of other answer sheets.</td>
<td></td>
</tr>
<tr>
<td><strong>Test book misuse/working on the wrong section</strong></td>
<td>• Ask student to close test book or direct them to proper section of test book or answer sheet. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</td>
<td>If you dismiss the student, identify student, length of time, and affected sections.</td>
</tr>
<tr>
<td></td>
<td>• If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identify student, test section, last question number completed, and reason for leaving.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.” If applicable, fill in the circle for “Student requested score cancellation.” Enter any additional information in the Comments section on page 3.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).</td>
<td></td>
</tr>
</tbody>
</table>
## Irregularity Chart

<table>
<thead>
<tr>
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</thead>
</table>
| **Use or possession of test content through answer keys or images of test pages**                                                                                                                         | If a student is observed using or distributing test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:  
  - Collect the device, answer key, or other prohibited aid.  
  - Follow procedures to dismiss the student from the testing room:  
    - If possible, check student ID and inform student that you must write up the incident and that their scores will be canceled.  
    - Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.  
  - Before returning any devices to the student, the test coordinator should:  
    - Determine if images of test content were captured and/or distributed.  
    - Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.  
    - After collecting evidence, ensure that any test content is deleted before the device is returned to the student.  
  - Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis. | On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help” or “Student used a phone or other prohibited electronic device or it made noise.” Describe the incident and any evidence in detail in the Comments section.  
Fill in the Dismissed circle indicating that the student was dismissed.  
Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.                                                                 |
<p>| <strong>Call the PSAT 8/9 office immediately.</strong>         |                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Noise or disturbance by prohibited electronic devices, including:</td>
<td><strong>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</strong></td>
<td>Note the source, length, and impact of the disturbance. Identify the student. **On page 2 section 7, fill in the circle for “Student used a phone or other prohibited device, or it made noise.” Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected and the disturbance lasts longer than 1 minute, also fill in the circle in section 6 for “Disturbance/interruption,” fill in the testing room code in box 6b, and list the affected students in section 10. In the Comments section on page 3, identify the student and describe the incident, including whether or not the student was dismissed. Fill in the Yes circle indicating that student’s answer sheet was returned for scoring. If the student is dismissed, fill in the Dismissed circle.</td>
</tr>
<tr>
<td>▪ Mobile phones, smartphones</td>
<td>▪ Tell the student to turn it off and hand it to you immediately.</td>
<td></td>
</tr>
<tr>
<td>▪ Cameras, scanners</td>
<td>▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.</td>
<td></td>
</tr>
<tr>
<td>▪ Laptops, tablets, iPods, MP3 players, wearable technology</td>
<td>▪ If test content is detected on the device, follow instructions under “Use or possession of test content through answer keys or images of test pages” on page 118 to collect and inspect any prohibited aid or electronic device.</td>
<td></td>
</tr>
<tr>
<td>▪ Separate timers</td>
<td>▪ Collect the test book and answer sheet and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Complete an IR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Call the PSAT 8/9 office immediately if test content is detected on a prohibited electronic device.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ The proctor should turn off the phone to prevent additional disturbances during testing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ The proctor should issue a warning to the student who owns the phone that additional disturbances will result in dismissal.</td>
<td></td>
</tr>
<tr>
<td>Observed with prohibited electronic devices, including:</td>
<td><strong>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Mobile phones, smartphones</td>
<td>▪ Tell the student to hand it to you immediately.</td>
<td></td>
</tr>
<tr>
<td>▪ Cameras, scanners</td>
<td>▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.</td>
<td></td>
</tr>
<tr>
<td>▪ Laptops, tablets, iPods, MP3 players, wearable technology</td>
<td>▪ If test content is detected on the device, follow instructions under “Use or possession of test content through answer keys or images of test pages” on page 118 to collect and inspect any prohibited aids or electronic devices.</td>
<td></td>
</tr>
<tr>
<td>▪ Separate timers</td>
<td>▪ Collect the test book and answer sheet and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room.</td>
<td></td>
</tr>
<tr>
<td>Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.</td>
<td>▪ Call the PSAT 8/9 office immediately if test content is detected on a prohibited electronic device.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note that the device was observed and/or in use. Provide the student’s name.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student used a phone or other prohibited electronic device, or it made noise.”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fill in the Dismissed circle indicating that the student was dismissed. Under Comments, include information about the type of prohibited aid used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix  
### Irregularity Chart

<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
</table>
| **Calculator misuse/prohibited aids**, including: | - If a student is seen using a calculator on a noncalculator section or using more than one calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Aids on page 23), either during the test or during breaks:  
  - Warn the student individually to stop use of the prohibited aid.  
  - Tell the student that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)  
  - If the student continues, collect test book and answer sheet from and dismiss the student to a monitored area until after the test.  
  - If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited electronic devices” on page 119. | If you dismiss the student, fill out the IR. 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. Under Comments, include information about the type of prohibited aid used.  
Fill in the Yes circle indicating that student’s answer sheet was returned for scoring. |
| - Highlighters or colored pencils      |                                                                                                                                                                  |                                                                                                |
| - Books, dictionary, or references    |                                                                                                                                                                  |                                                                                                |
| - Compass, ruler, protractor, or cutting device |                                                                                                                                                                  |                                                                                                |
| - Scratch paper or notes             |                                                                                                                                                                  |                                                                                                |
| - Unacceptable calculator or any other prohibited electronic device, such as digital watches with prohibited features (Unless approved as an accommodation) |                                                                                                                                                                  |                                                                                                |
| **Disruptive behavior**               | If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.                                                   | **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. If other students were affected, fill in the testing room code in box 6b on page 2 and list the affected students in section 10. Fill in the Dismissed circle, indicating the student was dismissed  
Fill in the Yes circle, indicating the student’s answer sheet was returned for scoring. |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
<tbody>
<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), and indicate original and changed seat location on the seating chart. OR • 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.</td>
<td>Identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.” If you dismiss the student, fill in the Dismissed circle. Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td>Misadministration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating requirements not followed</td>
<td>See Seating Requirements on page 16 for the rules about seating. If these regulations aren’t followed, fill out the IR.</td>
<td>On page 2 section 6, fill in the circle for “Seating requirements not followed.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Staff incorrectly permitted student to use accommodations</td>
<td>Continue testing while you contact the PSAT 8/9 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, Testing Staff Issue, fill in the circle for “Staff incorrectly permitted student to use accommodation(s).”</td>
</tr>
<tr>
<td>Staff did not provide correct accommodation(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disturbance</td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Continue testing.</td>
<td>Note the source, length, and impact of the disturbance. 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>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.</td>
<td>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. 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). For a group, fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Overtiming</strong></td>
<td>Give the full number of minutes on all the other sections.</td>
<td>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</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). For a group, fill in the testing room code in box 6b and list the affected student(s) in section 10.</td>
</tr>
<tr>
<td><strong>Staff gave incorrect instructions</strong></td>
<td>If staff member gave incorrect instructions, provide complete information on the IR.</td>
<td>Note the impact of the issue and the section(s) affected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Staff gave incorrect instructions” (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for “Staff gave incorrect instructions” (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td><strong>Staff did not give breaks</strong></td>
<td>If staff member fails to provide breaks, provide complete information on the IR.</td>
<td>Note the impact of the issue and the section(s) affected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Staff did not give breaks” (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for “Staff did not give breaks” (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td><strong>Staff did not announce remaining time</strong></td>
<td>If staff member did not announce remaining time, provide complete information on the IR.</td>
<td>Note the impact of the issue and the section(s) affected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 section 6, fill in the circle for “Staff did not announce remaining time” (for a group), or page 2 section 7, Testing Staff Issue, fill in the circle for “Staff did not announce remaining time” (for an individual). Complete the Comments section. For a group, fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late arrival</td>
<td>See Process Late Arrivals on page 59.</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>Illness</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 to the student when student reenters. Do not allow extra testing time.</td>
<td>Identify student, length of absence, affected section(s), and questions.</td>
</tr>
<tr>
<td></td>
<td>• If an answer sheet becomes soiled, for example, due to illness or bleeding, inform the student that it can't be scored. Soiled answer sheets must be destroyed. For April administrations, return soiled test books in plastic, if possible. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. After testing is over, have the student completely grid fields 1–4 and 6–8 on the front of the answer sheet and fields A–E (as applicable) on the back of the answer sheet.</td>
<td>On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.” If applicable, under Test Admin Issue, fill in the circle next to “Student requested score cancellation.” Provide any additional information in the Comments section on page 3. If applicable, fill in the Yes circle, indicating that the student's answer sheet was returned for scoring. (Fill this in if the answer sheet was returned, even if it won’t be scored because of a student request to cancel scores.)</td>
</tr>
<tr>
<td></td>
<td>• If student does not want answer sheet scored or if the answer sheet is soiled and the student does not continue with a new answer sheet, tell the student that it is not possible to take the PSAT 8/9 again this testing period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If illness results in a disturbance, see instructions for “Disturbance” on page 121.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tbody>
</table>
| Misplaced answers                    | • Provide a new answer sheet if student has misplaced answers on the answer sheet. If the student has time at the end of the section, they may transcribe their answers for that section from the old answer sheet to the new one, but this is not necessary. Both answer sheets will be scored together. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section.  
• Tell student to print name on new answer sheet and then to continue in the appropriate place.  
• Important: After the test is over, have the student grid fields 1–4 and 6–8 on the front of the answer sheet, and fields A–E (as applicable) on the back of answer sheet. Make sure that both answer sheets have these items completed, and clip both answer sheets together. | 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.” |
| Answers recorded in test book         | • Notify the student that no credit is given for answers recorded in the test book, and no extra time is 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. | Note on the IR 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 unless testing in April. If testing in April, write “Answers in Test Book” on the cover of the test book, clip it to the corresponding answer sheet, and return both with the other answer sheets.  
On page 2 section 7, Test Admin Issue, fill in the circle for “Student recorded answers in book without approved accommodation.” |
| Calculator malfunction                | • Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time.  
• If the student decides to cancel, inform them that it’s not possible to take the PSAT 8/9 again this testing period. | Document the malfunction on the IR.  
On page 2 section 7, Test Admin Issue, fill in the circle for “Student had a calculator malfunction.” If applicable, also fill in the circle next to “Student requested score cancellation.” Provide any additional information in the Comments section on page 3.  
Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored). |
<table>
<thead>
<tr>
<th>Irregularity</th>
<th>What you should do</th>
<th>How to fill out the IR</th>
</tr>
</thead>
</table>
| Restroom use                               | • 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. | Not applicable.                                                                                     |
| Student score cancellation                   | • If the student requests that their test not be scored, tell them that they may not take the PSAT 8/9 again this testing period. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test coordinator or the PSAT 8/9 office immediately.  
• Submit student’s answer sheet on top of other answer sheets. | Identify student.  
On page 2 section 7, Test Admin Issue, fill in the circle for “Student requested score cancellation.” Enter any additional information in the Comments section on page 3.  
Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored). |
| Student does not complete fields A–C on the answer sheet | • Locate the student’s test book and direct them to fill in the information from the back of the book for fields A (Form Code) and B (Test ID).  
• Field C should be left blank unless testing in April.  
• If testing in April, also direct student to fill in the information from the front of the test book for field C (Test Book Serial Number).  
OR  
• 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 IR and return the answer sheet with other answer sheets. | Identify student.  
On page 2 section 7, Other Issue, fill in the circle for “Other.” For September–March testing, enter “Answer sheet returned without Form Code and/or Test ID” in the Comments section on page 3.  
For April testing, enter “Answer sheet returned without Form Code, Test ID, and/or Test Book Serial Number” in the Comments section on page 3. |
| Possible test question ambiguities and errors | • Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to:  
Assessment Design & Development  
College Board  
250 Vesey Street  
New York, NY 10281;  
or to send an email to:  
psatquestion@collegeboard.org | 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 code, section, and test question number. |
Glossary of Terms

50% extended time: An accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

100% extended time: An accommodation that gives a student double time for each applicable 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 school. 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 gives high school students the opportunity to take college-level courses and exams.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio.

Ancillary materials: Descriptive booklets, 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.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for PSAT 8/9 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 district or state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See “Irregularity.”

Coordinator Report Form (CRF): Scannable form used by the test coordinator to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

Delayed score: A score report delayed by an issue resolved too late to include the score in on-time reporting.

EL: English learner.

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

Extended breaks: An accommodation that gives students 10-minute breaks rather than 5-minute breaks.

Extra breaks: An 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 the PSAT 8/9 test form the student is taking. For the test to be scored correctly, the form code on the student’s answer sheet must match the code on the test book.

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, including a security incident, misconduct, test question error or ambiguity, student complaint, 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.

Irregularity Report (IR): Scannable form used to document any irregularities that occur.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

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 8/9 coordinator for a test administration at a particular school.

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

Monitor (hall monitor or room monitor): Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

MP3 audio: An alternate test format that delivers an audio version of the test. (Student listens to the test.)

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: 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.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a 1-to-1 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 test coordinator to a testing room. Distributed to room proctors to let them know which students they’re testing.

School code (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.

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 for an individual student, a testing room, or an entire school.

Services for Students with Disabilities (SSD) office: A College Board department that supports accommodated testing. The SSD office does NOT approve accommodations requests for the PSAT 8/9. Those are determined by the school.

Small-group testing: An accommodation where students test with a small number of test takers.

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 students get after taking the PSAT 8/9. It is provided in both paper and online formats and is also shared with the school and, if applicable, the district and/or state.

Test coordinator: 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.

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 test coordinator to each test room. (While not required, use of testing room codes is strongly encouraged.) It allows timely identification of answer sheets related to any reported irregularities. Test coordinators give the code to proctors, and students 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 by the school for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.
PSAT 8/9 Seating Chart

Proctor 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. Monitors assisting the proctors 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 proctor’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. **September–March testing:** For each occupied seat, write the name or initials of the student assigned to that seat. **April testing:** For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, the student’s name. (The sample to the right depicts what the chart should look like for September–March testing.)

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 the student was moved to and complete an Irregularity Report explaining the reason for the change.

---

**Sample Seating Chart**

<table>
<thead>
<tr>
<th>Rear</th>
<th>Front — students face this direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAZ</td>
<td>Ray L</td>
</tr>
<tr>
<td>Mary S</td>
<td>NB</td>
</tr>
<tr>
<td>SW</td>
<td>MH</td>
</tr>
<tr>
<td>Nick T</td>
<td>April R</td>
</tr>
<tr>
<td>Uri W</td>
<td>SAM</td>
</tr>
</tbody>
</table>

Proctor’s Desk

Print the name and title of the person completing this seating chart below:

Name: __________________________________________

Title: __________________________________________

Date: __________________________________________

**PSAT 8/9 Coordinator**

- On the first seating chart, record your answer sheet tracking information in the space provided.

Keep all seating charts for at least six months.

Answer Sheet Tracking Numbers

_________________________________________

_________________________________________

_________________________________________