Cooperator Manual

Look inside for:

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

Test Dates

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APR
About the College Board

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

For further information, visit collegeboard.org.

Contact Us

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

WEB: collegeboard.org/administering-psat89
MAIL: PSAT 8/9
P.O. Box 6720
Princeton, NJ 08541-6720
EMAIL: psat8/9@info.collegeboard.org
FAX: 610-290-8979
PHONE: 888-477-PSAT (7728) toll free for educators in the United States only
+1-212-237-1335 outside of the U.S.
HOURS: 8 a.m.–8 p.m. ET, M–F

For information about procedures for testing students with disabilities:

WEB: collegeboard.org/ssd
PHONE: 844-255-7728

Office of Testing Integrity (OTI)

PHONE: 1-800-353-8570 or 609-406-5430
(Contact immediately if materials are missing or damaged, or if test security is in question)

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PART 1: For Coordinators

This manual is split into two parts.

**Part 1: For Coordinators** covers everything 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.

Introduction

Set aside time before test day to read 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).

**Part 1 for Coordinators**

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

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

Part 1 covers the coordinator’s responsibilities for managing test day activities. Proctors will need to review the details covered in Part 2 for administering the test.

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

**Part 2 for Testing Staff**
Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they are administering the test with accommodations, they should pay special attention to the section Administer Accommodations on page 59, which explains the different accommodations, and Set Up for Testing Students with Accommodations on page 54, which explains the use of the different accommodated scripts in this manual.

**Appendix Resources**
You’ll find these resources in the Appendix:

- Overview of Accommodated Timing and Breaks
- Script 1 Section Timing Chart for Standard Timing
- Script 2 Section Timing Chart for 100% Extended Time
- Script 3 Section Timing Chart for 50% Extended Time
- Script 4 Section Timing Chart for Standard Time with Extra Breaks
- Script 5 Section Timing Chart for MP3 Audio Format
- Acceptable Calculators
- Sample Master Student List
- Codes for Countries or Regions Outside the United States and U.S. Territories
- Returning Used Answer Sheets and Forms
- Sample Seating Plans
- Photo ID Requirements
- Irregularity Chart
- Glossary of Terms
- PSAT 8/9 Seating Chart (to fill out on test day)
Part 1  |  Introduction  | New for 2018-19

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 2018-19

Important Changes

General Administration Updates:

1. Starting in 2018-19, schools will no longer choose PSAT 8/9 dates from “fall” and “spring” testing periods. Testing still runs from September through April:
   a. The first testing period runs from September 24, 2018 through March 29, 2019. (Orders can’t be placed for January 28 through February 22.) For more information, see Finalize Your School’s Test Date on page 19.
   b. The second testing period runs from April 1 through April 26, 2019.

2. To be consistent across our assessments and other College Board programs, we’ve changed the titles and responsibilities of the roles you and your testing staff take on for administering the test. These changes are reflected throughout all of our publications, systems, and communications. For more information, see Staff Roles and Responsibilities on page 7.

3. The Coordinator Report Form (CRF, formerly the SRF) has changed:
   a. The six-digit College Board school (AI) code will be prepopulated. If your prepopulated AI code is incorrect, please contact the PSAT 8/9 office (see inside front cover).
   b. We’ve added fields for you to record the number of answer sheets you’re submitting for students from other schools, if applicable. This will help make aggregate reporting more accurate.

4. The Supervisor’s Irregularity Report (SIR) has been renamed the Irregularity Report (IR).

5. This manual includes all content that previously appeared in the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats. Scripts for testing students using MP3 audio and ATC formats appear in Part 2. If you are testing students who are approved by the school to use the MP3 audio format, you’ll test these students over two days. Some MP3 audio formats may be delivered by streaming rather than on a flash drive. If this is the case, you’ll receive instructions for setting up testing.

6. Bundled with the answer sheets are Mobile Opt-In Policies documents to be handed out to students before filling out their identifying information on the answer sheet. Students will need this document when deciding to give their mobile number or not, and they will take it home with them after testing.

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

Testing Basics

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

Standardized Testing

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

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

Test Sections and Timing

The PSAT 8/9 is composed of several tests that follow the same order in every test book.

Evidence-Based Reading and Writing: Includes a Reading Test and a Writing and Language Test. Each test is composed of multiparagraph passages and multiple-choice questions.

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

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

Time allotted:
- 20 minutes for the Math Test – No Calculator
- 40 minutes for the Math Test – Calculator
Accommodated Testing Overview
Accommodations for the PSAT 8/9, such as extended time, extra breaks, and large print, should be approved by the school and do not need to be reviewed by the College Board. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them. If a student who does not regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 24 for more information.

Terminology

Key Terms
The following terms are used frequently in this manual. See the Appendix for a complete glossary of terms.

**Accommodation:** A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the school. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.

**Canceled score:** A score that has been removed from, or never posted to, a student’s record or designated as nonreportable (in cases where all scores are reported to the student’s district or state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See entry for “Irregularity” that follows.

**EL:** English learner.

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

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

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

**Master Student List:** The list of students taking the test, developed by the PSAT 8/9 coordinator for a test administration at a particular school.

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

**Room roster:** The list of students assigned by the coordinator to a testing room. Distributed to room proctors to let them know which students they’re testing.

**School code (AI code):** A six-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code.

**Services for Students with Disabilities (SSD) office:** College Board department that supports accommodated testing. The SSD office does NOT approve accommodations requests for the PSAT 8/9. Those are determined by the school.

Staff Roles and Responsibilities

**PSAT 8/9 Coordinator**
As the test coordinator of record, you manage the test site and staff. You order all testing materials in the test ordering site, and ensure that they are received, handled, and stored securely. You are expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You also assume responsibility for submitting payment. For information on payments, go to psat.org/psat89invoicing.

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

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

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

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

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

PSAT 8/9 Test Materials

Materials Table
Your school will receive a number of shipments related to your test administration. Review this table to plan for receiving and checking materials. Following the table you’ll find information about the various forms and publications you’ll be using for administering the PSAT 8/9.

Note that scannable forms (like the answer sheet, CRF, and IR) should not be photocopied because photocopies won’t scan properly. Other forms can be copied if needed.

### STAFF MATERIALS—MANUAL AND INSTRUCTIONS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [No. of copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 8/9 Coordinator Manual</td>
<td>Detailed instructions and policies. Includes facility and staffing</td>
<td>Used by the coordinator to plan for and manage the test administration. Used by the proctor to hold</td>
<td>Preadministration Shipment [if applicable, as ordered]</td>
</tr>
<tr>
<td></td>
<td>requirements, materials handling, and management of test day activities,</td>
<td>the preadministration session and to administer the test in their standard or accommodated</td>
<td>Test Shipment [as ordered]</td>
</tr>
<tr>
<td></td>
<td>as well as preadministration and test day scripts.</td>
<td>testing room.</td>
<td></td>
</tr>
<tr>
<td>Coordinator Testing Materials Kit</td>
<td>An envelope sent with the test shipments containing forms and return</td>
<td>Used by the coordinator to report on the administration and return materials for scoring.</td>
<td>Test Shipment [1]</td>
</tr>
<tr>
<td>Pre-ID Label Instructions</td>
<td>Memo that details the information included on students’ pre-ID labels.</td>
<td>Used by the coordinator and proctor to determine which portions of the preadministration script need to be modified.</td>
<td>Pre-ID Label Shipment [1], if applicable</td>
</tr>
</tbody>
</table>

### STAFF MATERIALS—REPORTS AND FORMS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It’s Used</th>
<th>Which Shipment(s) [No. of copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 8/9 Irregularity Report (IR)</td>
<td>Scannable form for reporting irregularities.</td>
<td>Used by the testing staff to report any incident that might affect scores or result in a misadministration. The coordinator must countersign all IRs.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [5]</td>
</tr>
<tr>
<td>PSAT 8/9 Coordinator Report Form (CRF)</td>
<td>Scannable form for reconciling the used answer sheets returned for scoring.</td>
<td>Used by the coordinator to report the number of used answer sheets and other materials returned for scoring. Enclosed with the return shipment of answer sheets and forms.</td>
<td>Coordinator Testing Materials Kit in the Test Shipment [1]</td>
</tr>
</tbody>
</table>
### STAFF MATERIALS—ENVELOPES AND LABELS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [No. of copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Sheet Return Materials</td>
<td>Preaddressed (labeled) carton(s) or UPS Express Pak.</td>
<td>Used by the coordinator to return answer sheets and reports.</td>
<td>Test Shipment [1 or more]</td>
</tr>
</tbody>
</table>
| Material Return Envelopes      | - Gray-bordered envelope for reports, forms, and any defective standard test books or alternate test formats.  
                                | - White Accommodated Testing Envelope, if any.                            | Used by the coordinator to return reports and forms needed for scoring, as well as any defective testing materials. All answer sheets for students testing with accommodations must be returned in the Accommodated Testing Envelope. | Coordinator Testing Materials Kit in the Test Shipment [1] |

### STUDENT MATERIALS

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [No. of copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-ID Labels</td>
<td>Preidentification labels printed with student information spelled out and included in barcode form.</td>
<td>Applied to the answer sheet by the coordinator to ensure accurate data for each student.</td>
<td>Pre-ID Label Shipment if applicable [1 per student]</td>
</tr>
<tr>
<td>PSAT 8/9 Answer Sheet—Standard</td>
<td>Scannable form for recording answers to preadministration and test questions, in bundles of 25.</td>
<td>Used by students to record answers to preadministration questions and test questions.</td>
<td>Preadministration Shipment [as ordered]</td>
</tr>
</tbody>
</table>
| PSAT 8/9 Answer Sheet—Large Block    | Enlarged answer sheet used primarily by students with visual or manual disabilities. (No bubbles, not scanned.) | Used by students with certain accommodations to record answers to preadministration questions and test questions. | Preadministration Shipment [based on students who need specific formats]  
|                                       |                                                                          |                                                                                | Accommodated Test Shipment [based on students who need specific formats] |
| PSAT 8/9 Student Answer Sheet Instructions | Booklet of instructions for completing information on the answer sheet. | Used by students to interpret preadministration questions and code their choices on the answer sheet. | Preadministration Shipment [1 per answer sheet]                                |
| PSAT 8/9 Student Answer Sheet Instructions—Large Print | Booklet of large-print instructions for completing information on the answer sheet. | Used by students who need large print to interpret preadministration questions and code their choices on the answer sheet. | Preadministration Shipment [based on students who need specific formats]  
|                                       |                                                                          |                                                                                | Accommodated Test Shipment [based on students who need specific formats] |
| Mobile Opt-In Policies Document       | Information distributed to students during preadministration session (or on test day, for schools that don’t hold a preadministration session). Bundled with answer sheets. | Helps students decide whether to provide their mobile number.                  | Preadministration Shipment [1 per answer sheet]                                |
|                                       |                                                                          |                                                                                | Test Shipment [1 per answer sheet]                                    |
**Part 1 | Introduction  PSAT 8/9 Test Materials**

<table>
<thead>
<tr>
<th>Material</th>
<th>What It Is</th>
<th>How It's Used</th>
<th>Which Shipment(s) [No. of copies]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT 8/9 Test Books</td>
<td>Test books for the PSAT 8/9 for use in both standard and accommodated testing.</td>
<td>Distributed to students by the proctor and used to take the test. May be used for scratch work by the student (but not to record answers unless approved as an accommodation).</td>
<td>Test Shipment [based on count of students using standard books]</td>
</tr>
<tr>
<td>PSAT 8/9 Alternate Test Formats</td>
<td>Specific formats of the test as needed for accommodations. See Prepare to Test with Accommodations on page 24 for more information.</td>
<td>Distributed by the proctor to specific students approved by the school to test with specific accommodations (for example, large-type test book, MP3 audio format, or braille).</td>
<td>Accommodated Test Shipment [based the specific format needs of students]</td>
</tr>
</tbody>
</table>

**Manual and Scripts**
This PSAT 8/9 Coordinator Manual gives complete instructions for preparing your school for testing. It includes preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, Part 2 gives several different test administration scripts.

**Test Books and Answer Sheets**
The PSAT 8/9 test books have covers with dark red accents. The book cover displays the test name and important notes for the student. Standard answer sheets have a matching red color. You may also have some large-block answer sheets with a red title. These have dark gray type and answer squares in place of bubbles.

**Alternate Test Formats**
All students, including those testing with accommodations, will use the standard test books unless approved by the school to use another format. Alternate test formats vary; examples include test books in large print, braille materials and supplements, and formats on flash drives. Students eligible to test with alternate test formats will use test materials that have covers with dark red accents.

See Materials Provided for Accommodated Testing on page 24 for a list of available formats.

**Rosters**
To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 8/9; recommendations for compiling this list are in Before Test Day Tasks and Information later in this manual. And, each proctor will need a room roster.

**Coordinator Report Form**
You’ll receive a Coordinator Report Form (CRF), formerly the Supervisor Report Form, with your testing materials. Use it to report the number of students tested and the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Count Materials on page 40 and complete the CRF on page 41 for more information.

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

**Seating Chart**
Proctors should use the seating chart on the back of this manual to record the seating in their rooms for future reference. This task can be completed during Section 1 testing.

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

The testing staff performs a critical role in reporting any and all irregularities. Without this information, we can’t resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed. Refer to the Irregularity Chart on page 105 for instructions on when to fill out the IR.
Testing Materials Distribution Chart
The table that follows provides an overview for testing in the standard and accommodated rooms.

For accommodations not listed in the table, work with your SSD coordinator or other appropriate school staff. Also note that students may be approved for more than one accommodation.

<table>
<thead>
<tr>
<th>Number of Testing Days</th>
<th>Standard Room(s)</th>
<th>Accommodated Room(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day</td>
<td>1 day</td>
</tr>
<tr>
<td>Accommodation Examples</td>
<td>No accommodations</td>
<td>14-pt large-print test book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magnifier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written copy of oral instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Permission for food/medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wheelchair accessibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferential seating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Record answers in test book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of colored overlay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditory amplification/FM system</td>
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<tr>
<td></td>
<td></td>
<td>Sign language interpreter for test directions</td>
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</tbody>
</table>

Scripts

| Scripts | Script 1 | Script 1 | Scripts 1–4 | Script 5 |

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

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

Use this checklist to make sure you’ve accomplished all the tasks covered in 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 coordinator training. (We’ll email you instructions for accessing it.)</td>
<td>collegeboard.org/ptat</td>
</tr>
<tr>
<td>□ Check the test ordering site to make sure you’ve ordered materials for all students who will test at your school.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>□ Check with your SSD coordinator or other appropriate school staff to make sure you’ve ordered materials for students who will be testing with accommodations.</td>
<td>collegeboard.org/ssd</td>
</tr>
<tr>
<td>□ Identify your students who are testing and create a Master Student List.</td>
<td>Build Your Master Student List for Testing on page 15</td>
</tr>
<tr>
<td>□ Direct students to access the online PSAT 8/9 Student Guide at psat.org/8-9-resources. Encourage them to visit psat.org/practice to get ready for test day.</td>
<td>Prepare Your Students on page 28</td>
</tr>
<tr>
<td>□ Designate a secure area for receiving, checking, and securely storing your test materials.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>□ Estimate how many standard and accommodated rooms you’ll need based on the number of students testing. Identify which rooms in your facility can be used for testing.</td>
<td>Plan Your Space on page 15</td>
</tr>
<tr>
<td>□ Make a list of available staff and what role they should fill. (Ensure no staff members have any conflicts of interest.) Use the number of testing rooms and their capacity to determine testing room assignments. Include any needed support staff for accommodated testing.</td>
<td>Plan Your Staff on page 17</td>
</tr>
<tr>
<td>□ Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>□ Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Reschedule lunch for all participating students, if necessary. (You won’t be able to break for lunch during testing.) Plan activities for students who won’t be testing, such as field trips, practice testing, alternative school schedule, etc. Notify your school population of modifications to the normal school day.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>□ Plan your preadministration session.</td>
<td>Prepare Your Preadministration Session on page 32</td>
</tr>
</tbody>
</table>
## TWO WEEKS BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Check the test ordering site to track your test materials shipment.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>☐ Schedule and conduct staff training.</td>
<td>Train Your Staff on page 21</td>
</tr>
<tr>
<td>☐ If you opted in to early delivery of preadministration materials, conduct your preadministration session.</td>
<td>Help Staff Conduct the Preadministration Session on page 34</td>
</tr>
<tr>
<td></td>
<td>Conduct the Preadministration Session on page 47</td>
</tr>
<tr>
<td>☐ Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations.</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>☐ Plan test day schedule.</td>
<td>Build Your Plan for Testing on page 19</td>
</tr>
<tr>
<td>☐ Notify school staff of testing room assignments and alternative arrangements for nontesting students.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
</tbody>
</table>

## ONE WEEK BEFORE THE TEST DATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ If you haven’t received your test materials yet, check the test ordering site to track your test shipment. Call the PSAT 8/9 office if you don’t see confirmation of shipment.</td>
<td>ordering.collegeboard.org</td>
</tr>
<tr>
<td>☐ Have your SSD coordinator or other appropriate school staff make sure you have accounted for all students testing with accommodations.</td>
<td>collegeboard.org/ssd</td>
</tr>
<tr>
<td>☐ Revise standard and accommodated room rosters if needed.</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>☐ Identify students who will need EL supports and print necessary translated test directions.</td>
<td>Prepare to Test Students with English Learner Supports on page 23</td>
</tr>
<tr>
<td>☐ If students are using student-provided glossaries, collect them and confirm they don’t include any improper writing or pages. You will redistribute to students on test day.</td>
<td>Prepare to Test Students with English Learner Supports on page 23</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 20</td>
</tr>
<tr>
<td>☐ Post room assignments for nontesting students.</td>
<td>Plan for Test Day Impacts to Rooms and Students on page 21</td>
</tr>
<tr>
<td>☐ If applicable, update Master Student List and room rosters as necessary to include any homeschooled students or students from other schools (and notify relevant proctors), Share the school codes for any students from other schools with the proctor(s), and note them on the room roster(s).</td>
<td>Build Your Room Rosters on page 18</td>
</tr>
<tr>
<td>☐ Conduct your preadministration session if you haven’t already.</td>
<td>Help Staff Conduct the Preadministration Session on page 34</td>
</tr>
<tr>
<td></td>
<td>Conduct the Preadministration Session on page 47</td>
</tr>
<tr>
<td>☐ Review assignments with staff.</td>
<td>Share Role and Room Assignments on page 21</td>
</tr>
<tr>
<td>☐ Hold a brief assembly with students who are testing to prepare them for test day.</td>
<td>Prepare Your Students on page 28</td>
</tr>
<tr>
<td>☐ Check test materials within 24 hours of receipt.</td>
<td>Prepare Your Materials on page 29</td>
</tr>
</tbody>
</table>
### Activity | Where to Learn More
--- | ---
Review facility preparation with custodial staff. | Manage Test Day Impacts on page 21
Call ahead to arrange pickup of materials. | Return Test Materials on page 44

### ON TEST DAY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete your testing room packets for proctors. Add test books to the packets for proctors.</td>
<td>Prepare Your Materials on page 29 Count and Distribute Test Materials on page 36</td>
</tr>
<tr>
<td>Post any revised testing room assignments and room assignments for nontesting students.</td>
<td>Admit Students to the Testing Area on page 36</td>
</tr>
<tr>
<td>Distribute testing room packets to proctors.</td>
<td>Equip Testing Rooms on page 36</td>
</tr>
<tr>
<td>Make sure all announcements are discontinued for the duration of testing.</td>
<td>Manage Test Day Impacts on page 21</td>
</tr>
<tr>
<td>Admit students to the testing area/rooms. We recommend you annotate your Master Student List or have staff annotate room rosters as students check in.</td>
<td>Admit Students to the Testing Area on page 36</td>
</tr>
<tr>
<td>Maintain security in your school and support testing staff while testing is in progress.</td>
<td>Your Role During Testing on page 38</td>
</tr>
<tr>
<td>Report test administration irregularities, if any.</td>
<td>Your Role During Testing on page 38</td>
</tr>
</tbody>
</table>

### AFTER TESTING IS COMPLETED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect materials from proctors.</td>
<td>Collect Testing Materials on page 40</td>
</tr>
<tr>
<td>Report students for makeup testing.</td>
<td>Collect Testing Materials on page 40</td>
</tr>
<tr>
<td>Prepare materials for return.</td>
<td>Prepare Materials for Return on page 41</td>
</tr>
<tr>
<td>Make copies of key forms and store securely.</td>
<td>Prepare Materials for Return on page 41</td>
</tr>
<tr>
<td>Return test materials.</td>
<td>Return Test Materials on page 44</td>
</tr>
<tr>
<td>Submit final payment.</td>
<td>Submit Payment on page 45</td>
</tr>
</tbody>
</table>
Before Test Day Tasks and Information

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

Prepare Yourself

TASKS

- Read this entire manual.
- Complete online 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 the Coordinator’s Checklist that’s in the Introduction.

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.

TASKS

Compile a List of Students

Determine the total number of test takers—including students from other schools and any homeschooled students 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.

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

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

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

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

3. 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. Update the Master Student List to show which students will be testing with accommodations and what those accommodations are.

You will now have one Master Student List to use to add room and staffing information. Check your list against the Sample Master Student List on page 100 to confirm that your list has all the information you’ll need for planning rooms and staff.

Plan Your Space

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

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 29 for more information.

Evaluate Rooms for Testing

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

Identify the Number of Rooms You Need for Testing

- Use the Master Student List to determine the number of standard and accommodated testing rooms 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.

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, with adequate writing surface, that enables students to be seated 4 feet apart, facing the same direction (see Seating Requirements)
  - No materials related to test content on display (these can be removed or covered)

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

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

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

IMPORTANT: Students may not select their own seats.

Additional Seating Requirements for Accommodated Testing Rooms
Students who are taking the test with accommodations not listed in Accommodations Administered in the Standard Room must be assigned a room and a proctor separate from those used for the standard administration. Coordinators should be discreet when communicating room assignments to avoid subjecting students to unnecessary attention.

- Students who require different timing or breaks must be tested in separate rooms. Students testing with accommodations that would distract other test takers must also be seated in different rooms. This includes students approved by the school to use a basic four-function calculator on the Math Test – No Calculator.
- Students who require MP3 audio or ATC formats should be tested in separate rooms. Both of these formats require specialized timing.
- Students who are approved by the school for a reader or scribe should test in a one-to-one setting.

Accommodations Administered in the Standard Room
Please note that some accommodations may be provided in a standard testing room. These include:
- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food, drink, or medication
- use of a 14-point large-print test book
- use of a magnifier
- use of a sign language interpreter for oral instructions
- auditory amplification or FM system
- use of a colored overlay
- approval to record answers in the test book

If a student is approved by the school for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to a standard testing room.
Seat students using a large-type test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room. Students may have an epinephrine auto-injector (e.g., EpiPen) in the testing room without need for accommodations.

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

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

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

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

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest:
- Are involved with paid coaching or test preparation for College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.

Any staff member, including the coordinator, who will have access to test books before test day must not have a child or member of their household taking the same College Board test in the same testing period at any test site. For PSAT 8/9, the testing periods are September 24, 2018–March 29, 2019 and April 1–26, 2019. In such instances, the student’s scores are subject to cancellation. Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their own child or other relative, the scores will be canceled.

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

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

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

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

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>1–10</td>
<td>0</td>
</tr>
<tr>
<td>More than 10</td>
<td>1+ (1 monitor for each additional 10 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

<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 Requirements for Accommodated Testing

Work with your SSD coordinator or other appropriate school staff to determine if any students with disabilities will be testing with accommodations and to ensure you:

- Have sufficient staffing, including any necessary personal assistants, 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 MP3 audio formats.
- Order correct test materials.

Build Your Room Rosters

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

- We highly recommend that you assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 15. When using codes that are shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020). Ensure that staff have the code for their room so they can post it on the board and students can enter it on their answer sheets on test day.
- Record the testing room code on the list you created. If a group disturbance occurs, the testing room code will help identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries related to group irregularities and help to ensure that scores for your school are released as quickly as possible.

Assign Students to Testing Rooms

- Divide your students into testing rooms based on room capacity and whether they’re testing with accommodations that require separate rooms. For general guidelines, see the Testing Materials Distribution Chart on page 11.
- Take care to assign students with accommodations to separate rooms as needed.
- Add each student’s testing room assignment to your Master Student List. Record the testing room code on the list as well.
- Add optional codes to your Master Student List and your room rosters if you’re using optional codes to sort your students’ paper score reports for easier distribution. See Assigning Optional Codes later in this section.

Create Individual Room Rosters

Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors. Divide your Master Student List into individual room rosters for students testing in standard test rooms and students testing in accommodated 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 or who may have been recently approved by the school for accommodations (e.g., students who recently transferred to your school). In addition, work with your SSD coordinator or other appropriate school staff to identify students who may have been recently approved for accommodations.

KEY INFORMATION

Assigning Optional Codes

By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to assign 2-digit optional codes by homerooms or counselors to make the sort more specific to your school. If you assign optional codes to students, you’ll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name.
Build Your Plan for Testing

Before Test Day Tasks and Information

| Part 1 |

Be sure to give your proctors the appropriate directions to give students on test day to enter their codes on the answer sheets.

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

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Build Your Plan for Testing

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

**TASKS**

**Finalize Your School’s Test Date**

Schools select a PSAT 8/9 administration date in the test ordering site. There are two testing periods for 2018-19: September 24, 2018–March 29, 2019 and April 1–29, 2019. Orders can’t be placed for January 28–February 22 (as explained in the next paragraph).

If it turns out you can’t test on the date you initially selected, hold on to your materials and store them in a secure location until another time in the testing period when you can administer the test. If your school selected a date between September and March, you can test anytime during this period (September 24 through March 29). Although orders can’t be placed for January 28 through February 22, schools that initially ordered for an earlier date may administer the test on these dates if needed. Similarly, if your school selected an April test date, you can test anytime from April 1 through April 26. We recommend picking a date as early as possible to account for potential makeup testing, which must take place within two weeks of the primary test date and be completed within these timeframes.

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

**Plan for Preadministration**

The PSAT 8/9 answer sheet lets students provide information about themselves.

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

If your school selected the preadministration option, your answer sheets and coordinator manuals will arrive by mid-September for schools testing during the week of October 8th or October 15th, by mid-January for schools testing in February or March, or by mid-March for schools testing in April. If not, you will still receive materials at least five days before your test date, in time to schedule and hold a preadministration session.

- Filling out the personal information fields may take up to 35 minutes, so schedule a session ahead of test day to walk students through filling them out.

**IMPORTANT:** If you choose to complete the preadministration on test day and it takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.

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

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

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

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

**Plan Training Sessions**

You’ll receive an email with a link to access training. Other test day staff should take the online training provided or be trained by the coordinator. You can share the link in the email with other test day staff, such as proctors. Schools can determine the best way to train other test day staff.

**Plan Your Test Day Schedule**

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

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

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

- Be sure to plan for the additional time it will take to test any student(s) approved by the school for extended time. Overview of Accommodated Timing and Breaks on page 93 gives details about the different types of timing and breaks that may be needed.
- If your school is testing students using the MP3 audio format, you’ll test these students over 2 days.

Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 36 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.

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 one or more areas near the testing rooms to use for this purpose. In general, you should avoid allowing snacks in the testing room. In particular, food and drinks should never be allowed near testing materials.

Plan a schedule of break times with your staff before test day, and work out how you will rotate your staff to allow each staff person at least one break. Staff in the extended-time rooms may require two breaks.

Plan for Makeup Testing

Plan ahead for testing students who aren’t able to test when you administer the PSAT 8/9. If these students have participated in a preadministration session, securely store their prelabeled or pregridded answer sheets with their test materials until you hold the makeup testing. The makeup test date must fall within the testing period and should occur no later than two weeks after your primary test date.

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

- Compile the list of students who are taking the makeup test.
- Request materials (instructions to be provided).
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary (to allow for makeups due to reported irregularities).
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 40.

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>Timing for the PSAT 8/9</th>
<th>Total Testing Time Including Breaks</th>
<th>Total Testing Time (Not Including Breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Time</td>
<td>2 hours, 35 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td>Standard Time with Extra Breaks</td>
<td>2 hours, 50 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td>100% Extended Time</td>
<td>5 hours, 15 minutes</td>
<td>4 hours, 50 minutes</td>
</tr>
<tr>
<td>50% Extended Time</td>
<td>4 hours, 3 minutes</td>
<td>3 hours, 38 minutes</td>
</tr>
<tr>
<td>Math Only 100% Extended Time</td>
<td>3 hours, 45 minutes</td>
<td>3 hours, 25 minutes</td>
</tr>
<tr>
<td>Math Only 50% Extended Time</td>
<td>3 hours, 15 minutes</td>
<td>2 hours, 55 minutes</td>
</tr>
<tr>
<td>MP3 Two-Day Testing, Day 1</td>
<td>3 hours, 50 minutes</td>
<td>3 hours, 35 minutes</td>
</tr>
<tr>
<td>MP3 Two-Day Testing, 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**

**Prepare to Collect Student Belongings**

Plan ahead to collect electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing. See Preventing Issues Involving Phones and Electronic Devices on page 23.

**Plan for Test Day Impacts to Rooms and Students**

- Arrange for bells and announcements to be silenced on test day.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.
- Determine which classes contain primarily students who will be testing and which classes have a mixture of testing and nontesting students. For test day, the school may need to cancel or relocate classes, and/or schedule study halls, field trips, practice testing, or other activities for students not testing.
- Create a list of test day room/activity assignments for nontesting students. A few days before test day, share with staff, post in offices, and create individual room signs for display in all affected classrooms.

**Establish a Signaling System**

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

**Minimize Distractions**

Only test takers, testing staff, authorized observers, and assistants 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 use a phone or any other electronic device (if these are not collected), not to access any books or notes, not to talk in the hallways, and not to go to their lockers. The week before the test, instruct school staff to remind students of the importance of not disrupting testing.

**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**

We’ll send you an email with information on how to access the online training in advance of test day.

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

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

**Share Role and Room Assignments**

- Share the testing room assignments with proctors and monitors. Staff members should know:
  - Whether they are assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
  - What script(s) they will be using and approximate timing of the test
  - Where and when to report on test day
  - General setup of rooms
  - Contents of the testing room packet they will receive on test day
KEY INFORMATION

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

- Prepare testing rooms by covering up or removing any instructive material, such as maps and charts.
- Plan ahead for collecting electronic devices and backpacks (if permitted under school policy) as students enter the testing room. Be ready to label items collected so they can be returned after testing.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities that are not related to testing, such as using a phone or a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not access calculators, phones, or prohibited aids during breaks.
- Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers can be used to conceal aids and notes.
- Do not leave test materials unattended under any circumstances.
- Make sure test materials are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have a school-approved accommodation.

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

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

Prohibited aids include, but are not limited to:

- Any type of phone (including smartphones)
- Smartwatches or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord
Calculator Policies and Guidelines
Calculators may only be used on the Math Test – Calculator portion, unless a student is approved by the school to use a basic four-function calculator as an accommodation on the Math Test – No Calculator portion. To help staff monitor calculator use, the Math Test – Calculator portion will have a calculator symbol at the top of each test book page. Students may only have calculators on their desks when working on these questions. See Acceptable Calculators on page 99.

General policies are as follows:
- We recommend that students bring and use a calculator, especially one they’re familiar with, on the Math Test – Calculator portion of the PSAT 8/9. A scientific or graphing calculator is recommended.
- Students should supply their own calculators.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use them.
- Students may not share calculators.

Monitoring Equipment Use
Follow instructions in the scripts to monitor the use of calculators.
- Only battery-operated, hand-held equipment can be used for testing.
- All scientific, and most graphing calculators, are acceptable. Four-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

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

Calculator Malfunction
Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or batteries that they brought and continue to test.

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

Preventing Issues Involving Phones and Electronic Devices
At the beginning of testing, staff will read scripts reminding students to turn off their phones and other electronic devices and to turn them in or store them out of sight. Once the script has been read, if a prohibited device makes noise or a student is seen using a prohibited device, the coordinator may dismiss that student and, if warranted, confiscate the device and check for test content. Contact OTI immediately for further instructions if test content is detected on the device.

If your school already collects phones and electronic devices, we encourage you to continue using the methods that work for you and your students. If you do not currently collect students’ electronic devices, here are some suggestions:
- Instruct students to disable alarms and power off cell phones when they enter the testing room.
- Collect students’ cell phones and wearable technology in a basket/envelope/bag before testing begins.
- Give students sticky notes and/or smaller envelopes to label their items with their name.
- Collect labeled items from students once they’re seated. If possible, keep student items in the order they were collected in, for easier return after testing.
- Keep the devices at the front of the room on the proctor’s desk for the duration of testing.
- Alternatively, you may have all students place powered-down devices in their backpacks and store all packs together at the front or side of the room.

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

TASKS
- Identify the students who require EL supports.
- Print the translations and review the list of approved glossaries available at psat.org/8-9-resources.
- If students are supplying their own glossary, confirm that their glossary is on the approved list and plan to collect it a day or two before testing so you can verify no improper notes or markings are included.
- Store the glossaries securely until you’re ready to assemble testing room packets for proctors.

KEY INFORMATION
The College Board provides EL supports in a number of languages.

Scores are scholarship-reportable for these supports.
Prepare to Test with Accommodations

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

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Materials Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% extended time</td>
<td>Regular-type test books</td>
</tr>
<tr>
<td>100% extended time</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Auditory amplification/FM system</td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>Breaks as needed</td>
<td></td>
</tr>
<tr>
<td>Extra or extended breaks</td>
<td></td>
</tr>
<tr>
<td>Four-function calculator on Math Test – No Calculator portion</td>
<td></td>
</tr>
<tr>
<td>Home/hospital testing</td>
<td></td>
</tr>
<tr>
<td>Late start time</td>
<td></td>
</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/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>
</tr>
<tr>
<td>Small-group setting</td>
<td></td>
</tr>
<tr>
<td>Use of colored overlay</td>
<td></td>
</tr>
<tr>
<td>Wheelchair accessibility</td>
<td></td>
</tr>
<tr>
<td>Writer/scribe</td>
<td></td>
</tr>
<tr>
<td>Written copy of oral instructions</td>
<td></td>
</tr>
<tr>
<td>Large-block answer sheet</td>
<td>Regular-type test book (unless approved for another format)</td>
</tr>
<tr>
<td></td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td></td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>Large print - 14 point</td>
<td>Large type - 14-point/20-point/24-point test book/larger than 24 point, as applicable</td>
</tr>
<tr>
<td>Large print - 20 point</td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td>Large print - 24 point</td>
<td>Large-block answer sheet</td>
</tr>
<tr>
<td></td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td>MP3 audio</td>
<td>Flash drive with MP3 files (or streaming platform, when available)</td>
</tr>
<tr>
<td></td>
<td>Regular-type test book</td>
</tr>
<tr>
<td></td>
<td>Standard answer sheet</td>
</tr>
<tr>
<td></td>
<td>Standard answer sheet instructions</td>
</tr>
<tr>
<td></td>
<td>Large-print answer sheet instructions</td>
</tr>
</tbody>
</table>

Materials Provided for Accommodated Testing

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

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

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

### TASKS

#### Plan for Two-Day Accommodated Testing if Relevant
You will need to test students using the MP3 audio format over two days. The MP3 audio format requires 100% extended time plus an additional 45 minutes in Section 2.

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

#### Plan for Computer Usage
- Make sure appropriate computers are provided in rooms where students need them.
- For students using MP3 audio or ATC format on flash drives, make sure the computers have USB ports.
- Instruct the staff who are testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Set Up for Testing Students with Accommodations on page 54 and Administer Accommodations on page 59 for related tasks and information.

### Ensure Approved Transcription Is Completed
For students using braille writers or other devices, or who are approved by the school to write their answers in test books, the proctor, SSD coordinator, or other appropriate school staff must transfer the answers to the answer sheet after the student completes the test.

- For transcriptions, tell the assistant or proctor to:
  - Make sure the student’s identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.
- For students who are approved to write the answers in their test books, tell the proctor to:
  - Make sure the student’s identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Write “Answers in Book” on the front cover of the student’s test book.
Return both the student’s answer sheet and marked test book (clipped together) in the white Accommodated Testing Envelope.

Assign any personal assistants
- Assign personal assistants, such as readers, scribes, or sign language interpreters (for directions only), to students with relevant school-approved accommodations. Follow the same guidelines as for other staff assignments (see Train Your Staff on page 21).
- Do not assign a personal assistant to a student who is a relative of the assistant.
- Do not assign a single personal assistant to more than one student.
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved by the school for 100% (or more) extended time.

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

Return accommodated materials correctly
Follow the procedures under After the test tasks and information on page 40 to return your accommodated materials in the white Accommodated Testing Envelope.

Key information
Types of accommodations and materials
The College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students approved by the school. Some students may be approved by the school for one or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials provided for accommodated testing on page 24 for a list of materials.

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

Timing and breaks
Students who are approved by the school for extended time for reading should receive the extended time on all sections of the test. Other students may have approval that applies to just the Math Test (Sections 3 and 4). Arrange to seat students with different timing in separate rooms to minimize distractions and timing errors.

Test aids and personal assistants
Students may be approved by the school for aids such as a reader to dictate test questions, braille device, or scribe to record responses.

Some students may be approved for accommodations relating to the recording of answers. These accommodations may include the following methods:
- Writer/scribe Students will dictate all answers to be put on the machine-scannable answer sheet by a scribe. Students who test with a scribe test with 50% extended time unless they have already been approved for 100% (or more) extended time.
- Braille writer Students will use a braille device (for example, Perkins Brailler). Answers must be transcribed by the coordinator after the test (return braille pages with answer sheets). Unless otherwise approved, electronic braille writers/notetakers (for example, Braille Note) may only be used for math calculations. An electronic braille writer can’t be connected to any network, but it must be connected to a monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer.
- Record responses in the test book Students will record all answers in the test book. The staff must transfer the responses to the machine-scannable answer sheet after the test.
- Record answers on an enlarged (large-block) answer sheet
Students who are deaf or hearing-impaired:
- May have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a copy of the spoken directions and/or blank paper for communicating with the test administrator available on test day.

Students assisted by a reader:
- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Will need a script for dictation of test questions, a regular-type test book, and possible additional test materials as approved by the school (for example, braille materials).

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

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than given in other formats.
Large Print
Students who test with large print—14 point, 20 point, or larger font—test with standard time and breaks (Script 1), unless approved by the school for other accommodations. The College Board recommends that you test students using test books with larger than 14-point print in an accommodated room.

Braille
Students who test with braille have standard time and breaks (Script 1) unless approved by the school for other accommodations. The braille type used is Unified English Braille (UEB). The Math sections are in the 1972 revised Nemeth Code. Make sure each student approved for braille receives the Guide to the Nemeth Code and the Braille Reference Information. The Guide to the Nemeth Code lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the Guide during the test if they are taking the braille test or using the supplementary book of braille math graphs and figures. The Braille Reference Information contains math reference material required for the braille test. Labels and numbers given with figures can be found in corresponding locations in both the regular- and large-type tests.

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

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

MP3 Audio and ATC Formats
Two formats are available for students who need audio or visual assistance with the test: MP3 audio files and assistive technology–compatible (ATC) files. Both formats are provided on flash drives and require each student to use a school-provided computer that has a USB port. Chromebook, Mac, and Windows formats are supported. Because a USB port is required, a tablet may not be used to take the test. Some MP3 audio formats may be delivered by streaming rather than on a flash drive. If this is the case, you’ll receive instructions for setting up testing. The school must provide suitable computers for MP3 audio 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 separate room.

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

Students will need to open each section of the test by entering the password provided on the ATC packaging before the proctor begins that section.

The MP3 audio format consists of read-only files and a built-in player to deliver the test content. Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. Students test with 100% extended time for the entire test, and in addition, students will have an additional 45 minutes to complete Section 2. These students test over two days.

General Notes for Electronic Devices
Students who are approved by the school for computer use for essays only will not use a computer on the PSAT 8/9 and will test in the standard testing room unless approved for other accommodations. Other software or assistive technology, such as screen readers, may only be used when specifically approved by the school.

Make sure that any electronic device used for testing, including a computer for use of an MP3 audio or ATC format, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all LAN or ethernet connections). Disable all unapproved assistive features such as spell-checkers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device or computer or monitor connected to a magnifying device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.
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 schedule and that lunch won’t be served until after testing ends.
- Distribute copies of informational flyers, which can provide facts about the test, if desired. These can be downloaded from the web at psat.org/8-9-resources and photocopied to distribute to students and parents. Refer students who have further questions about the test to the PSAT 8/9 Student Guide, also available at psat.org/8-9-resources.

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

- Two No. 2 pencils
- Student ID number (if your school will use it)
- Email address (optional)

**Inform Families About the PSAT 8/9**

We also suggest that you engage students’ families to inform them of what students can expect on test day and what the PSAT 8/9 means to their college and career planning.

**KEY INFORMATION**

**When and Where to Report**

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

**What to Bring on Test Day**

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils
- Acceptable calculator (for the Math Test – Calculator portion of the test only)
- Earphones, if using an ATC or MP3 audio format
- Current and valid school or government issued photo ID that includes their name and signature, if testing at a school they don’t regularly attend. (See Photo ID Requirements on page 104.)

**IMPORTANT:** If you have students with school approval to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, remind them to bring a separate, basic four-function calculator for this purpose. (Percentage and square-root functions are permitted.)

We also recommend that students bring:

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

Give this information to all students from other schools and any homeschooled students who will be testing at your school.

**What NOT to Bring on Test Day**

Students may not have the following in the test area (except in the case of school-approved accommodations for specific aids):

- Electronic equipment including phones of any kind; personal computing devices (laptops, notebooks, Bluetooth devices, or tablets); cameras; timers; audio players/recorders; wearable technology; digital watches including smartwatches that can be used to record, transmit, or receive information; or any other prohibited devices.
- Highlighters, rulers, earplugs, dictionaries or other books, pens or colored pencils, pamphlets and papers of any kind, including scratch paper.
Marking the Answer Sheet
Correctly marking the answers is very important. Marks that are too light or that don’t completely fill the bubbles won’t scan properly and could lead to lower scores.

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

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

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

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Students are responsible for bringing their own earphones. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to [collegeboard.org/students-with-disabilities/after-approval](http://collegeboard.org/students-with-disabilities/after-approval). While these practice materials are for the PSAT/NMSQT and PSAT™10, students can use them to become familiar with the navigation tools.
- MP3 audio format users should know how much testing time they will have and that they will be testing over 2 days.
- The ATC format will be administered with the same school-approved timing as a paper test format with one exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or other method according to a school-approved accommodation).

Prepare Your Materials
**TASKS**

Use the Test Ordering Site
Sign in at [ordering.collegeboard.org](http://ordering.collegeboard.org) to order additional tests, update and track your test material orders, and review your online invoice when available. See [psat.org/important-dates](http://psat.org/important-dates) for ordering deadlines.

**IMPORTANT:** Be sure to order sufficient test materials for students from other schools and for homeschooled students who will be taking the test at your school. They must use the test materials for the period that matches your school’s test date; either September 24, 2018–March 29, 2019 or April 1–26, 2019. No other test materials may be used.

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

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

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

Preadministration materials include:

- Answer sheets
- PSAT 8/9 Student Answer Sheet Instructions
- Large-block answer sheets (as needed)
- Large-print PSAT 8/9 Student Answer Sheet Instructions (as needed)
- Copies of the PSAT 8/9 Coordinator Manual
- Mobile Opt-In Policies documents

**IMPORTANT:** If you do not have enough answer sheets, contact the College Board to request more for your school. Photocopied answer sheets will not be scored.
Part 1 | Before Test Day Tasks and Information

Prepare Your Materials

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 the Preadministration Session for Schools with Pre-ID Labels on page 32 for more information.

Check the Test Materials Shipment
Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than three authorized individuals. Test materials are considered to be in secure storage when they’re stored in a locked area at your school that only you and designated assistants can access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your proctors.

You should receive testing materials by approximately 5–7 days before test day. We recommend that you go online to ordering.collegeboard.org to check on the shipment status of your order because materials may ship and arrive at different times. If your school will be on break the week before testing, please notify the PSAT 8/9 office so the delivery date can be changed.

If you have not received testing materials by the expected date, call the PSAT 8/9 office.

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

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

As a coordinator, you’re responsible for protecting test materials against unauthorized access from the time they are delivered to your school until score reports are received.

Your school should receive the following in the test shipment:
- Shipping notice
- Packs of 5 or 25 shrinkwrapped test books
- Packs of 25 answer sheets bundled with 25 Student Answer Sheet Instructions booklets and Mobile Opt-In Policies documents
- Copies of the PSAT 8/9 Coordinator Manual (at least 1 for every 25 test books)
- UPS Express Pak or box(es) with preapplied labels for returning used answer sheets (including material for both standard and accommodated testing)
- Coordinator’s kit containing the following:
  - Coordinator Report Form (CRF)
  - Accommodated Testing Envelope (white) for return of answer sheets for students tested with accommodations
  - Bundle of 5 Irregularity Report (IR) forms
  - Gray-bordered envelope
  - Roll of packing tape
  - Cover flyer listing contents of shipment

You will receive an email alert to notify you that your test materials have been shipped.

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

1. **Check that you have received all cartons.** If more than 1 carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. **Without opening the shrinkwrap around the test books,** check the covers to verify that they are the correct books for the testing period you selected.
3. **Count the test books and answer sheets (still keeping them in the unopened shrinkwrap)** to make sure you have received the correct quantity.
4. Contact the PSAT 8/9 office immediately if the test books are for a period other than the one your school registered for, if the number of tests and answer sheets doesn’t match what was ordered or if any materials are missing.
5. Check the CRF to be sure it displays the correct school name and code for your school. If the school name or code on the CRF is incorrect, call the PSAT 8/9 office to request a new copy, which you will receive via email as a PDF file. You’ll need to print the new CRF and grid in your school code when you complete the CRF on test day.
6. **Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage.**

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

7. **Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak included in your test shipment.** You will use the box(es) or UPS Express Pak to return answer sheets after the test.
8. **When you remove tests from secure storage on test day,** verify the number of test books given to each proctor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test.
**Students** should never be allowed to transport, distribute, or collect test materials. See After the Test Tasks and Information on page 40 for instructions on how to handle test books after the test.

**Accommodated Materials Shipment**
Your school will receive the following separately, if applicable:
- Test books and materials for students testing with alternate test formats
- Large-block answer sheets
- Large-print answer sheet instructions
- Mobile Opt-In Policies documents

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

**IMPORTANT:** If any materials are missing, or if you have not received the correct amount, contact the PSAT 8/9 office immediately.

**Create a Testing Room Cover Sheet**
We recommend that you print and complete a Testing Room Cover Sheet for each testing room. The cover sheet is available online or from your coordinator training module, or you can create it yourself.

Include the following information:
- Number of students assigned to a room
- Type of test the room is administering (standard or accommodated, e.g., 50% extended time)
- Name of proctor administering the test in that room
- Monitor name(s) (if applicable)
- School (AI) code
- Testing room code
- Optional codes, if any, assigned for receiving score reports in a particular sort order

If applicable, also include:
- 6-digit school codes 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 101)
- 2-letter APO or FPO code (AA, AE, or AP)

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

Assemble the following items to create your testing room packets:
- Testing room cover sheet
- A copy of the room roster you created showing students assigned to the testing room, including optional codes, if applicable
- For accommodated rooms, a list of the accommodations that each student will test with
- Answer sheets (sorted by correct testing room):
  - If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session
  - Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets)
- Standard and/or large-print PSAT 8/9 Student Answer Sheet Instructions booklets
- Mobile Opt-In Policies documents
- Pre-ID Label Instructions memo, if applicable, for students with pre-ID labels who didn’t participate in a preadministration session
- Irregularity Report (IR) forms
- Additional reference copy of the PSAT 8/9 Coordinator Manual (which should also have been distributed during training)
- If applicable, EL supports (translated directions and/or word-for-word glossaries) for students who need them

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

We strongly recommend conducting a preadministration session prior to test day. Once you receive the preadministration materials you have the option to allow all students, including those testing with accommodations, to fill in identifying information on their answer sheets ahead of test day. This shortens the test day for both students and staff, and helps to create a more positive test-taking experience. Please note that students must fill out answer sheets under supervision in school.

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

**TASKS**

**Get Started**

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

- Use your list of students who will be testing (both standard and accommodated students). Make sure your roster indicates the testing room code (or other room identifier) for each student on the list.
- Create preadministration session room rosters for proctors.
- Work with your SSD coordinator or other appropriate school staff to identify which students should receive large-block answer sheets instead of standard ones.
- If using pre-ID labels, apply labels (See Verify and Apply Labels later in this section). Organize the answer sheets by the preadministration room assignments you’ve made.
- Note the testing room numbers (or other room identifiers) on containers for storing answer sheets after the preadministration session.
- Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see. Also include the following information if applicable:
  - If testing students with non-U.S. addresses, the appropriate country code(s). See Codes for Countries or Regions Outside the United States and U.S. Territories on page 101.
  - If your students have APO or FPO addresses, the 2-letter code (AA, AE, or AP) that applies to them.
  - Inform staff and students of the planned sessions. Tell students they’ll need No. 2 pencils with erasers for the preadministration session. They may also need:
    - Student ID number (depending on school, district, or state requirements).
    - Email address (optional).
    - They may also be asked to provide their grade point average and whether their parents or guardians are or have been in the military (both optional).

**Tasks for the Preadministration Session for Schools with Pre-ID Labels**

**Check the Pre-ID Labels**

You’ll receive one pre-ID label for each student who was included in the preidentification file provided to the 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 code correct?
  - Do the students named attend your school?
  - Is the grade level correct?

**IMPORTANT:** If labels are incorrect, do not use them. Contact the PSAT 8/9 office immediately. However, if the address is the only incorrect label information, then DO use the label. Students can update their address information on their answer sheet.

- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets.
- Place each label as accurately as possible so that it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them within preadministration room groups 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* memo to the proctors and instruct them to update the script for pre-ID labels under Conduct the Preadministration Session on page 47 in their copies of the *PSAT 8/9 Coordinator Manual.*
Proctors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (students do not have to fill in the fields listed on the memo). See the following example:

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

KEY INFORMATION

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. Retain your Instructions and keep it with this manual for use with your school's answer sheets.

IMPORTANT: Your school (AI) code and name appear at the top of the Pre-ID Label Instructions. If they don't, contact the PSAT 8/9 office immediately.

The data provided on the labels include:

- First name, last name, and middle initial
- School (AI) code
- Sex
- Date of birth
- Grade

Depending on the information that your school, district, or state provided, your labels may or may not contain the following data:

- Sort (optional)
- Mailing address (street, city, state, zip, and country)
- Student ID number
- Mobile number indicator
- Race/ethnicity indicator
- Email address indicator

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

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 sample:
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.
- Those conducting the session will need to use the scripts in Conduct the Preadministration Session on page 47. Be sure to distribute the necessary copies of the manual to staff who need them.
- In Part 2, staff should match the script to your answer sheet type—unlabeled or with pre-ID labels.
- Not every school uses the same approach to fields on the answer sheet, based on factors like whether or not your school requires student ID numbers. Tell staff to watch for scripts with letter designations, and read the script that applies to your school.
- Before starting the session, staff should post any information the students will need, such as the 6-digit school (AI) code.
- 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. Staff will also give each student a copy of the Mobile Opt-In Policies document.
  - Some students may be using large-block answer sheets.
  - If your school has pre-ID labels, make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.
- Staff should alphabetize the completed answer sheets before returning them to you.

KEY INFORMATION

When to Schedule Additional Sessions

- Some students who take the test may be absent for the preadministration session. The test day scripts in Part 2 include instructions for assisting students to complete the answer sheet after testing is completed. If you have a large group of these students, consider assigning them to a separate room.
- If you have students who don’t have labels or whose labels have incorrect information other than the address, plan for them to move to a different preadministration session where students are filling in blank answer sheets, if possible.
- If you know ahead of time that some students will have pre-ID labels and others will not, conduct separate preadministration sessions for these 2 groups of students to allow for a better experience for both staff and students. (Students from other schools and homeschooled students testing at your school will need to fill out blank answer sheets on test day.)
- If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.
Follow Your Test Day Schedule

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

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

**KEY INFORMATION**

**Timing of the Test and Breaks**
The PSAT 8/9 is timed by section in all rooms. Students must be given the entire amount of time for each section; they may not turn to another section while working on it. Timing charts are supplied for each script in the manual. Remind staff to:
- Accurately time each test section.
- Record the start and stop times on the lines provided in the scripts, as well as at the front of the room for students to see.
- Announce the remaining time at regular intervals as indicated in the scripts.
- Immediately inform the test coordinator of any timing irregularities.
- Record irregularities and actions taken on the Irregularity Report (IR).

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

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

Students approved by the school for math-only extended time receive standard time and breaks on the first 2 sections of the test, but should receive an extra 5-minute break before Section 3 (Math Test – No Calculator). Students don’t receive extended time for writing on the PSAT 8/9.

Some students may be approved by the school for extra and/or extended breaks.

**Unscheduled Breaks**
When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the following guidelines for permitting unscheduled breaks:
- Inform students that they won’t get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- Collect the test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or glossary) that the student may be using.
- When the student returns, if the student is unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It’s not necessary to record this irregularity on an IR unless you find the activity suspicious.

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

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

**Extended Breaks**
Double the standard time of regularly scheduled breaks for students approved by the school to test with extended breaks.

For students who are approved by the school for both extra and extended breaks, provide 10-minute breaks between each test section and midway through Sections 1 and 4; if students ask to resume testing sooner, they may, but you shouldn’t prompt students to end their breaks early.
Breaks “as Needed”
Some students with medical conditions require breaks as needed. When a student is approved by the school for breaks “as needed,” they may break during a test section. Most students’ needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time.

Equip Testing Rooms

TASKS

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

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

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

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

KEY INFORMATION
In addition to the testing room packets/bins you provide to proctors, other items needed in the testing room are:
- A pencil sharpener
- A supply of No. 2 pencils
- Materials (such as plastic bags and sticky notes) for collecting and storing cell phones and wearable technology, if allowed under school policy

Information for Posting in All Testing Rooms
Your testing room packets should contain this information for proctors to post:
- Your school’s address and the school address(es) for any students from other schools
- Optional codes, if any, assigned to each student for receiving score reports in a particular sort order
- Testing room code, if any; when using codes that are shorter than 3 digits, include leading zeros (e.g., 001, 020)
- Your 6-digit school (AI) code
- Any 6-digit school (AI) codes for students from other schools (if applicable)
- 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 101)
- 2-letter APO or FPO code (AA, AE, or AP), if applicable

For Students Using MP3 Audio Format
The proctor testing students with MP3 audio formats should post common keyboard commands for the equipment students are using. These are listed in Administer Accommodations on page 59 (in Part 2 of this manual).

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

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

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

TASKS
Manage Central Check-In
If you designated a central location 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 104.)
- Annotate your Master Student List as students check in.
- Write “P” (present) next to the name of each student who checks in.
- After check-in is complete, put an “A” (absent) next to the name of any student who is absent.
- Add student information for any student not on your original Master Student List.
- If you change a student’s room assignment, give them a signed note to present to the proctor.
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. 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.
- If a student provides a note from you, staff should write in student information for students not on the room roster.
- Check ID for students who aren’t familiar to them. If a student can’t present acceptable ID, staff should record this incident on an IR but allow the student to test.

Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you have planned for a late-arrivals room, instruct the proctor to add the student’s name to the late-arrivals room roster.
- Students who arrive after testing has begun in the late-arrivals room can’t test. If your school is planning to administer a makeup, add them to the list of students requiring a makeup.

See Admitting Latecomers later in this section for more information.

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

- Mark the student as moved by printing an “M” next to the student’s name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Fill out an IR, including the student’s name.
- Deliver test materials for the student to the testing room.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the testing period. If so, note the student as absent and immediately request materials for testing.

If it’s too late to order materials for testing in the testing period, contact the College Board.

Manage Requests to Change to Standard Testing on Test Day
If a student requests to waive accommodations approved by the school, and sufficient space/materials are available, follow these steps:

- Complete an IR. In section 7, fill in the bubble for Other and describe the incident in the Comments field on page 3.
- Change the student’s assigned testing room code on the Master Student List, if necessary.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student’s information at the bottom of the roster.
- Deliver test materials for the student to the testing room.

KEY INFORMATION

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

If unable to test them, order the necessary materials and include these students in your list of makeups needed, as detailed in Collect Testing Materials on page 40.

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

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

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

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

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

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## Your Role During Testing

### TASKS

#### Test Observers and Visitors

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

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

#### Handle Escalations

As a test coordinator, you’ll be called on to address many kinds of situations, most of which can be resolved on the spot.

Always contact OTI if you encounter:

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

Contact the PSAT 8/9 office for events that interfere with testing procedures.

**IMPORTANT:** If a group irregularity occurs, be sure to indicate on the IR the testing room where it occurred. You must also provide a roster of affected students on the IR. Otherwise, scores may be held for the entire school until inquiries into the irregularity have been resolved.

#### Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Regulations and Grounds for Score Cancellation information provided in the *PSAT 8/9 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class or to the principal’s office. Students who are dismissed because of misconduct are not eligible for makeup testing. Please confirm on the IR all actions taken. Return the student's answer sheet on top of other used answer sheets.

If you or a member of your staff suspects that a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone and check for test content. In such cases, explain to the student that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under “Prohibited aid or calculator use when not permitted.”

#### 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 noises
- 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 or a pen with black or blue ink, and don’t write any notes or make any other extraneous marks on the form. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity.

Refer to the Irregularity Chart when filling out the IR.

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
  - In box 4a, write your 6-digit school (AI) code.
  - In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure that scores are not held for your school and that only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
  - To report an **individual irregularity** (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student’s name and grade level.
  - In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed). Do not attach answer sheets to the IR, but return them with the other used answer sheets.

**IMPORTANT: Answer sheets for students who have been dismissed should not be destroyed—they should be returned with other answer sheets.**
After the Test Tasks and Information

As test coordinator, you need to complete the test administration with the following activities. **Always keep materials in secure storage.**

### Collect Testing Materials

You'll need to collect all of the materials you provided to proctors in the testing room materials packet.

**TASKS**

#### Collect Materials from Proctors

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

- Copy of this manual, with completed seating chart on the back.
- Annotated room roster.
- Test books, both used and unused.
- Any additional test materials related to accommodated testing (such as scratch paper, test books with answers, flash drives, etc.).
- Answer sheets, both used and unused, separated into 3 groups:
  - Used for students from your school (standard and accommodated).
  - Used for students from other schools (standard and accommodated).
  - Unused answer sheets. Refer to What Is a Used Answer Sheet? later in this section.
- **PSAT 8/9 Student Answer Sheet Instructions** booklets. These should be destroyed after all testing has been completed.
- **Pre-ID Label Instructions** memo, if applicable.
- Any printed translated testing instructions. These should be securely destroyed after any makeup testing is complete.
- Any word-for-word glossaries, which can be used for other purposes after testing.
- Any completed IRs.

**IMPORTANT:** After testing is completed, proctors should give students the Mobile Opt-In Policies document to take home.

#### Count Materials

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

- Securely store test materials for students who have a school-approved accommodation that requires testing over 2 days.

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

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

**IMPORTANT:** You may correct errors in a student’s grade or school code, but you must not change any other information on the answer sheet. Fill out an Irregularity Report when these fields on the answer sheet have been altered. Indicate this action using the Other field and provide the names of the applicable students.

- Now that you’ve checked and counted the used answer sheets, record the counts on the CRF. When providing counts in fields 5 and 6 of the CRF, be sure to include students who tested with accommodations:
  - List counts of used answer sheets for students from your school (standard and accommodated) ________.
  - List counts of used answer sheets for students not from your school (if applicable, standard and accommodated) ________.
  - Add these 2 totals together for field 7 ________.

- To fill in field 8 of the CRF, separate the accommodated materials and count them again before placing them in the white Accommodated Testing Envelope. Providing the total count of students who tested with accommodations helps verify that the count matches what’s returned in the Accommodated Testing Envelope. In field 8:
  - Indicate if you’re returning additional materials with transcribed answer sheets.
  - List the count of used answer sheets for accommodated students (including those from your school and those from other schools, if applicable), including transcribed answer sheets ________.

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

After the Test Tasks and Information

Part 1

**IMPORTANT:** You must return one, and only one, answer sheet for each student unless the IR notes a reason for more than one (e.g., misplaced answers). In this case indicate two answer sheets for the one student when you do the count for the CRF. Only return answer sheets that contain answers. Securely destroy answer sheets with no answers and no demographic information.

**IMPORTANT:** If an answer sheet has answers but no name, work with the proctor to identify the student and have the student enter their name before materials are returned. (If you’re unable to identify the student, return the answer sheet in the gray-bordered envelope and indicate the issue on the IR, using the Other field.)

Before Releasing Staff

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- Review and sign IRs. Confirm that your school code is grided correctly. If needed, complete additional IR(s).
- When you’ve completed these tasks, release staff members.

Reconcile Room Rosters to Master List

Test taker lists give the 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. Store the list in your records for reference if needed.

Store Test Books

Immediately after the test administration (unless otherwise instructed):

- Organize test books to facilitate return to students with their score reports.
- Make sure that no answer sheets have been put in test books.
- Place all used and unused test books (including those used by homeschooled students or students from other schools, if applicable) in locked storage.

Prepare for Makeup Testing

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

**KEY INFORMATION**

What Is a Used Answer Sheet?

An answer sheet is considered used if it has one or more answers gridded in for the test.

If a student attends a preadministration session but misses the test date, securely store the answer sheet with their personal information and/or pre-ID label for use if you plan to hold a makeup session. After all testing at your school is concluded, include in your return shipment any answer sheets with demographic information but no responses to test questions. Destroy any blank answer sheets.

Handling Answer Sheets for Accommodated Students

- Students approved by the school to write their answers in the test book must have their answers transcribed by a staff member to a machine-scannable answer sheet. Make sure the answer sheet is clipped to the test book. The test book with attached answer sheet should be returned in the white Accommodated Testing Envelope.
- If you tested homeschooled students or students from other schools, only include their answer sheets in the white Accommodated Testing Envelope if they tested with school-approved accommodations.

Prepare for Return

**TASKS**

Complete the CRF

- Fill out a Coordinator Report Form (CRF) for the testing materials you’re returning. Please complete the report entirely, including signature, with a No. 2 pencil. Do NOT use ink.
- Please confirm that the school name and school (AI) code prefilled in the School Code field are correct for your school. This information is used to ensure that score reports and invoices are sent to the right school.
- If you need an additional CRF, or if the school name or code prefilled on the CRF is not correct, please call the PSAT 8/9 office. A PDF copy of the CRF will be emailed to you. This copy will not have any data prefilled. Please print out and complete the PDF copy of the CRF (including your school name and code) and return with used test materials.
- If you need an additional CRF, or if the school name or code prefilled on the CRF is not correct, please call the PSAT 8/9 office. A PDF copy of the CRF will be emailed to you. This copy will not have any data prefilled. Please print out and complete the PDF copy of the CRF (including your school name and code) and return with used test materials.
- Double-check that you have entered your count of answer sheets correctly—it’s easy to mix up digits. Mistakes can lead to billing errors and delays in score reporting.
- A signature on the CRF certifies that your school administered the test properly.
Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets.

Sort Materials
Now that you have collected all of the materials from the proctors and filled out the CRF, you’ll need to sort the materials for return. See What to Do with Materials below for details.

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

- Answer Sheets:
  - Separate the used answer sheets for standard test takers and students testing with accommodations. See What Is a Used Answer Sheet? earlier in this section.
  - Set aside unused answer sheets.
  - If an answer sheet has a pre-ID label, but the student missed the test date, securely store the answer sheet for use during a makeup administration (if you plan to hold one) within 2 weeks of the primary test date.

### KEY INFORMATION

#### What to Do with Materials
Use this table to help you organize your materials and handle them correctly.

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

<table>
<thead>
<tr>
<th>Test Materials</th>
<th>Return</th>
<th>Keep Copies for Your Records</th>
<th>Destroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used answer sheets</td>
<td>Yes—in package provided for answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Used answer sheets (regular and large block) for students testing with accommodations</td>
<td>Yes—in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Unused answer sheets</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Answer sheets with demographic information or label but no item responses (absentee)</td>
<td>Yes—unless used for makeup testing</td>
<td>No</td>
<td>No—return with used answer sheets after makeup testing is complete</td>
</tr>
<tr>
<td>Answer sheets with item responses but no name</td>
<td>Yes—if unable to identify the student, return answer sheet in gray-bordered envelope and indicate issue on IR</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Answer sheet instructions</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Test books</td>
<td>No</td>
<td>Yes—until score release, then distribute to students</td>
<td>No</td>
</tr>
<tr>
<td>Test books for students approved 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>Test Materials</td>
<td>Return</td>
<td>Keep Copies for Your Records</td>
<td>Destroy</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Defective test books (unless used for answers in test book accommodation)</td>
<td>Yes—clipped to corresponding IR in gray-bordered envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Defective test books for students approved by the school to write answers in their books</td>
<td>Yes—clipped to transcribed answer sheet and replacement test books, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student scratch paper or braille pages</td>
<td>Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>IR(s) (if used)</td>
<td>Yes—in gray-bordered envelope in answer sheet return shipment</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>Invoice</td>
<td>Yes—return with payment as instructed</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</td>
</tr>
<tr>
<td>Word-for-word glossaries for EL students</td>
<td>No</td>
<td>No</td>
<td>No—return to owner or keep for future use, as applicable</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>Coordinator Manual</td>
<td>No</td>
<td>No</td>
<td>Yes—after score reports are distributed to students</td>
</tr>
<tr>
<td>Leftover return materials (envelopes, cartons, labels)</td>
<td>No—store securely if needed for makeup testing</td>
<td>No</td>
<td>Yes—if makeup testing is complete</td>
</tr>
<tr>
<td>Mobile Opt-In Policies documents</td>
<td>No—students can keep</td>
<td>No</td>
<td>Yes—securely destroy any leftover copies after makeup testing is complete</td>
</tr>
</tbody>
</table>
Return Test Materials

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

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

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

**IMPORTANT:** See Returning Used Answer Sheets and Forms on page 103 for the correct order of materials and envelopes.

- Place the used standard answer sheets on the bottom, in this order:
  - On the bottom, standard answer sheets for students from other schools and homeschooled students, if any
  - Standard answer sheets for students from your school
  - Answer sheets for students listed on the IR
- Place the white Accommodated Testing Envelope (if any) next, with the following items inside (from bottom to top):
  - Scratch paper or braille pages, all clipped to corresponding answer sheets
  - Test books for students approved by the school to write answers in their books, clipped to corresponding transcribed answer sheets (if applicable, include defective test books used for the answers-in-book accommodation, clipped to corresponding transcribed answer sheets and replacement test books)
  - Used answer sheets (regular and large block) for students testing with accommodations
- Next, place the gray-bordered envelope, if applicable, including (from bottom to top):
  - Defective ATC or MP3 test materials in their original packaging
  - IRs, if any
  - Defective test books, if any, clipped to the corresponding IR

**Exception:** Return defective test books used by students approved by the school to write answers in their test book in the Accommodated Testing Envelope as just described.

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

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

Ship Materials

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

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

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

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

Tasks

1. After you’ve received confirmation that your answer sheets have been processed, you’ll prepare for submitting payment.

2. Sign in to ordering.collegeboard.org to review the number of answer sheets processed for your administration. Check to be sure that student information is appropriately filled in.

3. Once you confirm your counts, the system will calculate your payment, and you’ll be notified of how to access your invoice and make your payment.

Key Information
For additional information about payment, see psat.org/psat89invoicing.

Receive Score Reports

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

Students will receive their percentile rank and helpful interpretative information about their scores. The information helps students and teachers identify the knowledge and skills they need to focus on to increase achievement.

Paper Score Reports
One paper copy of each student’s score report will be delivered to the school principal soon after online reporting is available.

Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT 8/9 in the future.

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

- The number of used answer sheets received does not match the number of students tested as entered on the CRF.
- The coordinator neglects to sign the CRF in pencil.
- The school has not responded to a query from ETS regarding a testing irregularity.

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

**Appropriate Uses of Scores and Reports**

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

**Protecting Student Privacy**

Khan Academy® and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. The College Board and Khan Academy don’t share students’ personal information or practice work without each student’s consent. 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.

For more information about privacy practices, please visit:

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

Introduction for Proctors

This is your guide for administering the PSAT 8/9 and creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training organized by your 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 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.

Before Test Day

Prepare Yourself

TASKS

- Conduct a preadministration session at your coordinator’s direction.
- If you are testing accommodated students, before test day:
  - Review Set Up for Testing Students with Accommodations on page 54 to determine the correct script to use.
  - Test any equipment needed.
  - Be prepared to assist students who are approved for alternate test formats such as braille, MP3 audio, or ATC.

Proctors must:

- Read this manual ahead of time to be thoroughly familiar with test procedures
- If testing students with MP3 or ATC flash drives, set up their computers before test day
- Prepare seating plans for your assigned room and complete the seating plan chart 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
- Administer the test according to the manual’s directions
- Return test materials to the coordinator after students are dismissed

Conduct the Preadministration Session

IMPORTANT: Proctors conducting preadministration sessions on test day should start at Begin Here on Test Day on page 61. Proctors conducting preadministration sessions before test day should continue with the following directions and scripts.

TASKS

- Read through the preadministration scripts and be prepared to read either the Script for Unlabeled Answer Sheets or the Script for Pre-ID Labels, as appropriate.
- Some of the fields have alternative scripts to read depending on various criteria, such as whether or not your school uses student ID numbers. When you see multiple choices with lettered options (for example, A and B), mark which script to read before starting the session.
- Before the session, post the following in a location visible to all students:
  - 6-digit school (AI) codes for your school and the schools of other students who are participating in the preadministration session
- Address of your school and addresses of any other schools that students participating in the session go to
- 3-digit country codes for any students with addresses outside the United States or U.S. territories (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 101)
- 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–20. Read slowly enough to give students time to fill in their information. Pause where you see [pause] in the script to allow students time to follow instructions.

**IMPORTANT:** Information requested in fields 14–20 is optional. If you have students in the room who prefer not to give this information, let them know that they don’t have to. They should sit quietly until the other students have finished.

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

**When everyone is ready, say:**

We will now fill out important information on the PSAT 8/9 answer sheet. As I go through these instructions, raise your hand if you have any questions.

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

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

**Distributing Answer Sheets and Instructional Booklets**
Distribute answer sheets, the Mobile Opt-In Policies documents, and the Student Answer Sheet Instructions booklets. A large-print version of the Student Answer Sheet Instructions is provided for students with school-approved accommodations that necessitate large print. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

**After distributing answer sheets, say:**

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

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

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

**IMPORTANT: If you are reading these scripts to students who have pre-ID labels on their answer sheets, turn to the Script for Pre-ID Labels on page 51.**

**Script for Unlabeled Answer Sheets**

**Now say:**

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

**Filling in Fields 2 Through 8**

**Fields 2–4—School Information:** For fields 2–4, read script (A) if you have students in your room who do NOT attend your school. Read script (B) if all the students in your room attend your school.

(A) For fields 2–4, if you have students in your room who do NOT attend your school, say:

In field 2, if this is the school you regularly attend, fill in the bubble that says, “Yes.” and enter the name and address of your school in field 3. If this is not the school you regularly attend and you are not homeschooled, fill in the second bubble that says, “No, this is not the school I regularly attend.” and enter the name and address of your school in field 3. If you are homeschooled, fill in the third bubble that says, “No, I am homeschooled.” and do not enter any other information in field 3.

In field 4, enter your school code. If you attend this school, I have posted our school code in the front of the room. Other school codes for anyone who needs one are also listed. If you are homeschooled, leave field 4 blank. Please look up when you are finished. [pause]
Conduct the Preadministration Session

Before Test Day

| Part 2

(B) For fields 2–4, if all of the students in your room attend your school, say:

In field 2, fill in the bubble that says, “Yes.” and enter the name and address of our school in field 3. In field 4, enter the school code that I have posted in the front of the room.

Field 5—Student ID Number: For field 5, read script (A) if your school is using student ID numbers, and complete the directions that follow it. If your school is NOT using student ID numbers, read script (B).

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

In field 5, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, 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 grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

(B) If your school is NOT using student ID numbers, for field 5, say:

Make no marks in field 5.

For field 6, say:

Fill in your current grade level in field 6.

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

For field 7, say:

Fill in the appropriate bubble in field 7.

For field 8, say:

In field 8, fill in the appropriate bubble for the month when you were born. Then fill in the day and the last two digits of the year you were born, and fill in the appropriate bubbles. Any two-digit fields need to start with a zero if the number is less than 10. If you are using a large-block answer sheet, fill in the month, day, and year of your birth. [pause]

Continuing to Guide Students Through the Identifying Information

Now say:

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

To all students, say:

Next, you’ll fill in your address. If you are using a standard answer sheet, turn to page 2 (or stay on page 4 if you are using a large-block answer sheet).

Fields 9–13—Address: For fields 9–13, read script (A) to students who do NOT live on a U.S. military base and/or script (B) to students who live on a U.S. military base. (Read all that apply.)

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

In field 9, fill in your street address:

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

Enter your city in field 10.

- If you live in the United States or U.S. territories, fill in the state or territory bubble in field 11 and your zip or postal code in field 12, starting at the beginning of the field. Leave field 13 blank.
- If you live outside the United States or its territories, leave fields 11 and 12 blank and fill in the country code I have posted for you as well as the corresponding bubbles in field 13.

Please look up when you are finished. [pause]

See Codes for Countries or Regions Outside the United States and U.S. Territories on page 101.
(B) If you are testing students who live on a U.S. military base, say:

In field 9, “Street Address,” fill in your box number or other designation. In field 10, “City,” fill in the letters “APO” or “FPO.” In field 11, find the “U. S. Territory” section, and fill in the bubble for the 2-letter code I have posted for you. In field 12, fill in your zip code. Leave field 13 blank. Please look up when you are finished. [pause]

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for fields 14–18. Students may need about one minute per field to read and complete fields 14–18.

For field 14, say:

The College Board works with educational access organizations such as the Jack Kent Cooke Foundation Young Scholars Program, the Jackie Robinson Foundation, United Negro College Fund, and Boys & Girls Clubs of America to provide students with information about educational opportunities, extracurricular activities, outreach programs, and financial aid. Field 14 asks if you would like the College Board to share your name, zip code, and email address with educational access organizations such as these. If you would, fill in the bubble that says, “Yes.” Otherwise, fill in the bubble that says, “No.” [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.

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

For fields 15 and 16, say:

Before answering questions 15 and 16, please read the information in your Student Answer Sheet Instructions booklet.

Field 15 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause]

Field 16 asks about the languages you speak. Mark only one answer to each question. Please look up when you are finished. [pause]

For field 17, say:

In field 17, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

For field 18, say:

In field 18, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For field 19, say:

Find field 19 on page 4, or if you are using a large-block answer sheet, on page 6. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the address is yours or a parent or guardian’s address. By providing an email address, if you are 13 or over, you are granting the College Board permission to contact you or your parent or guardian via email. If you opt in to educational opportunities (field 14), your email address will be shared by the College Board with educational access organizations. Parent and guardian email addresses will only be used by the College Board.

For field 20, say:

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

If you have a U.S. mobile number, read the information in field 20 about providing your number. Please review the document I gave you about the Mobile Opt-In Policies before deciding whether to give your number. You will be able to take this document home with you for later reference. The College Board will not share your mobile number with other organizations. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. If you opt in, the College Board may ask you to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes. You may opt out at any time.

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

Turn to Finishing Up on page 53.
Script for Pre-ID Labels

For students with pre-ID labels, say:

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

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

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

Before continuing, resolve any issues with labels:

- If a student’s address is incorrect, but all other information is accurate, they may continue to use their pre-ID label—they can update their address on their answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets that you distributed to try to locate the correct one.
- If a student’s labeled answer sheet is unusable (has incorrect data on it) or you can’t locate their correct answer sheet, check with your coordinator to see if an additional preadministration session can be held for these students.
- If you need to keep them in your session:
  - Give them each a blank answer sheet, and tell them to follow your directions to fill in their information.
  - If a blank answer sheet is unavailable, place 2 blank labels over the incorrect pre-ID label.
  - Use the following script to conduct the preadministration session for students with and without labels. Once you finish the session, you will need to turn back to Script for Unlabeled Answer Sheets on page 48 to guide students with unlabeled answer sheets to complete any fields that you skipped for the students with labels.

For field 1, say:

Please leave field 1 blank. Your name is printed on the label.

Filling in Fields 2 Through 8 with Pre-ID Labels

For fields 2–4, say:

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

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

Field 5—Student ID Number: For field 5, read script (A) if your school is using student ID numbers, and complete the directions that follow it. If your school is NOT using student ID numbers, read script (B).

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

In field 5, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, 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 grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.

(B) If your school is NOT using student ID numbers, for field 5, say:

Make no marks in field 5.

For fields 6–8, say:

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

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

To all students, say:

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

To all students, say:

Turn to page 2 of your answer sheet (or page 4 of the large-block answer sheet).
Before Test Day  Conduct the Preadministration Session

- If Address appears in your school’s Pre-ID Label Instructions, tell students to skip fields 9–13 unless their address is incorrect on the label or they do not have a label. Read the scripts for fields 9–13 to these students so that they can enter their correct address on their answer sheet.

Fields 9–13—Address: For fields 9–13, read script (A) to students who do not live on a U.S. military base and/or script (B) to students who live on a U.S. military base. (Read all that apply.)

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

In field 9, enter your street address:
- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
- Use the address abbreviations given in your instructions booklet.

Enter your city in field 10.
- If you live in the United States or U.S. territories, fill in the state or territory bubble in field 11 and your zip or postal code in field 12, starting at the beginning of the field. Leave field 13 blank.
- If you live outside the United States or its territories, leave fields 11 and 12 blank and fill in the country code I have posted for you as well as the corresponding bubbles in field 13.

Please look up when you are finished.

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

In field 9, “Street Address,” fill in your box number or other designation. In field 10, “City,” fill in the letters “APO” or “FPO.” In field 11, find the “U.S. Territory” section, and fill in the bubble for the 2-letter code I have posted for you. In field 12, fill in your zip code. Leave field 13 blank. Please look up when you are finished.

See Codes for Countries or Regions Outside the United States and U.S. Territories on page 101.

For field 14, say:

The College Board works with educational access organizations such as the Jack Kent Cooke Foundation Young Scholars Program, the Jackie Robinson Foundation, United Negro College Fund, and Boys & Girls Clubs of America to provide students with information about educational opportunities, extracurricular activities, outreach programs, and financial aid. Field 14 asks if you would like the College Board to share your name, zip code, and email address with educational access organizations such as these. If you would, fill in the bubble that says, “Yes.” Otherwise, fill in the bubble that says, “No.”

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 high school, school district, and state.

If Racial/Ethnic Group appears in your school’s Pre-ID Label Instructions, tell students to skip field 15 and proceed to field 16.

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

For field 15, say:

Please read the information about field 15 in your Student Answer Sheet Instructions booklet. Field 15 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions?

For field 16, say:

Please read the information about field 16 in your Student Answer Sheet Instructions booklet. Field 16 asks about the languages you speak. Mark only one answer to each question. Please look up when you are finished.

For field 17, say:

In field 17, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished.
Conduct the Preadministration Session

Before Test Day

Part 2

For field 18, say:

In field 18, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

☐ If Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 19 and proceed to field 20.

For field 19, say:

Find field 19 on page 4, or if you are using a large-block answer sheet, on page 6. Read the information about providing your email address.

If you decide to provide an email address, fill in the bubble to indicate whether the address is yours or a parent or guardian’s address. By providing an email address, if you are 13 or over, you are granting the College Board permission to contact you or your parent or guardian via email. If you opt in to educational opportunities (field 14), your email address will be shared by the College Board with educational access organizations. Parent and guardian email addresses will only be used by the College Board.

☐ If Mobile Number appears in your school’s Pre-ID Label Instructions, tell students to skip field 20.

For field 20, say:

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

If you have a U.S. mobile number, read the information in field 20 about providing your number. Please review the document I gave you about the Mobile Opt-In Policies before deciding whether to give your number. You will be able to take this document home with you for later reference. The College Board will not share your mobile number with other organizations. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. If you opt in, the College Board may ask you to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes. You may opt out at any time.

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

Finishing Up

To all students, say:

We are now finished with completing your personal information. Please close your answer sheet. I will now collect your Student Answer Sheet Instructions.

Collect the Student Answer Sheet Instructions from each student. If students are about to begin the test, also collect the Mobile Opt-In Policies document. Otherwise, students should keep the Mobile Opt-In Policies document for future reference.

If Conducting on Test Day

Turn to the correct part of the test day scripts, as follows:

IMPORTANT: If you are ready to begin the test, turn to Distributing Test Books on page 64.

IMPORTANT: If you have finished testing and are ready to dismiss students, turn to Collecting Answer Sheets on page 90.

If Conducting Before Test Day

Continue with the script and instructions that follow.

When all students are finished, say:

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

Collecting and Storing Answer Sheets Until Test Day

Collect all answer sheets from students, making sure that each student has completed their name (field 1), school information (fields 2–4), grade level (field 6), sex (field 7), and date of birth (field 8). After sorting the answer sheets as directed by your coordinator, return the answer sheets and all Student Answer Sheet Instructions booklets to your coordinator, who will store them in a secure location until test day. Dismiss students, reminding them of the time and place they should report for the test.
Set Up for Testing Students with Accommodations

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

**TASKS**

- Before test day, determine which accommodations each student on your room list has been approved for by the school.
- Determine which test materials each student will need. Some students may be approved by the school for a special format. Students testing with accommodations that don’t require specific materials will use the same test book as students in the standard room.
- Review Using Accommodated Scripts to determine which script to use for the students assigned to your room. Also see the timing chart Overview of Accommodated Timing and Breaks on page 93.

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

**Set Up Computers for ATC Users**

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

The ATC format is compatible with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a MacBook laptop. If you have students who are using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Additionally, Kurzweil does not offer enough functionality to be used for the PSAT 8/9.

Follow these steps to set up computers for ATC users:

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

For information about preparing computers for ATC users on test day, see Administer Accommodations on page 59.

**Set Up Computers for MP3 Audio Users**

Set up for MP3 testing should be done in advance of test day to ensure a smooth administration. Some MP3 audio formats may be delivered by streaming rather than on a flash drive. If this is the case, you’ll receive instructions for setting up testing.

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 Flash Drives on page 55.

Follow these steps for all devices to prepare for testing the MP3 audio format on a flash drive:

1. Print the student’s last name, first name, and middle initial on the back of the MP3 packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do NOT choose to run the files using your device’s media player.)

**Set Up PCs or Macs**

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

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

For information about preparing computers for MP3 audio users on test day, see Administer Accommodations on page 59.

KEY INFORMATION
Troubleshooting for Flash Drives
If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:

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

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

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

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

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

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

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

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

Combined Scripts for Math-Only Extended Time
- Begin with Script 1 for students who are approved by the school for extended time on math only with NO extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.
- For students approved by the school for 100% extended time for math, switch to Script 2 for Sections 3 and 4 (beginning with Break Before Section 3 on page 71).
- For students approved by the school for 50% extended time for math, switch to Script 3 for Sections 3 and 4 (beginning with Break Before Section 3 on page 76).
Part 2  |  During the Test  | Prepare to Test

## During the Test

### Prepare to Test

#### TASKS

**Prepare the Testing Room**
- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. For seating requirements and general testing room requirements, see Plan Your Space on page 15. Your coordinator will also have this information. (See also Sample Seating Plans on page 104.)
- Cover or remove any instructive material, such as maps and charts.
- Check the clock to make sure it’s working properly.

**Post Information for Students**
Before distributing test materials, post the following in a place visible to all students:

- Today’s date
- Your school’s 6-digit AI code
- 6-digit school codes for students from other schools, if applicable
- Your school’s address and 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 101)
- 2-letter APO or FPO code (AA, AE, or AP), if applicable
- Testing room code (3 digits including any leading zeros)
- Optional codes, if any, assigned by your school for receiving score reports in a particular sort order

**Admit Students to the Testing Room**
Admit students one at a time, taking care to assign them seats at random or by prearrangement. If your school is conducting classroom check-in, we recommend that you check each student against the room roster as they enter the room:

- Write a “P” (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. If the student can’t present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 104.)
- After you have closed the testing room door, put an “A” next to the name of any student who is absent.
- Write in student information for students not on the room roster. These students should have a note from the coordinator.

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

**Seat Students**

Never allow students to select their own seat. Assign seats at random or by prearrangement with the coordinator. For detailed information on seating requirements, see Seating Requirements on page 16. Your coordinator will also have this information.

**Process Late Arrivals**
Admit and seat students who arrive late only if you have not yet begun the timed test (i.e., Section 1).

- Send students who arrive after the timed section begins to the coordinator for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.
- Late students who arrive before the beginning of Section 1 must write their name on their answer sheet and test book, but may supply other missing identifying information after the test, before being dismissed.

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

**Collect Students’ Personal Belongings**
If your school policy allows, you should collect and store students’ personal belongings (such as phones, other electronic devices, and/or backpacks) for the duration of the test. In these instances, provide a method for students to tag their property. Be sure device alarms are disabled and devices are powered off before collection. Tell students to take out any snacks or drinks they may have brought for the breaks and place them under their desks. Also tell students to keep their calculator and No. 2 pencils with erasers. If a student has an epinephrine auto-injector (e.g., EpiPen), it must be placed in a clear bag and stored under the student’s desk during testing.
Account for Test Materials
Proctors must count the test books:
- After receiving the materials from the coordinator
- Before distributing materials to students
- After collecting test books and before dismissing students from the testing room
If a test book is missing:
- Notify the coordinator at once. The coordinator will need to call the Office of Testing Integrity immediately. If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the coordinator as soon as possible.
- Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on an Irregularity Report (IR) as explained in Administer the Test.

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

Maintain Security in the Testing Room
Follow these procedures in the testing room:
- Remain vigilant at all times during testing, including breaks. Staff must not engage in activities that are not related to testing, such as using a phone or a computer, or grading papers.
- Make sure that at least 1 staff member is in the testing room at all times.
- Make sure that students do not use calculators, phones, or prohibited aids during breaks.

IMPORTANT: Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers can be used to conceal aids and notes.
- Do not leave test materials unattended under any circumstances.
- Make sure test materials and phones are not removed from the room.
- No one may access or use phones in the testing room, or eat or drink during testing unless they have approval from the school to do so.

Prevent Copying and Communication
Copying and prohibited communication are the most common ways for students to obtain an unfair advantage. You must:
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

IMPORTANT: Always note activities like these on the IR. Immediately report significant problems or events that interfere with specific testing procedures or that compromise test security.

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

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

For the breaks:
- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any translated instructions or word-for-word glossaries are closed and left on the desks.
Part 2  |  During the Test  Administer the Test

- Students are not allowed to use phones during breaks for any reason. Phones should be collected (if school policy permits), and must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and drinks under their desks before the start of the test, as instructed.

Do not allow students to access their bags or backpacks until the test is over.

If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

Complete the IR

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

- For all irregularities, fill in the general information in items 1–5 (page 1) and item 9 (page 3) of the form.
  - In box 4a, write your 6-digit school (AI) code.
  - In box 4b, fill in the number of students tested at your school (use leading zeros, as in “0055”).

- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in items 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If applicable, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure that scores are not held for your school and that only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.

- To report an individual irregularity (an issue that affects one student, such as illness), fill in items 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student’s name, grade level, and date of birth.

In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and if their answer sheet was destroyed). Do not attach answer sheets to the IR—return them with the other used answer sheets.

KEY INFORMATION

Information on the following topics appears in Part 1 of this manual:

- Prohibited Aids on page 22
- Preventing Issues Involving Phones and Electronic Devices on page 23
- Calculator Policies and Guidelines on page 23
- Monitoring Equipment Use on page 23
- Test Observers and Visitors on page 38

Your coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart is a compilation of the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for.

Use the IR to record an irregularity, including:

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

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

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

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

IMPORTANT: If you are testing students in a standard room, proceed to Test Day Scripts on page 61.

TASKS

Prepare Computers (if Any) on Test Day
See Set Up for Testing Students with Accommodations on page 54 for information on initial setup of computers for ATC and MP3 formats.

On test day, before testing begins:

- 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.
- Verify that all spelling and grammar check tools are disabled. Errors that are to be identified by the student as part of the assessment must not be flagged by software running on the computer.

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

Before administering the test to MP3 audio format users, review Script 5 and if students in your room are using only one type of computing device, mark the scripts for easier reading. (For example, if they’re all using Chromebooks, cross out directions for PCs and Macs.)

Post Information for Students Using MP3 Audio Format

If you’re testing students with MP3 audio formats, post the following common keyboard commands for the equipment students are using.

For PC or Mac

- Navigating the test:
  - Test Directions: Select Test Directions to listen to directions
  - Start Section: Select Section icon
  - Next Section: Select Stop at bottom of screen to return to Section table of contents
  - Change Volume: Select and drag slider bar at the bottom of the screen

- Keyboard navigation:
  - Pause or Play: Control/Command-P
  - Back: Control/Command-B
  - Forward: Control/Command-F

For Chromebook

- Starting and navigating the test:
  - In the file list, select the folder Test Directions and then the file itself to hear general usage directions.
  - To select a section, select the test section folder (e.g., PSAT 8/9 Section 1 Reading Test).
  - To start the files in a section playing, press Control-A to highlight all files in the folder, then press Enter.

- Chromebook navigation uses the mouse on the media player menu to pause or play.

Prepare to Assist Students Using ATC Format

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

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

KEY INFORMATION

Administering Extended Time and Accommodated Breaks

Once you have started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section.

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

- Give students who are approved for extra breaks the same breaks that extended time students receive, as noted in Script 4.
- Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
During the Test
Administer Accommodations

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

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

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

Students using the MP3 audio format must be given 100% extended time on the entire test, and they must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students will test over two days.

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

A student approved by the school to test with more than 100% extended time should test with that time allowance.

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

If technical difficulties are encountered during the MP3 audio or ATC test, pause the test timing and instruct the student to step away from the computer. Once you have resolved the issue, you can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the PSAT 8/9 office.

Administering Braille
The braille format of the PSAT 8/9 is divided into several books, which you will use one at a time. The braille type used is Unified English Braille (UEB). The Math sections are in the 1972 revised Nemeth Code. Students may use the Guide to the Nemeth Code if they are taking the braille test. The braille math reference book contains math formulas and directions for use with all mathematics sections.

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

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

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

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

Administering Scribes
Scribes may only write what the student dictates; they may not prompt the student in a way that would result in a different response. Students don’t need to spell words to the scribe, unless the spelling is unclear, but should dictate punctuation. Be sure to read the instructions given before the scripts (in Specific Format Instructions on page 66) to a personal assistant who is writing answers for a student.
Test Day Scripts

Begin Here on Test Day

IMPORTANT: Be sure you have prepared your room and admitted students as instructed under Prepare to Test on page 56.

IMPORTANT: If you are administering the test with ATC or MP3 audio format on flash drives, you must complete setup of the computers with the flash drives BEFORE admitting students.

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

Sometimes you will see alternative scripts to read depending on various criteria such as whether or not your school uses optional codes. When you see multiple choices with lettered options (A and B), read the prompts silently before choosing which script(s) to read to students.

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

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

When you are ready to begin, say:

Welcome to the PSAT 8/9 administration. This test will focus on what you’ve already been learning throughout school. It gives you a chance to see where you might need to improve in high school. If you are using printed directions that are translated, open the booklet now to follow along as I give instructions.

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

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

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

Then say:

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

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

You may also be dismissed for:

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

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

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

(A) If your school collected students’ personal belongings, say:

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

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

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

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

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

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

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

Then say:

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

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

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

To all students, say:

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

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

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

- Phones
- Audio players/recorders
- Tablets, laptops, or any other personal computing devices other than the computing device used for the test (for students testing with ATC or MP3 audio format)
- Timers
- Cameras
- Smartwatches or other wearable technology
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Unacceptable calculators that have QWERTY (typewriter-like) keypads, use paper tape, make noise, or use a power cord. (See Acceptable Calculators on page 99 for a list of acceptable calculators.)

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

If You Have NOT Conducted a Preadministration Session

**IMPORTANT:** If most or all of the students in the room have NOT filled out their identifying information before test day, turn to Script to Begin the Preadministration Session on page 48.

Continue Here if You Have Already Conducted a Preadministration Session

**IMPORTANT:** If most or all of your students have completed their identifying information on the answer sheet, proceed with the scripts that follow.
Distributing Student Answer Sheets

When students are ready, say:

I am now going to give each of you your answer sheet.

Distribute the answer sheets that students filled in before test day. Make sure that each student receives their own answer sheet with identifying information completed. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill in their identifying information.

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

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

To all students, say:

Please check to make sure your correct legal name and date of birth appear on the answer sheet and that the corresponding bubbles are filled in correctly. Raise your hand if you have the wrong answer sheet.

**IMPORTANT:** If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distributing Test Books on page 64.

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can’t, or if a student has the incorrect name on their answer sheet, give them a blank answer sheet. Ask the students with correctly populated answer sheets to wait patiently while you read the following scripts to any students who need to populate their answer sheets. These students will be able to provide the remainder of their information once testing has completed.

To students who need to populate their answer sheets, 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. If you include a name other than your legal last name, your scores may be delayed. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you are finished. Are there any questions?

Fields 2–4—School Information: For fields 2–4, read script (A) if you have students in your room who do NOT attend your school. Read script (B) if all the students in your room attend your school.

(A) For fields 2–4, if you have students in your room who do NOT attend your school, say:

In field 2, if this is the school you regularly attend, fill in the bubble that says, “Yes.” and enter the name and address of your school in field 3. If this is not the school you regularly attend and you are not homeschooled, fill in the second bubble that says, “No, this is not the school I regularly attend.” and enter the name and address of your school in field 3. If you are homeschooled, fill in the third bubble that says, “No, I am homeschooled.” and do not enter any other information in field 3.

In field 4, enter your school code. If you attend this school, I have posted our school code in the front of the room. Other school codes for anyone who needs one are also listed. If you are homeschooled, leave field 4 blank. Please look up when you are finished.

(B) For fields 2–4, if all of the students testing attend your school, say:

In field 2, fill in the bubble that says, “Yes.” and enter the name and address of our school in field 3. In field 4, enter the school code that I have posted in the front of the room.

Field 5—Student ID Number: For field 5, read script (A) if your school is using student ID numbers, and complete the directions that follow it. If your school is NOT using student ID numbers, read script (B).

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

In field 5, print and fill in your student identification number, starting with the first column to the left. If you have letters in your ID number, 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.

Check with any students who raise their hands. If you have student ID numbers available, provide the appropriate student ID number to the student to grid on their answer sheet. If you do not have access to student ID numbers, advise the student to leave that field blank.
**Part 2 | Test Day Scripts Begin Here on Test Day**

**(B) If your school is NOT using student ID numbers, for field 5, say:**

Make no marks in field 5.

**For field 6, say:**

Fill in your current grade level in field 6.

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

**For field 7, say:**

Fill in the appropriate bubble in field 7.

**For field 8, say:**

In field 8, fill in the appropriate bubble for the month when you were born. Then fill in the day and the last 2 digits of the year you were born, and fill in the appropriate bubbles. Any 2-digit fields need to start with a zero if the number is less than 10. If you are using a large-block answer sheet, fill in the month, day, and year of your birth.

**Distributing Test Books**

Keep one answer sheet and one test book for use in giving instructions. Students who are using the MP3 audio or ATC format on flash drive should already have their flash drive inserted in the computer on their desk. These students still receive test books.

When everyone is ready, say:

Print your name, this school's code, and this school's name clearly on the back of your test book. If you are using the MP3 or ATC format on a flash drive, you need to make sure this information is on your flash drive packaging as well. Please look up when you are finished. [pause]

Now turn your answer sheet to page 4 (or page 7 if you are using a large-block answer sheet).

**Completing Test Book Information and the Certification Statement**

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

**For fields A and B, say:**

Find fields A and B on the back of your answer sheet (or page 7 of the large-block answer sheet). Copy the form code and test ID exactly as they appear on the back of your test book (or flash drive packaging for MP3 and ATC test takers) into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]

To all students, say:

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

Walk around and check that students are filling in the correct codes.

Field C—Testing Room Code: Read script **(A) if your school uses testing room codes or script (B) if your school does NOT use testing room codes. (Choose only one option.)**

**(A) If your school uses testing room codes, for field C, say:**

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

**(B) If your school does NOT use testing room codes, for field C, say:**

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

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

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

Students who attend this school, please enter the number I have posted for you in field D. [pause]

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

Please leave field D blank.

To all students, say:

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

By signing the statement, you are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. In addition, you agree that if your school provided any information about you to the College Board, the College Board may retain that information to provide the educational services related to this test, such as score reporting and scholarship eligibility and opportunities.

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

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

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

Walk around the room and check that all students are signing their names below the Certification Statement. Also check to make sure students correctly enter today’s date.

IMPORTANT: If a student is using a scribe as a school-approved accommodation, have the scribe print the student’s name and encourage the student to sign. The scribe may sign if the student is unable to do so.

After everyone has signed the Certification Statement, say:

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

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

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

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

Answer any student questions about testing procedures.

If you have students who are using a scribe, reader, ATC, or braille format, find and read the appropriate instructions under Specific Format Instructions before proceeding to the script that is appropriate for the students in your room.

For all other students, proceed to the appropriate script now:

- Script 1: Standard Time on page 66 provides standard timing and breaks.
- Script 2: 100% Extended Time on page 70 provides 100% extended timing and extra breaks.
- Script 3: 50% Extended Time on page 74 provides 50% extended timing and extra breaks.
- Script 4: Standard Time with Extra Breaks on page 78 provides standard timing with extra breaks.
- Script 5: MP3 Audio Format on page 81 provides instructions for MP3 audio format users.

Overview of Accommodated Timing and Breaks on page 93 gives details about the different types of timing and breaks that may be needed.
Specific Format Instructions

To a scribe, say:

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

To a student who is using a scribe, say:

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

To a reader, say:

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

To students using braille format, say:

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

The braille type used is Unified English Braille (UEB), and the Math Test is in the 1972 revised Nemeth Code. The braille figure supplement 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?

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.

To all students using an ATC format, say:

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

Please prepare for testing now by opening and reading the electronic document titled Beginning Directions and Information for Users of ATC. When you are finished reading the document, please select the minimize button and look up.

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

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

Script 1: Standard Time

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved by the school for standard time with extra breaks.

Section 1: Reading Test

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 figure supplement 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?

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.

To all students using an ATC format, say:

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

Please prepare for testing now by opening and reading the electronic document titled Beginning Directions and Information for Users of ATC. When you are finished reading the document, please select the minimize button and look up.

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

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

Script 1: Standard Time

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved by the school for standard time with extra breaks.

Section 1: Reading Test

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 figure supplement 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?
Make sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:
You have 25 minutes remaining in this section.

After 50 minutes, say:
You have 5 minutes remaining in this section.

After exactly 55 minutes, say:
Stop work and put your pencil down.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

If your school did NOT collect students’ personal belongings, say:
You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.

During the Break
Post the break time of 5 minutes, and include what time testing will resume.

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

Section 2: Writing and Language Test

At the beginning of Section 2, say:
I’ll tell you when to open your test book. Now, let’s take a look at these two pages:

At the top of each page, I’ll provide a specific standard time.

When everyone is ready, say:
Once we begin, you will have 30 minutes to work on Section 2, the Writing and Language Test.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

After 15 minutes, say:
You have 15 minutes remaining in this section.

After 25 minutes, say:
You have 5 minutes remaining in this section.
Part 2  |  **Test Day Scripts**  | Script 1  | Section 3

After exactly 30 minutes, say:

Stop work, and put your pencil down.


For Students with Math-Only Extended Time

**IMPORTANT:** For students approved for 100% extended time for math, turn to Script 2, Break Before Section 3 on page 71.

**IMPORTANT:** For students approved for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 76.

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

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

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

**IMPORTANT:** If a student has school approval to test using a basic four-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)

When everyone is ready, say:

Once we begin, you will have 20 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

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

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

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

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

**After 10 minutes, say:**

You have 10 minutes remaining in this section.

**After 15 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 20 minutes, say:**

Stop work and put your pencil down.


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

We will start testing again in exactly 5 minutes.

**During the Break**

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

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

Please take your seat. Do not open your test book until I tell you to do so.
Section 4: Math Test – Calculator

When students are ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 40 minutes to work on Section 4, the Math Test with Calculator.

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

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

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

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

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

After 20 minutes, say:

You have 20 minutes remaining in this section.

After 35 minutes, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes, say:

Stop work and put your pencil down.

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

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 90 for the collection of test books and other test materials.
Script 2: 100% Extended Time

The following script is for 100% extended time test takers.

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

If a student is using a scribe or reader, refer to Specific Format Instructions on page 66.

Section 1: Reading Test

55 MINUTES 100% EXTENDED TIME

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 50 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 55 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:

You have 1 hour and 20 minutes remaining in this section, and 25 minutes until the break.

After 50 minutes, say:

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

After exactly 55 minutes, say:

Stop work and put your pencil down.


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

We will start testing again in exactly 5 minutes.

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

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

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 55 minutes to continue working on Section 1. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.
Script 2  Section 2  Test Day Scripts  |  Part 2

Section 2: Writing and Language Test

Record start and stop times here — post for students

60 minutes 100% extended time

Start time _________  Stop time _________

When everyone is ready, say:

Once we begin, you will have 60 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may not turn to any other section.

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

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.


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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

IMPORTANT: For students using the ATC format with standard time, no extra breaks, turn to Script 1, Section 3: Math Test – No Calculator on page 68.

IMPORTANT: For students using the ATC format with 50% extended time for the entire test or for math only, turn to Script 3, Section 3: Math Test – No Calculator on page 76.

IMPORTANT: For students using the ATC format with standard time and extra breaks, turn to Script 4, Section 3: Math Test – No Calculator on page 80.

IMPORTANT: For students using the ATC format with 100% extended time for the entire test or for math only, continue here with Section 3: Math Test – No Calculator.
Section 3: Math Test – No Calculator

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

When all students are ready, say:

Once we begin, you will have 40 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

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

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

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

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

After 20 minutes, say:

You have 20 minutes remaining in this section.

Section 4: Math Test – Calculator

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

When all students are ready, say:

Once we begin, you will have 1 hour and 20 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 40 minutes.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.

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

When everyone is ready, say:

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

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, follow these guidelines:
- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
If you brought a backup calculator or batteries, keep them on the floor under your desk.

If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

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

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

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

---

**When everyone is ready, say:**

You will now have another 40 minutes to continue working on Section 4. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.

---

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

You have 20 minutes remaining in this section.

---

**After 35 minutes (from the end of the break), say:**

You have 5 minutes remaining in this section.

---

**After exactly 40 minutes (from the end of the break), say:**

Stop work, and put your pencil down.

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

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 90 for the collection of test books and other test materials.

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**During the Break**

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

---

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

Please take your seat. Do not open your test book until I tell you to do so.
Script 3: 50% Extended Time

The following script is for 50% extended time test takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 4 for students who have been approved by the school to test with standard time and extra breaks). You will be instructed when to return to this script.

If a student is using a scribe or reader, refer to Specific Format Instructions on page 66.

Section 1: Reading Test

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of test books.

After 22 minutes, say:

You have 61 minutes remaining in this section, and 20 minutes until the break.

After 37 minutes, say:

You have 46 minutes remaining in this section, and 5 minutes until the break.

After exactly 42 minutes, say:


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

We will start testing again in exactly 5 minutes.

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

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

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 23 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 42 minutes.

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

Remember that you receive points for correct answers, but you do not lose points for incorrect answers. That means you should try to answer every question, even if you’re not sure of the correct answer.
During the Break
Post the break time of 5 minutes, and include what time testing will resume.

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

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

After 21 minutes (from the end of the break), say:
You have 20 minutes remaining in this section.

After 36 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 41 minutes (from the end of the break), say:
Stop work and put your pencil down.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time testing will resume.

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

Section 2: Writing and Language Test

45 MINUTES 50% EXTENDED TIME

IMPORTANT: Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 71, and then follow the directions to turn to the appropriate script.

When everyone is ready, say:
Once we begin, you will have 45 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.
Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

After 25 minutes, say:
You have 20 minutes remaining in this section.

After 40 minutes, say:
You have 5 minutes remaining in this section.

After exactly 45 minutes, say:
Break Before Section 3

For the break, say:

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

During the Break

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

At the end of the break, say:

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

Section 3: Math Test – No Calculator

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

30 MINUTES 50% EXTENDED TIME

START TIME _________ STOP TIME _________

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

When everyone is ready, say:

Once we begin, you will have 30 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

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

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

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

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

After 15 minutes, say:

You have 15 minutes remaining in this section.

After 25 minutes, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes, say:


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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
### Section 4: Math Test – Calculator

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="30 MINUTES 50% EXTENDED TIME" /></td>
</tr>
<tr>
<td><img src="image" alt="START TIME ____________ STOP TIME ____________" /></td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
</tr>
<tr>
<td><img src="image" alt="30 MINUTES 50% EXTENDED TIME" /></td>
</tr>
<tr>
<td><img src="image" alt="START TIME ____________ STOP TIME ____________" /></td>
</tr>
</tbody>
</table>

**When everyone is ready, say:**

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

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

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

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

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

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

**After 15 minutes, say:**

You have 45 minutes remaining in this section, and 15 minutes until the break.

**After 25 minutes, say:**

You have 35 minutes remaining in this section, and 5 minutes until the break.

**After exactly 30 minutes, say:**

Stop work and put your pencil down.


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

We will start testing again in exactly 5 minutes.

**During the Break**

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

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

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

**When everyone is ready, say:**

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

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

**After exactly 30 minutes (from the end of the break), say:**

Stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.
Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 90 for the collection of test books and other test materials.

Script 4: Standard Time with Extra Breaks

Use this script for students who receive standard time on some or all sections of the test and are approved by the school for extra breaks.

Section 1: Reading Test

**Record Start and Stop Times Here — Post for Students**

<table>
<thead>
<tr>
<th>28 MINUTES STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

**5-MINUTE BREAK**

<table>
<thead>
<tr>
<th>27 MINUTES STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
</tr>
</tbody>
</table>

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 55 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 28 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet.) Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of test books.

**After 15 minutes, say:**

You have 40 minutes remaining in this section, and 13 minutes until the break.

**After 23 minutes, say:**

You have 32 minutes remaining in this section, and 5 minutes until the break.

**After exactly 28 minutes, say:**

Stop work and put your pencil down. Close your answer sheet and place it on the page in your test book where you stopped working. Close your test book. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

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

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

**During the Break**

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

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

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

When everyone is ready, say:

You will now have another 27 minutes to continue working on Section 1. Open your test book to the page where you inserted your answer sheet. Open the answer sheet, place it flat on your desk, and continue working where you left off. Time starts now.
After 15 minutes (from the end of the break), say:
You have 12 minutes remaining in this section.

After 22 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 27 minutes (from the end of the break), say:
Stop work and put your pencil down.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time testing will resume.

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

Section 2: Writing and Language Test

ATC Timing for Section 2

IMPORTANT: Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 71, and then follow the directions to turn to the appropriate script.

When everyone is ready, say:
Once we begin, you will have 30 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.
Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Break Before Section 3

For Students with Math-Only Extended Time

IMPORTANT: For students testing with 100% extended time, turn to Script 2, Section 3: Math Test – No Calculator on page 72.

IMPORTANT: For students testing with 50% extended time, turn to Script 3, Section 3: Math Test – No Calculator on page 76.
Section 3: Math Test – No Calculator

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

When everyone is ready, say:

Once we begin, you will have 20 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

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

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

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

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

**After 10 minutes, say:**

You have 10 minutes remaining in this section.

**After 15 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 20 minutes, say:**

Stop work and put your pencil down.


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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

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

When everyone is ready, say:

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

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

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

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

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

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

When everyone is ready, say:

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

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

You have 10 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work and put your pencil down.

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

Congratulations—you just finished the test! Please remain in your seats until I dismiss you.

Proceed to Dismissal on page 90 for the collection of test books and other test materials.

Script 5: MP3 Audio Format

If a student is using a scribe or reader, refer to Specific Format Instructions on page 66.

MP3 Audio Test Directions

The recorded assessment begins with directions, and the timed portion of the test starts with Section 1, the Reading Test. Administer the test one section at a time, with strict timing, just as you would a paper test.

IMPORTANT: Monitor students to make sure that they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test. Also be sure they are not accessing any other sites while working on the test.

We recommend that you check the scripts before beginning the administration and cross out the directions for any computing devices that do not apply to the students testing in your room. For example, if all students are using PCs, cross out directions for Macs and Chromebooks.

During the Break

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

At the end of the break, say:

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

Today, you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 8/9 tomorrow.

Do not start until I tell you to do so. If you finish before time is called, you may NOT work on any other section.

The test is ready to run on your computer. I have posted the keyboard and other navigation commands.

To students using a PC, say:

You will use the Control key for all keyboard commands. To play or pause the audio, select the Play icon or the Pause icon at the bottom of the media player window, or press Control and the letter P. Press Control and the letter B to skip back to a previous track, and press Control-F to skip forward to the next track.

To students using a Mac, say:

You will use the Command key for all keyboard commands. To play or pause the audio, select the Play icon or the Pause icon at the bottom of the media player window, or press Command and the letter P. Press Command and the letter B to skip back to a previous track, and press Command-F to skip forward to the next track.

To students using a Chromebook, say:

Your navigation will be with the mouse using the media player menu. Select the Pause or Play icon on the media player menu.

To all students, say:

Plug in your earphones. Once I tell you to start the test directions, you should put them on to hear the introduction. Once you have listened to the introduction, select Pause or press Command- or Control-P to pause, take off your earphones, and look up to signal that you are ready to continue. Now select the directions and start the introduction. [pause]
Section 1: Reading Test

To all students, say:

Please turn your answer sheet to page 3 (or page 9 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back. Open your test book to Section 1 in case you want to refer to it. Now, put on your earphones, start Section 1, listen to the directions, and begin work. Time starts now. Good luck.

While students are testing, fill out the seating chart on the back of this manual to indicate the distribution of flash drives.

After 30 minutes, say:

You have 1 hour and 20 minutes remaining in this section and 25 minutes until the break.

After 50 minutes, say:

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

After exactly 55 minutes, signal students to take off their earphones. Then, say:

Pause the question you are currently working on. Put your pencil down. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. Place your earphones on the desk. [pause]

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

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

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

During the Break

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

At the end of the break, say:

Please take your seat.
When everyone is ready, say:

You will now have another 55 minutes to continue working on Section 1. Open your answer sheet to where you were working, and open your test book to Section 1 in case you want to refer to it. Place your answer sheet flat on your desk. Put your earphones on and select Play or press Control- or Command-P to resume the question you were working on.

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

After exactly 55 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet and close your answer sheet.

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

During the Break

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

At the end of the break, say:

Please take your seat.

Section 2: Writing and Language Test

Once we begin, you will have 1 hour and 45 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break after 53 minutes.

Be sure to mark your answers in the numbered spaces that correspond to the numbered test questions in Section 2. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section. Please find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). Keep your answer sheet open and flat on your desk. Do not fold pages back.

To students using a PC or Mac, say:

When I tell you to start, select the Section 2 icon.

To students using a Chromebook, say:

Find and select Section 2, then press Control-A to highlight the list of tracks in Section 2. When I tell you to start, press Enter.

To all students, say:

Open your test book to Section 2 in case you want to refer to it. Now, put on your earphones, start Section 2, listen to the directions, and begin work. Time starts now.

After 30 minutes, say:

You have 1 hour and 15 minutes remaining in this section, and 23 minutes until the break.

After 48 minutes, say:

You have 57 minutes remaining in this section, and 5 minutes until the break.
After exactly 53 minutes, signal students to take off their earphones. Then, say:
Pause the question you are currently working on. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

At the end of the break, say:
Please take your seat.

When everyone is ready, say:
You will now have another 52 minutes to work on Section 2. Open your answer sheet to where you were working. Open your test book to Section 2 in case you want to refer to it.
Keep your answer sheet open and flat on your desk. Do not fold pages back. Put on your earphones, and select Play or press Control- or Command-P to resume the question you were working on.

After 20 minutes (from the end of the break), say:
You have 32 minutes remaining in this section.

After 47 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 52 minutes (from the end of the break), signal students to take off their earphones. Then, say:
Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. [pause]

To all students, say:
This concludes Day 1 of testing. Close your test book, and place your answer sheet on top of it. I will now collect your answer sheet and test materials. Please remain in your seats until I dismiss you.

Collecting Test Materials
Keep students seated until you have collected an answer sheet and all test materials from each student.
First, walk around the room to collect the answer sheets and test materials, including any scratch paper, translated directions, and word-for-word glossaries, from each student in the same order in which they were distributed.
Then, walk around the room again to close each media player and collect flash drives (or follow instructions for closing the test for streaming format).

1. Close the media player as follows:
   - For PCs, select the Account drop-down menu and select Exit.
   - For Macs, select the Flux Player drop-down menu and select Quit Flux Player.
   - For Chromebooks, select the x in the top right corner of the media player window.

2. Eject the flash drive by doing the following:
   - For PCs, in the notification area in the lower-right corner of the monitor, select Show Hidden Icons, select Safely Remove Hardware and Eject Media, and then select Eject USB Disk.
   - For Macs, eject the flash drive by selecting the up arrow next to the icon under Devices.
   - For Chromebooks, select the eject icon next to the flash drive in the devices list.

3. Place each drive in the original packaging for each student.

4. Before powering off each computer, ensure that the cache is emptied and that no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

After you have collected all answer sheets and test materials, say:
In just a moment, I’m going to let you go. Remember, you should not, under any circumstances, take any test content from the testing room or discuss test content with anyone through any means, including email, text messages, internet posts, or other use of the internet including social media applications. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 testing at __________.
You are now free to collect your belongings and leave the room.

Return any collected personal belongings to students. Store materials securely until the second day of testing.
Day 2 of Testing
Before Admitting Students
Before admitting students for Day 2 of testing, do the following:

1. Power on all computers.
2. Use the seating chart on the back of this manual to place each flash drive in the same computer that a student used on the first day of testing.
3. Repeat the steps in Set Up Computers for MP3 Audio Users on page 54 and Prepare Computers (if Any) on Test Day on page 59 for inserting the flash drive and starting the software. (Or if using the streaming format, follow the instructions given to you for starting up the software.)
4. Be sure that navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 59).

Admitting Students
Follow regular security procedures including school-allowed procedures for collecting electronic devices. Make sure that each student returns to their correct seat from Day 1.

Preparing to Test
When everyone is ready, say:

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

Please remove everything from your desk except your Number 2 pencils with erasers, and calculator.
If you brought a backup calculator or extra batteries, please put them on your desk. You may not share a calculator with another student at any time during the test or breaks. [pause]

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

(A) If your school collected students’ personal belongings, say:
By this time you should have turned in all phones or any other electronic devices. If anyone still has an electronic device of any kind, please disable alarms, power it off, and turn it in to me now, and it will be returned to you at the end of the test.

(B) If your school did NOT collect students’ personal belongings, say:
At this time, if you have a phone or any other electronic device in your possession, you must disable alarms, completely power it off, and put it away in your bag, which will go under your desk until the test is over. Any electronic device that is not turned off and put away may be collected and its contents inspected as part of a thorough investigation.
If you brought snacks or drinks to have during a break, put them under your desk now. You will not be allowed to go into your bags during breaks. [pause]
Close all bags, and put them under your desk until the test is over. [pause]
Allow time for students to turn in or put away any electronic devices, take out snacks and drinks, and put their bags under their desks.

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

As before, walk around to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Aids on page 22 for examples of prohibited aids.

After desks are cleared of prohibited items, say:
Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test materials do not display your name.
Distribute test materials, taking care that all students receive the materials that belong to them.

Remind students of how to use the MP3 audio format by saying:
The test is ready to run on your computer. Plug in your earphones. Raise your hand if you need me to review how to navigate the test on your computer. [pause]
If students need a review of navigation, refer to the directions script at the beginning of Script 5. Answer all questions about navigation or procedures.
Section 3: Math Test – No Calculator

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

When everyone is ready, say:

Once we begin, you will have 40 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

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

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

Your computer screen should show the section table of contents.

To students using a PC or Mac, say:

When I tell you to start, select the Section 3 icon.

To students using a Chromebook, say:

Find and select Section 3; then press Control-A to highlight the list of tracks in Section 3. When I tell you to start, press Enter.

To all students, say:

Open your test book to Section 3 in case you want to refer to it. Now, put on your earphones, start Section 3, listen to the directions, and begin work. Time starts now.

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

After 20 minutes, say:

You have 20 minutes remaining in this section.

After 35 minutes, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes, signal students to take off their earphones. Then, say:

Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause]

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

We will start testing again in exactly 5 minutes.

During the Break
Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

Please take your seat.
Section 4: Math Test – Calculator

When everyone is ready, say:

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

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

- Keep it flat on your desk or hold it so that no one else can view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

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

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

Your computer screen should show the section table of contents.
**During the Break**
Post the break time of 5 minutes, and include what time testing will resume.

<table>
<thead>
<tr>
<th>At the end of the break, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please take your seat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When everyone is ready, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will now have another 40 minutes to continue working on Section 4. Open your answer sheet to where you were working. Open your test book to Section 4 in case you want to refer to it. Place your answer sheet flat on your desk. Put on your earphones, and select Play or press Control- or Command-P to resume the question you were working on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After 20 minutes (from the end of the break), say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 20 minutes remaining in this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After 35 minutes (from the end of the break), say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 5 minutes remaining in this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After exactly 40 minutes (from the end of the break), signal students to take off their earphones. Then, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop the test by selecting the Stop button or x to close the media player. Put your pencil down. Place your earphones on the desk. Place your test book on the page you are working on in your answer sheet, and close your answer sheet. [pause] Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet. Congratulations—you just finished the test! Please remain in your seats until I dismiss you.</td>
</tr>
</tbody>
</table>

Proceed to Dismissal on page 90 for the collection of test books and other test materials.
Part 2  |  After the Test  Dismissal

After the Test

Dismissal

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), including any scratch paper, translated instructions, or word-for-word glossaries, in the same order in which they were distributed. As you do so, check the accuracy of your seating chart. Put the test books and other test materials where students cannot access them.

If applicable, collect ATC or MP3 audio flash drives; otherwise proceed to Finishing Up.

To MP3 or ATC users, say:

I will now collect your flash drives.

Walk around the room to close each media player or ATC file and collect each flash drive.

- Close the media player as follows:
  - For PCs, select the Account drop-down menu and select Exit.
  - For Macs, select the Flux Player drop-down menu and select Quit Flux Player.
  - For Chromebooks, select the x in the top corner of the media player window.
- Eject the flash drive by doing the following:
  - For PCs, in the notification area in the lower-right corner of the monitor, select Show Hidden Icons, select Safely Remove Hardware and Eject Media, and then select Eject USB Disk.
  - For Macs, eject the flash drive by selecting the up arrow next to the icon under Devices.
  - For Chromebooks, select the eject icon next to the flash drive in the devices list.
- Place each drive in the original packaging for each student.
- Before powering off each computer, be sure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.)

Finishing Up

IMPORTANT: If all students in the room have completed boxes 1–8, A–B, and C–D (if applicable) on their answer sheets, proceed to Collecting Answer Sheets.

To students who need to complete their identifying information on the answer sheet, say:

Please sit quietly while I dismiss the other students. I will then guide you through completing your personal information on the answer sheet. I cannot dismiss you until that information is complete.

For students who have completed the personal information on the answer sheets, proceed to Collecting Answer Sheets. When you have dismissed these students, turn to For Students Who Need to Complete Answer Sheets on page 91 for any students remaining.

Collecting Answer Sheets

To students whose answer sheets are complete, say:

I will now collect your answer sheets. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets. As you do so, hand each student (including students who are staying to complete their answer sheets) a copy of the Mobile Opt-In Policies document to take home. Do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. It is critical to check that name (field 1), testing location (field 2), school information (field 3), school code (field 4), grade level (field 6), sex (field 7), and date of birth (field 8) have been filled in correctly on the front of the answer sheet. On the back of the answer sheet, ensure that students have filled in form code (field A) and test ID (field B) correctly. These fields must be completed and the Certification Statement signed for a student to receive a score report.
- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.
For students without pre-ID labels, ensure that the letters written in field 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an IR.

If you have any students who are approved to write their answers in the test book, you must ensure that their answer sheets include the students’ personal and test information for these fields before dismissing students. You must transcribe their answers after students are dismissed.

Before Dismissing Students
- Keep students seated until you are sure you have every student’s answer sheet and test book. If some students are remaining to fill out their information on the answer sheet, you may dismiss the rest of the students after all of their answer sheets and test books have been collected.
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students who were approved by the school to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.

After all materials are accounted for, say:

In just a moment, I’m going to let you go. Remember: You must not, under any circumstances, take any test content from the testing room or discuss test content with anyone through any means, including email, text messages, the internet, or social media applications.

You will be notified when your scores are available and how to access your complete score report online if you are at least 13 years old. If you are age 13 or over, you’ll also be able to link to Khan Academy for personalized practice based on your specific test results.

The test administration is now over. Congratulations again, and thank you for your participation and for all of your hard work. You are now free to collect your belongings and leave the room.

Return any collected items to students.

For Students Who Need to Complete Answer Sheets
For any students who remain because they need to complete their personal information on the answer sheet, do the following:
- Distribute a Student Answer Sheet Instructions booklet to each student.

IMPORTANT: If all of the remaining students have pre-ID labels on their answer sheets, turn to Continuing to Guide Students Through the Identifying Information with Pre-ID Labels on page 51.

IMPORTANT: If any of the remaining students do not have pre-ID labels on their answer sheets, turn to Continuing to Guide Students Through the Identifying Information on page 49. Have all students fill out all of the information on the answer sheet.

When students are finished, return to Collecting Answer Sheets on page 90 and complete collecting answer sheets and dismissing these students.

After Students Leave the Room
- Ensure the seating chart is complete.
- Describe any irregularity on the IR.
- A completed answer sheet must be submitted for a student to receive a score report. You or a monitor or other assistant must:
  - Transfer responses from braille pages to the regular answer sheet pages.
  - On the materials you transferred answers from, write the student’s name and 6-digit school (AI) code.

If you have any students approved by the school to write their answers in the test book, do the following:
- Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- On the test book, write the student’s name and 6-digit school (AI) code.
- Include test books with the used answer sheets for the test coordinator to return with the used accommodated answer sheets.
- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the coordinator.
## Overview of Accommodated Timing and Breaks

### TIMING AND BREAKS

<table>
<thead>
<tr>
<th></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>Script 1</strong></td>
<td>Reading Test</td>
<td>Writing and Language Test</td>
<td>Math Test – No Calculator</td>
<td>Math Test – Calculator</td>
<td>2 hours, 35 minutes</td>
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*Students using the MP3 audio format will test with 100% extended time, plus additional time for Section 2. Day 1 of two-day testing ends after Section 2.

*For students using Script 4 with extended time for math only, the total time without breaks is the same, but the breaks are different.
# PSAT 8/9 Script 1
## Section Timing Chart for Standard Timing

**START AND STOP TIMES FOR STANDARD SECTIONS**  
All times are “minutes after the hour.”

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## PSAT 8/9 Script 2
### Section Timing Chart for 100% Extended Time

**START AND STOP TIMES FOR 100% EXTENDED TIME**  
*All times are “minutes after the hour.”*

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## Appendix

**PSAT 8/9 Script 3**  
*Section Timing Chart for 50% Extended Time*

### Start and Stop Times for 50% Extended Time

All times are "minutes after the hour."

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Section Timing Chart for MP3 Audio Format

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Acceptable Calculators

For the Math Test – Calculator section, most graphing and all scientific calculators (as long as they do not have any of the prohibited features listed below) are acceptable; all four-function calculators are allowed, but not recommended. Check the list of acceptable graphing calculators below for models that are permitted.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

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<th>OTHER</th>
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<td>FX-CG-500 (Use of the stylus is not permitted.)</td>
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Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved by the school as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartphones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a QWERTY (typewriter-like) keypad, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.
## Sample Master Student List

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<th>M.I.</th>
<th>Date of Birth</th>
<th>Optional Code</th>
<th>Testing Room (3-digit code/room name)</th>
<th>Accommodated?</th>
<th>Accommodation Type</th>
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### Appendix

**Sample Master Student List**

- PSAT 8/9
- Coordinator Manual
### 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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<tr>
<td>063</td>
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<td>065</td>
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<td>069</td>
<td>Bosnia and Herzegovina</td>
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<td>070</td>
<td>Botswana</td>
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<tr>
<td>075</td>
<td>Brazil</td>
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<td>593</td>
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<tr>
<td>090</td>
<td>Burma (Myanmar)</td>
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<tr>
<td>092</td>
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<td>307</td>
<td>Cambodia</td>
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<td>095</td>
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<td>106</td>
<td>Cape Verde</td>
</tr>
<tr>
<td>110</td>
<td>Cayman Islands</td>
</tr>
</tbody>
</table>

**CANADA**
- 650 Alberta
- 651 British Columbia
- 653 Manitoba
- 654 New Brunswick
- 643 Newfoundland
- 644 Northwest Territories
- 645 Nova Scotia
- 652 Nunavut
- 646 Ontario
- 647 Prince Edward Island
- 648 Quebec
- 649 Saskatchewan
- 626 Yukon Territory
- 113 Central African Republic
- 114 Chad
- 115 Chile
- 457 China, People’s Republic of

**SPECIAL ADMINISTRATIVE REGIONS OF CHINA**
- 250 Hong Kong
- 347 Macau
- 120 Colombia
- 122 Comoros
- 630 Congo, Democratic Republic of (Kinshasa)
- 125 Congo, Republic of (Brazzaville)
- 126 Cook Islands
- 130 Costa Rica
- 290 Côte d’Ivoire (former Ivory Coast)
- 133 Croatia
- 135 Cuba
- 665 Curacao
- 140 Cyprus
- 142 Czech Republic
- 150 Denmark
- 153 Djibouti
- 154 Dominica
- 155 Dominican Republic
- 165 Ecuador
- 170 Egypt
- 175 El Salvador
- 180 England
- 183 Equatorial Guinea
- 182 Eritrea
- 184 Estonia
- 185 Ethiopia
- 187 Faeroe Islands
- 190 Fiji
- 195 Finland
- 200 France
- 203 French Guiana
- 202 French Polynesia
- 204 Gabon
- 205 Gambia, The
- 208 Georgia
- 210 Germany
- 215 Ghana
- 217 Gibraltar
- 220 Greece
- 225 Greenland
- 227 Grenada
- 228 Guadeloupe
- 230 Guatemala
- 233 Guinea
- 234 Guinea-Bissau
- 235 Guyana
- 240 Haiti
- 597 Holy See (Vatican City)
- 245 Honduras
- 250 Hong Kong
- 251 Hungary
- 255 Iceland
- 260 India
- 265 Indonesia
- 270 Iran
- 273 Iraq
- 275 Ireland
- 277 Isle of Man
- 280 Israel
- 285 Italy
- 295 Jamaica
- 300 Japan
- 305 Jordan
- 308 Kazakhstan
- 310 Kenya
- 312 Kiribati
- 314 Korea, North (DPR)
- 315 Korea, South (ROK)
- 686 Kosovo
- 320 Kuwait
- 323 Kyrgyzstan
- 325 Laos
- 328 Latvia
- 330 Lebanon
- 333 Lesotho
- 335 Liberia
- 340 Libya
- 343 Liechtenstein
- 344 Lithuania
- 345 Luxembourg
- 347 Macau
- 348 Macedonia, The Former Yugoslav Republic of
- 350 Madagascar
- 355 Malawi
- 360 Malaysia
- 361 Maldives
- 363 Mali
- 365 Malta
- 368 Marshall Islands
- 366 Martinique
- 369 Mauritania
- 370 Mauritius
- 375 Mexico
- 107 Micronesia, Federated States of
- 377 Midway Islands
<table>
<thead>
<tr>
<th>Code</th>
<th>Country/Region</th>
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<tbody>
<tr>
<td>376</td>
<td>Moldova</td>
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<td>Palestine, State of</td>
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<td>Saint Vincent and the Grenadines</td>
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<td>Samoa (former Western Samoa)</td>
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<td>Sao Tome and Principe</td>
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<td>Sint Maarten (Dutch Part)</td>
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<td>Slovakia</td>
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<td>Slovenia</td>
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<td>Tonga</td>
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<td>Trinidad and Tobago</td>
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<td>Tunisia</td>
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<td>Turkey</td>
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<tr>
<td>584</td>
<td>Turkmenistan</td>
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<td>586</td>
<td>Turks and Caicos Islands</td>
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<td>587</td>
<td>Tuvalu</td>
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<tr>
<td>590</td>
<td>Uganda</td>
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<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
Returning Used Answer Sheets and Forms

1. Pack

Use the prelabeled return box/UPS Express Pak that came with your test materials to pack in the order shown. Details about the contents of each envelope/group are given to the right of the diagram.

- Coordinator’s Report Form (CRF)
- Gray-Bordered Envelope
- White Accommodated Testing Envelope
- Ancillary items, if any
- Standard used answer sheets
  - For students from your school
  - For students NOT from your school, if any

- Gray-Bordered Envelope Contents
  - Irregularity Reports (IRs)
  - Defective test books (clipped to corresponding IRs), MP3 audio or ATC flash drives. Exception: Return defective test books used by students approved to write answers in their test book in the Accommodated Testing Envelope.

- White Accommodated Testing Envelope Contents
  - Used answer sheets (standard or large-block) for testing with accommodations
  - Test books for students approved by the school to write answers in their test books, clipped to corresponding transcribed answer sheets (if applicable, include defective test books used for this accommodation, clipped to corresponding transcribed answer sheets and replacement test books)
  - Scratch paper or braille pages, all clipped to the corresponding answer sheets

- Possible Ancillary Items
  - Place any of these items that apply on top of the used answer sheets:
    - Used answer sheets associated with an irregularity
    - Used answer sheets with misplaced marks, clipped together by student

2. Ship

- If you’re returning more than one box of materials, package 1 should include all of the forms and envelopes, along with any answer sheets that fit. Place any remaining answer sheets in subsequent packages.
- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples.
- Do not wrap answer sheets in anything.
- Do not cover preapplied labels with another label or place another label on the same box.
- Note the UPS tracking number (center of the label—sample at left) for your records.
- Fill in the colored portion of the label (sample at right) with your school name, number, and address.
- Print package number and total number of packages being sent (e.g., Package 1 of 2) on the label (sample at right).

NOTE: Supplied labels may be different from samples shown.
Sample Seating Plans

The following sample plans show how to configure seating in various situations.

<table>
<thead>
<tr>
<th>Plan IA: level seating</th>
<th>Plan IB: level seating</th>
<th>Plan II: elevated seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X X X</td>
<td>X X X X</td>
<td>X X X X X</td>
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<tr>
<td>X X X X X</td>
<td>X X X X</td>
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<tr>
<td>X X X X X</td>
<td>X X X X</td>
<td>X X X X X</td>
</tr>
</tbody>
</table>

Plan III: tables

- **6’ or less**
  - X
- **More than 12’**
  - X←4′→X←4′→X

### Photo ID Requirements

#### Acceptable IDs

**ID Requirements**

To be acceptable, photo IDs must:

- Be a valid (unexpired) photo identification that is government issued or issued by the school that the student currently attends. (A school ID from 2017-18 is only valid through December 31, 2018.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student’s full, legal name.
- Bear a recent recognizable photo that clearly matches the student’s appearance on test day.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.
- Black and white photos are acceptable.

**Examples of Acceptable ID**

- Government issued driver’s license or non-driver ID card
- Official school-produced student ID card from the student’s school
- Government issued passport or U.S. Global Entry identification 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 otherwise damaged
- 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 (ChildFind) ID card
- Any temporary ID card

---

*Appendix Sample Seating Plans*

*Sample Seating Plans*

*The following sample plans show how to configure seating in various situations.*

*Photo ID Requirements*

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- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card
## 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>Mistiming of Sections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undertiming</strong></td>
<td>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</strong></td>
</tr>
<tr>
<td><strong>Overtiming</strong></td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected student(s) in section 10.</strong></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disturbance</strong></td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the source, length, and impact of the disturbance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On page 2 section 6, fill in the circle for “Disturbance/Interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</strong></td>
</tr>
<tr>
<td><strong>Interruption</strong></td>
<td>Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs. Note the time, and take action to be sure no one has access to test materials while students are out of the room. Direct students not to use any prohibited device or discuss the test, and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption, and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit affected students’ answer sheets on top of other answer sheets.</td>
<td>Note the source, length, and impact of the interruption.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On page 2 section 6, fill in the circle for “Disturbance/Interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</strong></td>
</tr>
<tr>
<td><strong>Test cancellation</strong></td>
<td>If a storm, flood, power failure, etc. necessitates cancellation of the test, call the PSAT 8/9 office (see Contact Us) for instructions. Tell students that other arrangements are being requested.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Call PSAT 8/9 office</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>
<tr>
<td>Materials missing before testing</td>
<td>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the Shipping Notice. If a test book is missing from a testing room, follow the procedures in Prepare to Test on page 56.</td>
<td>Identify students and explain circumstances.</td>
</tr>
<tr>
<td></td>
<td><strong>Call PSAT 8/9 office immediately</strong></td>
<td><strong>On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.”</strong></td>
</tr>
<tr>
<td>Student Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late arrival</td>
<td>See Process Late Arrivals on page 56.</td>
<td>Identify student. <strong>On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”</strong></td>
</tr>
<tr>
<td>Giving and/or receiving information</td>
<td>Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual), and indicate original and changed seated location on the seating chart. Tell students that a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If you are certain a student is giving or receiving information or attempting to take the test for someone else, collect the test book and answer sheet, and dismiss the student. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify students (the student providing the information and the student receiving the information) and explain circumstances. <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.”</strong> Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.</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>
| Prohibited aid or calculator use when not permitted | Collect test book and answer sheet from and dismiss any student who uses a calculator on a section where it is not permitted or who uses any of the aids listed in Prohibited Aids on page 22 either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players.)  
If the student is observed using any prohibited electronic device in the testing room or during a break:  
  ▪ Tell the student to turn it off and hand it to you immediately.  
  ▪ Inform the student that you must write up the incident, their scores will be canceled, and the device will be returned.  
  ▪ Before returning any devices to the student, the coordinator should:  
    – Determine if images of test content were captured and/or distributed.  
    – Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.  
    – After collecting evidence, ensure that any test content is deleted before the device is returned to the student.  
    – Call PSAT 8/9 office immediately if test content is detected on a prohibited electronic device.  
  ▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.  
  Submit student’s answer sheet on top of other answer sheets. | Identify student.  
**On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.”**  
Fill in the **Dismissed** circle indicating that the student was dismissed. Under “Comments,” include information about the type of prohibited aid used.  
Fill in the **Yes** circle indicating that student’s answer sheet was returned for scoring. |
| Noise made by prohibited electronic device | If a student’s prohibited device makes noise (including devices that have been collected by the proctor before testing begins) or if the student is observed using any prohibited electronic device in the testing room or during a break:  
  ▪ Tell the student to turn it off and hand it to you immediately.  
  ▪ Inform the student that you must write up the incident, their scores may be canceled, and the device will be returned.  
  ▪ If test content is detected on the device, follow instructions under “Prohibited aid or calculator use when not permitted” to collect and inspect any prohibited aids or electronic devices.  
  ▪ Collect the test book and answer sheet and dismiss the student from testing. Do not readmit the student to the testing room.  
  ▪ Call the PSAT 8/9 office immediately if test content is detected on a prohibited electronic device.  
  ▪ Submit student’s answer sheet on top of other answer sheets. | Note the source, length, and impact of the disturbance. Identify the student.  
**On page 2 section 6, fill in the circle for “Disturbance/interruption.”**  
Fill in the testing room code in box 6b and list the affected students in section 10. In the Comments section on page 3, identify the student and describe the incident, including whether or not the student was dismissed. Fill in the **Yes** circle indicating that student’s answer sheet was returned for scoring. |
<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 book misuse</strong></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. Ask student to close test book or direct them to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student's answer sheet on top of other answer sheets. OR If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss the student. Submit student's answer sheet on top of other answer sheets. Identify student, length of time, and affected sections. <strong>On page 2 section 7, Test Admin Issue</strong>, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Fill in the appropriate circle for “Action Taken”: Warned, Dismissed, or None. Fill in the Yes circle indicating that student's answer sheet was returned for scoring.</td>
<td></td>
</tr>
<tr>
<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet and then to continue in the appropriate place. Tell student a report will be submitted. If the student has time at the end of the section, they may transcribe their answers from the old answer sheet to the new one, but this is not necessary. Both answer sheets will be scored together. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets. Identify student; indicate which answers were misplaced and amount of time lost, if any. <strong>On page 2 section 7, Test Admin Issue</strong>, fill in the circle for “Student misplaced/misgridded answers.”</td>
<td></td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>This irregularity does not apply to students approved by the school for “writing answers in test book.” ▪ Notify the student that no credit is given or extra time allowed to transcribe answers to answer sheet. Monitor them to make sure they are not going back to add answers to sections that have concluded. ▪ After time is called for the test section, answers for that section recorded in the test book may not be transferred to the answer sheet by either the student or school personnel. Note on the IR the reason why the student wrote the answers in the test book. Return the student's answer sheet with other answer sheets, and retain the test book for your records. <strong>On page 2 section 7, Test Admin Issue</strong>, fill in the circle for “Student failed to follow any other test administration regulation” and enter “Student recorded answers in book without approved accommodation” in the Comments section on page 3.</td>
<td></td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break. Not applicable.</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>Student leaves during test</td>
<td>If warranted, collect test book and answer sheet and permit student to leave without completing test. If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.” Otherwise, tell the student that it is not possible to take the PSAT 8/9 again this testing period. If student is authorized to leave, ask the student whether or not they want the answer sheet scored. Tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student, test section, last question number completed, and reason for leaving. On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.” Indicate in the Comments section whether or not the student wants the answer sheet scored. Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from testing room. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.” Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected, fill in the testing room code in box 6b on page 2 and list the affected students in section 10. Fill in the circle indicating that the student was dismissed. Fill in the Yes circle indicating that student’s answer sheet was returned for scoring.</td>
</tr>
<tr>
<td>Staff incorrectly permitted students to use accommodations</td>
<td>Continue testing while you contact PSAT 8/9 office for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student, and note accommodations given and actions taken. On page 2 section 7, Testing Staff Issue, fill in the circle for “Staff incorrectly permitted student to use accommodation(s).”</td>
</tr>
<tr>
<td>Staff did not provide correct accommodation(s)</td>
<td>Continue testing while you contact PSAT 8/9 office for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student. On page 2 section 7, Testing Staff Issue, fill in the circle for “Staff did not provide correct accommodation(s).”</td>
</tr>
<tr>
<td>Call PSAT 8/9 office</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>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Illness</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. Tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. 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. <strong>OR</strong> If a student has to leave early because of illness and the school will be hosting a makeup administration, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the makeup day.</td>
<td>Identify student, length of absence, affected section(s), and questions. <strong>On page 2 section 7, Test Admin Issue,</strong> fill in the circle for “Student became ill.” In the Comments section on page 3, indicate whether or not the student wants the answer sheet scored. Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).</td>
</tr>
<tr>
<td>Student score cancellation</td>
<td>If student requests that test not be scored, tell them that they may not take the PSAT 8/9 again this testing period. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test coordinator or the PSAT 8/9 office immediately. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student. <strong>On page 2 section 7, Other Issue,</strong> fill in the circle for “Other” and enter “Student score cancellation” in the Comments section on page 3. Fill in the Yes circle, indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that will not be scored).</td>
</tr>
<tr>
<td>Student does not complete fields A and B on the answer sheet</td>
<td>Locate student’s test book and direct them to fill in the information from the back of the book for fields A (Form Code) and B (Test ID). <strong>OR</strong> If the student did not write their name on the test book, or if the irregularity is found after students have been dismissed, note on the IR and return the answer sheet with other answer sheets.</td>
<td>Identify student. <strong>On page 2 section 7, Other Issue,</strong> fill in the circle for “Other” and enter “Answer sheet returned without Form Code and/or Test ID” in the Comments section on page 3.</td>
</tr>
<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 cover) and that doesn’t have the same defect. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book or drive causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss the test with others. On test book cover, write “Defective,” identify error, and give school code number. Return defective book and the IR as directed in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 44. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others. For defective MP3 audio or ATC format tests, return test material in the original packaging it was shipped in with the answer sheets in the gray-bordered envelope.</td>
<td>Identify student and describe defect. If time was not made up, indicate how much time was lost. Return defective book in gray-bordered envelope (unless student was approved to write answers in the test book). <strong>On page 2 section 7, Defective Materials Issue,</strong> fill in the circle for “Test book, answer sheet, or MP3 audio/ATC format.” Provide details in Comments section on page 3.</td>
</tr>
<tr>
<td>Irregularity</td>
<td>What you should do</td>
<td>How to fill out the IR</td>
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<tr>
<td><strong>Defective answer sheet</strong>&lt;br&gt;Call PSAT 8/9 if you do not have a replacement answer sheet</td>
<td>Replace defective answer sheet. Direct student to print name on new answer sheet; then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Student may enter their personal information on the answer sheet after the test. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, Defective Materials Issue, fill in the circle for “Test book, answer sheet, or MP3 audio/ATC format.” Provide details in Comments section on page 3.</td>
</tr>
<tr>
<td><strong>Possible test question ambiguities and errors</strong>&lt;br&gt;Call PSAT 8/9 immediately after test</td>
<td>Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design &amp; Development The College Board 250 Vesey Street New York, NY 10281; or to send an email to: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>. Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</td>
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</table>
Appendix  Glossary of Terms

**Glossary of Terms**

50% extended time: An accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

100% extended time: An accommodation that gives a student double time for each applicable section of the assessment. Students may receive extended time in reading or math.

Accommodation: A modification of a test or its administration that allows access for a person with a disability. Must be preapproved by the school. Can include extended testing time, special formats of the test, large-block answer sheets, readers, writers, sign language interpreters for spoken test instructions, and extended or more frequent breaks.

Advanced Placement Program® (AP®): A College Board program that gives high school students the opportunity to take college-level courses and exams.

Alternate Test Format (ATF): An accommodated format of the test, such as braille or MP3 audio format.

Ancillary materials: Descriptive booklets, score interpretation guides, administration manuals, reporting forms, and so forth, that accompany the testing materials sent to test sites.

Assistive technology–compatible (ATC): A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive for preapproved students.

Bulk registration: The process a district or school uses to submit a file to order pre-ID labels for PSAT 8/9 answer sheets. See “Pre-ID label.”

Canceled score: A score that has been removed from, or never posted to, a student’s record or designated as nonreportable (in cases where all scores are reported to the student’s district or state). Scores may be canceled voluntarily by the student or by ETS for testing irregularities, misconduct, or score invalidity. See “Irregularity.”

Coordinator Report Form (CRF): Scannable form used by the coordinator to document how many answer sheets are being returned for scoring. The coordinator returns this completed form with the used answer sheets after testing.

Delayed score: A score report that has been delayed because of an issue resolved too late to include the score in on-time reporting.

EL: English learner.

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

Extended breaks: An accommodation that gives students 10-minute breaks rather than 5-minute breaks.

Extra breaks: An accommodation that gives students a break halfway through longer sections and a break after every section.

Form code: A seven-character code, printed on the back of the test book, that identifies the PSAT 8/9 test form the student is taking. For the test to be scored correctly, the form code on the student’s answer sheet must match the code on the test book.

Grid: (verb) To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

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

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

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

Master Student List: The list of students taking the test, developed by the PSAT 8/9 coordinator for a test administration at a particular school.

Misconduct: Action or behavior by a student that results in a score hold, irregularity report (IR), or other disruption in a test administration.

Monitor (hall monitor or room monitor): Staff member who assists the coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.
**MP3 audio:** An alternate test format that delivers an audio version of the test on a flash drive. (Student listens to the test.)

**Office of Testing Integrity (OTI):** An ETS department in charge of test security that investigates reported security breaches.

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

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

**Reader:** A member of the testing staff who reads the test aloud to the student. This must be completed in a one-to-one environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

**Room roster:** The list of students assigned by the coordinator to a testing room. Distributed to room proctors to let them know which students they’re testing.

**School code (AI code):** A six-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. This code is sometimes referred to as a CEEB code.

**Score hold:** A temporary hold on the release of not-yet-reported scores. If ETS suspects that one or more students’ scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is being investigated. The scores may be for an individual student, a testing room, or an entire school.

**Services for Students with Disabilities (SSD) office:** A College Board department that supports accommodated testing. The SSD office does NOT approve accommodations requests for the PSAT 8/9. Those are determined by the school.

**Small-group testing:** An accommodation where students test with a small number of test takers.

**Student-produced response question:** A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

**Student score report:** The score report students get after taking the PSAT 8/9. It is provided both in paper and online formats and is also shared with the school and, if stipulated by contract, the district and/or state.

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

**Test ID code:** A seven-character code on the back of the test book that identifies the version of the test and is required for scoring.

**Testing room code:** A three-digit code assigned by the coordinator to each test room. (While not required, use of testing room codes is strongly encouraged.) It allows timely identification of answer sheets related to any reported irregularities. Coordinators give the code to proctors, and students fill in this code on their answer sheet.

**Writer/scribe:** A staff member who transcribes answers onto the answer sheet for a student who is approved by the school for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.
PSAT 8/9 Seating Chart

Proctor Name ____________________________

School Name ______________________________

Testing Room Code ______ School Code ______

Type of seating chart: Single chart ______ OR

Section _____ of _____ sections in large testing room.

Use the diagram below to indicate how test books were distributed in your testing room. Monitors assisting the proctors may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas abut each other.
2. Indicate the position of the proctor’s desk or table if it is not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the group of seats occupied in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the name or initials of the student assigned to that seat.
7. For each row, draw directional arrows to indicate the direction in which the books were distributed.
8. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the student was moved and complete an Irregularity Report explaining the reason for the change.

PSAT 8/9 Coordinator:

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least six months.

Print the name and title of the person completing this seating chart below:

Name: ____________________________
Title: ____________________________
Date: ____________________________

Answer Sheet Tracking Numbers
________________________________
________________________________
________________________________

Rear

Front — students face this direction