Look inside for:

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

Test Dates

SEPT THRU MAR

APR
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®, the Advanced Placement® Program, and BigFuture™. 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.

PSAT 8/9 Support

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:

EMAIL: psat@info.collegeboard.org

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.–8 p.m. ET, M–F

For Study Participants:

PHONE: 866-917-0941 toll free for educators in the United States only

Office of Testing Integrity (OTI)

Contact immediately if test books or alternate test formats are missing, or if test security is in question:

PHONE: 609-406-5430

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
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PART 1: For Test Coordinators

This manual is split into 2 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

As the test coordinator, you should 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 oversee, 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.

After the Test

After the test you’ll be in charge of wrapping up the administration, which includes tasks such as completing test day forms and returning materials correctly. Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2: Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they’re administering the test with accommodations, they should pay special attention to the section Get Ready to Test 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, the Irregularity Chart, 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 2021-22

Important Changes and Reminders

College Board has made the following changes for this school year.

1. For the latest updates to policy, please see sat.org/covid19.

2. Schools (including those in the Study) can start testing earlier and/or later than usual and split their students across multiple testing groups:
   a. All requirements for timing and breaks still apply, and all testing must be completed within the same school day (unless students are approved for a multiday testing accommodation).
   b. No group of students can begin testing after another group has completed the test.
   c. A group must have completed all testing before they are dismissed for lunch.
   d. Mobile phones may be returned to students completing testing only after the last group of students has begun testing.
   e. Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments.
   f. If health and safety guidelines limit the number of students in the restroom or hallways, you may double the time of scheduled breaks and allow students to consume snacks and drinks while standing behind their desks (away from test materials).
   g. Assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.

3. Paper score reports will no longer be shipped to schools starting in the 2021-22 school year. This decision ensures student data is secure and connects students directly to the full set of resources available after testing, including additional opportunities to practice. College Board understands the important role of educators in supporting students as they review their scores. To see more resources for engaging the robust tools available in our online portals, visit psat.org/sharing-8-9-results.

4. Test book covers won’t include the date but will include a symbol on the cover (to the right of “Important Reminders”). Test books for September through March have a spade on the front, while test books for April have a sun (see psat.org/important-dates for test dates).

5. The Coordinator Report Form (CRF) has changed to simplify the sorting and counting of answer sheets. Please read the directions carefully.

6. For proctors administering the assistive technology–compatible (ATC) format, we have provided standalone scripts for use in the testing room. The SSD coordinator or designated staff with access to SSD Online will download and print a copy of the applicable script for each ATC room, based on the timing accommodations of students in the room. The standalone scripts also include specific ATC instructions and a timing chart. (If your school doesn’t have access to SSD Online, contact the SSD office before test day.)

If you’re testing in April:

1. Test books include serial numbers that students will record on their answer sheets.

2. Schools are required to return all used and unused test books after testing. Late return of answer sheets or test books will delay score reporting for your students.

3. Test materials cannot be shared, loaned, copied, or distributed prior to the administration.

4. Test questions and answer explanations won’t be provided in the Question and Analysis Report in the K–12 score reporting portal. Instead, educators will have access to a content repository of released items that align in subject and difficulty and can be used with the score data. Score reports will show whether the student answered correctly (correct answers won’t be included).

Note to Schools Participating in the Test Administration Study

Schools participating in the PSAT 8/9 Test Administration Study ("the Study") have received emails about the requirements for participation. If you’re unsure of whether your school is participating or if you have questions about the specific terms and conditions for your administration, please contact us (see Contact Us on page ii) for more information. You may note slight differences between the directions for the standard administration and those for the Study throughout this manual.

The following updates apply to schools that are participating in the Study:

1. Tests may only be administered on the date specified by College Board.

2. Test books have a teardrop on the cover.

3. Study participants may only test 8th and 9th graders who attend the school.

4. All the above guidelines for schools testing in April also apply to schools participating in the Study.
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 and any local health or safety guidelines. By strictly following College Board 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 you must administer in order unless explicitly instructed otherwise by College Board:

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 (math questions that require the student to arrive at and record an answer rather than select a multiple-choice answer). This section is divided into 2 portions: one that permits calculator use, and one that doesn’t.

- 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 don’t 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 doesn’t regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 22 for more information.

In this manual, you will see “100% extended time” referred to as “double time.” Likewise, “50% extended time” is referred to as “time and one-half.”

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. See Plan Your Staff on page 13.

PSAT 8/9 Coordinator

As the test coordinator, you’re responsible for the test site and staff. You order all testing materials online at ordering.collegeboard.org and ensure they are received, handled, and stored securely. You’re 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 (if applicable).

Online training is provided for all PSAT 8/9 coordinators. Be sure to complete it well before test day. See Plan Training Sessions on page 16 for more information.

If you’re participating in the Study, see the communications that you received with your Study enrollment for details, which may vary from the information given here.

SSD Coordinator

Some schools have an SSD coordinator, who coordinates accommodated testing. The SSD coordinator may assist in ordering materials and in determining testing rooms and staff needed for administering the test with accommodations and English learner (EL) supports. The SSD coordinator may also assist with test administration and help ensure 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 and Room Monitors
Hall 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.

PSAT 8/9 Test Materials

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

IMPORTANT: Note that scannable forms, like the answer sheet, Coordinator Report Form (CRF), and Irregularity Report (IR), shouldn’t be photocopied because photocopies won’t scan properly. Contact PSAT 8/9 Support if you need additional copies. Other forms can be copied if needed.

<table>
<thead>
<tr>
<th>STAFF MATERIALS—MANUAL AND INSTRUCTIONS</th>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s)</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 for the proctor to hold the preadministration session and administer the PSAT 8/9 in the standard and accommodated rooms.</td>
<td>Preadministration Shipment</td>
<td></td>
</tr>
<tr>
<td>Coordinator Testing Materials Kit</td>
<td>A packet sent with the test shipment containing forms and return envelopes. Used by the test coordinator to administer the test and report on the administration.</td>
<td>Test Shipment</td>
<td></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. Used by the test coordinator to help modify preadministration scripts, if necessary.</td>
<td>Pre-ID Label Shipment, if applicable</td>
<td></td>
</tr>
<tr>
<td>Receiving and Returning Test Materials for April Testing and the Test Administration Study</td>
<td>Special instructions for schools testing in April or participating in the Study. These instructions supplement those in this manual. Used by the test coordinator. Describes materials in test shipment and how to return test materials properly.</td>
<td>Test Shipment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF MATERIALS—REPORTS AND FORMS</th>
<th>Material</th>
<th>What It Is and How It's Used</th>
<th>Shipment(s)</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>Test Shipment</td>
<td></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>Test Shipment</td>
<td></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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Sheet Return Materials</td>
<td>Carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.</td>
<td>Test Shipment</td>
</tr>
<tr>
<td>Gray-Bordered Envelope</td>
<td>Envelope for test coordinator to return any IRs and any defective materials.</td>
<td>Test Shipment</td>
</tr>
<tr>
<td>White Accommodated Testing Envelope</td>
<td>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.</td>
<td>Test Shipment</td>
</tr>
<tr>
<td>Test Book Return Materials (ONLY for schools testing in April or participating in the Study)</td>
<td>UPS return label(s) to be affixed to boxes reused from the original test book shipment. These are used by test coordinators at schools testing in April or participating in the Study to send back all used and unused test books after testing is completed. Do not use these materials to return answer sheets.</td>
<td>Test Shipment</td>
</tr>
</tbody>
</table>

## STUDENT MATERIALS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is and How It’s Used</th>
<th>Shipment(s)</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</td>
</tr>
<tr>
<td>PSAT 8/9 Answer Sheet</td>
<td>Scannable form for students to record answers to preadministration and test questions, in bundles.</td>
<td>Preadministration Shipment</td>
</tr>
<tr>
<td>PSAT 8/9 Answer Sheet—Large Print (Large Block)</td>
<td>Enlarged answer sheet used by students with certain accommodations to record answers to preadministration and test questions.</td>
<td>Preadministration Shipment</td>
</tr>
<tr>
<td>Student Answer Sheet Instructions</td>
<td>Booklet of instructions to help students complete demographic and nontest questions on the answer sheet. May be bundled with answer sheets or loose.</td>
<td>Preadministration Shipment</td>
</tr>
<tr>
<td>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 approved by the school for large print.</td>
<td>Preadministration Shipment</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. Test books for use with certain alternate test formats (see next row) have a subtitle indicating the formats they’re used for.</td>
<td>Test Shipment</td>
</tr>
<tr>
<td>PSAT 8/9 Alternate Test Formats</td>
<td>Specific formats of the test for taking the test with certain accommodations (e.g., large-print test book, ATC format, or braille with raised line drawings). Distributed by the proctor to students approved by the school to test with certain accommodations.</td>
<td>Test Shipment</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 dark red color. You may also have some large-print 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 an alternate test format. Alternate test formats vary; examples include test books in large print, braille materials and supplements, and computer-based formats.

See Materials Provided for Accommodated Testing on page 26 for a list of available formats.

For students testing with a human reader, pre-recorded audio, ATC, or braille format, you'll receive test books with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC.” Make sure to distribute these subtitled test books to the students who need them (you can’t substitute a standard test book for use with these 4 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 11. You're not required to return your Master Student List. Also, each proctor will need a room roster.

Keep copies of both the Master Student List and proctors’ room rosters. If an irregularity or discrepancy occurs, you may need the list to respond to inquiries from Educational Testing Service (ETS) or College Board during an investigation.

Forms and Reporting

Seating Chart

Proctors will record students’ names or initials on the chart on the back of this manual. This task can be completed during Section 1 (the Reading Test).

If your school is testing in April or participating in the Study, proctors will record test book serial numbers on this chart (along with students’ names if time permits).

PSAT 8/9 Irregularity Report

You’ll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 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 PSAT 8/9 Support 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 and should include the names of all affected students. Refer to the Irregularity Chart on page 126 for instructions on when to fill out the IR. If you're submitting an IR, keep a copy for your records and return the original.

Coordinator Report Form

You’ll receive a Coordinator Report Form (CRF) with your testing materials. Use this form to report the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Sort Answer Sheets, Test Books, and Forms on page 42 and Complete the CRF on page 43 for more information.
Standard and Accommodated Testing Rooms

The following table 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 1 accommodation. Proctors may need to use more than 1 script for some students (for example, math-only extended time requires a standard time script and an extended time script).

Note that certain accommodations can be provided in the standard room, as long as the student has no other accommodations that require an accommodated room.

<table>
<thead>
<tr>
<th>GUIDE FOR TESTING WITH ACCOMMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Testing Days</strong></td>
</tr>
<tr>
<td>1 day</td>
</tr>
<tr>
<td><strong>Script(s)</strong></td>
</tr>
<tr>
<td><strong>Accommodation Examples</strong></td>
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</table>

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

**IMPORTANT:** Because all questions require reading, we recommend students testing with time and one-half for reading or as an EL support receive extended time on the entire assessment.

We recommend students approved for extended time only in writing, listening, or speaking be tested with standard time on the PSAT 8/9.
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 11</td>
</tr>
<tr>
<td>Identify students testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 11</td>
</tr>
<tr>
<td>Share the online PSAT 8/9 Student Guide (which includes the PSAT 8/9 Terms and Conditions) with students and tell them to review it before test day. Download and distribute the online practice test.</td>
<td>Prepare Your Students on page 28 psat.org/8-9-resources</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>Test ordering site: 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 11</td>
</tr>
<tr>
<td>Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.</td>
<td>Plan Your Staff on page 13</td>
</tr>
<tr>
<td>Work with appropriate staff to identify any students who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.</td>
<td>Plan Your Staff on page 13</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 14</td>
</tr>
<tr>
<td>Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.</td>
<td>Manage Test Day Impacts on page 18</td>
</tr>
<tr>
<td>Reschedule lunch for all participating students, if necessary.</td>
<td>Manage Test Day Impacts on page 18</td>
</tr>
<tr>
<td>Plan activities for students who won’t be testing.</td>
<td>Manage Test Day Impacts on page 18</td>
</tr>
<tr>
<td>Notify your school population of modifications to the normal school day.</td>
<td>Manage Test Day Impacts on page 18</td>
</tr>
<tr>
<td>Plan your preadministration session.</td>
<td>Prepare Your Preadministration Session on page 33</td>
</tr>
<tr>
<td>Make sure computers are provided in testing rooms for students approved to use them.</td>
<td>Prepare to Test with Accommodations on page 22</td>
</tr>
<tr>
<td>If you have students testing with the pre-recorded audio (MP3 via streaming) format, make sure the streaming application has been installed and tested on all computers being used for testing.</td>
<td>Set Up Computers for Pre-recorded Audio on page 23</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>Test ordering site: <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a></td>
</tr>
<tr>
<td>□  Schedule and conduct staff training.</td>
<td>Train Your Staff on page 18</td>
</tr>
<tr>
<td>□  If you’ve received your preadministration materials, help staff conduct your preadministration session.</td>
<td>Help Staff Conduct the Preadministration Session on page 35 Conduct the Preadministration Session on page 52</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 14</td>
</tr>
<tr>
<td>□  Plan test day schedule.</td>
<td>Build Your Plan for Testing on page 15</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 18</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. (Study schools should receive materials by the Friday before test day.) Call PSAT 8/9 Support if you don’t see confirmation of shipment.</td>
<td>Test ordering site: <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a></td>
</tr>
<tr>
<td>□  Make sure you have accounted for all students testing with accommodations and EL supports.</td>
<td><a href="https://collegeboard.org/ssd">collegeboard.org/ssd</a></td>
</tr>
<tr>
<td>□  Revise room rosters if needed.</td>
<td>Build Your Room Rosters on page 14</td>
</tr>
<tr>
<td>□  Print necessary translated test directions.</td>
<td>Prepare to Test Students with English Learner Supports on page 21</td>
</tr>
<tr>
<td>□  If EL students are providing their own word-to-word dictionaries, collect the dictionaries and confirm they don’t include any improper writing or pages. You'll redistribute to students on test day.</td>
<td>Prepare to Test Students with English Learner Supports on page 21</td>
</tr>
<tr>
<td>□  Notify students of when and where to report on test day.</td>
<td>Prepare Your Students on page 28</td>
</tr>
<tr>
<td>□  Post testing room assignments.</td>
<td>Post Testing Room Assignments on page 16</td>
</tr>
<tr>
<td>□  Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and Students on page 18</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.</td>
<td>Build Your Room Rosters on page 14</td>
</tr>
<tr>
<td>□  Help staff conduct your preadministration session if you haven’t already.</td>
<td>Help Staff Conduct the Preadministration Session on page 35 Conduct the Preadministration Session on page 52</td>
</tr>
<tr>
<td>□  Review room assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.</td>
<td>Share Role and Room Assignments on page 18</td>
</tr>
</tbody>
</table>
## Introduction  
**Test Coordinator’s Checklist**

### Activity
- **Hold a brief assembly with students who are testing to prepare them for test day.**
- **Check test materials within 24 hours of receipt.**
- **Review facility preparation with custodial staff.**
- **Call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.**
- **Have staff test the equipment to be used for pre-recorded audio or ATC testing.**
- **Prepare testing room packets for proctors. (You’ll add test books on test day.)**
- **Ensure testing room arrangements align with seating policies.**

### Where to Learn More
- Prepare Your Students on page 28
- Prepare Your Materials on page 30
- Manage Test Day Impacts on page 18
- Return Materials on page 46
- Prepare to Test with Accommodations on page 22
- Prepare Your Materials on page 30
- Plan Your Space on page 11

### ON TEST DAY

### Activity
- **Complete your testing room packets for proctors. Add test books to the packets for proctors.**
- **Post any revised testing room assignments and room assignments for non-testing students.**
- **Distribute testing room packets to proctors.**
- **Remind staff to cover any instructional materials in the testing rooms before admitting students.**
- **If administering the pre-recorded audio format, work with staff to confirm the test is downloaded for each test taker.**
- **Make sure all announcements are discontinued for the duration of testing.**
- **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.**
- **Maintain security in your school and support testing staff while testing is in progress.**
- **Report test administration irregularities, if any.**

### Where to Learn More
- Count and Distribute Test Materials on page 37
- Admit Students to the Testing Area on page 37
- Equip Testing Rooms on page 37
- Maintain Security on page 19
- Administer Accommodations on page 62
- Manage Test Day Impacts on page 18
- Admit Students to the Testing Area on page 37
- Your Role During Testing on page 39
- Your Role During Testing on page 39

### AFTER TESTING IS COMPLETED

### Activity
- **Collect materials from proctors.**
- **Identify students for makeup testing. Schools participating in the Study won’t administer makeup testing.**
- **Prepare materials for return.**
- **Make copies of key forms and store securely.**
- **Return test materials. If testing in April or participating in the Study, this includes returning all test books.**
- **Submit payment.**

### Where to Learn More
- Collect Testing Materials on page 41
- Prepare for Makeup Testing on page 41
- Sort Materials on page 42
- Prepare Documentation on page 43
- Store Materials for Your Records on page 47
- Return Materials on page 46
- Submit Payment on page 49
Before Test Day Tasks and Information

Start planning for the test administration 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) you can easily copy information into from your source list(s). Note you’ll likely need to divide the list up into room rosters and 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.

Be sure you and your staff know, based on the communications you received when you ordered test materials, whether your school is in the Study. Schools participating in the Study will test only students who regularly attend the school.

If your school is not participating in the Study, you may be asked to allow students who don’t regularly attend your school (especially those in your community) to test with your school’s students. Reports and data for these students will remain separate from your school’s data.

Create a Master Student List of all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 117 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 supports. Update the Master Student List to show which students will be testing with which accommodations or supports.
4. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You will now have a consolidated Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 117 to confirm 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 30 for more information.

Evaluate Rooms for Testing

- Work with the administration to identify which 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 1 or more off-site testing locations, identify the number of rooms needed and confirm 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 and Recommendations
- Rooms should be located in the same section of the school for students testing at the same time. 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.

IMPORTANT: If your school is staggering start times for testing, assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.

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 (measured from the center of the table) 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).

IMPORTANT: If 6-foot social distancing is mandated by local guidelines, double the minimum spacing between desks and seat 2 students at a table that’s at least 9 feet long.

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 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 time and one-half can be seated with other time and one-half students as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than 1 testing room is required if a student’s accommodations would disturb other students or if the student is approved for an accommodation that requires one-to-one testing. Students approved for breaks as needed, a human reader, or a scribe must test in a one-to-one setting.
A computer must be provided for students approved for use of pre-recorded audio and ATC formats. 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 22.

Please note that some accommodations may be provided in a standard testing room. These include:

- Preferential seating
- Wheelchair access
- Large-print answer sheet
- Permission for food, drink, or medication
- 14-point large-print test book
- Magnification device (non-electronic)
- Sign language interpreter for oral instructions
- Printed copy of verbal instructions
- Auditory amplification or FM system
- 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-print answer sheet, a calculator with large or raised display, or a magnification device 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 3 for descriptions of staff positions.

TASKS

Identify Staff for Testing

Make a list of available staff and their roles. Be sure to include any additional support staff needed for accommodated testing.

- Work with school administrators to review teacher schedules. Teachers of classes that aren’t 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 proper staffing to meet students’ needs.

- If your school is using multiple overlapping testing groups, you’ll need additional testing staff to support each group. Consider assigning proctors to help with other duties when they are finished testing their own groups.

Assign Staff to Testing 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. If you’ll be using additional staff to administer the pre-recorded audio (MP3 via streaming) format, work with the SSD coordinator or appropriate school staff with access to SSD Online to provide staff access to the streaming application in advance. (If your school doesn’t have a designated staff member with access to SSD Online, contact the SSD office.)

KEY INFORMATION

Staff Policies

To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of 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 child or member of their household taking the PSAT 8/9 at any test site during the same testing period, they must not take a role that gives them access to test books before test day. At a minimum, this includes the roles of test coordinator and SSD coordinator (if applicable). For PSAT 8/9, the testing periods are September–March and April. When this policy is not followed, the related student’s scores are subject to cancellation.
Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their 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 1 room simultaneously. Monitors don’t administer the test but may perform other duties.

Proctors Needed
Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor.

Room Monitors Needed
Depending on the number of students in the testing room, you may also need room monitors.

Room monitors help set up the testing area, monitor testing and breaks, and check the hallways during testing and breaks. They may also help with other duties such as seating students and distributing and collecting test materials.

FOR EACH STANDARD TESTING ROOM

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–34</td>
<td>0</td>
</tr>
<tr>
<td>35–50</td>
<td>1</td>
</tr>
<tr>
<td>51–100</td>
<td>2</td>
</tr>
<tr>
<td>101 or more</td>
<td>3+ (1 monitor for each additional 50 students)</td>
</tr>
</tbody>
</table>

FOR EACH ACCOMMODATED TESTING ROOM

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Number of Room Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–20</td>
<td>0</td>
</tr>
<tr>
<td>More than 20</td>
<td>1+ (1 monitor for each additional 20 students)</td>
</tr>
</tbody>
</table>

Additional staff may be needed for students testing with accommodations. Work with your SSD coordinator (or other appropriate school staff) to determine how many additional monitors will be needed for these students.

Hall Monitors Needed
You will always need at least 1 hall monitor to supervise students during breaks. Depending on the number of testing rooms, you may need more.

<table>
<thead>
<tr>
<th>Number of Rooms</th>
<th>Number of Hall Monitors Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td>1</td>
</tr>
<tr>
<td>6–10</td>
<td>2</td>
</tr>
<tr>
<td>11–15</td>
<td>3</td>
</tr>
<tr>
<td>16–20</td>
<td>4</td>
</tr>
<tr>
<td>More than 20</td>
<td>5+ (1 monitor for each additional 5 rooms)</td>
</tr>
</tbody>
</table>

Support Staff Needed for Accommodated Testing
Work with your SSD coordinator or other appropriate school staff to determine if any students will be testing with accommodations and to ensure you:

- Have sufficient staffing, including any necessary readers, scribes, or sign language interpreters (for test directions). These support staff resources must meet the same requirements as all other staff.
- Plan for rooms, including setting up any computers for ATC or pre-recorded audio formats.
- Order correct test materials.

Build Your Room Rosters
Once you have your room assignments for staff, create a roster for each testing room that each proctor can use to record attendance on test day. Proctors 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 allows you to identify students who may have been affected by the irregularity and makes it easier to quickly locate the right personnel to answer any questions related to such group irregularities. By speeding up investigations of irregularities, testing room codes help ensure 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 11. When using codes shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020).

Record the testing room code on each room list you created. The staff will give the testing room code to students to enter on their answer sheets and test books on test day.

If you’re using 1 or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you’ll be using more than 1 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.
- Some students with accommodations may also test in a standard testing room. For general guidelines, see Additional Requirements for Accommodated Testing on page 12.
- Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.

Add each student’s testing room assignment to your Master Student List.

On your Master Student List and your room rosters, indicate students’ specific accommodations and identify any EL students testing with time and one-half.

Create Individual Room Rosters
Build the 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 appropriate staff to identify additional students recently approved for accommodations or supports (e.g., students who recently transferred to your school).

Build Your Plan for Testing
There are a number of activities 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 2 testing periods for 2021-22: September–March and April. Orders can’t be placed for January 28–February 21. Schools participating in the Study must test on the date specified by College Board. For updates and specific test dates, see psat.org/important-dates.

If you can’t test on the date you initially selected, store your materials 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. Similarly, if your school selected an April test date, you can test anytime from April 13–29. We recommend picking the earliest date possible to account for potential makeup testing, which must take place within 2 weeks of the primary test date and be completed within these time frames.

If your school is participating in the Study and can’t test on the specified date, contact PSAT 8/9 Support to learn about your options.

IMPORTANT: Students testing outside the authorized testing period may not receive scores.

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 reduce the time needed for pretest activities on test day and improve the test-taking experience for your students and staff.

You’ll receive preadministration materials in time to schedule and hold a preadministration session.

- Filling out the personal information fields may take up to 35 minutes. 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 under 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 ensure a better experience for both staff and students.

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

See Conduct the Preadministration Session on page 52 for a session held before test day.

Scripts for the preadministration questions also appear in the test day scripts (for any students who don’t attend a session before test day). Directions for fields 1–8 appear before the scripts for the timed test, while directions for the other fields appear after the test.

On test day, have blank answer sheets on hand for any students who missed the preadministration session or have incorrect labels.

Plan Training Sessions
You’ll receive a link to access training approximately 6 weeks before test day. Other test day staff should either 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 given training. You can determine the best way to train other test day staff.

See Train Your Staff on page 18 for a list of topics your staff should review prior to testing.

Plan Your Test Day Schedule
- Select a start time 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 unless otherwise authorized by College Board.

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

- If your school is testing groups of students at different times, all testing must start before the first group to test completes testing. A group must have completed all testing before they are dismissed for lunch.

- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT 8/9, the group of SAT School Day testers could begin first, with PSAT 8/9 testers starting at a later time.)

If you’re testing students approved by the school for time and one-half or double time, you may arrange for the proctor to conduct an extended break (we recommend no longer than 20 minutes) after Section 2 so students can eat lunch.

Plan for Accommodated Testing
- Be sure to plan for the additional time it will take to test any student(s) approved for extended time. Overview of Timing and Breaks on page 110 gives details about the different types of timing and breaks that may be needed.

- Students using the pre-recorded audio format will test over 2 days.

- If your school is using flexible start times, consider multiday test takers and students with extended time when assigning testing groups. College Board recommends assigning students testing with extended time to the earliest testing group.

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 37 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.

When you post room assignments, include names and room numbers only. Take care not to post any student’s personally identifiable information such as date of birth, address, accommodations, or supports.

Be sure to post room assignments in a way that doesn’t call attention to students testing in accommodated rooms.

Plan for Breaks
Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the
testing rooms to use for this purpose. In general, you should avoid allowing snacks in the testing room unless local health and safety guidelines require it. In particular, food and drinks should never be allowed near testing materials unless a student has an approved accommodation.

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 to allow each staff member at least 1 break. Staff in extended time rooms may require 2 breaks.

**Plan for Makeup Testing**

**IMPORTANT:** *Schools participating in the Study won’t administer 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 (i.e., with filled-in responses) answer sheets with their test materials until you hold the makeup test. The makeup test date must fall within the testing period and should occur no later than 2 weeks after your primary test date.

All of the following tasks apply to planning for the makeup test:

- Compile the list of students taking the makeup test.
- Identify the number of rooms needed.

**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>Time and One-Half (+50%)</td>
<td>4 hours, 3 minutes</td>
<td>3 hours, 38 minutes</td>
</tr>
<tr>
<td>Double Time (+100%)</td>
<td>5 hours, 15 minutes</td>
<td>4 hours, 50 minutes</td>
</tr>
<tr>
<td>Math Only Time and One-Half (+50%)</td>
<td>3 hours, 15 minutes</td>
<td>2 hours, 55 minutes</td>
</tr>
<tr>
<td>Math Only Double Time (+100%)</td>
<td>3 hours, 45 minutes</td>
<td>3 hours, 25 minutes</td>
</tr>
<tr>
<td>Pre-recorded Audio (MP3), Day 1</td>
<td>3 hours, 50 minutes</td>
<td>3 hours, 35 minutes</td>
</tr>
<tr>
<td>Pre-recorded Audio (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

Plan for Test Day Impacts to Rooms and Students

- Arrange for bells and announcements to be silenced on test day.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- Determine which classes contain primarily students who will be testing and which classes have a mixture of testing and nontesting students. For test day, the school may need to 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: Inform the school population 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.

Train Your Staff

Part 2 of this manual gives instructions for the proctor to administer the test, including the scripts to be read to students and instructions for monitoring breaks. Share copies of the manual for review ahead of time. All testing staff should be familiar with these instructions.

TASKS

Hold Training Sessions

In advance of test day, you’ll receive an email with online training information.

At least 1 week before the test, schedule and conduct a training session with your staff to review procedures, forms, and timing; to announce staff assignments; to distribute manuals; and to answer questions. At this session, you may want to give your staff access to the online training modules provided.

Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator, mobile phone, and electronic devices policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering applicable accommodations

Share Role and Room Assignments

Share the testing room assignments with proctors and monitors. Distribute the manuals and inform staff that they’re responsible for reviewing their copy of the manual and bringing it on test day. Staff members should know:

- Whether they’re assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
Maintain Security

Because electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring answer keys into the testing room, College Board strictly prohibits such devices.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for using prohibited devices include dismissal, score cancellation, and confiscation of the electronic device for investigation. Students who use prohibited devices may be barred from future College Board assessments. Refer to the Irregularity Chart on page 126 for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

TASKS

Inform Staff of Policies

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.
- Review instructions under Collect Students' Personal Belongings on page 59 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.
- 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 unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students don’t access calculators, phones, or prohibited aids during breaks.
- Some mobile phones can be disguised as calculators with the use of a plastic covering. Also, separate erasers and calculator covers can be used to conceal aids and notes.
- Don’t leave test materials unattended by testing staff under any circumstances.
- Make sure test materials aren’t removed from the room.
- Don’t allow any student to eat or drink during testing unless they have an 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 PSAT 8/9 Support. See the Irregularity Chart on page 126 for more information.

KEY INFORMATION

Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score cancellation. Some alarms are set to sound even when the device is turned off.
- Before testing begins, students have 1 more chance to turn off and turn in their phones and other electronic devices if they haven’t already.
- Once the warning script has been read, if a prohibited device is seen in a student’s possession, regardless of whether it’s making noise, the test coordinator should confiscate the device, inspect the device for test-related content, and dismiss the student. (Refer to the Irregularity Chart for more information.)
- 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 shouldn’t be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.
Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations/Student Misconduct on page 128. Contact the Office of Testing Integrity (OTI) immediately for further instructions if a device has been confiscated and test content is detected on the device.

Prohibited Devices and Aids
Students may not have the following in the test area or break area, except in the case of approved accommodations for particular testing aids:

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players or recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper (except for EL supports)
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord
- Weapons or firearms

Device Collection Procedures
Students must power off and turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. It’s important for students to feel confident that their devices are safe and will be returned to them promptly at the end of testing. Depending on your school policy, you must follow 1 of these 2 options for adhering to College Board policy requiring collection of devices:

- Option 1 – Collect devices and put them in individual bags. (Follow this option if school policy permits.)
- Option 2 – Keep devices in students’ bags and collect bags.

**IMPORTANT:** If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.

For more details and suggested collection procedures, see Collect Students’ Personal Belongings on page 59.

**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. If the student uses the EpiPen, follow your school’s emergency procedures (e.g., call 911). For other medications or medical devices, contact relevant school staff.

Your school may have students who require a mobile phone for medical reasons (e.g., for use with a glucose monitor). Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn’t permit the student to have a mobile phone; they must also be approved for use of a mobile phone. For more information, see Use of Medical Devices on page 60.

**Students with Service Animals**
Students are encouraged to request accommodations from their school for both service animals, such as guide dogs, and emotional support animals. However, these animals may be permitted without an accommodation so long as they’re trained and the student can explain what service the animal provides. College Board recommends not admitting untrained animals that haven’t been approved by the school as an accommodation.

**Test Monitoring Responsibilities**
Staff must administer all test sections 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 each student is working alone and on the proper test section. No one involved in the test administration should read, grade papers, use a computer or mobile phone, or engage in any activity unrelated to the test administration.

Staff should allow only 1 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.
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. (See Sample Seating Plans on page 120.)
- 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 6 months.

Calculator Policies and Guidelines
Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may have calculators on their desks only when working on the Math Test – Calculator questions. Calculator covers should be stored under desks during testing.

General policies are as follows:
- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the PSAT 8/9.
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in Acceptable Calculators on page 116, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need the proctor’s permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.

Monitoring Equipment Use
Follow instructions in the scripts to monitor the use of calculators.
- Only handheld equipment that doesn’t require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See Acceptable Calculators on page 116. All 4-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.

Prepare to Test Students with English Learner Supports
College Board provides access to translated test directions and word-to-word bilingual dictionaries for English learners approved by their schools to use these supports. 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 dictionaries, do the following:
- Print the translations and review the list of approved dictionaries available at psat.org/8-9-resources so you can obtain copies for test day. No translations or dictionaries will be shipped with the test materials.
- Students may supply their own dictionaries; however, you should confirm any dictionaries 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 dictionaries being used to bring written notes or test aids into the testing room.
- Store the dictionaries 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

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. All students, including those 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 with raised line drawings). Students using a human reader or pre-recorded audio, ATC, or braille format will also receive a test book with the subtitle, “For Pre-Recorded Audio, Human Reader, Braille, ATC.”

This manual includes scripts for standard and accommodated testing. Downloadable standalone scripts for ATC users are available from SSD Online (see Download Scripts for ATC Users on page 23).

If you have accommodated students 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 testing with accommodations. See Build Your Room Rosters on page 14 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

If you’re testing students with any of the following accommodations, your school must provide a computer/device for the student (a student may not use a personal computer or a computer belonging to their family):

- Pre-recorded audio format
- ATC format
- Electronic braille writer (braille notetaker)

Make sure appropriate computers are provided in rooms where needed.

- 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.

For students using pre-recorded audio format, you’ll need computers with access to the internet for downloading the streaming application and test content. On test day the SSD coordinator, other designated staff member, or proctor will need to launch the application, and the staff member or student will need to download the test content. Internet availability will be disabled by the application once testing begins and is not needed during the test itself.

- The pre-recorded audio streaming application is accessed through the College Board SSD Online portal. If you require staff other than the SSD coordinator to proctor the pre-recorded audio streaming administration, you’ll need to work with the SSD coordinator (or designated staff member with access to SSD Online) to give proctors access to the pre-recorded audio streaming application. The SSD coordinator or designated staff member will receive an access code to set up additional proctors if needed. If your school doesn’t have an SSD coordinator or designated staff member with access to SSD Online, you’ll need to contact the SSD office ahead of test day to request credentials.

IMPORTANT: If your school is unable to use an online application (e.g., due to no internet access), contact the SSD office as soon as possible.

- For students approved to use a braille notetaker for math calculations (scratch work), provide a display monitor to connect to the braille notetaker so the proctor can see what the student is typing.

- 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 Computers for ATC Users on page 23, Set Up Computers for Pre-recorded Audio on page 23, and Administer Accommodations on page 62 for related tasks and information.

- For a complete practice test in ATC format, go to psat.org/8-9-resources. For tips and practice tests (for the PSAT/NMSQT® and PSAT™ 10) that demonstrate the pre-recorded audio 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 students approved to write their answers in test books, the proctor or appropriate staff must transfer the answers to the answer sheet after the student completes the test. Large-print answer sheets don’t need to be transcribed.
Assign Any Support Staff for Accommodated Students

- Assign support staff, such as human 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 Plan Your Staff on page 13).
- Don’t assign a support staff member to a student who is their relative.
- Assign a single human reader or scribe to each student.
- Notify human readers and scribes their students will take the test with time and one-half unless a student is already approved by the school for double time (or more). Students assisted by a human reader or scribe must test in a one-to-one setting.

Continue to Check for Approvals and Plan for Testing Needs

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

Set Up Computers for ATC Users

The ATC format is composed of 5 Microsoft Word files created to work with students’ assistive technology for screen magnification or screen readers. You may need to install Word on any computers being used.

The ATC format is compatible with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have students 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. Kurzweil is currently incompatible with the ATC format.

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 test section in the software.

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

Download Scripts for ATC Users

College Board has developed specialized scripts for the ATC format so proctors don’t have to move back and forth between different scripts. While setting up computers, the SSD coordinator or designated staff member with access to SSD Online should set aside time to download and print the correct script for a student testing with ATC format.

The scripts can be found on SSD Online under Helpful Links. Proctors still need this full-length manual to guide them in setting up their rooms and following testing policies.

Set Up Computers for Pre-recorded Audio

For students testing with the pre-recorded audio format, the audio version of the test will be delivered via streaming application. You’ll need internet access and access to SSD Online to download the application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be available to ensure your school’s computers can support audio streaming.

Students are not permitted to test using a personal device. All computers for testing must be school issued.

IMPORTANT: The streaming application must be installed prior to test day. If computers at your school are set up to require staff or students to log in, the application has to be installed on the user profile for the computer that the student will be signed in to on test day. (The streaming application will be visible as a desktop icon only on the user account it was originally installed on.)

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 can launch the application, using their College Board username and password.

To prepare and administer the pre-recorded audio format, the following steps are needed. Complete instructions are provided in this section and in the pre-recorded audio application access instructions accessed by the SSD coordinator or designated school staff in SSD Online.

1. The SSD coordinator (or designated staff member with access to SSD Online) receives and shares an access code (used in SSD Online) with proctors administering the pre-recorded audio format. The access code is sent via email a few days before the test.
2. The SSD coordinator or designated staff member works with technology staff to download and install the application, creating a desktop icon on all PCs or Macs. (The application is launched from the apps link on Chromebooks.)

3. Staff downloads and launches the sample form to confirm functionality on all testing devices.

4. Each day of testing, the proctor will launch the application for each student.

5. Either the proctor or the student will download and launch the relevant test content before testing begins.

The steps required to ensure successful use of the streaming application are given in this section and on the pre-recorded audio application access instructions page in SSD Online.

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It’s critical to ensure each person proctoring the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.

2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Detailed installation instructions are available via the mass install instructions link in SSD Online through the pre-recorded audio application access instructions page. Share these instructions with your IT staff before test day.

3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account (if login is required) the student will use to sign in on test day.

4. Proctors will need a College Board account and an access code to access the relevant information in SSD Online. The SSD coordinator or designated staff member can share their access code with up to 10 additional proctors. Proctors won't have access to all information in SSD Online; they will only have access to download and administer the test content.

5. On test day, the SSD coordinator, designated staff member, or proctor will launch the streaming application and download the test form (unless students are downloading the test form themselves). This needs to be repeated for each student, prior to the start of testing.

When testing is complete, all test content will be removed from the computers. The application can remain installed for future College Board testing.

**IMPORTANT:** Start early! The streaming application must be installed prior to test day. Call the SSD office for assistance (see the contact information at the front of this manual). If we cannot address a technical issue, or internet access is not available at your school, we need to ship pre-recorded audio on flash drives in time for test day.

### Install the Streaming Application on Single PCs and Macs

If you don’t use the mass install through your technology staff, the application must be installed on Windows PCs and Mac computers by the SSD coordinator or designated staff with appropriate rights to install applications.

Prior to test day, for single PC or Mac installation, the SSD coordinator or other designated staff member should:

1. Sign in to their user account on each computer.
2. Sign in to SSD Online and find the link to download the streaming application on the pre-recorded audio application access instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.

### Run the Sample Test Form on Each Computer

Printable instructions for how to run the sample test form are available for download on SSD Online.

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

### KEY INFORMATION

#### Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, pre-recorded audio, and large-print materials; and other accommodations to students approved by the school. Some students may be approved for 1 or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 26 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 or breaks for 1 or more sections on the test.

- Students approved for extended time in reading will receive extended time on all sections of the test. College Board recommends that EL students testing with time and one-half as an EL support also receive extended time for the entire test.
- Students approved for extended time only in math will get extended time only for the math section.
- See the chart Overview of Timing and Breaks on page 110 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 approved for accommodated breaks are still subject to the same regulations that apply to standard breaks. The proctor will post break times for them as noted in the scripts. See Administering Accommodated Breaks and Extended Time on page 64 for more details.

**Test Aids and Support Staff**

Students may be approved for aids or support staff such as a human 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 for the scribe to grid on a standard answer sheet. Students who test with a scribe will test with time and one-half unless they have already been approved for double time (or more). These students test in a one-to-one 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). 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 display 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. Students recording their answers on a braille device may also be approved to use scratch paper.
- **Record Responses in the Test Book:** Students will record all answers in the test book. The staff must transfer the responses to the standard answer sheet after the test.
- **Record Answers on a Large-Print (Large-Block) Answer Sheet:** Large-print answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope. No transcription is required.

Students who are Deaf or hard of hearing:

- May be approved to have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a printed copy of the spoken directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Will need a script for dictation of test questions (for use by the human reader), a subtitled test book (for use by the student), and possible additional test materials as approved by the school (for example, braille with raised line drawings).

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

**General Notes for Electronic Devices**

Computers used for the audio streaming application must have internet access in order to set up the test; during the test itself, access to other applications will be disabled and internet access is no longer needed. Use of the internet in the testing room is only permitted in order to set up the streaming application. Make sure that any other electronic device used for testing in any format, including a computer for use of ATC, a braille writer, or any electronic magnification device, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to an electronic magnification 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. However, 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.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math. They include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the Guide to the Nemeth Code and the Braille Reference Information (a braille math reference book). 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’re taking the braille test. The Braille Reference Information contains math reference material required for the braille test.

To supplement each braille test, a subtitled 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.

Raised Line Drawings
Some students using formats other than braille may be approved for the accommodation of raised line drawings (braille graphs and figures) along with a human reader or pre-recorded audio format. See Administering Raised Line Drawings on page 65 for more information.

Pre-recorded Audio and ATC Formats
Chromebook, Mac, and Windows are supported for both pre-recorded audio and ATC formats.

The school must provide suitable computers for pre-recorded audio and ATC formats. 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 one-to-one setting.

The pre-recorded audio format is an audio recording of the test. It’s delivered via streaming application and consists of read-only files.
- Setup for pre-recorded audio testing should be done before test day to ensure a smooth administration. Setup information is in this manual (see Set Up Computers for Pre-recorded Audio on page 23) and on the pre-recorded audio application access instructions page accessed by the SSD coordinator or other designated school staff in SSD Online.
- Setup requires 2 steps: installing and testing the application prior to test day and downloading the actual test content during each day of testing.
- If your school’s computers require login credentials, the person who installed the application before test day must also be present on each day of testing to sign in to each computer and start the application.
- All students using pre-recorded audio format will test with double time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.
- If your school will be using pre-recorded audio flash drives, they also must be set up before test day. The flash drives contain read-only files and a built-in player to deliver the test content.

The ATC format requires double time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, time and one-half, or double time). ATC standalone scripts for specific timings are available for download from SSD Online. For more information, see Download Scripts for ATC Users on page 23.

To supplement each pre-recorded audio or ATC format, a test book with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” is provided for the student.

Troubleshooting for Pre-recorded Audio
Set up 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 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

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 the materials you need for students testing with accommodations.
### ACCOMMODATED TESTING

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and one-half (50% extended time, includes EL support)</td>
<td>Regular-print test book</td>
</tr>
<tr>
<td>Double time (100% extended time)</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Breaks as needed</td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>Extra or extended breaks</td>
<td></td>
</tr>
<tr>
<td>4-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>
</tr>
<tr>
<td>Limited testing time</td>
<td></td>
</tr>
<tr>
<td>One-to-one testing</td>
<td></td>
</tr>
<tr>
<td>Permission for food/drink/medication</td>
<td></td>
</tr>
<tr>
<td>Permission to test blood sugar</td>
<td></td>
</tr>
<tr>
<td>Preferential seating</td>
<td></td>
</tr>
<tr>
<td>Record answers in test book</td>
<td></td>
</tr>
<tr>
<td>Sign language interpreter</td>
<td></td>
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<tr>
<td>Small-group setting</td>
<td></td>
</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>Printed copy of verbal instructions (available for download from SSD Online only)</td>
<td></td>
</tr>
</tbody>
</table>

- Large-print answer sheet
- Large-print answer sheet instructions

- Large print - 14 point
- Large print - 20 point
- Large print - Larger than 20 point

- Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable
- Standard answer sheet
- Large-print answer sheet (for students approved to use them)
- Standard answer sheet instructions (included only with 14-point test book)
- Large-print answer sheet instructions (included with all large-print test books)

- Pre-recorded audio (MP3 via streaming) format

- Streaming application with MP3 files*
- Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”
- Standard answer sheet
- Standard answer sheet instructions
- Large-print answer sheet instructions

*Flash drives with MP3 audio files may be provided on request to schools unable to stream pre-recorded audio.
**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 time and one-half or double time, remind those students to bring a lunch to the testing room. Let all other students know that they won’t have lunch until after testing ends.

- Be sure to inform any students approved for the pre-recorded audio format that they will be testing over 2 days.

- Have your students access the **PSAT 8/9 Student Guide**, available at [psat.org/8-9-resources](http://psat.org/8-9-resources). The student guide explains the assessment and includes test directions and test-taking tips. It also contains the PSAT 8/9 Terms and Conditions. College Board highly recommends linking to the student guide on your school's website.

- Remind students to review and discuss privacy and test guidelines as well as Terms and Conditions given in the **PSAT 8/9 Student Guide** with their parents before test day. Tell them they can also access the Terms and Conditions at [cb.org/psat89-terms](http://cb.org/psat89-terms).

- Download and share with students the full-length practice test on [psat.org/8-9-resources](http://psat.org/8-9-resources). A practice test in ATC format is also available there.

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<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided for Each Approved Student</th>
</tr>
</thead>
</table>
| Assistive technology–compatible (ATC) | - Flash drive with ATC files  
- Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”  
- Standard answer sheet  
- Standard answer sheet instructions  
- Large-print answer sheet (for students approved to use them)  
- Large-print answer sheet instructions  
- ATC standalone script (available for download from SSD Online only) |
| Human reader | - Reader’s script  
- Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”  
- Standard answer sheet  
- Standard answer sheet instructions |
| Braille with raised line drawings | - Braille kit:  
- Braille Book 1 - Reading Test, Writing and Language Test  
- Braille Book 2 - Math Test – No Calculator, Math Test – Calculator  
- Guide to the Nemeth Code  
- Braille Reference Information  
- Also:  
- Standard answer sheet  
- Standard answer sheet instructions  
- Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC”  
- Reader’s script |
| Raised line drawings (braille graphs and figures) | - Raised Line Drawings  
- Braille Reference Information |
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 suggest you inform students’ families 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 and Terms and Conditions as described in the PSAT 8/9 Student Guide (e.g., via your website or social media) so they can discuss them with their child.

KEY INFORMATION

When and Where to Report

Ensure students know what time to arrive on test day. 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 pre-recorded 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 121.)
- For any student who uses an epinephrine auto-injector (e.g., EpiPen), a clear bag for storing it under their desk during testing.
- For students approved to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

We also recommend that students bring:

- 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 items listed under Prohibited Devices and Aids on page 20 (except in the case of school-approved accommodations for specific aids).

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 may not be scored.
- Students must fill in each bubble darkly and completely. Students using a large-print answer sheet must mark Xs 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 Reminders for ATC and Pre-recorded Audio Users

Share these important details with your ATC and pre-recorded audio format users ahead of test day:

- Students using pre-recorded 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. Download and share the complete PSAT 8/9 ATC format test at psat.org/8-9-resources with any students using this format.
- Pre-recorded audio users should know how much testing time they’ll have and that they’ll be testing over 2 days.
- The ATC format will be administered with the same approved timing as a paper test format with 1 exception: Section 2 requires double time.
- Students use ATC and pre-recorded audio formats to access test questions, but still must record their answers on an answer sheet (or another method according to an approved accommodation).

Protecting Student Privacy
We are committed to protecting student data.
- As test coordinator, it is your responsibility to ensure that test day rosters are only handled by staff supporting the administration and are stored securely.
- Student information, including date of birth, address, and accommodations or supports, should not be posted or otherwise shared publicly. If you post room assignments at your school, include name and room number only.

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

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. (Study participants won’t test students from other schools or homeschooled students.) Students must use the test materials for the period that matches your school’s test date. Study participants must use test materials with a teardrop icon on the front cover. 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 to never 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 child or member of their household taking the PSAT 8/9 during the same testing period at any test site. In such instances, the student’s scores are subject to cancellation.

**Check the Preadministration Materials Shipment**
Preadministration and test materials typically arrive in 1 or more separate shipments.

Preadministration materials include:
- Answer sheets
- Student Answer Sheet Instructions (in large print as needed if students are approved for them)
- Large-print answer sheets (as needed)
- Copies of the PSAT 8/9 Coordinator Manual

**IMPORTANT:** If you do not have enough answer sheets, contact PSAT 8/9 Support 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 memo

Refer to Tasks for Schools with Pre-ID Labels on page 34 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 3 authorized individuals.

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 when scores are available (for September–March testing, not including the Study) or to College Board (for April testing or for Study participants).

Standard and accommodated materials will be shipped separately to the test coordinator. You should receive testing materials by approximately 5–7 days before test day. Schools participating in the Study should receive materials on or around the Friday 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.

If you do not receive testing materials by the expected date, call PSAT 8/9 Support immediately. If your school will be on break the week before testing, please notify PSAT 8/9 Support so the delivery date can be changed.

Each shipment may include more than 1 box.

Your shipments may include:
- Shipment-level shipping notice (1 box will contain a summary list of all materials in the shipment)
- Shrinkwrapped standard test books
- Accommodated test materials for students who will use them
- Subtitled test books for individual students using a human reader or pre-recorded audio, ATC, or braille format (be sure to keep these separate from the standard test books used by other students)
- Student Answer Sheet Instructions booklets
- Copies of this manual
- Preprinted UPS label(s) for returning test books, for schools testing in April or participating in the Study
- UPS Express Pak or box(es) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing)

Prepare Your Materials

Before Test Day Tasks and Information

1. Check that you have received all boxes in the shipment. If more than 1 box was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. Validate each item on the box-level materials list is in each box.
3. If testing in April or participating in the Study, refer to any enclosed instructions for receiving and returning materials, which may supplement the instructions in this manual.
4. Verify the quantities of test materials by carefully counting the test books enclosed inside the shrinkwrapped bundles, but do not open the shrinkwrap. Check the test book covers for the appropriate symbol to ensure you have received books for the correct testing period. Books for September–March have a spade on the front, while books for April have a sun. Books for the Study have a teardrop.
5. If testing in April or participating in the Study, check the serial numbers on test books against those on your shipping notice.
6. Check the CRF to be sure it displays the correct school (AI) code (unique 6-digit attending institution code assigned to your school). If the school code on the CRF is incorrect, call PSAT 8/9 Support to request a new copy.
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 or if part of the Study, 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.
Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice (if applicable). Also note any such irregularities on the IR.

After you check the test materials, reseal the cartons with the tape provided. Sign your name across the tape and extending onto the carton and store the sealed cartons until the test date in a locked, secure area that has limited access. Do not store materials in a classroom, trunk of a vehicle, or residence. Never allow students to transport test materials.

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

See Count and Distribute Test Materials on page 37 for instructions on proper handling of test books on test day.

See After the Test Tasks and Information on page 41 for instructions on how to handle test books after the test.

Secure Materials for Off-Site Testing
If your school will test off-site, plan to provide materials securely to off-site testing 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 materials 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., time and one-half).
- Name of proctor administering the test in that room.
- Monitor name(s) (if applicable).
- School (AI) code and address.
- Testing room code. If your school isn’t using testing room codes, include a room identifier (e.g., the room’s name or number).
- Test date.

If applicable, also include:

- 6-digit school codes, school names, and school addresses for any students from other schools (find codes at collegeboard.org/sat-codes).
- 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 118).
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories (if different from school’s address).
- 2-letter APO or FPO code (AA, AE, or AP).

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.

Use the following items to create a testing room packet for each room:

- Testing room cover sheet.
- A copy of the room roster you created showing students assigned to the testing room.
- A list of student ID numbers for students in the room (if your school will use student IDs).
- 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 dictionaries) for students who will be using them.
- A supply of No. 2 pencils.
- Answer sheets for the testing room:
  - If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - Blank answer sheets or large-print answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).

- Student Answer Sheet Instructions booklets for students who didn’t participate in a preadministration session. (A large-print version is provided for approved students.)
- Pre-ID Label Instructions, if applicable, to guide students with pre-ID labels who didn’t participate in a preadministration session.
- Irregularity Report (IR) form.
- Copy of the PSAT 8/9 Coordinator Manual, if not already distributed during training (strongly encouraged) or used for a preadministration session.
Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).

If testing students using ATC format, a printed copy of the appropriate standalone ATC script (for details, see Download Scripts for ATC Users on page 23).

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 37 for associated tasks.

Assemble Packets for Off-Site Testing
Create a testing room packet for each off-site location with the applicable items listed under Assemble Testing Room Packets on page 32. Also include the following materials for the off-site test coordinator:

- Coordinator Testing Materials Kits containing the following necessary test day materials: a CRF, IR forms, a white Accommodated Testing Envelope, a Gray-Bordered Envelope, and enough copies of the PSAT 8/9 Coordinator Manual for the testing rooms
- Answer sheet return UPS Express Pak or box(es)
- Empty boxes to return test books (April and Study only)
- Test book return labels (April and Study only)

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 37 to add the test books and additional test day materials to the packets before delivering to the off-site locations.

Prepare Your Preadministration Session
Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce extra test day activities.

At no point should students take their answer sheets outside the room. All activities related to answer sheets must take place under school supervision.

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

If your school can’t conduct a preadministration session or if you have students absent for the preadministration session, the preadministration scripts are also included in the test day scripts in Part 2 of this manual. The scripts for fields 1–8 appear before the actual test (see Distributing Student Answer Sheets on page 68). The scripts for the other fields appear after the timed test (see Dismissal on page 106).

**TASKS**

**Plan the Session**
Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 52.

- Use your Master Student List of 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-print answer sheets instead of standard ones.
- 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).
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - Distribute copies of the manual and instruct staff to become familiar with the preadministration scripting.
  - Review roles and responsibilities of staff conducting the sessions.
  - Review the materials students and staff will use during the session: answer sheets, pre-ID labels and the Pre-ID Label Instructions memo (if applicable), and Student Answer Sheet Instructions.
  - Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see. Also include any additional information that applies to your students, as noted under Create a Testing Room Cover Sheet on page 32.
Before Test Day Tasks and Information

Prepare Your Preadministration Session

- 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).

- Instruct staff to sort the answer sheets alphabetically before returning them to you. You’ll need to organize the answer sheets for test day by placing them in the correct testing room packets.

**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 35.

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

**Check the Pre-ID Labels**

You’ll receive 1 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 correct?
  - Is the student ID number correct, if it appears?
  - If your labels show incorrect data for the fields listed above:
    - Contact PSAT 8/9 Support immediately.
    - Shred or securely destroy incorrect labels, including labels for students no longer enrolled at your school.

**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, 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 who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.

  - Make sure proctors conducting the sessions know how to handle incorrect information that students may find on labels.

  - Set aside enough blank answer sheets for students who don’t have correct labels. If possible, plan to hold a separate preadministration session for these students.

  - 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 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 52 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 Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 20.
KEY INFORMATION FOR SCHOOLS WITH PRE-ID LABELS

Pre-ID Label Instructions
The Pre-ID Label Instructions memo, enclosed with your pre-ID label shipments (see sample that follows), lists all of the answer sheet fields 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 don’t, contact PSAT 8/9 Support 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:

```
CollegeBoard
PSAT 8/9
School Code: 01925
School Name: JOHN L. HORTON SCHOOL

Pre-ID Label Instructions for PSAT 8/9
Dear Coordinator,
Thanks for receiving the PSAT™ 8/9 Pre-ID labels, which reflect student data provided via bulk registration. Staff should apply labels to the PSAT 8/9 answer sheet only 1 day prior to the test day so students can see these fields on the answer sheet. The number beside each item in the following list corresponds to the answer sheet field number:
- Name (1)
- School Code (2)
- School (3)
- Student ID Number (4)
- Grades (5)
- Date of birth (6)
- Street Address (7)
- City (8)
- State (9)
- Zip or Postal Code (10)
- Country Code (11)
- Email Address (12)
- Add and Grade Group (13)
- Race/Ethnic Group (14)

Your testing staff can find the instructions for pre-administration with pre-ID labels in the PSAT 8/9 Coordinator Manual. Please check off instructions for the fields included on the labels to indicate those fields can be skipped. Your staff will fill in other instructions for the fields that must be completed during the pre-administration session. Please note: (1) The enclosed labels may already be sorted according to your district’s answer instructions. Note the Sort field on each label. (2) Please review labels for accuracy. Student information must be correct; except for the address which the student can correct by filling in fields 5, 7, and 10 on the answer sheet. Don’t use labels with any other incorrect information (e.g., name, school information, date of birth).

We appreciate your participation.
College Board
250 Vesey Street, New York, NY 10281
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DATE: 11/09/21 BRG 123456

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The data provided on the labels include:
- Test
- First name, last name, and middle initial (if provided)
- School (AI) code
- Gender
- Date of birth
- Grade

Depending on the information 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 52. 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.
- Staff will give each student their answer sheet and a copy of the Student Answer Sheet Instructions. A large-print version of the Student Answer Sheet Instructions is provided for students with school-approved accommodations that necessitate large print.
  - Some students may be using large-print 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.
During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS
- After the session is complete, collect all answer sheets and Student Answer Sheet Instructions from staff. Answer sheets must be securely stored until test day. Keep the Student Answer Sheet Instructions to add to the testing room packets for test day distribution.

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

- If you know ahead of time that some students will have pre-ID labels and others won't, 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.)

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 know ahead of time that some students will have pre-ID labels and others won’t, 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.)

Scheduled Breaks
College Board policy requires every student to be given 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 for their snacks and/or drinks. They may not go to their lockers or use any prohibited electronic devices.

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.)

If local health and safety guidelines limit the number of students that may access the restroom or hallways at one time, you may double the time of scheduled breaks (including accommodated breaks).

Unscheduled Breaks
When students take an unscheduled break (e.g., to use the restroom), the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 61 for permitting unscheduled breaks.

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 follow procedures under Administer the Test on page 60, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.
Equip Testing Rooms

**TASKS**

**Count and Distribute Test Materials**

The morning of test day:

- Count test books before placing them in the packets for proctors. (In packets for proctors administering the test with a human reader or pre-recorded audio, braille, or ATC format, be sure to insert a test book with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” for each student.) You’ll need to count them again when collecting materials from proctors and preparing them for return.

- Distribute testing room packets to proctors. Proctors must count the materials when they receive them from you.

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

- A pencil sharpener.
- A supply of No. 2 pencils.
- Extra calculators, if your school is providing them.
- Supplies for collecting or storing personal items (e.g., clear plastic bags and sticky notes).

**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).

- Only full bundles of test books should be sent to off-site locations. Shrink wrapping should be broken at the off-site location on test day.
- Count test books for the off-site location. Include any subtitled test books that are needed for testing with a human reader or pre-recorded audio, ATC, or braille format.
- Add the test books to the package of tests for the off-site location.

**KEY INFORMATION**

**Information to Post in Testing Rooms**

Your testing room packets should contain the information under Create a Testing Room Cover Sheet on page 32 and Assemble Testing Room Packets on page 32. Proctors will use the list you provide to post the following information:

- Test date.
- Your school’s address.
- 3-digit testing room code or room identifier.
- 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 118).
- 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 pre-recorded audio format should post common keyboard commands for the equipment students are using. These are listed in Post Information for Students Using Pre-recorded Audio Format on page 63.

Admit Students to the Testing Area

**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 121.)
- Annotate your Master Student List as students check in.
  - 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 know which students require a makeup administration. (Schools participating in the Study won’t administer makeup testing.)
- 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 test takers arrive on test day, see Admitting Extra Students on page 39 for more information. If able to test them, 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.

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 administering the makeup test if applicable.
- If a student who isn’t on the roster provides a note from the test coordinator, the proctor should write the student's information on the room roster. If a student who isn’t on the roster can’t provide a note, the proctor should send them to the test coordinator.
- 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 121.)

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’ve planned for a late-arrivals room, instruct the proctor to add the student’s name to the late-arrivals room roster. If your school is testing students in timed groups and you have space in a later group, instruct the proctor to add the student’s name to the appropriate room roster.
- Students who arrive after testing has begun in the late-arrivals room can’t test. They should be marked as absentees on your Master Student List for follow-up actions (e.g., add them to the list of students requiring a makeup if your school will administer 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 upon 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 (not applicable to Study participants). 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 or if participating in the Study, contact PSAT 8/9 Support.

Manage Requests to Waive Accommodations on Test Day

If a student presents a letter during check-in requesting to waive approved accommodations (signed by a parent/guardian), 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
Photo ID is not required for students from your school who are familiar to the testing staff. However, staff members should check the identification of any unfamiliar students. See Photo ID Requirements on page 121.

Admitting Latecomers
You can admit latecomers at your discretion if you can assign them to a room where the proctor hasn’t 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 latecomers are escorted to the appropriate testing room.

If you’re admitting them 1 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 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.
- Admittance to the late-arrivals room shouldn’t be allowed after other testing rooms have begun their first break. The proctor must close the door to the late-arrivals room before the start of the first scheduled break in testing that is already in progress.
- Ensure that testing in any late-arrivals room begins early enough to end before the school breaks for lunch so testing is not disrupted.

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

Your Role During Testing

TASKS

Verify Authorized Test Observers and Visitors
Staff from College Board or ETS or administrators from your district or state may visit your school the day of the test or the week preceding it. Verify visitors have government issued identification and a letter of authorization from College Board, ETS, or the Board of Education.

Staff, including assistants for students with school-approved accommodations, and authorized visitors are the only individuals allowed in the testing rooms besides test takers. 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 PSAT 8/9 Support and consult the Irregularity Chart on page 126 for more instructions on what to do if you encounter:
- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.).
- Unauthorized visitors.
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing.
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location.

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 Terms and Conditions provided in the PSAT 8/9 Student Guide and also at cb.org/psat89-terms. 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. Please indicate on the IR all actions taken (see the Irregularity Chart on page 126).

If you or a staff member suspects 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 on page 126.

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. 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 126 when filling out the IR. Record the following types of incidents:

- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints
- Staff misadministrations

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - In field 2, fill in the date the irregularity occurred.
  - 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 fields 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 for each affected student. If your school is using testing room codes, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure scores are not held for your entire school and 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 1 student, such as illness), fill in fields 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.

- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR, but return them with the other used answer sheets. You’ll also countersign and complete any IRs provided by testing staff.

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

KEY INFORMATION

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 until pickup.**

### Collect Testing Materials

Collect all the materials you provided to proctors in the testing room materials packets. If you created Testing Room Cover Sheets, check to make sure you received everything you distributed in the packets.

The off-site test coordinator must follow these same procedures with materials distributed to off-site testing locations.

**TASKS**

#### Collect Materials from Proctors

Verify that the materials returned by each proctor match the materials you initially gave 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 test books with answers, flash drives, etc.).
- Answer sheets, both used and unused.
- *Student Answer Sheet Instructions* booklets.
- Pre-ID Label Instructions, if applicable.
- Any printed translated testing instructions and copies of verbal instructions.
- Any word-to-word dictionaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)
- ATC standalone script (if applicable).

Also perform these tasks:

- Ensure the proctor or support staff have transcribed answers to a scannable answer sheet for answers recorded in the test book, use of a braille device, or use of a computer to record answers.
- Count test materials to ensure you received all the materials you gave to proctors. **Count answer sheets by hand.**
  - As you count, do a spot check to confirm required information is provided on the front (Last and First Names, School Code, School, Date of Birth, Gender, and in most cases Student ID Number and Grade Level) and back (Form Code and Test ID) of the answer sheets.

**For April testing or for the Study,** Test Book Serial Number must also be filled in on the back of the answer sheet.

- If test fees for different grades are being paid by different sources (e.g., state, district), check the front of the answer sheet to be sure Grade Level is appropriately filled in.

**IMPORTANT:** You may correct errors in a student’s Grade Level, School Code, or Form Code fields, but you must not change any other information on the answer sheet.

**IMPORTANT:** If an answer sheet has answers but no name, work with the proctor to identify the student and have the student complete fields 1–8 before materials are returned. (If you’re unable to identify the student, indicate the issue on the IR, using the Other field.)

- 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 your school code is gridded correctly. If needed, complete additional IR(s).
- Release staff members when materials and forms from their room have been accounted for.

#### Prepare for Makeup Testing

**IMPORTANT:** *Schools participating in the Study won’t administer 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 2 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 1 or more answers gridded in for the test.

Answer sheets are also considered used if they have demographic information or labels but no test responses (i.e., absentees). These should be stored securely until all PSAT 8/9 testing is complete. Return these with the used answer sheet return shipment, being sure to count them in the total number of used answer sheets on the CRF.
Sort Materials

TASKS

Sort Answer Sheets, Test Books, and Forms

Once you’ve collected all 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 47 for details.

Answer Sheets

Separate the answer sheets into the following groups (see What Is a Used Answer Sheet? earlier in this section if you need clarification).

If participating in the Study, securely destroy: Blank, unused answer sheets.

Place in storage:

1. Completely blank, unused answer sheets (if your school is offering makeup testing). If your school is holding a makeup administration, place these answer sheets in secure storage. Securely destroy any unused answer sheets once makeup testing is complete. (Schools participating in the Study aren’t eligible for makeup testing.)

2. Answer sheets that have student information (i.e., a pre-ID label and/or student’s gridded information) but no answers marked for the test questions. If your school is holding a makeup administration, place these answer sheets in secure storage. If all testing (primary and makeup) is complete at your school, include these answer sheets in the answer sheet count and return shipment.

3. Used answer sheets for accommodated testing with students who need to complete Day 2 of testing. Place these answer sheets in secure storage for the next day of testing. Be sure to keep each answer sheet with any associated test materials (e.g., test book or alternate test format).

Prepare for the answer sheet return shipment:

1. Used answer sheets for standard testing with no accommodations. If your school won’t administer makeup testing, this group includes answer sheets with student information (i.e., a pre-ID label and/or student’s gridded information) but no answers marked for the test questions.

Separate this category into:

   a. Materials for students from your school
   b. Materials for students who don’t regularly attend your school

2. Used answer sheets for accommodated testing from students who completed testing. Include in this group the answer sheets for EL students who tested with time and one-half. Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.

   - The answer sheet of any student who tested with accommodations must be returned in the white Accommodated Testing Envelope for accurate processing, even if they tested with the EL time and one-half support or tested in the standard room (for example, with a 14-point test book).

If you have any students who need to complete testing (either 2-day accommodated test takers or students taking a makeup if applicable), you will need to stop and securely store all testing materials until all the testing is complete. All materials must be returned together after testing is completed.

Test Books

- Separate standard test books from alternate test formats.
- Keep separate any materials, including any subtitled test books, for accommodated students who haven’t completed testing. Ensure these materials stay with their associated answer sheets, and place in secure storage.
- Set aside test books for students approved to record answers in test books, and make sure these test books are clipped to the corresponding transcribed answer sheets. Ensure the test book says “Answers in Test Book” on the cover. These must be returned with used answer sheets in the white Accommodated Testing Envelope.
- Keep separate all unused test books for makeup testing if you plan to hold a makeup test. Schools participating in the Study aren’t eligible for makeup testing.
- Set aside all remaining test books for secure storage if your school is testing in the September–March testing period or return if your school is testing in April or participating in the Study.

Forms and Other Materials

Sort any materials that will be included inside return envelopes in the return shipment. These include NARs and IRs.

For all other materials, refer to What to Do with Materials on page 47 for what you should keep or destroy.
Store Test Books

**IMPORTANT:** Schools testing in April or participating in the Study 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 the September–March testing period and not participating in the Study, immediately after the test administration:

- Organize used test books to facilitate return to students when they receive their scores.
- 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 Documentation

**TASKS**

**Complete the CRF**

Fill out a Coordinator Report Form (CRF) for the testing materials you’re returning. See How to Fill Out the Coordinator Report Form (CRF) on page 124 for step-by-step instructions.

- Please complete the report entirely, including signature, with a No. 2 pencil. Do not use ink. You’ll need the following counts:
  - Used standard answer sheets for students from your school.
  - Used standard answer sheets for students not from your school (if applicable).
  - Total used answer sheets for accommodated students (including those from your school and those from other schools or homeschooled, if applicable).

**IMPORTANT:** You must return 1, and only 1, answer sheet for each student unless the IR notes a reason for more than 1 (e.g., misplaced answers). In this case, indicate 2 answer sheets for the 1 student when you do the count for the CRF.

- Double-check that you have entered your count(s) of answer sheets correctly and signed the CRF in pencil. Mistakes can lead to billing errors and delays in score reporting.
- Test coordinators at off-site locations need to follow these same procedures for completing the CRF.

Ensure Completeness of Room Rosters

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, and the accommodations each student received. Store the list in your records for reference if needed.

Make copies of any forms and other materials if necessary. Refer to Store Materials for Your Records on page 47 for guidance.

**KEY INFORMATION**

**Common Errors That May Delay Score Reporting**

Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets. Please make sure 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 returned doesn’t match the number of used answer sheets reported on the CRF.
- The test coordinator doesn’t sign the CRF in pencil. A signature on the CRF certifies that your school administered the test properly.
- Used answer sheets for students with accommodations (including English learners testing with time and one-half) 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 44.
- The school hasn’t responded to a query from ETS or College Board regarding a testing irregularity.
- Materials are not returned in a timely fashion.
- Fields such as School Code and Form Code are incorrectly bubbled on the answer sheet.
Pack Materials for Return

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 your answer sheets will be correctly returned and processed.

In your test materials shipment, you received a UPS Express Pak or 1 or more shipment boxes you must use to return your answer sheets and associated forms and envelopes. The 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. If you’re returning more than 1 box of materials, Box 1 should include all of the forms and envelopes, along with any answer sheets that fit.

**IMPORTANT:** See Returning Used Answer Sheets and Forms in this section for a visual guide to packing materials and envelopes.

- Place the used standard answer sheets on the bottom.
- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, containing the following items (don’t return the envelope if you have none of these items):
  - Test books for students approved by the school to write answers in their books, clipped (not stapled) to corresponding transcribed answer sheets.
  - Braille pages or scratch paper (approved use only), all clipped to the corresponding answer sheets.
  - Used answer sheets (regular and large print) for students testing with accommodations or time and one-half as an EL support. (Do not include answer sheets for students using translated test directions or word-to-word dictionaries.)
- Next, place the Gray-Bordered Envelope (if needed) containing the following items (don’t return the envelope if you have none of these items):
  - 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 of package 1 and close the box or UPS Express Pak.

Once all answer sheets and forms are packed as described in this section, seal the UPS Express Pak or box(es) and fill in the information requested on the label(s). Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and total number of answer sheet return packages included in the shipment (e.g., Box 1 of 1).
Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

4. Coordinator Report Form (CRF)

3. Gray-Bordered Envelope

2. White Accommodated Testing Envelope

1. Answer sheets (for students who tested without accommodations)

Prelabeled Shipping Box (or UPS Express Pak)

Copy the tracking number for your records and to schedule your UPS pickup.

Don’t forget to:

- Put forms, envelopes, and the CRF in the first box (if returning multiple boxes of answer sheets).
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- Make sure package labels are legible and complete.

Refer to the instructions earlier in this section for how to pack the Gray-Bordered and white Accommodated Testing Envelopes.
Return Materials

**IMPORTANT**: Schools testing in April or participating in the Study 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.

Failure to return answer sheets promptly may delay score reports for your students.

**TASKS**

**Schedule Pickups and Ship Materials**

Return applicable materials, including answer sheets, **immediately** after all testing ends.

- Materials must be returned no later than the next school day after testing is complete, or scores may be delayed.
- If you have students with school-approved accommodations that require testing over 2 days or students taking a makeup test, store completed answer sheets securely and return all answer sheets together after all PSAT 8/9 testing at your school is complete (no later than the following school day). Schools participating in the Study aren’t eligible for makeup testing.
- 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. Check the packaging label to confirm that you’re sending the PSAT 8/9 materials to the correct address.
- Keep materials secure until pickup.
  - If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.
  - If UPS doesn’t make a daily stop at your school, schedule a pickup at [ups.com](http://ups.com), or call 800-PICK-UPS (800-742-5877).
    - Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.
    - You can also take packages to any UPS counter, but **don’t** place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment.
- Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual and check the shipment status the following day.
- 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.

**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](http://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 PSAT 8/9 Support.

**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 or participating in the Study), **return test books only to**:

**PSAT 8/9**

Inbound Processing Center
200 Ludlow Drive
Ewing, NJ 08638
Store Materials for Your Records

Securely store copies of the following for your records for 6 months:

- Annotated Master Student List (if applicable)
- Room rosters
- Tracking numbers
- IRs
- CRF(s)
- Completed seating charts
- List of testing rooms, assigned testing room codes, and assigned staff
- Invoice

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 containing student responses to test questions</td>
<td>Yes—in package provided for answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Used answer sheets containing student responses to test questions (regular and large print) for students testing with accommodations</td>
<td>Yes—in white Accommodated Testing Envelope in answer sheet return shipment (once all testing is completed)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Answer sheets with demographic information and/or label but no test question responses (absentee)</td>
<td>Yes—store until all testing is complete and then return with used answer sheets</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Completely blank unused answer sheets (no pre-ID label or gridded demographic information)</td>
<td>No</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
<tr>
<td>Leftover pre-ID labels</td>
<td>No</td>
<td>No</td>
<td>Yes—shred any unused labels</td>
</tr>
<tr>
<td><strong>Student Answer Sheet Instructions</strong></td>
<td>No</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
<tr>
<td>All test books, used and unused, for April testing or for schools participating in the Study</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Test books for September–March testing (unless participating in the Study)</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 to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Defective test books</td>
<td>Yes—clipped to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
### Test Materials Return

<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>Braille pages used in accommodated testing</td>
<td>Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student scratch paper used in accommodated testing</td>
<td>Yes—with student's name written on each page, 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</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>
<tr>
<td>Seating charts</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Master Student List</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Room rosters</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>List of testing rooms, with testing room codes (if used) and the staff assigned to them</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Tracking number(s) of return shipment(s)</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Translated directions for EL students</td>
<td>No</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
<tr>
<td>Word-to-word dictionaries for EL students</td>
<td>No</td>
<td>No</td>
<td>No—keep for future use</td>
</tr>
<tr>
<td>Pre-ID Label Instructions</td>
<td>No</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
<tr>
<td>ATC standalone scripts</td>
<td>No</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
<tr>
<td>PSAT 8/9 Coordinator Manual</td>
<td>No</td>
<td>No</td>
<td>Yes—after students receive their scores</td>
</tr>
<tr>
<td>Leftover return materials (envelopes, cartons, labels)</td>
<td>No—store securely if needed for makeup testing if applicable</td>
<td>No</td>
<td>Yes—after all testing is complete</td>
</tr>
</tbody>
</table>
Submit Payment

TASKS

Review Your Processed Answer Sheet Roster
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

Guidelines for Fee Payment
- 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 field 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 Level, School Code, or Form Code fields, but you may not alter any other information on the answer sheets.
  - When you need to alter Grade Level, School Code, or Form 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 Board
A/C# 003936829491
ABA# 026009593

Receive Scores

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 question-by-question summaries that provide data about students’ answers compared with the rest of the nation.

For April testing and the Study, 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 ranks and helpful interpretative information about their scores. The information helps students and teachers identify the knowledge and skills students need to focus on to increase achievement.

If you test in the September–March testing period (and are not participating in the Study), securely store all test books, used or unused, after the test. Test books must remain in secure storage until after students receive their scores. Schools found in violation of this policy risk losing the ability to administer the PSAT 8/9 in the future.

When your students receive their scores, remove test books from storage and distribute each test book to the student who used it. 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 or participating in the Study will need to return all used and unused test books and accommodated test formats immediately after the test.

Appropriate Uses of Scores and Reports
Go to research.collegeboard.org and select On the Uses of College Board Test Scores and Related Data for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.
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:**
  - Know whether your school is part of the Test Administration Study (your test coordinator will inform you if your school is participating).

- **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.
  - Prepare your testing room.
  - Administer the test according to the manual’s directions.
  - Complete the seating chart.
  - Return test materials to the test coordinator after students are dismissed.

Before Test Day

Prepare Yourself

**TASKS**

- Take time to study the scripts and timing before test day. Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual.

- Prepare to conduct a preadministration session at your test coordinator’s direction. The preadministration scripts appear in both Conduct the Preadministration Session on page 52 and Test Day Scripts on page 66 (in case you have students who need to complete these fields on test day).

- If you’re testing accommodated students, before test day:
  - Review Using Accommodated Scripts on page 56 to determine the correct script(s) to use.
  - Test any equipment needed.
  - Be prepared to assist students approved for alternate test formats such as braille.
  - If testing students with pre-recorded audio (MP3 via streaming) or ATC formats, you may be asked to work with the SSD coordinator or other appropriate school staff to set up students’ computers before test day.
Conduct the Preadministration Session

**TASKS**

- Your test coordinator will provide these materials for your session:
  - *Student Answer Sheet Instructions*, a copy for each student
  - Answer sheets
  - Large-print (large-block) answer sheets (if applicable)
  - A list of students with the type of answer sheet needed (standard or large print)
  - Student ID numbers (if your school is using them) for the students participating in the session who do not have a pre-ID label affixed to their answer sheet
  - A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any)

- If you’re using labeled answer sheets, your test coordinator will also provide a copy of the Pre-ID Label Instructions. Use this memo to update the relevant parts of the Script for Pre-ID Labels on page 54. You’ll need to place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. Here’s an example:

  **☑ If Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 19.**

- Ahead of the session, read through the preadministration scripts and be prepared to read either the Script for Unlabeled Answer Sheets on page 53 or the Script for Pre-ID Labels on page 54, as appropriate. If you have labeled answer sheets, refer to your Pre-ID Label Instructions and make sure the boldface instructions to skip applicable fields are marked.

- Post the following in a location visible to all students:
  - 6-digit school (AI) code for your school
  - Address of your school
  - Any other address codes or abbreviations provided by your test coordinator (country codes, territory abbreviations, or APO/FPO codes)

- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–19. 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.

- Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- If you are conducting this session before test day, students should skip fields A–E and the Certification Statement.

**IMPORTANT:** Information requested in fields 9–19 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.

**IMPORTANT:** Schools participating in the Study won’t test students from other schools or homeschooled students.

Begin the Preadministration Session

**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’ll need to use a Number 2 pencil with a soft eraser. Raise your hand if you don’t have one.* [pause]

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

**Distributing Answer Sheets and Instructional Booklets**

Distribute answer sheets and the *Student Answer Sheet Instructions* booklets. A large-print version of the *Student Answer Sheet Instructions* will be provided to 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 Student Answer Sheet Instructions booklet with information you’ll need to fill in some of the fields.*

**To students using large-print answer sheets, say:**

*If you’re using a large-print answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. Your page numbers will be different from the ones I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles. Raise your hand if you need assistance at any time.* [pause]
Choosing the Correct Preadministration Script

Continue the preadministration with the appropriate script based on whether or not your students have pre-ID labels on their answer sheets.

A FOR STUDENTS WITH PRE-ID LABELS

If your students have pre-ID labels on their answer sheets, continue with Script for Pre-ID Labels on page 54.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

Script for Unlabeled Answer Sheets

Fill in the school code in the script before beginning.

To all students, say:

Take out the Student Answer Sheet Instructions booklet that I gave you. Follow along in this booklet as I read instructions to you.

Students using braille, pre-recorded audio, or ATC formats may need you to read aloud from the Student Answer Sheet Instructions or may require assistance reading and copying other nontest information.

To all students, say:

I’ll read the directions for fields 1 through 19. If I don’t give directions for a field, leave it blank.

For field 1, say:

Begin by filling in your legal last name, first name, and middle initial (if you have one) in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. 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’re done. [pause]

For field 2, say:

In field 2, if you attend this school, print our 6-digit school code ______ and fill in the corresponding bubbles. If you don’t regularly attend this school, raise your hand, and I’ll come over to assist you. Look up when you’re done. [pause]

If you have students from other schools, provide the AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 2 blank.

For field 3, say:

In field 3, if you attend this school, fill in the bubble for “Yes.” Anyone who doesn’t regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. [pause]

For field 4, say:

In field 4, if you attend this school, print our school’s name, city, and state. If you don’t regularly attend this school, raise your hand, and I’ll come over to assist you. Look up when you’re done. [pause]

If you have students from other schools, provide the school information given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 4 blank.

IMPORTANT: Skip field 5 if your school is not using student ID numbers.

For field 5, say:

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. 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 enter on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank, then notify the test coordinator after students are dismissed.

For field 6, say:

In field 6, fill in your current grade.

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

For field 7, say:

Complete field 7.

For field 8, say:

For your date of birth, fill in the bubble for the month you were born. On large-print answer sheets fill in the digits for the month, starting with a zero if the month has only 1 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 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. [pause]

To all students, say:

Turn to page 2 of your answer sheet. [pause]

To all students filling in their address, say:

Follow the directions in your Student Answer Sheet 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. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 118.

For fields 14–19: The Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–19. Students may need about 1 minute per field to read and complete fields 14–19.

IMPORTANT: Students who do not wish to respond to fields 14–19 may skip them.

For field 14, say:

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

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 these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

To all students, say:

Now, read the information in the Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you're done. [pause]

When students are ready, for field 19, say:

Find field 19 on page 4. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the email address is yours or a parent’s or guardian’s. If you are age 13 or over, College Board will use the email address to send information, such as when your scores are available online. [pause]

Turn to Finish Up on page 56.

Script for Pre-ID Labels

Fill in the school code in the script below before beginning. Refer to the Pre-ID Label Instructions provided by your test coordinator to identify which fields the students in your room can skip.

For fields 14–19: The Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–19. Students may need about 1 minute per field to read and complete fields 14–19.

IMPORTANT: Students who do not wish to respond to fields 14–19 may skip them.

For field 14, say:

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

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 these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

To all students, say:

Now, read the information in the Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you're done. [pause]

When students are ready, for field 19, say:

Find field 19 on page 4. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the email address is yours or a parent’s or guardian’s. If you are age 13 or over, College Board will use the email address to send information, such as when your scores are available online. [pause]

Turn to Finish Up on page 56.

Script for Pre-ID Labels

Fill in the school code in the script below before beginning. Refer to the Pre-ID Label Instructions provided by your test coordinator to identify which fields the students in your room can skip.
Before continuing, resolve any issues with labels:

- If a student's address is incorrect, but all other information is accurate, they may continue to use their pre-ID label. They can update their address by filing it out on the 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 you can't locate the student's correct answer sheet, keep the incorrect answer sheet and give the student a blank answer sheet.
- If a student's labeled answer sheet has the incorrect name, school code, date of birth, gender, or grade on it, collect the incorrect answer sheet and give them a blank answer sheet.
- For students with blank answer sheets:
  - Check with your test coordinator to see if an additional preadministration session can be held for these students.
  - If you need to keep them in your session, have them remain after others have finished and been dismissed, then go to Script for Unlabeled Answer Sheets on page 53 for the items they need to complete.
- Securely destroy any answer sheets with incorrect labels.

**For fields 1–4, say:**

Make no marks in fields 1 through 4. Your name and school information are on the label.

☐ If student ID appears in your school’s Pre-ID Label Instructions, tell students to skip field 5.

**IMPORTANT:** Skip field 5 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 bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. 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 enter on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank, then notify the test coordinator after students are dismissed.

**For fields 6–8, say:**

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

**To all students, say:**

Turn to page 2 of your answer sheet. [pause]

If Address appears in your school’s Pre-ID Label Instructions, say:

Please check your label to make sure the home address is accurate. If you need to correct it, you can do so now.

Tell students who don’t need to give or correct their address to leave fields 9–13 unmarked.

**To all students filling in their address, say:**

Follow the directions in your Student Answer Sheet 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. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 118.

**For fields 14–19:** The Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–19. Students may need about 1 minute per field to read and complete fields 14–19.

**IMPORTANT:** Students who do not wish to respond to fields 14–19 may skip them.

**For field 14, say:**

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you’re done. [pause]

**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 these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

To all students, say:

Now, read the information in the Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you’re done. [pause]

☐ If Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 19.

When students are ready, for field 19, say:

Find field 19 on page 4. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the email address is yours or a parent’s or guardian’s. If you are age 13 or over, College Board will use the email address to send information, such as when your scores are available online. [pause]

Finish Up

To all students, say:

Leave fields A through E blank. We are now finished completing your personal information. Please close your answer sheet and Student Answer Sheet Instructions booklet. I will now collect the answer sheets and booklets. Please sit quietly.

Collect all answer sheets and Student Answer Sheet Instructions booklets from students, making sure each student has a pre-ID label or has completed fields 1–4 and 6–8 (and 5 if your school is using student ID numbers).

Dismiss students, reminding them of the time and place they should report for the test.

Organize the answer sheets as directed by your test coordinator and return the answer sheets and all Student Answer Sheet Instructions booklets to your test coordinator for secure storage until test day.

Get Ready to Test Students with Accommodations

If you’re 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 (pre-recorded audio, ATC, human reader, or braille) and may have a test book with a subtitle indicating that 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 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Timing and Breaks on page 110.

IMPORTANT: It’s very important that you provide only the accommodations a student is approved for. A student who tests with accommodations not approved by the school may not receive scores.

KEY INFORMATION

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. This includes students approved for accommodations such as breaks as needed or use of braille materials.

Script 2: Standard Time with Extra Breaks

Use Script 2 for students who receive standard time on some or all sections of the test and are approved for extra breaks. (Use Script 1 for students testing with standard time and approved for extended breaks or breaks as needed.)

Script 3: Time and One-Half

Use Script 3 for students approved for time and one-half (50% extended time) for reading and for EL students using time and one-half support. These students receive time and one-half on the entire test. If you’re testing students approved for time and one-half for math only, start with Script 1 or 2 and move to Script 3 before Section 3.
Script 4: Double Time
Use Script 4 for students approved for double time (100% extended time) for reading. These students receive double time on the entire test. If you’re testing students approved for double time for math only, start with Script 1 or 2 and move to Script 4 before Section 3.

Script 5: Pre-recorded Audio Format
Use Script 5 for students testing with the pre-recorded audio (MP3) format. These students test over 2 days.

Combined Scripts for Math-Only Extended Time
- Begin with Script 1 for students approved for extended time on math only with no extra breaks. Begin with Script 2 for those who have math-only extended time with extra breaks.
- For students approved for time and one-half for math, switch to Script 3 before Sections 3 and 4.
- For students approved for double time for math, switch to Script 4 before Sections 3 and 4.

Scripts for ATC Format
The assistive technology–compatible (ATC) format requires 2 specific changes to the scripts:

1. Students need to be guided to enter their password every time they reopen the test after a break.
2. All students must receive double time (+100%) on Section 2, the Writing and Language Test, unless they’re approved for more than double time.

To support these specific differences, College Board has created specialized ATC scripts for different timing accommodations. Your test coordinator will provide the ATC format script you need for the students in your room. Take time to review the Introduction section in your standalone script. It will explain how to integrate the script with the instructions in this manual. For more information, see Download Scripts for ATC Users on page 23.
During the Test

Prepare to Test

TASKS

Prepare the Testing Room
Make sure you do the following:

- 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 11. (See also Sample Seating Plans on page 120.)
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock works.
- Post the following information for students on the board (refer to the packet provided by your test coordinator, as discussed in Account for Test Materials later in this section):
  - 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 118)
  - 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
  - Testing room code (3 digits including any leading zeros) if your school is using testing room codes

**IMPORTANT:** If your school doesn’t use testing room codes, list the room name or number for students to write on the back cover of the test book; in this case, they won’t bubble the Testing Room Code field on the answer sheet.

- 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.

**IMPORTANT:** Schools participating in the Study won’t test students from other schools.

Account for Test Materials
Your test coordinator will provide a packet of testing materials containing:

- A room roster showing students assigned to your room.
- School information (school (AI) code and address).
- Testing room code, if using one.
- For accommodated rooms, a list of the accommodations that each student will test with.
- If applicable:
  - A list of student ID numbers for students in the room (if your school is using student ID numbers).
  - List of school names, addresses, and 6-digit school (AI) codes for any students from other schools.
  - 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories (if different from the school’s address).
- Test books and any additional testing materials and alternate test formats that your students require.

If your students are using a human reader or pre-recorded audio, ATC, or braille format, make sure the test books have a subtitle that says “For Pre-Recorded Audio, Human Reader, Braille, ATC” on the cover.

- Answer sheets for your students, which may have been prelabeled and/or pregridded, if your school uses pre-ID labels and/or held a preadministration session.
- A supply of blank answer sheets and Student Answer Sheet Instructions for students who need to complete some or all of the preadministration information on their answer sheets.
- A copy of the Pre-ID Label Instructions if you have students with pre-ID labels who didn’t attend a preadministration session.
- Translated test directions and/or word-to-word dictionaries for EL students, if needed.
- A blank Irregularity Report (IR) form.
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script (for details, see Download Scripts for ATC Users on page 23).
- A supply of No. 2 pencils.
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.

**Missing Test Materials**
If you discover a test book is missing, follow these procedures:
- 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, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it’s 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 IR as explained in Complete the Irregularity Report (IR) on page 62 and Using the Irregularity Chart on page 62.

**IMPORTANT:** If the test book is still missing or is discovered missing after the students have been dismissed, ask the test coordinator to call the Office of Testing Integrity (OTI) immediately. Report the incident on an IR.

**Admit Students to the Testing Room**
Admit students 1 at a time, taking care to assign their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, we recommend 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 121.)
- 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 signed note from the test coordinator.

**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 (depending on school policy).

Option 1 – 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 their devices will be returned after testing.
- Collect labeled items from students as they enter or once they’re seated. Keep them out of students’ reach during the entire test, preferably at your desk.

**Returning devices:**
- Mobile phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- 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 and advise students to check the name on the device to make sure it’s theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student’s name so the student can be contacted.
**IMPORTANT:** If your school has different testing groups starting at different times, mobile phones may be returned to groups of students finishing testing only after the last group of students has begun testing.

**Use of 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. 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. Follow your school’s emergency procedures (e.g., call 911). For other medications or medical devices, contact relevant school staff.

Your school may have students who require a mobile phone for medical reasons (e.g., for use with a glucose monitor). Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn’t permit the student to have a mobile phone; they must also be approved for use of a mobile phone.

In these circumstances, the phone must remain on the proctor’s desk and can only be viewed under direct supervision. The proctor should confirm with the student prior to testing what actions are needed in the event there is a notification.

- If the student is using an iPhone, it must be in guided access mode.
- If the student is using an Android phone, it must be in airplane mode. (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.)
- The camera feature must be disabled for all phones. Bluetooth may only be enabled to connect the phone’s share app to a continuous glucose monitor (CGM).

No other device may be connected to the phone. Under no circumstances may a student keep their phone at their desk.

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

More information is given under Prohibited Devices Policies on page 19.

**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 12.

**Process Late Arrivals**
Admit and seat students who arrive late only if you haven’t started 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.

- 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 complete fields 1–8 on the answer sheet before beginning the test. They may supply other missing identifying information after the test, before being dismissed.

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

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**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:

- Accurately time each test section. Students must be given the entire amount of time and can’t move on to the next section until time is called.
- Record the start and stop times on the lines provided 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.

Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on the IR. See Complete the Irregularity Report (IR) on page 62 for more information.

Maintain Security in the Testing Room

- Remain vigilant at all times during testing, including breaks. Staff must not engage in activities that aren’t related to testing, such as talking, reading, using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students don’t 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.

- Don’t leave test materials unattended under any circumstances.
- Make sure test materials and phones aren’t removed from the room.
- Don’t allow students to access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.

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 between students to prevent copying and communication among students during testing.
- Watch for use of mobile phones or other prohibited items, or for “cheat sheets” written on paper, calculators, skin/clothing, or shoes/footwear.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. Calculator covers should be stored under desks during testing.
- 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 compromise test security.

- If the Irregularity Chart on page 126 indicates to call PSAT 8/9 Support, 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.

Before the test, 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 or go to their lockers until the test is over.

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 printed instructions or word-to-word dictionaries are closed and left on the desks.
- Make sure that students do not use phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Allow students to 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.
- If students ask, give permission for them to go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Follow these guidelines for unscheduled breaks (e.g., requests to use the restroom):

- Inform students 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 printed directions or dictionary the student may be using.
When the student returns, if they’re 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 a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

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 fields 1–5 (page 1) and field 9 (page 3) of the form.
  - In field 2, fill in the date the irregularity occurred.
  - 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 fields 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 for each affected student. If your school is using testing room codes, 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 entire 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 1 student, such as illness), fill in fields 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, and date of birth.

- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR—the proctor should return them to the test coordinator, who will countersign and complete any remaining information on the IR before returning associated answer sheets with the other used answer sheets.

KEY INFORMATION
Information on the following topics appears in Part 1 of this manual:
- Prohibited Devices Policies on page 19
- Calculator Policies and Guidelines on page 21
- Monitoring Equipment Use on page 21
- Verify Authorized Test Observers and Visitors on page 39

Your test coordinator will also have this information.

Using the Irregularity Chart
The Irregularity Chart on page 126 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 1 form for each irregularity, even if it affects more than 1 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’re testing students in a standard room, proceed to Begin Here on Test Day on page 66.

TASKS
Prepare Computers (if Any) on Test Day
See Set Up Computers for ATC Users on page 23 and Set Up Computers for Pre-recorded Audio on page 23 for information on initial setup of computers for ATC and pre-recorded audio formats.

Note that you will need to distribute test books with subtitles to both ATC and pre-recorded audio users in case they need to reference them during testing.
On test day, before testing begins:

- **For ATC format:** 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). Disconnect the computer from any networks and from the internet.
  - Disable camera and recording functionality.
  - Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren’t flagged by software running on the computer.

- **For the pre-recorded audio format:** Ensure each student’s computer is powered on and connected to the internet. The streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

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### Prepare to Assist Students Using ATC Format

The ATC format is composed of Microsoft Word files 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 at the beginning of each section. When timing of each section ends, they will need to close the file. The ATC standalone script will guide you through this process.

### Post Information for Students Using Pre-recorded Audio Format

Whoever downloads the actual test content will need the correct 7-character Form Code from the back of the test books in your room. Make sure your test books say “For Pre-Recorded Audio, Human Reader, Braille, ATC” on the front cover. All test books in your room will have the same Form Code listed on the center of the back cover.

If your students are downloading the test content themselves, post the following on the board: “Form Selection” followed by the 7-character Form Code. Students will use this information to download the correct test form on Day 1 and Day 2 in the streaming application.

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### Post this information for students using pre-recorded 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:**
  - Pause or Play: **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 pre-recorded audio streaming format, some keyboard navigation commands may be different. Follow instructions under Posting Information for Students Using Pre-recorded Audio on Flash Drives on page 123.

### Administer the Pre-recorded Audio Format

To administer the pre-recorded audio format, follow the steps outlined here. First, ensure the streaming application has been installed on each computer. If not, refer to Set Up Computers for Pre-recorded Audio on page 23.

To administer the pre-recorded audio format, you’ll sign in to the streaming application on all computers before students enter the room to begin testing.

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### Step 1 – Launch the Streaming Application

Before testing begins, the proctor or designated staff member will perform the following tasks:

1. Make sure you have posted special instructions for navigating the streaming application as described in Post Information for Students Using Pre-recorded Audio Format.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar 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.
3. Select the **MP3 Delivery** icon on the computer or 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 to apply for credentials. This action must be completed before test day.)
4. Select the yellow Launch Test button under Take a test or essay. You’ll be brought to the Test Administration screen.

Step 2 – Complete the Test Information and Download the Test
Proctors may choose to access students’ test forms if the number of test takers is small; otherwise, if students will be completing this step themselves, skip this step and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts. See Start the Streaming Application on page 94.)

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

1. Under the Assessment Information screen in the School (AI) Code field, enter your 6-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 10 zeros (000000000).
5. Select the button marked Confirm SSD. A check mark will indicate the number is confirmed.
6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the subtitled test book in the Form Selection section. Be sure to enter the Form Code exactly as it appears on the test book. You’ll use this same Form Code on both Day 1 and Day 2. All test books in your room should say “For Pre-Recorded Audio, Human Reader, Braille, ATC” on the front cover and will have the same Form Code in the center of the back cover.
7. Select Day 1 from the Test Day drop-down menu (on Day 2, you will select Day 2), and click Continue.
8. 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. If you’re downloading the test form on students’ behalf, you’ll need to repeat the procedure on Day 2 of the test administration.

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 101.

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 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 approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 2 for students approved for extra breaks and 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 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 human 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’ve 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, double time).

**Administering Large Print**
Test students approved for use of a large-print test book with standard time, unless they’re also approved for extended time.

Seat students using a large-print test, a large-print answer sheet, a calculator with large or raised display, or a magnification device in the back of the room.

**Administering Pre-recorded Audio and ATC**
Students should use earphones when testing with the pre-recorded 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.

Administer the test 1 section at a time, with strict timing, just as you would a paper test. Note that you will need to distribute test books with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC” to these students in case they need to reference them during testing.

If technical difficulties are encountered during the pre-recorded 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 PSAT 8/9 Support.

**Pre-recorded Audio Format**
Students using the pre-recorded audio format must be given double time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over 2 days.

**ATC Format**
Students using the ATC format should be tested with standard time (except for Section 2) unless approved for extended testing time. For Section 2, the Writing and Language Test, allow all ATC users double time to navigate between the questions and the answer choices. A student approved for more than double time should test with their approved time allowance. Monitor students to be sure they’re not accessing any other sites while working on the test.

**Administering Braille Test Formats**
The braille format of the PSAT 8/9 is divided into several books, which you will use 1 at a time. It includes raised line drawings (braille graphs and figures) within the test books. 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 math sections.

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

The proctor should also have 1 multiple-choice test book with a subtitle for each student using this format.

**Administering Raised Line Drawings**
Some students using formats other than braille may be approved by the school for the accommodation of raised line drawings (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 book of raised line drawings.

If a student doesn’t read braille but chooses to use the book of raised line drawings, 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 Human Readers**
Distribute any supplemental materials to the human reader: a script for the dictation of test questions (for human reader use), a multiple-choice test book with subtitle for student use, and additional test materials for student use as approved by the school (for example, braille materials). Students who use human readers in conjunction with other formats will find the 2 texts differ slightly because the script read by a human reader describes the figures in greater detail than in other formats. Students testing with a human reader must test in a one-to-one setting with time and one-half. (Human readers may not be shared, but they may serve as the proctor for their assigned student.)

**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 one-to-one setting. A scribe may serve as the proctor for their assigned student.
Test Day Scripts

Begin Here on Test Day

Before you begin testing, be sure to complete the tasks in Prepare to Test on page 58 and be familiar with the procedures in Administer the Test on page 60.

IMPORTANT: If you’re administering the test with ATC or pre-recorded audio format, you must complete setup of the computers before you begin testing. See Administer Accommodations on page 62.

The scripts in this manual are designed to ensure that every student who takes the PSAT 8/9 has a fair and equal experience. So, when administering the test, please read the script out loud exactly as written. Take time to review the script or scripts that apply to your students so that you can administer the test accurately, confidently, and calmly. Your attitude can help students be confident and calm, too.

- Before admitting students, supply the appropriate information where a blank line “__________” appears in the text.
- Only read aloud the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly. Pause where you see [pause] in the script to allow students time to follow instructions.
- Do not read information in [bracketed italics] out loud.
- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions. Answer student questions about procedure only, not about test content.
- When you see multiple choices with lettered options (e.g., A and B), read the prompts silently before choosing which script(s) to read to students.

For any students who didn’t attend a preadministration session, the preadministration scripts are also included in the scripts that follow:

- Directions for fields 1–8 are given before the test. See Distributing Student Answer Sheets on page 68.
- Directions for the other fields are given after the test. See Dismissal on page 106.

Before starting the script, check your room roster for students who need additional printed aids (e.g., test directions and/or word-to-word dictionaries) and distribute them to those students.

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, use them to follow along as I give instructions. [pause]

Before we begin the test, I’m going to read some instructions. Please listen carefully, and raise your hand if you have any questions. Remember, my role is to make sure you have the best opportunity to demonstrate your skills and knowledge.

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:

College Board PSAT 8/9 Terms and Conditions include rules and policies to make sure all students have a fair and equal test experience. If anyone disturbs others or tries to gain an unfair advantage, I’ll ask them to leave the room and their scores will be canceled. They may also be prevented from taking other College Board tests in the future.

List examples of misconduct by saying:

Here are some examples of unfair advantages:

- Giving or receiving help of any kind on the test
- Looking through the test book before time starts
- Looking at any section or test other than the one we’re currently on
- Marking or changing answers after time is called
- Attempting to remove test materials from the testing room
- Using a phone or any unauthorized testing aid during testing or during breaks
- Using an answer key or sharing answers with anyone
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

These policies help make sure your testing experience today is fair, and that you can focus on your own test without distractions.

Most schools will collect students’ phones, electronic devices, and/or backpacks. The only exception is for computers or other devices approved for testing as an accommodation.

Collection of personal belongings:
Read script A if your school collected students’ belongings. 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 after the test. [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. If you need a bag to store your phone in, raise your hand and I will give one to you. [pause]

If a student is approved to use a device as an accommodation, tell them to keep it at their seat.

Allow time for students to turn in or put away any of these devices.

To all students, say:

Any electronic device that isn’t turned off or put away may be collected and its contents inspected as part of an investigation. If you are seen with a device or your device makes a noise or creates a disturbance while in your possession, I will have to dismiss you from testing.

From this point on, I will dismiss any student that I see with a phone, smartwatch, or other electronic device.

Then say:

Thank you for paying attention to these instructions so far. Now we’re going to prepare to start the test.

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, and backup calculator if you have one. If you’re using printed test directions or a word-to-word dictionary, keep these items on your desk as well.
- If you brought extra batteries, drinks, or snacks, put them on the floor under your desk.
- If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

To all students, say:

Please sit quietly while I take a moment to look around and make sure you’re all using acceptable calculators. [pause]

Walk around the room to make sure no one has unacceptable calculators or other prohibited items on their desk.

Examples of prohibited items include the following (unless the school has approved the use of an item as an accommodation):

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players or recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper (except for EL supports)
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord
- Weapons or firearms
Then say:

Please remember you may not share or exchange calculators at any time. Put your calculators under your desks now. You will not need them until a later section.

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

Distributing Student Answer Sheets

Distribute the answer sheets. Make sure each student receives their own answer sheet with identifying information completed. Give a blank answer sheet to any student who needs one.

After distributing answer sheets, say:

These are the answer sheets that you’ll use to mark your answers on the test. If you’re using a large-print answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. Your page numbers will be different from the ones I announce, but the field numbers will be the same as the field numbers I give for everyone. You’ll mark the squares with an X instead of filling in bubbles. Raise your hand if you need assistance at any time.

Preadministration session:

If all students in your room populated an answer sheet during a preadministration session, read script A and complete the actions after it. If any students in your room didn’t complete a preadministration session, read script B.

READ ONLY ONE OPTION

A To all students, say:

Everyone here should have an answer sheet with a label and/or printed and bubbled information on it. Please check that you have the correct answer sheet by making sure it shows your correct legal name and date of birth. Raise your hand if you have the wrong answer sheet or if you find any errors on the label.

If every student in the room has a correct answer sheet with information populated during a preadministration session, proceed to Distributing Test Books on page 70. If any student has errors on the answer sheet, proceed to Resolve Issues and Complete Required Fields.

B To students who may not have participated in a preadministration, say:

Some of you may already have a label and/or printed and bubbled information on the answer sheet I just gave you. If that’s the case, please make sure the information on your answer sheet is correct. If it’s correct, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. If any information on your answer sheet is incorrect, raise your hand.

Resolve Issues and Complete Required Fields

If there are students in the room who raised their hands because of incorrect information on the answer sheet, try to resolve the discrepancy.

- A student who has a labeled answer sheet that lists the wrong address but has all other information correct on it can still use the answer sheet. They can provide their correct address on the answer sheet after testing is over. Only the address field can be overwritten in this way.
- Collect the incorrect answer sheet and give the student a blank answer sheet if:
  - The student has the wrong answer sheet and you’re unable to resolve the discrepancy (i.e., by matching answer sheets with the correct students).
To students who need to complete information on their answer sheets, for field 1, say:

If you need to complete fields on the answer sheet, begin with field 1. Fill in your legal last name, first name, and middle initial if you have one, as they appear on your label (if you have one). Include spaces, hyphens, or apostrophes if these are part of your name. 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’re done. \[pause\]

For field 2, say:

In field 2, if you attend this school, print our 6-digit school code _______ and fill in the corresponding bubbles. If you don’t regularly attend this school, raise your hand, and I will come over to assist you. Look up when you’re done. \[pause\]

If you have students from other schools, provide the AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 2 blank.

For field 3, say:

In field 3, if you attend this school, fill in the bubble for “Yes.” Anyone who doesn’t regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. \[pause\]

For field 4, say:

In field 4, if you attend this school, print our school’s name, city, and state. If you don’t regularly attend this school, raise your hand, and I’ll come over to assist you. Look up when you’re done. \[pause\]

If you have students from other schools, provide the school information given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 4 blank.

IMPORTANT: Skip field 5 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 bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. 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 enter on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank, then notify the test coordinator after students are dismissed.

For field 6, say:

In field 6, fill in your current grade.

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

For field 7, say:

Complete field 7.

For field 8, say:

For your date of birth, fill in the bubble for the month you were born. On large-print answer sheets fill in the digits for the month, starting with a zero if the month has only 1 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 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you’re done. \[pause\]

Before distributing test books, say:

If you have other fields to complete in the nontest part of your answer sheet, you’ll have a chance to complete them after the test is over.
**Distributing Test Books**

If available, keep 1 blank answer sheet and 1 test book for use in giving instructions. Students testing with flash drives should already have their flash drive inserted in the computer on their desk. Students taking the test with a human reader or pre-recorded audio, braille, or ATC format get test books with the subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC.” For students using braille, the subtitled books can be kept at the proctor’s desk for reference.

When everyone is ready, say:

I will now distribute your test books. Do not open them until I tell you to.

Give each student the appropriate test materials (in serial-number order if applicable). If you’re testing in April or as part of the Study, your test books will have serial numbers on their front covers (in the upper right corner).

If your test books have serial numbers on their front covers, 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. You can complete this task 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. [pause]

Are there any questions about what you just read? [pause]

When everyone is ready, say:

On the back of the test book, clearly print your name, this school’s code ______ and name ____________________, and this room’s testing room code or name __________________, which I’ve posted for you. [pause]

Students using flash drives should add this information to their flash drive packaging as well.

Check that students have filled in these fields, including testing room code (or other identifier; e.g., room name), on their test books and any flash drive packaging. (Note that students should not write on braille books.)
sanction. These conditions are spelled out in the PSAT 8/9 Student Guide.

Read the statement and the information on your answer sheet, then sign your full name as you would on an official document. Under your signature, print your name and enter today’s date.

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.

Complet ing Test Book Information

Before Filling in Test Book Information

A FOR PRE-RECORDED AUDIO USERS

If students are using the streaming application, turn to Script 5: Pre-recorded Audio Format on page 94 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.

If your school has been approved to use flash drives, continue with the scripts that follow.

B FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

Continue Filling in Test Information

IMPORTANT: For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can’t be scored.

For field A, Form Code, say:

Find field A on the back of your answer sheet. If you’re using a large-print answer sheet, field A is on page 7. Find the Form Code on the back of the test format you’re testing with—that is, your test book, reader’s script (provided to your human reader), braille book, or flash drive package. Copy the Form Code exactly as it appears on your test into field B on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

Students using braille, pre-recorded audio, or ATC formats may require assistance copying information.

Field C should only be filled in if your test books have serial numbers in the upper right of the front cover. April and Study testers will have serial numbers. If your books don’t have serial numbers, skip the next script.

If your test books have serial numbers, for field C, say:

Look at the front cover of your test book or other test format. Find the number in the upper right corner labeled “Test Book Serial Number.” Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Students using a human reader, braille test, or flash drive shouldn’t copy any codes from the reference test book on their answer sheets. They should use the codes on the test format they’re testing with.

Check that students are filling in the correct codes.

If your test books don’t have serial numbers, skip the next script.

If your test books have serial numbers, say:

Please also check that the Test Book Serial Number field is filled in correctly.

IMPORTANT: If your school doesn’t use testing room codes, instruct students to leave field D blank.

If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

IMPORTANT: If your school has been approved to administer the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 95.
When everyone is ready, say:

You'll begin the test in just a few minutes, after I read a few final instructions.

During testing, 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, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 8/9, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]

Specific Format Instructions

- If you have students using a scribe, a human reader, or braille format, find and read the appropriate instructions in this section.
- For all other students, continue at Proceed to the Appropriate Script.

To a human 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 elaborate beyond what is in the script, even if the student asks for it. If a student using Raised Line Drawings 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 1 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.

Proceed to the Appropriate Script

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

- If testing ATC users, switch now to the specialized standalone ATC script that gives the right timing for your room and begin reading at Script for ATC Format.
- If testing students using the pre-recorded audio format, you should already be reading from Script 5: Pre-recorded Audio Format on page 94.
SCRIPTS TO USE FOR TESTING

<table>
<thead>
<tr>
<th>To start testing with:</th>
<th>Turn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard timing and breaks</td>
<td>Script 1: Standard Time</td>
</tr>
<tr>
<td>Standard timing and extra breaks</td>
<td>Script 2: Standard Time with Extra Breaks on page 77</td>
</tr>
<tr>
<td>Time and one-half (50% extended timing)</td>
<td>Script 3: Time and One-Half on page 83</td>
</tr>
<tr>
<td>Double time (100% extended timing)</td>
<td>Script 4: Double Time on page 88</td>
</tr>
</tbody>
</table>

The Overview of Timing and Breaks on page 110 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 this script to administer the following accommodations to students who aren't approved for extended time or extra breaks, including:

- Extended time on math only (you'll see instructions for when to switch to Script 3 or Script 4).
- Braille or large-print test formats.
- Breaks as needed or extended breaks.
- Permission to test blood sugar or small-group setting.

SECTION 1: Reading Test

STANDARD TIME

55 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 55 minutes to work on Section 1. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.
To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

55 MINUTES STANDARD TIME

START TIME ___________ STOP TIME ___________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - For April testers and testers participating in the Study, the seating chart must include each test book’s serial number (printed on the front cover). If time permits, also record the student’s name.

After 25 minutes, say:

You have 30 minutes remaining in Section 1.

After 50 minutes, say:

You have 5 minutes remaining in Section 1.

After exactly 55 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We’ll stop now for a 5-minute break. Please listen carefully to these rules:

- Don’t discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don’t talk in the hallway.

We’ll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 2:
Writing and Language Test

STANDARD TIME

30 Minutes

When everyone is ready, say:

We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 30 minutes to work on Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.
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. [pause]

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME
- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 85.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 90.

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 is approved to use a 4-function calculator on this section as an accommodation, confirm it isn’t a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:
We’ll continue testing with Section 3, the Math Test without Calculator. Once we begin, you’ll have 20 minutes to work on Section 3. We’ll have a short break after the section is over. I will post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

To all students, say:
Find Section 3 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You’ll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:
Although this is a math section, you’re not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:
Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

20 MINUTES STANDARD 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 and no calculators are on desks (unless a student has an accommodation to use a calculator).

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. [pause]

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:
We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We’ll start testing again in exactly 5 minutes.

Break Between Sections
5-MINUTE BREAK
• Post the break time of 5 minutes and the time testing will resume.
• Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:
Please take your seat. Don’t open any section of the test until I tell you to.

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:
We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 40 minutes to work on Section 4. I will post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

To all students, say:
You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:
• Keep your calculator flat on your desk or hold it so that other students can’t view your work.
• Do not share or exchange your calculator.
• If you have 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’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don’t start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:
If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:
Time starts now.
SCRIPT 2: Standard Time with Extra Breaks

Use this script for:

- Students approved for extra breaks with standard timing on all sections of the test.
- Students approved for extra breaks and extended time for math only. You’ll see instructions for where to switch to Script 3 or 4.

Students with extended breaks who test with standard time should be tested with Script 1.

SECTION 1: Reading Test

55 MINUTES STANDARD TIME WITH EXTRA BREAKS

28 Minutes 5-Minute Break 27 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 55 minutes to work on Section 1. We’ll stop for a short break after 28 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so try to answer every question, even if you’re not sure of the correct answer.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so try to answer every question, even if you’re not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.
To begin the test, say:

Time starts now.

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - For April testers and testers participating in the Study, the seating chart must include each test book’s serial number (printed on the front cover). If time permits, also record the student’s name.

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:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break. We’ll start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to.

When everyone is ready, say:

We’re now going to continue with Section 1. You have an additional 27 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

After 15 minutes (from the break), say:

You have 12 minutes remaining in Section 1.

After 22 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.
For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2: Writing and Language Test

STANDARD TIME WITH EXTRA BREAKS

30 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 30 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

30 MINUTES STANDARD TIME — EXTRA BREAKS

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 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. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 85.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 90.

FOR ALL OTHER STUDENTS

Continue with the script that follows.
Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3: Math Test – No Calculator

STANDARD TIME WITH EXTRA BREAKS

20 Minutes

IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn’t a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 20 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

20 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ___________ STOP TIME ___________

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

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. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.
For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.
We’ll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 4:
Math Test – Calculator

40 MINUTES STANDARD TIME WITH EXTRA BREAKS

- 20 Minutes  5-Minute Break  20 Minutes

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

When students are ready, say:

We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 40 minutes to work on Section 4. We’ll stop for a short break after 20 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:
- Keep your calculator flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you have 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’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don’t start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

20 MINUTES STANDARD TIME — EXTRA BREAKS

- 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. [pause]

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:
Please take your seat. Don’t go to any section of the test until I tell you to.

When everyone is ready, say:
We’re now going to continue with Section 4. You have an additional 20 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.
Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:
Time starts now.

Students testing in April or as part of the Study will have serial numbers on their test books.

Students testing with alternate test formats should use the codes from those formats, not the test book.

Proceed to Dismissal on page 106 for the collection of test books and other test materials.
SCRIPT 3:  
**Time and One-Half**

The following script is for time and one-half test takers. Begin with this script if you are testing students approved for time and one-half in reading, including EL time and one-half support. These students receive time and one-half for the entire test (unless also approved for another accommodation that gives them additional time, such as double time for math).

**IMPORTANT:** If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved 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 or a human reader, refer to Specific Format Instructions on page 72.*

**SECTION 1:**  
**Reading Test**

83 MINUTES TIME AND ONE-HALF  
42 Minutes 5-Minute Break 41 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you’ll have 83 minutes to work on Section 1. We’ll stop for a short break after 42 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so try to answer every question, even if you’re not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

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

<table>
<thead>
<tr>
<th>42 MINUTES TIME AND ONE-HALF</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - For April testers and testers participating in the Study, the seating chart must include each test book’s serial number (printed on the front cover). If time permits, also record the student’s name.

After 22 minutes, say:

You have 61 minutes remaining in Section 1 and 20 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 42 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We’ll start testing again in exactly 5 minutes.


**5-MINUTE BREAK**

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

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

Please take your seat. Don’t go to any section of the test until I tell you to.

**When everyone is ready, say:**

We’re now going to continue with Section 1. You have an additional 41 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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

41 MINUTES TIME AND ONE-HALF

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 21 minutes (from the break), say:**

You have 20 minutes remaining in Section 1.

**After 36 minutes (from the break), say:**

You have 5 minutes remaining in Section 1.

**After exactly 41 minutes (from the break), say:**

Stop work and put your pencil down. [pause]

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We’ll stop now for a 5-minute break. Please listen carefully to these rules:

- Don’t discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don’t talk in the hallway.

We’ll start testing again in exactly 5 minutes.

**Break Between Sections**

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don’t open any section of the test until I tell you to.

**SECTION 2:**

**Writing and Language Test**

**TIME AND ONE-HALF**

45 Minutes

**When everyone is ready, say:**

We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 45 minutes to work on Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.
If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

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

<table>
<thead>
<tr>
<th>45 MINUTES TIME AND ONE-HALF</th>
</tr>
</thead>
<tbody>
<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 25 minutes, say:

You have 20 minutes remaining in Section 2.

After 40 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 45 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**Break Before Section 3**

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

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

**TIME AND ONE-HALF**

**30 Minutes**

**IMPORTANT:** If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 30 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You’ll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.
If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

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

<table>
<thead>
<tr>
<th>30 MINUTES TIME AND ONE-HALF</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 and no calculators are on desks (unless a student has an accommodation to use a calculator).

**Break Between Sections**


**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don’t open any section of the test until I tell you to.

**SECTION 4: Math Test – Calculator**

**60 MINUTES TIME AND ONE-HALF**

| 30 Minutes | 5-Minute Break | 30 Minutes |

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

When students are ready, say:

We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 60 minutes to work on Section 4. We’ll stop for a short break after 30 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:
- Keep your calculator flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you have 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’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.
Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We’re now going to continue with Section 4. You have an additional 30 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

30 MINUTES TIME AND ONE-HALF

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
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<td></td>
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</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. [pause]

After 15 minutes (from the break), say:

You have 15 minutes remaining in Section 4.
After 25 minutes (from the break), say:
You have 5 minutes remaining in Section 4.

After exactly 30 minutes (from the break), say:
Stop work and put your pencil down. [pause]

To all students, say:
Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you’re using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed field B. [pause]
If your test book or other test format has a serial number on the front cover, please make sure field C is completed. [pause]
Please raise your hand if you need help completing any fields. [pause]

Students testing in April or as part of the Study will have serial numbers on their test books.

Students testing with alternate test formats should use the codes from those formats, not the test book.
Proceed to Dismissal on page 106 for the collection of test books and other test materials.

SCRIPT 4:
Double Time

The following script is for double time test takers. Use this entire script for students approved for double time in reading.

IMPORTANT: If you’re testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students who have been approved to test with standard time and extra breaks). You’ll be instructed when to return to this script.

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

SECTION 1:
Reading Test

110 MINUTES DOUBLE TIME

55 Minutes 5-Minute Break 55 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 1 hour and 50 minutes to work on Section 1. We’ll stop for a short break after 55 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so try to answer every question, even if you’re not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.
To begin the test, say:

Time starts now.

---

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

55 MINUTES DOUBLE TIME

START TIME ____________ STOP TIME ____________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - For April testers and testers participating in the Study, the seating chart must include each test book's serial number (printed on the front cover).
  - If time permits, also record the student's name.

**After 25 minutes, say:**

You have 1 hour and 25 minutes remaining in Section 1 and 30 minutes until the break.

**After 50 minutes, say:**

You have 60 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 55 minutes, say:**

Stop work and put your pencil down. [pause]

---

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

---

**For the break, say:**

You’ll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We’ll start testing again in exactly 5 minutes.

---

**5-MINUTE BREAK**

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

---

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to.

---

**When everyone is ready, say:**

We’re now going to continue with Section 1. You have an additional 55 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

---

**To continue the test, say:**

Time starts now.

---

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

55 MINUTES DOUBLE 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 (from the break), say:**

You have 30 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. [pause]

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.
Double Time  Script 4  Section 2

For the break, say:
We’ll stop now for a 5-minute break. Please listen carefully to these rules:
- Don’t discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don’t talk in the hallway.

We’ll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK
- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:
Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 2:
Writing and Language Test

DOUBLE TIME
60 Minutes

When everyone is ready, say:
We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 60 minutes to work on Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

To begin the test, say:
Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>60 MINUTES DOUBLE 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 30 minutes, say:
You have 30 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. [pause]

To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

Break Before Section 3

For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:
Please take your seat. Don’t open any section of the test until I tell you to.
SECTION 3:
Math Test – No Calculator

DOUBLE TIME
40 Minutes

IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn’t a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We’ll continue testing with Section 3, the Math Test without Calculator. Once we begin, you’ll have 40 minutes to work on Section 3. We’ll have a short break after the section is over. I will post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You’ll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you’re not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

40 MINUTES DOUBLE 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 and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 20 minutes, say:

You have 20 minutes remaining in Section 3.

After 35 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 40 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We’ll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.
At the end of the break, say:

Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 4:
Math Test – Calculator

80 MINUTES DOUBLE TIME

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

When students are ready, say:

We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 1 hour and 20 minutes to work on Section 4. We’ll stop for a short break after 40 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you have 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’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don’t start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

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 20 minutes, say:

You have 60 minutes remaining in Section 4 and 20 minutes until the break.

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. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.
For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

At the end of the break, say:
Please take your seat. Don’t go to any section of the test until I tell you to.

When everyone is ready, say:
We’re now going to continue with Section 4. You have an additional 40 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.
Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:
Time starts now.

To all students, say:
Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:
Before I collect your test materials, please turn your answer sheet over. If you’re using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed field B. [pause]
If your test book or other test format has a serial number on the front cover, please make sure field C is completed. [pause]
Please raise your hand if you need help completing any fields. [pause]

Students testing in April or as part of the Study will have serial numbers on their test books.

Students testing with alternate test formats should use the codes from those formats, not the test book.
Proceed to Dismissal on page 106 for the collection of test books and other test materials.
SCRIPT 5: Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven’t yet done so, return to Begin Here on Test Day on page 66.

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

IMPORTANT: If your school has been approved to administer the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 95.

IMPORTANT: Only read the following script (Start the Streaming Application) if you did not download the test form on each student’s computer as described in Administer the Pre-recorded Audio Format on page 63. If you have already downloaded students’ test forms, skip forward to Complete Test Information on page 95.

Start the Streaming Application

At this point, the streaming 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 audio streaming application test form, say:

Today you’ll be taking the test using an audio 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:

- Under Assessment Information in the School (AI) Code field, please add the 6-digit school code I have posted. [pause]
- From the Assessment Type drop-down menu, choose PSAT 8/9. [pause]
- Under Student Information, please enter your first and last name. [pause]
- In the SSD Number field, please enter 10 zeros (0000000000). [pause]
- Then select the button marked Confirm SSD. A check mark will appear to show that the number is confirmed. [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.

Give instructions for starting the test download by saying:

Now you’ll enter the Form Code so that you can download the correct test. In the Form Selection field, type the 7-character code exactly as I have posted it on the board. [pause]

The Form Code appears on the back center of every test book in your room. Your test books should say “For Pre-Recorded Audio, Human Reader, Braille, ATC” on the front cover. See Post Information for Students Using Pre-recorded Audio Format on page 63 for details.

Continue by saying:

Follow these instructions:

- From the Test Day drop-down menu on the right of the form name, select Day 1. [pause]
- Select the Continue button. [pause]
- Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the Confirm button. [pause]
After confirming, you may select Begin Form Download. [pause]

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]

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. While the test is downloading, we’ll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

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

Complete Test Information

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can’t be scored.

For fields A and B, check that students are filling in the correct codes from their screens, not from the test book.

For field A, Form Code, say:

Find field A on the back of your answer sheet. If you’re using a large-print answer sheet, field A is on page 7. Find the Form Code on your screen under Form Information. Copy the Form Code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]

For field B, Test ID, say:

Find field B below field A. Find the Test ID on your screen under Form Information. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]

Field C should only be filled in if your test books have serial numbers in the upper right of the front cover. April and Study testers will have serial numbers. If your books don’t have serial numbers, skip the next script.

If your test books have serial numbers, for field C, say:

Look at the front cover of your test book. Find the number in the upper right corner labeled “Test Book Serial Number.” Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Check that students are copying the Test Book Serial Number from the test book.

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

To prevent problems with getting your scores, check the Form Code and Test ID fields to make sure you entered them correctly.

**IMPORTANT:** If your test books don’t have serial numbers, skip the next script.

If your test books have serial numbers, say:

Please also check that the Test Book Serial Number field is filled in correctly.

**IMPORTANT:** If your school doesn’t use testing room codes, instruct students to leave field D blank.

If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

Explain Pre-recorded Audio Navigation

To all pre-recorded audio format users, say:

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.

I have written the keyboard and other navigation commands on the board and will go over them now. 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, and when a track is playing, it’s highlighted.
You may use your mouse to navigate. If you’re using a PC or Chromebook, you can also navigate by using your keyboard’s Control key; if you’re using a Mac, you’ll use the Command key.

- 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-click on the track to start it over.

There are no fast forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

**IMPORTANT:** Skip the following script if your students are testing with the audio streaming application.

**To students using flash drives, say:**

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using Control-A.
- Use the mouse and timeline ribbon to go forward and back.
- All other navigation commands work as I have posted them.

**To all students, explain procedure by saying:**

If your section ends before I call time, you can return to any tracks within the section to review your work, but you may not navigate to any other section of the test. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it’s time to stop and take off your earphones. When it’s time to pause, select Pause and take your earphones off so you can hear my directions. At that point, if the section is ended, I’ll tell you to select Stop. Are there any questions about the information that I have just read? [pause]
allowed to move to the next section until you’re told to do so. This may be different from what you’re used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]

SECTION 1: Reading Test
110 MINUTES DOUBLE TIME

55 Minutes 5-Minute Break 55 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We’ll start testing with Section 1, the Reading Test. Once we begin, you’ll have 1 hour and 50 minutes to work on Section 1. We’ll stop for a short break after 55 minutes, and then you’ll continue with Section 1. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break. 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.

Please open your answer sheet to Section 1. [pause] Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won’t lose points for incorrect answers, so 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:

We’re about to start the test. Now open your test book to Section 1 in case you want to refer to it. [pause] When I say “Time starts now,” you can put on your earphones, double-click Section 1, listen to the directions, and begin work. [pause] Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

START TIME __________ STOP TIME __________

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete 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 student names for seating students on Day 2 of testing.
  - For April testers and testers participating in the Study, the seating chart must include each test book’s serial number (printed on the front cover). If time permits, also record the student’s name.

After 25 minutes, post the time remaining, signal students, and say:

You have 1 hour and 25 minutes remaining in Section 1 and 30 minutes until the break.

After 50 minutes, post the time remaining, signal students, and say:

You have 60 minutes remaining in Section 1 and 5 minutes until the break.
### After exactly 55 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. [pause]
Pause the test by clicking Pause or pressing Command-P or Control-P.

### To all students, say:
Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

### For the break, say:
You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.
We’ll 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.

### 5-MINUTE BREAK
Post the break time of 5 minutes and the time testing will resume.

### At the end of the break, say:
Please take your seat. Don’t go to any section of the test until I tell you to.

### When everyone is ready, say:
We’re now going to continue with Section 1. You have an additional 55 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.
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 selecting Play or pressing Control-P or Command-P.

### To continue the test, say:
Time starts now.
Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don’t open any section of the test until I tell you to.

SECTION 2:
Writing and Language Test

105 MINUTES PRE-RECORDED AUDIO TIME

When everyone is ready, say:

We’ll continue testing with Section 2, the Writing and Language Test. Once we begin, you’ll have 1 hour and 45 minutes to work on Section 2. We’ll stop for a short break after 53 minutes, and then you’ll continue with Section 2. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

Find Section 2 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section.

Open your test book to Section 2 in case you want to refer to it. Your computer screen should show the list of sections.

To all students, say:

When I say “Time starts now,” you can put on your earphones, double-click Section 2, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

To all students, say:

You have 1 hour and 15 minutes remaining in Section 2 and 23 minutes until the break.

After 30 minutes, post the time remaining, signal students, and say:

You have 1 hour and 15 minutes remaining in Section 2 and 23 minutes until the break.

After 48 minutes, post the time remaining, signal students, and say:

You have 57 minutes remaining in Section 2 and 5 minutes until the break.

After exactly 53 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. Pause the test by clicking Pause or pressing Command-P or Control-P.

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to.
When everyone is ready, say:

We’re now going to continue with Section 2. You have an additional 52 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.

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 selecting Play or pressing Control-P or Command-P.

To continue the test, say:

Time starts now.

---

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

52 MINUTES PRE-RECORDED AUDIO 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 break), post the time remaining, signal students, and say:

You have 32 minutes remaining in Section 2.

After 47 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 2.

After exactly 52 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 2. Click 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.

---

Collecting Test Materials and Dismissing Students

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk. [pause]

This concludes Day 1. Please remain in your seat until I dismiss you.

IMPORTANT: If you’re testing students with flash drives, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 123.

Instruct students to close the streaming application by saying:

Follow my instructions to close the test application:

- 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.

Please sit quietly while the test application closes. [pause]

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.) Power down each computer once the application is closed.

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, printed test directions, or word-to-word dictionaries, from each student in the same order you used to distribute them. Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

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:

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, or the internet. Thank
you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at ___.

Please gather your belongings and exit the room quietly.

Return any collected items to students (if all other rooms have begun testing). Store test 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 navigation notes are posted for students to see (as given in Post Information for Students Using Pre-recorded Audio Format on page 63 or, for flash drives, as given in Posting Information for Students Using Pre-recorded Audio on Flash Drives on page 123).
2. Power on all computers. Make sure they’re plugged in and that the volume isn’t muted.
3. Turn to the applicable instructions for the students you’re testing:
   - a. For students using the streaming application, follow the same steps as you did on Day 1 under Administer the Pre-recorded Audio Format on page 63 to prepare the computers for testing.
   - b. For students using flash drives, turn to Setting Up Computers for Pre-recorded Audio Flash Drives on page 122.

**Admitting Students**

Follow regular security procedures, including school-allowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.

**Preparing to Test**

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

**When everyone is ready, say:**

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you’re approved to use as an accommodation. If you’re using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

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(s) and to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Devices and Aids on page 20 for a list of prohibited devices and aids.

**Then say:**

Place your calculators under your desks now. You won’t need them 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.

**Before Section 3 for Pre-recorded Audio**

**A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED**

Proceed to Section 3: Math Test – No Calculator on page 102.

**B FOR STUDENTS USING FLASH DRIVES**

Proceed to Section 3: Math Test – No Calculator on page 102.

**C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM**

Continue with the instructions that follow.

Make sure that the Form Selection is still posted from the previous day. (This is the 7-character Form Code from the back cover of the test books in your room.)
Guide students to download the test by saying:

Now you're going to download your test following the same steps as yesterday. Please follow these instructions:

- Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code I have posted. [pause]
- From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]
- Under **Student Information**, please enter your first and last name. [pause]
- In the **SSD Number** field, please enter 10 zeros (0000000000). [pause]
- Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [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.

Give instructions for starting the test download by saying:

In the **Form Selection** field, type the 7-character code exactly as I have posted it on the board. [pause]

Continue by saying:

Follow these instructions:

- From the **Test Day** drop-down menu on the right of the form name, confirm you are testing on **Day 2**. [pause]
- Select the **Continue** button. [pause]
- Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select **Confirm**.
- Once you’ve confirmed your information, select **Begin Form Download**. [pause]
- 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 should remain visible. 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.

**SECTION 3:**

**Math Test – No Calculator**

**DOUBLE TIME**

[6] 40 Minutes

**IMPORTANT:** If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn’t a scientific or graphing calculator. (Percentage and square root functions are permitted.)

To all students, say:

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]

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see Explain Pre-recorded Audio Navigation on page 95.

When everyone is ready, say:

We’ll continue testing with Section 3, the Math Test without Calculator. Once we begin, you’ll have 40 minutes to work on Section 3. We’ll have a short break after the section is over. I will post the start and stop times, and I’ll let you know when we’re about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don’t start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. You’ll hear directions for entering your answers, and these directions are also in your test book. You’ll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.
If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you’re not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you’ll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to 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. [pause]

When I say “Time starts now,” you can put on your earphones, double-click **Section 3**, listen to the directions, and begin work.

**To begin the test, say:**

Time starts now.

---

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

40 MINUTES DOUBLE 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 everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

**After 20 minutes, post the time remaining, signal students, and say:**

You have 20 minutes remaining in Section 3.

**After 35 minutes, post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 3.

**After exactly 40 minutes, signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 3. Click 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:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don’t go anywhere other than designated areas, the hallway, or the restroom. Don’t talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We’ll start testing again in exactly 5 minutes.
Break Between Sections

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

---

**SECTION 4:**

**Math Test – Calculator**

**80 MINUTES DOUBLE TIME**

- **40 Minutes** 5-Minute Break 40 Minutes

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

**When students are ready, say:**

We’ll continue testing with Section 4, the Math Test with Calculator. Once we begin, you’ll have 1 hour and 20 minutes to work on Section 4. We’ll stop for a short break after 40 minutes, and then you’ll continue with Section 4. I’ll post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and again when 5 minutes are left before the break.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause] Even though you’re allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can’t view your work.
- Do not share or exchange your calculator.
- If you have 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’ll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don’t start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don’t fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

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 double-clicking on Question 1. Remember, you can go back and select the reference information if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you want to refer to it. [pause]

When I say “Time starts now,” you can put on your headphones, double-click Section 4, listen to the directions, and begin work.

**To begin the test, say:**

Time starts now.

---

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

<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 everyone is working on the correct section.

**After 20 minutes, post the time remaining, signal students, and say:**

You have 60 minutes remaining in Section 4 and 20 minutes until the break.
After 35 minutes, post the time remaining, signal students, and say:

You have 45 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 40 minutes, signal students to take off their earphones. Then say:

Put your pencil down and place your earphones on the desk. [pause]
Pause the test by clicking Pause or pressing Command-P or Control-P.

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You’ll now have 5 minutes to stretch. Don’t discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don’t go to any section of the test until I tell you to.

When everyone is ready, say:

We’re now going to continue with Section 4. You have an additional 40 minutes remaining. I’ll let you know when we’re about halfway through the time remaining in the section and when 5 minutes are left.
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 selecting Play or pressing Control-P or Command-P.

To continue the test, say:

Time starts now.
To all students, say:

Before I collect your test materials, please turn your answer sheet over. If you’re using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. Check that you have also completed field B.

If your test book or other test format has a serial number on the front cover, please make sure field C is completed.

Please raise your hand if you need help completing any fields.

Students testing in April or as part of the Study will have serial numbers on their test books.

Students testing with flash drives should use the codes from their flash drive packaging, not the test book.

If a student using the pre-recorded audio streaming application didn’t complete Form Code (field A), staff may copy this information from another student's answer sheet after all students are dismissed. All students in the pre-recorded audio streaming room will have the same Form Code.

If a student using the streaming application didn’t complete Test ID (field B), leave it blank.

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

After the Test

Dismissal

To all students, say:

Congratulations—you just finished the test. Please remain in your seats until I dismiss you.

Collecting Test Books and Other Test Materials

When everyone is ready, say:

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 and flash drives, if any) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, printed test directions, or word-to-word dictionaries. Check each student's answer sheet as described below, but don't collect the answer sheets yet. Put the test books and other test materials where students cannot access them.

As you collect the test books, do the following for each student:

- Check that fields 1–4 and 6–8 have been completed on the front of the answer sheet. On the back of the answer sheet, ensure that the student has completed Form Code (field A) and Test ID (field B), and, if applicable, field C (Test Book Serial Number). It is critical these fields be completed and the Certification Statement signed for a student's answer sheet to be scored. For standard test books, if possible, check that fields A and B match what’s on the back of the book. (Fields A–C are on page 7 of the large-print answer sheet.)

- 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 approved to write their answers in the test book, you must ensure 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.

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 the student has filled out identifying information. Staff may correct errors students have made in the Grade Level, School Code, or Form Code fields, but staff may not alter any other information on the answer sheets.
Finishing Up
Students may need to be dismissed in 2 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, nontest 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.

If you have already completed all the nontest information on your answer sheet, place your answer sheet faceup on your desk. Please sit quietly until I dismiss you.

Preparing to Dismiss Students
Any students who didn’t attend a preadministration session may need to complete their information on the answer sheet.

Read the following options carefully to determine what to do next.

A. IF ALL STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET
   If all answer sheets in the room are faceup, proceed to Collecting Answer Sheets and Dismissing Students on page 108.

B. IF SOME STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET
   If some answer sheets are faceup and others are facedown, proceed to Collecting Answer Sheets and Dismissing Students on page 108 to dismiss students who have completed nontest information on the answer sheets. When you have dismissed these students, return to Completing Answer Sheets for the remaining students.

C. IF NO STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET
   If your school didn’t hold a preadministration session or if no students in the room were present for the session, continue with the scripts that follow.

Completing Answer Sheets
For any students who need to complete their personal information on the answer sheet, do the following:

- Distribute a Student Answer Sheet Instructions booklet to each student.

To all students, say:

Take out the Student Answer Sheet Instructions booklet that I gave you. Follow along in this booklet as I read instructions to you.

Students using braille, pre-recorded audio, or ATC formats may need you to read aloud from the Student Answer Sheet Instructions or may require assistance reading and copying other nontest information.

When everyone is ready, say:

If your answer sheet has a label that displays your home address, confirm that your address is correct. [pause]

Open your answer sheet to page 2. If your address is correct on the label, 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, you’ll need to fill in your correct address on the answer sheet.

To all students filling in their address, say:

Follow the directions in your Student Answer Sheet 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. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 118.

For fields 14–19: The Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–19. Students may need about 1 minute per field to read and complete fields 14–19.

IMPORTANT: Students who do not wish to respond to fields 14–19 may skip them.
After the Test

For field 14, say:

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

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 these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

To all students, say:

Now, read the information in the Student Answer Sheet Instructions booklet to answer questions 15 through 18. Look up when you're done. [pause]

☐ 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.

When students are ready, for field 19, say:

Find field 19 on page 4. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the email address is yours or a parent's or guardian's. If you are age 13 or over, College Board will use the email address to send information, such as when your scores are available online. [pause]

To all students, say:

We are now finished completing your personal information. Please close your answer sheet. Place your answer sheet and Student Answer Sheet Instructions booklet faceup on your desk. Please sit quietly until I dismiss you.

When students are ready, continue with Collecting Answer Sheets and Dismissing Students.

Collecting Answer Sheets and Dismissing Students

Walk around the room and collect the answer sheets (and any Student Answer Sheet Instructions booklets) that are faceup on the desks.

- Keep students seated until you’re 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 approved 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 ready to be dismissed, say:

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, or the internet. As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be canceled and they may be prevented from taking other College Board tests in the future.

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.

Please wait in your seat until I dismiss your row. At that point, you may gather your belongings. As you leave, please be considerate of people still working in other rooms. Again, congratulations on your hard work today.

If you collected electronic devices before the test and all students in other rooms have begun testing, tell students that they may come retrieve their electronic devices.

IMPORTANT: If you still have students in the room who haven’t completed their nonetest information on the answer sheet, return to Completing Answer Sheets on page 107.
**After Students Leave the Room**

**Transcribe Student Responses for Scoring**

A completed answer sheet (standard or large print) must be submitted for a student to receive a score report.

- If you have any students approved to write their answers in the test book, do the following:
  - On the test book, make sure the student’s name and 6-digit school (AI) code have been recorded.
  - Transfer responses from the test book to the regular answer sheet pages.
  - Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.

- For students approved to use braille writers to record answers, you or a support staff member 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.

- Large-print answer sheets don’t need to be transcribed and should be returned with used answer sheets.

**Finish Up**

- Ensure the seating chart is complete.
- Fill out an IR if you encountered an irregularity.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers. If you need assistance, contact your system administrator.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:
  - Answer sheets
  - Test books, including flash drives and any other alternate test formats
  - Any materials you transcribed student responses from, if applicable
  - Room roster
  - IRs, if any
  - Any other materials provided to you by the test coordinator
## Appendix

### Overview of 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>
<td><strong>Standard Time</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Writing and Language</strong></td>
<td><strong>Math Test – No Calculator</strong></td>
<td><strong>Math Test – Calculator</strong></td>
<td><strong>55 minutes</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 2</td>
<td><strong>Standard Time with Extra Breaks</strong></td>
<td><strong>28 minutes</strong></td>
<td><strong>30 minutes</strong></td>
<td><strong>20 minutes</strong></td>
<td><strong>20 minutes</strong></td>
<td><strong>2 hours, 50 minutes</strong></td>
</tr>
<tr>
<td>5-min. break</td>
<td>5-min. break</td>
<td>27 minutes</td>
<td>5-min. break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script 3</td>
<td><strong>Time and One-Half (+50%)</strong></td>
<td><strong>42 minutes</strong></td>
<td><strong>45 minutes</strong></td>
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<td><strong>4 hours, 3 minutes</strong></td>
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<td>Script 4</td>
<td><strong>Double Time (+100%)</strong></td>
<td><strong>55 minutes</strong></td>
<td><strong>60 minutes</strong></td>
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<tr>
<td>Scripts 1* and 3 Combined</td>
<td><strong>Time and One-Half (+50%) for Math Only</strong></td>
<td><strong>55 minutes</strong></td>
<td><strong>30 minutes</strong></td>
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<td><strong>Double Time (+100%) for Math Only</strong></td>
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<td>Script 5</td>
<td><strong>Pre-recorded Audio (MP3) Format</strong></td>
<td><strong>55 minutes</strong></td>
<td><strong>53 minutes</strong></td>
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<td><strong>Day 1: 3 hours, 50 minutes</strong></td>
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<td><strong>End of Day 1</strong></td>
<td>5-min. break</td>
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<td><strong>Day 1:</strong></td>
<td><strong>3 hours, 35 minutes</strong></td>
<td><strong>Day 2:</strong></td>
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Students using pre-recorded audio format will test with double 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 2 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.

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<th>Section 4</th>
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PSAT 8/9 Script 2
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.

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<th>Section 4</th>
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## PSAT 8/9 Script 3
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### Appendix

**PSAT 8/9 Script 4 Section Timing Chart for Double Time (+100%)**

**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 5**  
Section Timing Chart for Pre-recorded Audio (MP3) 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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Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn’t include every calculator model. Call PSAT 8/9 Support if you aren’t sure about a calculator that’s not on this list.

- All scientific calculators, which can perform complex mathematical functions but don’t have a graphing feature, are acceptable as long as they don’t have any prohibited features given under Unacceptable Calculators.

- All 4-function calculators are acceptable but not recommended.

- Graphing calculators included in the following table are acceptable.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

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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, 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 isn’t permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).
### Sample Master Student List

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Date of Birth</th>
<th>Student ID Number</th>
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<th>Absent</th>
<th>Moved</th>
<th>X-ray entry</th>
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<th>Yes/No</th>
<th>Type of EL Support</th>
<th>Language (IF EL Support)</th>
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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)

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<td>Korea, North (DPRK)</td>
</tr>
<tr>
<td>315</td>
<td>Korea, South (ROK)</td>
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<tr>
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<td>333</td>
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<td>Libya</td>
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<td>366</td>
<td>Martinique</td>
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<td>369</td>
<td>Mauritania</td>
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<tr>
<td>370</td>
<td>Mauritius</td>
</tr>
<tr>
<td>Code</td>
<td>Country/Region</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>375</td>
<td>Mexico</td>
</tr>
<tr>
<td>107</td>
<td>Micronesia, Federated States of</td>
</tr>
<tr>
<td>376</td>
<td>Moldova</td>
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<tr>
<td>378</td>
<td>Monaco</td>
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<td>396</td>
<td>New Caledonia</td>
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<td>405</td>
<td>New Zealand</td>
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<td>Niue</td>
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<td>348</td>
<td>North Macedonia</td>
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<td>434</td>
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<td>435</td>
<td>Norway</td>
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<td>445</td>
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<td>Palau</td>
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<td>Panama</td>
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<td>400</td>
<td>Papua New Guinea</td>
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<td>Paraguay</td>
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<td>482</td>
<td>Reunion</td>
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<td>483</td>
<td>Romania</td>
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<td>484</td>
<td>Russia</td>
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<td>487</td>
<td>Rwanda</td>
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<td>486</td>
<td>Saint Kitts and Nevis</td>
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<td>Saint Lucia</td>
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<td>522</td>
<td>Saint Vincent and the Grenadines</td>
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<tr>
<td>620</td>
<td>Samoa (former Western Samoa)</td>
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<tr>
<td>488</td>
<td>San Marino</td>
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<tr>
<td>489</td>
<td>Sao Tome and Principe</td>
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<td>Saudi Arabia</td>
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<td>Seychelles</td>
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<td>Sierra Leone</td>
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<td>Singapore</td>
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<tr>
<td>678</td>
<td>Sint Maarten (Dutch Part)</td>
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<td>520</td>
<td>Sri Lanka</td>
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<td>Swaziland</td>
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<td>Turkey</td>
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<td>584</td>
<td>Turkmenistan</td>
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<tr>
<td>586</td>
<td>Turks and Caicos Islands</td>
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<tr>
<td>587</td>
<td>Tuvalu</td>
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<tr>
<td>590</td>
<td>Uganda</td>
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<tr>
<td>589</td>
<td>Ukraine</td>
</tr>
<tr>
<td>591</td>
<td>United Arab Emirates</td>
</tr>
</tbody>
</table>

**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. Schools that are following local health and safety guidelines may need to adjust the space between seats to 6 feet.

Plan IA: level seating

Plan IB: level seating

Plan II: elevated seating

Plan III: tables
Photo ID Requirements

Acceptable IDs

You’re not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students 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 2020-21 is valid through December 31, 2021, and is not acceptable for spring 2022 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 nondriver 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

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 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 Pre-recorded Audio with Flash Drives

Setting Up Computers for Pre-recorded Audio Flash Drives

An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the pre-recorded audio streaming application. The pre-recorded audio flash drive contains read-only files and a built-in player to deliver the test.

Setup for pre-recorded audio 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 Pre-recorded Audio Flash Drives on page 122.

Follow these steps for all devices to prepare for testing with the pre-recorded 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 flash drive 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 you’re inserting each flash drive into the same computer 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.
  - Select the software application, 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.

Before Test Day

Once you’ve set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 123.

During Testing

Once all computers are ready for testing, turn to the appropriate parts of the scripts.

- On Day 1, turn to Begin Here on Test Day on page 66.
- On Day 2, turn to Admitting Students on page 101.

Troubleshooting for Pre-recorded 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 dropdown menu.
2. Select Contact support.
3. In the Describe your issue box, type “Failed to apply license file.”
4. Enter 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 Pre-recorded Audio on Flash Drives

If you're testing students with the pre-recorded 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 for PCs and Macs:
  - 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 Control-A to highlight all files in the folder, then press Enter.
- To pause or play, use the mouse to control the media player menu.

Using the Pre-recorded Audio Testing Script with Flash Drives

You'll use the testing script for pre-recorded audio (Script 5) for students using flash drives because navigation is similar to the streaming format 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 skip to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it's 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 Pre-recorded Audio Flash Drives

To all students using pre-recorded audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect pre-recorded audio flash drives.

1. Close the media players 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 screen, 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 100.
- To return to Dismissal, turn to Finishing Up on page 107.
How to Fill Out the Coordinator Report Form (CRF)

If you’re testing any students with accommodations, account for these materials on the CRF with your standard test taker materials and ensure they’re returned together. The CRF should be completed for the primary test site and any off-site locations.

Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 2—it’s required for reporting scores to your school, district, and/or state. Contact PSAT 8/9 Support if your code is not correct.

**IMPORTANT:** Remember that an answer sheet is considered used if it has 1 or more answers gridded in for the test. Answer sheets are also considered used if they have demographic information or labels but no test responses.

1. Print your school name, school address, and test coordinator contact information.
2. Confirm your 6-digit school (AI) code.
3. Fill in the bubble for the testing period.
4. Print and fill in the bubbles for the actual test date.
5. Print and fill in the bubbles for the total number of standard answer sheets you’re returning from students who regularly attend your school.
6. Print and fill in the bubbles for the total number of standard answer sheets you’re returning from students who don’t regularly attend your school.
7. Print and fill in the bubbles for the total number of accommodated answer sheets you’re returning from all students who tested (whether or not they regularly attend your school). Include the answer sheets for EL students who tested with time and one-half.
8. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you’re returning from all students who tested (add your answers for fields 5, 6, and 7).
9. Fill in “No” if you’re not submitting an IR or “Yes” if you’re submitting 1 or more IRs.
10. Sign and date the form. A signature on the CRF certifies that your school administered the test properly.

If you tested students from other schools, turn the form over and complete the information on the back.
Sample Coordinator Report Form

**IMPORTANT:** This sample may not match your school’s test date.

### 1. School and Coordinator Information

- **Home Town:** H.S.
- **School Name:** 200 Main Street
- **Street Address:**
- **Home Town:** ST
- **Zip/Postal Code:** 01001
- **City:** State/Country
- **Coordinator:** David Coordinator
- **Coordinator Name:** dcoordinator@hometownas.edu
- **Coordinator Email Address:**
- **Coordinate Phone Number:** 311-555-1212

### 2. School Code

- Please confirm that your school code is accurately printed here.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### 3. Test Date

- **Test Dates:**
  - Sep 20–Jan 28
  - Feb 21–Mar 29
  - Apr 13–May 29
  - Other

### 4. Actual Test Date

- **Month:** Oct
- **Day:** 1
- **Year:** 2021

### 5. Standard Answer Sheets from Your School

- Count all answer sheets used by students testing without accommodations who attend your school. Include labeled answer sheets with no gridded answers.
- Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

### 6. Standard Answer Sheets from Outside of Your School

- Count all answer sheets used by students testing without accommodations who don’t attend your school. Include labeled answer sheets with no gridded answers.
- Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

### 7. Accommodated Answer Sheets from Within and Outside Your School

- Count all answer sheets used by accommodated students, whether or not they attend your school. Include labeled answer sheets with no gridded answers.
- Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.

### 8. TOTAL Answer Sheet Count for All Students

- Record the count of all your answer sheets in this field.
- Add totals from fields 5, 6, and 7. Using leading zeros (if needed), enter the sum in the boxes (e.g., 0123). Fill in the corresponding bubbles.

### 9. Irregularity Report

- Are you submitting an Irregularity Report (IR)?
  - **No**
  - **Yes**

### 10. Coordinator Security Certification

- **David Coordinator**
- **Signature (REQUIRED)**
- **Date:** 10/13/2021

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## 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>
</tbody>
</table>
| Test site closing/cancellation of testing        | In the event of a storm, power failure, or other emergency that requires cancellation before test day:  
  ▪ Notify your principal or district.  
  ▪ Notify campus/building security.  
  ▪ Notify students of the cancellation. | No IR is required.  
  ▪ Explain circumstances and impact of issue and section(s) affected.  
  ▪ On Page 2, Section 6, Group Irregularities Information, bubble “Test site environment issue.” |
| Call PSAT 8/9 Support immediately.                |                                                                                     |                                                                                      |
| **Suspension of testing due to active threat**    | If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site:  
  ▪ Follow your school’s procedures for lockdown or evacuation.  
  ▪ If possible, follow all procedures under “Interruption” to ensure student and staff safety and to secure materials.  
  **Important:** Weapons don’t include religious items (e.g., Kirpan), or small pocket/army knives or multitools. |                                                                                      |
| Contact law enforcement immediately.              |                                                                                     |                                                                                      |
| **Interruption**                                 |                                                                                     |                                                                                      |
| Call PSAT 8/9 Support if the interruption (e.g., fire alarm) can’t be resolved. | ▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs.  
  ▪ Direct students not to talk or use electronic devices.  
  ▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.  
  ▪ Monitor students if they must leave the testing room. Keep them together in a group and don’t allow them to go to their lockers.  
  ▪ If you’re able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given. |                                                                                      |

Note the source, length, and impact of the interruption.  
On Page 2, Section 6, Group Irregularities Information, bubble “Disturbance/interruption.” Fill in the testing room code in Box 6b and list the affected students in Section 10.
<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>Incorrect, Missing, Damaged, or Defective Materials</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>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.”</td>
</tr>
<tr>
<td>Materials missing or damaged before testing</td>
<td>Call PSAT 8/9 Support immediately if materials are missing or damaged. Call OTI immediately if the missing materials are test books or alternate test formats.</td>
<td></td>
</tr>
<tr>
<td>Missing materials during testing</td>
<td>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</td>
<td>Explain the circumstances fully.</td>
</tr>
<tr>
<td></td>
<td>▪ Do not allow any student to leave the testing room until materials are accounted for.</td>
<td>On Page 2, Section 6, Group Irregularities Information, bubble “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>▪ If materials aren’t located, the proctor should put a monitor in charge of the testing room and contact the test coordinator.</td>
<td></td>
</tr>
<tr>
<td>Missing test book after testing</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 an OTI representative.</td>
<td>Explain the circumstances fully.</td>
</tr>
<tr>
<td></td>
<td>Call OTI immediately.</td>
<td>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</td>
</tr>
<tr>
<td>Insufficient number of answer sheets</td>
<td>If you don’t have enough answer sheets for all students testing, call PSAT 8/9 Support immediately for instructions on how to proceed.</td>
<td>On Page 2, Section 6, Group Irregularities Information, bubble “Other” and write “Insufficient answer sheets” in the Comments section on Page 3.</td>
</tr>
<tr>
<td></td>
<td>Call PSAT 8/9 Support immediately.</td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>▪ Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with the next question.</td>
<td>Identify student; describe defect; if time was not made up, indicate how much time was lost.</td>
</tr>
<tr>
<td></td>
<td>▪ 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.</td>
<td>On Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format.” Provide details in the Comments section on Page 3.</td>
</tr>
<tr>
<td></td>
<td>▪ Important: After testing is over, have the student completely grid fields 1–8 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Return with other used answer sheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.”</td>
<td></td>
</tr>
</tbody>
</table>
## Irregularity Chart

<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>Defective test book or flash drive</strong></td>
<td>▪ Replace defective book or drive with a book or drive that has the same Form Code (on the back of the cover/packaging) but doesn't have the same defect. (The student's test may not be scored if the Form Code of the replacement book or drive doesn’t match the one on the original book or drive.) If able to replace, direct student to use original answer sheet.</td>
<td>Identify student and describe defect. If time was not made up, indicate how much time was lost. Attach test book to the IR. On Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format.” Provide details in the Comments section on Page 3.</td>
</tr>
<tr>
<td></td>
<td>▪ If defective test book or flash drive causes a loss of testing time, allow student to make up the time for that section at the end of test administration.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ On the front cover of the test book, print “Defective” and identify error, school code, and location and nature of defect.</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-recorded audio (MP3) streaming issues</strong></td>
<td>▪ Consult Administering Pre-recorded Audio and ATC on page 65.</td>
<td>On Page 2, Section 6, Group Irregularities Information, bubble “Defective/incorrect materials” (for a group), or Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format” (for an individual). If time was not made up, indicate how much time was lost. If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide details in the Comments section on Page 3.</td>
</tr>
<tr>
<td></td>
<td>▪ Note the impact of the issue and the section(s) affected.</td>
<td>For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10. For an individual, bubble “Yes,” indicating that the student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td></td>
<td>▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Security Violations/Student Misconduct</strong></td>
<td>▪ If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”</td>
<td>Identify student, test section, last question number completed, and reason for leaving.</td>
</tr>
<tr>
<td><strong>Student leaves during test</strong></td>
<td>▪ If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”</td>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student left early/left without permission.” If applicable, bubble “Student requested score cancellation.” Enter any additional information in the Comments section on Page 3.</td>
</tr>
<tr>
<td></td>
<td>▪ If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</td>
<td>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</td>
</tr>
<tr>
<td></td>
<td>▪ If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.</td>
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<tr>
<td></td>
<td>▪ If student is authorized to leave, ask the student whether or not they want the answer sheet scored.</td>
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</tr>
<tr>
<td></td>
<td>▪ If student does not want answer sheet scored, tell the student it’s not possible to take the PSAT 8/9 again this testing period.</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>Attempted removal of test materials</td>
<td>If you observe a student removing a test book or parts of a test book:</td>
<td>Identify student and explain circumstances.</td>
</tr>
<tr>
<td></td>
<td>• Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</td>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student removed or attempted to remove test materials.” If applicable, note test book serial number, pages, and sections. Bubble “Yes,” indicating the student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td></td>
<td>• If pages are missing or damaged, indicate which pages on the IR.</td>
<td>Complete the Comments section.</td>
</tr>
<tr>
<td></td>
<td><strong>Test coordinator:</strong> Do not dismiss the student until you have called PSAT 8/9 Support.</td>
<td></td>
</tr>
<tr>
<td>Test book misuse/working on the wrong section</td>
<td>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</td>
<td>If you dismiss the student, identify student, length of time (if applicable), and affected sections. On Page 2, Section 7, Test Admin Issue, bubble the appropriate option: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Bubble the appropriate option for “Action Taken”: Warned, Dismissed, or None. Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td></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></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>• Fill out an IR.</td>
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</tr>
<tr>
<td></td>
<td>• Return answer sheet with other used answer sheets.</td>
<td></td>
</tr>
<tr>
<td>Use or possession of test content/answers</td>
<td>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:</td>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help” or “Student used a phone or other prohibited device, or it made noise.” Describe the incident and any evidence in detail in the Comments section. Bubble “Dismissed,” indicating student was dismissed. Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td></td>
<td>• Collect the device, answer key, or other prohibited aid.</td>
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<tr>
<td></td>
<td>• Follow procedures to dismiss the student from the testing room:</td>
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<tr>
<td></td>
<td>• If possible, check student ID and inform student you must write up the incident and their scores will be canceled.</td>
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<tr>
<td></td>
<td>• Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</td>
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<tr>
<td></td>
<td>• Before returning any devices to the student, the test coordinator should:</td>
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<tr>
<td></td>
<td>• Determine if images of test content were captured and/or distributed.</td>
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<tr>
<td></td>
<td>• Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</td>
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<tr>
<td></td>
<td>• After collecting evidence, ensure any test content is deleted before the device is returned to the student.</td>
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</tr>
<tr>
<td></td>
<td>• 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.</td>
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</tbody>
</table>
### Irregularity Chart

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| Noise or disturbances made by prohibited devices                          | **If a student’s prohibited device makes noise or creates a disturbance while in their own possession:**  
  - Follow the instructions under “Observed with prohibited devices.”  
  **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 immediate dismissal, as long as the device is not under the desk or otherwise in the student's possession.  
  - The proctor should turn off the phone to prevent additional disturbances during testing.  
  - The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.  
  - You don’t need to complete an IR for a warning.  | An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for “Disturbance or other distractions.”)  
  If you dismiss the student, identify them and note the source, length, and impact of the disturbance.  
  On Page 2, Section 7, Test Admin Issue, bubble “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 you dismiss the student, bubble “Dismissed.”  
  Bubble “Yes,” indicating student’s answer sheet was returned for scoring. |
| Observed with prohibited devices  
  Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed. | 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:  
  - Tell the student to hand it to you immediately.  
  - Inform the student you must write up the incident, their scores will be canceled, and the device will be returned. The student is not eligible to take the PSAT 8/9 again this testing period.  
  - If test content is detected on the device, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.  
  - Collect the test book and answer sheet and dismiss the student.  
  **Test coordinator:** If you suspect that the device was used to share test information, immediately call PSAT 8/9 Support. | Note that the device was observed and/or in use. Provide the student's name.  
  On Page 2, Section 7, Test Admin Issue, bubble “Student used a phone or other prohibited device, or it made noise.”  
  Bubble “Dismissed,” indicating the student was dismissed.  
  Under Comments, describe the type of prohibited aid used.  
  Bubble “Yes,” indicating student’s answer sheet was returned for scoring. |
| Calculator misuse/prohibited aids  
  (Unless approved as an accommodation)                                      | If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 20), either during the test or during breaks:  
  - Warn the student individually to stop use of the prohibited aid.  
  - 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 devices.”  
  - For other types of calculators or aids, tell the student a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)  
  - If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test. | If you dismiss the student, fill out the IR. Identify student.  
  On Page 2, Section 7, Test Admin Issue, bubble “Student used an unauthorized aid.”  
  For students using a calculator on a noncalculator section, on Page 2, Section 7, Test Admin Issue, bubble “Student used calculator on noncalculator section.”  
  Bubble “Dismissed,” indicating the student was dismissed.  
  Under Comments, describe the type of prohibited aid used.  
  Bubble “Yes,” indicating student’s answer sheet was returned for scoring. |
<table>
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<tr>
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| Disruptive behavior or sharing      | 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 use it to indicate original and changed seat locations. Or If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions:  
  - If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.  
  - Inform the student that you must write up the incident and that their scores will be canceled.  
  - Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.  
  **Test coordinator:** Keep the student in your charge until you have spoken to PSAT 8/9 Support. | Note the type of infraction and explain the circumstances completely. For copying and communications infractions, 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. If student disrupted testing, identify student, length of time, and affected sections. On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help,” “Student disrupted test,” or “Student failed to follow any other test administration regulations.” 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. If you dismiss the student, bubble “Dismissed.” Bubble “Yes,” indicating student’s answer sheet was returned for scoring. |
| information                          |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| If behavior is caused by an         |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| uncontrollable manifestation of a    |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| disability, call the SSD office      |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| for assistance.                      |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| Misadministration                    |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| Seating requirements not followed    | See Seating Requirements on page 12. If these regulations aren’t followed, fill out the IR.                                                                                                                      | On Page 2, Section 6, Group Irregularities Information, bubble “Seating requirements not followed.” Fill in the testing room code in Box 6b and list the affected students in Section 10.                                                                 |
| Staff incorrectly permitted student | Continue testing while you contact PSAT 8/9 Support for instructions.                                                                                                                                               | Identify student, and note accommodations given and actions taken. On Page 2, Section 7, Testing Staff Issue, bubble “Staff incorrectly permitted student to use accommodation(s).”                                                                 |
| to use accommodation(s)              |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| Call PSAT 8/9 Support.               |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| Staff did not provide correct       | Continue testing while you contact PSAT 8/9 Support for instructions.                                                                                                                                               | Identify student. On Page 2, Section 7, Testing Staff Issue, bubble “Staff did not provide correct accommodation(s).”                                                                                                 |
| accommodation(s)                     |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| Call PSAT 8/9 Support.               |                                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
### Irregularity Chart

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</table>
| **Disturbance or other distractions** | If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, or other distractions) or move the students. If testing must be interrupted:  
- Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.  
- Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.  
- If evacuation is required, refer to “Interruption” earlier in this chart.  
- Note stop time and inform students that the testing time will be adjusted.  
- Once testing resumes, adjust testing time.  
- Tell students to contact psathelp@info.collegeboard.org if they feel they were affected.  
- If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.  

Call PSAT 8/9 Support if guidance is needed or the problem can't be resolved.                                                                                                                                                                                                                     | Note the source, length, and impact of the disturbance.  
On Page 2, Section 6, Group Irregularities Information, bubble “Disturbance/interruption.” Fill in the testing room code in Box 6b and list the affected students in Section 10.                                                                                           |
| **Undertiming**                       | If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.  
- Allow the full time on all other sections. Don’t go back to any sections that have already been completed.                                                                                                                                                                                                                                     | Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.  
On Page 2, Section 6, Group Irregularities Information, bubble “Undertiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “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. |
| **Overtiming**                        | Give the full time on all other sections.                                                                                                                                                                                                                                                                                                                                                                                                                                           | Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.  
On Page 2, Section 6, Group Irregularities Information, bubble “Overtiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “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. |
| **Testing staff issues**              | In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it.  
**Test coordinator:** If the behavior persists or if incorrect materials are used during the administration, call PSAT 8/9 Support immediately.                                                                                                                                                                                                 | Note the impact of the issue and the section(s) affected.  
On Page 2, Section 6, Group Irregularities Information (for a group), or Page 2, Section 7, Testing Staff Issue (for individual irregularities)—choose and bubble correct issue from list. For a group, fill in the testing room code in Box 6b and list the affected students in Section 10. Complete the Comments section. |
<p>| <strong>Testing room issues</strong>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                           |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student changing from standard to accommodated</strong></td>
<td>When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 38.</td>
<td>No IR is needed.</td>
</tr>
</tbody>
</table>

- **Excessive breaks**
  - This irregularity does not apply to students approved for “breaks as needed.”
  - Call PSAT 8/9 Support if there is a security concern.
  - Ask the student the reason for excessive breaks (is the student ill?).
  - If the student is ill, follow the instructions in this chart under “Illness.”
  - Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.
  - Have the room or hall monitor check where the student is going during breaks.
  - Note the student’s name.
  - On Page 2, Section 7, Other Issue, bubble “Other.” Provide details in the Comments section on Page 3.

- **Illness**
  - Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them to the student when student reenters. Do not allow extra testing time.
  - If an answer sheet becomes soiled (for example, due to illness or bleeding), inform the student it can’t be scored. 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. Discard the soiled answer sheets in accordance with local biohazard protocols. For April and Study administrations, return soiled test books in plastic, if possible.
  - 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.
  - If illness results in a disturbance, see instructions for “Disturbance or other distractions.”
  - Or
  - If a student is unable to continue 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. (Study schools won’t administer makeup testing.)
  - Identify student, length of absence, affected section(s), and questions.
  - On Page 2, Section 7, Test Admin Issue, bubble “Student became ill.”
  - If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide any additional information in the Comments section on Page 3.
  - If applicable, bubble “Yes,” indicating 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.)
### Irregularity Chart

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</tr>
</thead>
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<tr>
<td><strong>Answers placed incorrectly on answer sheets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Tell student to print their name on new answer sheet and then continue in the appropriate place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Important</strong>: After the test is over, have the student grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back. Make sure both answer sheets have these items completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify student; indicate which answers were misplaced and amount of time lost, if any.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student misplaced/misgridded answers.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answers written in test book, not on answer sheet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Monitor them to make sure they’re not going back to add answers to sections that have concluded (see “Test book misuse/working on the wrong section”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note on the IR the reason why the student wrote the answers in the test book. (No credit is given for answers recorded in the test book without an approved accommodation.) Return the student’s answer sheet with other answer sheets, and retain the test book for your records unless testing in April or participating in the Study. (For April and Study administrations, 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.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student recorded answers in book without approved accommodation.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Calculator malfunction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ If the student decides to cancel, inform them it’s not possible to take the PSAT 8/9 again this testing period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the malfunction on the IR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student had a calculator malfunction.” If applicable, also bubble “Student requested score cancellation.” Provide any additional information in the Comments section on Page 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student score cancellation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the student requests their test not be scored, tell them 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 PSAT 8/9 Support immediately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Page 2, Section 7, Test Admin Issue, bubble “Student requested score cancellation.” Enter any additional information in the Comments section on Page 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring.</td>
<td></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>
</tbody>
</table>
| Fields A–C on answer sheet incomplete             | - Locate the student's test book and direct them to fill in the information for fields A (Form Code) and B (Test ID).  
- Field C should be left blank unless testing in April or participating in the Study. For April and Study administrations, also direct student to fill in the information from the front of the test book for field C (Test Book Serial Number). | No IR is needed.                                                                                          |
| Test question ambiguity                           | 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 psatquestion@collegeboard.org. | On Page 3, Section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity.  
Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number. |
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 border each other.

2. Indicate the position of the proctor's desk or table if
it's not at the front of the room.

3. Indicate the location of the entrance doors.

4. Draw a boundary line around the occupied seats in
the room or your assigned area.

5. Draw a large X to cross out any unused area outside
the boundary. Draw an X through any unused seats
within the boundary.

6. For each occupied seat, write the name or initials of the
student assigned to that seat. April or Study testing
only: 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 for schools not in the Study.)

7. For each row, draw directional arrows to indicate how
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.

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 6 months.

Answer Sheet Tracking Numbers
______________________________________________
______________________________________________
______________________________________________