

2020-21

# PSAT™ 8/9

# Coordinator Manual

## Look inside for:



SECURITY REQUIREMENTS



TESTING ROOM PROCEDURES



STANDARD AND ACCOMMODATED  
TEST SCRIPTS



INSTRUCTIONS FOR  
RETURNING MATERIALS

## Test Dates

SEPT  
THRU  
MAR

APR

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For further information, visit [collegeboard.org](http://collegeboard.org).

## Contact Us

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### 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.

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### PSAT 8/9 Support

If you have a question about the information in this manual or about an unusual testing situation not covered here, or if your materials shipments have missing or damaged test materials (aside from missing test books or alternate test formats), contact:

**EMAIL:** [psat8/9@info.collegeboard.org](mailto:psat8/9@info.collegeboard.org)

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

**HOURS:** 8 a.m.–8 p.m. ET, M–F

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### Office of Testing Integrity (OTI)

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

**PHONE:** 609-406-5430

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### College Board Services for Students with Disabilities (SSD)

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

**WEB:** [collegeboard.org/ssd](http://collegeboard.org/ssd)

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

**EMAIL:** [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org)

**PHONE:** 844-255-7728 (toll-free for U.S. educators with SSD inquiries only)  
+1-212-713-8333 outside of the U.S.

**HOURS:** 8 a.m.–6 p.m. ET, M–F

**FAX:** 609-771-7944

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# PART 1: For Test Coordinators

This manual is split into 2 parts.

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

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

## Introduction

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

## Using This Manual

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

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

### Part 1: For Test Coordinators

#### Before the Test

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

#### During the Test

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

#### After the Test

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

### Part 2: Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they're administering the test with accommodations, they should pay special attention to the section Set Up for Testing Students with Accommodations on page 52, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 59, which explains the different accommodations.

### Appendix Resources

You'll find timing charts, the Irregularity Chart, a Glossary of Terms, a seating chart, and other resources in the Appendix (see the table of contents for a complete list with page references).

### Typographical Icons

Typographical icons are used throughout the manual to draw your attention to specific information and action items.

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

## New for 2020-21

### Important Changes

**IMPORTANT:** For the latest updates to policy, please see [sat.org/covid19](https://sat.org/covid19).

College Board has made a number of changes for this school year.

1. Test book logistics are changing.
    - ◆ All students will now grid the Test ID number from the back of the test book onto the answer sheet.
    - ◆ If you're testing students approved to use certain alternate test formats (e.g., MP3) you'll receive accompanying test books for each of these students in your accommodated test materials shipment. The test books have a subtitle indicating the formats they're used for. Please keep these test books separate for use only with MP3, reader, braille, and ATC (assistive technology-compatible) testing.
- IMPORTANT:** Administering the test using the MP3 streaming application requires access to the College Board Services for Students with Disabilities portal, SSD Online. If you do not have access to SSD Online, contact the SSD office at 844-255-7728 to apply for credentials (see inside front cover).
2. You may see certain accommodations referred to in new ways (how they're administered won't change):
    - a. 50% extended time may be referred to as "time and one-half."
    - b. 100% extended time may be referred to as "double time."
    - c. Braille graphs and figures may be referred to as "raised line drawings."
    - d. Magnifiers and magnifying machines may be referred to as "non-electronic magnifying devices" and "electronic magnifying devices," respectively.
    - e. MP3 audio may be referred to as "pre-recorded audio."
  3. We have changed the order of accommodated scripts in this manual to have standard timing with extra breaks (formerly Script 4) come second, following standard timing with no extra breaks (Script 1). The new sequence is:
    - a. Script 1 – Standard timing
    - b. Script 2 – Standard timing with extra breaks
    - c. Script 3 – 50% extended time (time and one-half)

- d. Script 4 – 100% extended time (double time)
- e. Script 5 – MP3 audio format script (pre-recorded audio)

#### If you're testing in April:

1. Test books include serial numbers that students will record on their answer sheets.
2. Schools are required to return all used and unused test books after testing. Late return of answer sheets or test books will delay score reporting for your students.
3. Test materials cannot be shared, loaned, copied, or distributed prior to the administration.
4. Test questions and answer explanations won't be provided in the Question and Analysis Report in the K–12 score reporting portal. Instead, educators will have access to a content repository of released items that align in subject and difficulty and can be used with the score data. Online and paper score reports will show whether the student answered correctly (correct answers won't be included).

## 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 College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

### Test Sections and Timing

The PSAT 8/9 is composed of the following sections, which you must administer in order unless explicitly instructed otherwise by College Board:

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

Time allotted:

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

**Math:** Includes multiple-choice and student-produced response questions (math questions that require the student to arrive at and record an answer rather than select a multiple-choice answer). Divided into 2 portions: one that permits calculator use, and one that doesn't.

Time allotted:

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

## Accommodated Testing Overview

Accommodations for the PSAT 8/9, such as extended time, extra breaks, and large print, should be approved by the school and don't need to be reviewed by College Board. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them. If a student who doesn't regularly attend your school is testing with accommodations, follow the guidelines in this manual. See Prepare to Test with Accommodations on page 20 for more information.

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

## Terminology

See the Glossary of Terms on page 128 for definitions of frequently used terms and acronyms.

# Staff Roles and Responsibilities

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

## PSAT 8/9 Coordinator

As the test coordinator, you're responsible for the test site and staff. You order all testing materials online at [ordering.collegeboard.org](http://ordering.collegeboard.org) and ensure they are received, handled, and stored securely. You're expected to be at the school to supervise all activities related to testing, including preadministration sessions and accommodated testing. You assume responsibility for submitting payment of the invoice at the end of testing. You also are responsible for returning all test materials and requesting any makeup materials.

Online training is provided for all PSAT 8/9 coordinators. Be sure to complete it well before test day. See Plan Training Sessions on page 15 for more information.

## 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 and in determining testing rooms and staff needed for administering the test with accommodations and English learner (EL) supports. The SSD coordinator may also assist with test administration and help ensure the secure storage and timely return of materials for scoring.

## Proctor

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

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

## Hall and Room Monitors

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

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

# PSAT 8/9 Test Materials

## Materials Tables

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

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

**STAFF MATERIALS—MANUAL AND INSTRUCTIONS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
<i>PSAT 8/9 Coordinator Manual</i>	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 8/9 administration. Detailed instructions and scripts for the proctor to hold the preadministration session and administer the PSAT 8/9 in the standard and accommodated rooms.	Preadministration Shipment
Coordinator Testing Materials Kit	A packet sent with the test shipment containing forms, return envelopes, and IR indicator labels. Used by the test coordinator to administer the test and report on the administration.	Test Shipment
Pre-ID Label Instructions	A memo included for schools/districts participating in bulk registration that details the information included on pre-ID labels. Used by the test coordinator to help modify preadministration scripts, if necessary.	Pre-ID Label Shipment, if applicable
Receiving and Returning Test Materials for April Testing	Special instructions for schools testing in April. These instructions supplement those in this manual. Used by the test coordinator. Describes materials in test shipment and how to return test materials properly.	Test Shipment

**STAFF MATERIALS—REPORTS AND FORMS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
PSAT 8/9 Coordinator Report Form (CRF)	Scannable form used by the test coordinator to report the number of used answer sheets and other materials being returned for scoring.	Test Shipment
PSAT 8/9 Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Test Shipment

**STAFF MATERIALS—ENVELOPES AND LABELS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
Answer Sheet Return Materials	Carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.	Test Shipment
Irregularity Report (IR) Labels	Pink labels for indicating the inclusion of IRs in a used answer sheet shipment. If returning 1 or more IRs, the test coordinator must affix the IR label to all answer sheet return boxes or Express Paks.	Test Shipment
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs and any defective materials.	Test Shipment
White Accommodated Testing Envelope	Envelope for returning answer sheets and any other score-related materials for accommodated students. The test coordinator must return all answer sheets for students testing with accommodations in the Accommodated Testing Envelope.	Test Shipment
Test Book Return Materials (ONLY for schools testing in April)	UPS return label(s) to be affixed to boxes reused from the original test book shipment. These are used by test coordinators at schools testing in April to send back all used and unused test books after testing is completed.	Test Shipment

**STUDENT MATERIALS**

<b>Material</b>	<b>What It Is and How It's Used</b>	<b>Shipment(s)</b>
Pre-ID Labels (if applicable)	Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.	Pre-ID Label Shipment
PSAT 8/9 Answer Sheet	Scannable form for students to record answers to preadministration and test questions, in bundles.	Preadministration Shipment
PSAT 8/9 Answer Sheet—Large Block	Enlarged answer sheet used by students with certain accommodations to record answers to preadministration questions and test questions.	Preadministration Shipment
<i>Student Answer Sheet Instructions</i>	Booklet of instructions to help students complete demographic and nontest questions on the answer sheet. May be bundled with answer sheets or loose.	Preadministration Shipment
<i>Student Answer Sheet Instructions—Large Print</i>	Booklet of large-print instructions to help students complete demographic and nontest questions on the answer sheet. Used by students approved by the school for large print.	Preadministration Shipment
PSAT 8/9 Test Books	Test books for the PSAT 8/9, distributed by the proctor for students' use. Test books for use with certain alternate test formats (see next row) have a subtitle indicating the formats they're used for.	Test Shipment
PSAT 8/9 Alternate Test Formats (ATFs)	Specific formats of the test for taking the test with certain accommodations (e.g., large-print test book, ATC format, or braille). Distributed by the proctor to students approved by the school to test with certain accommodations.	Test Shipment

## Manual and Scripts

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

## Test Books and Answer Sheets

The PSAT 8/9 test books have covers with dark red accents. The book cover displays the test name and important notes for the student.

Standard answer sheets have a matching dark red color. You may also have some large-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 an alternate test format. Alternate test formats vary; examples include test books in large print, braille materials and supplements, and computer-based formats.

See Materials Provided for Accommodated Testing on page 23 for a list of available formats.

For students testing with a reader, MP3 audio, ATC, or braille formats, you'll receive test books with the subtitle "For MP3, Reader, Braille, and ATC." Make sure to distribute these subtitled test books to the students who need them (you can't substitute a standard test book for use with these 4 formats). (You may also see MP3 audio accommodations referred to as "pre-recorded audio.")

## Rosters

To manage testing at your school, we recommend that you develop a Master Student List of test takers for the PSAT 8/9; recommendations for compiling this list are in Compile a List of Students on page 10. You're not required to return your Master Student List. Also, each proctor will need a room roster.

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

## Forms and Reporting

### Seating Chart

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

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

## PSAT 8/9 Irregularity Report

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 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 PSAT 8/9 Support to request additional copies.

The testing staff performs a critical role in reporting any and all irregularities. Without information, College Board can't resolve issues that may occur. Please ensure all proctors are familiar with the IR form. All IRs submitted are thoroughly reviewed and should include the names of all affected students. Refer to the Irregularity Chart on page 119 for instructions on when to fill out the IR. If you're submitting an IR, keep a copy for your records and return the original.

## Coordinator Report Form

You'll receive a Coordinator Report Form (CRF) with your testing materials. Use this form to report the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing. See Sort Answer Sheets, Test Books, and Forms on page 38 and Complete the CRF on page 39 for more information.

## Standard and Accommodated Testing Rooms

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

For accommodations not listed in the table, work with your SSD coordinator or other appropriate school staff. Also note that students may be approved for more than 1 accommodation. Proctors may need to use more than 1 script for some students (for example, math-only extended time requires a standard time script and an extended time script).

### GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	Accommodated Room(s)	
<b>Number of Testing Days</b>	1 day	1 day	2 days
<b>Script(s)</b>	Script 1	Scripts 1–4	Script 5
<b>Accommodation Examples</b>	<ul style="list-style-type: none"> <li>▪ 14-pt large-print test book</li> <li>▪ Large-block answer sheet</li> <li>▪ Magnification device (non-electronic)</li> <li>▪ Printed copy of verbal instructions</li> <li>▪ Permission for food/drink/medication</li> <li>▪ Wheelchair accessibility</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Use of colored overlay</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Sign language interpreter for test directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended breaks</li> <li>▪ Extra breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator</li> <li>▪ Permission to test blood sugar</li> <li>▪ Small-group setting</li> <li>▪ 50% extended time (time and one-half)</li> <li>▪ 20-pt (or larger) large-print test book</li> <li>▪ Magnification device (electronic)</li> <li>▪ Braille</li> <li>▪ Braille writer</li> <li>▪ Reader</li> <li>▪ Writer/scribe to record responses</li> <li>▪ Assistive technology-compatible (ATC) format</li> <li>▪ Breaks as needed</li> <li>▪ 1-to-1 testing</li> <li>▪ Late start time</li> <li>▪ Home/hospital testing</li> <li>▪ 100% extended time (double time)</li> </ul>	<ul style="list-style-type: none"> <li>▪ MP3 audio test format (pre-recorded audio)</li> <li>▪ Limited testing time (some may test over 1 day)</li> </ul>

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

**IMPORTANT:** Because all questions require reading, we recommend students testing with 50% extended time for reading or as an EL support receive extended time on the entire assessment.

**SSD** We recommend students approved for extended time only in writing, listening, or speaking be tested with standard time on the PSAT 8/9.

## Test Coordinator's Checklist

Use this checklist to make sure you've accomplished all the tasks covered in Part 1 of this manual. It shows you where to find more information in this manual or online.

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it.)	<a href="https://collegeboard.org/ptat">collegeboard.org/ptat</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 10
<input type="checkbox"/> Identify students testing and create a Master Student List.	Build Your Master Student List for Testing on page 10
<input type="checkbox"/> Share the online <i>PSAT 8/9 Student Guide</i> (which includes the PSAT 8/9 Terms and Conditions) with students and tell them to review it before test day. Download and distribute the online practice test.	Prepare Your Students on page 25 <a href="https://psat.org/8-9-resources">psat.org/8-9-resources</a>
<input type="checkbox"/> Check the test ordering site to make sure you've ordered materials for all students who will test at your school.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> 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.	<a href="https://collegeboard.org/ssd">collegeboard.org/ssd</a>
<input type="checkbox"/> 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.	Plan Your Space on page 10
<input type="checkbox"/> Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 12
<input type="checkbox"/> Work with appropriate staff to identify any students who will need support staff such as readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 12
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.	Build Your Room Rosters on page 13
<input type="checkbox"/> Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 16
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 16
<input type="checkbox"/> Plan activities for students who won't be testing.	Manage Test Day Impacts on page 16
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 16
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 29
<input type="checkbox"/> Make sure computers are provided in testing rooms for students approved to use them.	Prepare to Test with Accommodations on page 20
<input type="checkbox"/> If you have students testing with the MP3 audio format, make sure the streaming application has been installed and tested on all computers being used for testing.	Set Up Computers for MP3 Audio Format on page 53

**TWO WEEKS BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Check the test ordering site to track your test materials shipment.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 17
<input type="checkbox"/> If you've received your preadministration materials, help staff conduct your preadministration session.	Help Staff Conduct the Preadministration Session on page 32 Conduct the Preadministration Session on page 48
<input type="checkbox"/> Update Master Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 13
<input type="checkbox"/> Plan test day schedule.	Build Your Plan for Testing on page 14
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 16

**ONE WEEK BEFORE THE TEST DATE**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> If you haven't received your test materials yet, check the test ordering site to track your test shipment. Call PSAT 8/9 Support if you don't see confirmation of shipment.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> Make sure you have accounted for all students testing with accommodations and EL supports.	<a href="https://collegeboard.org/ssd">collegeboard.org/ssd</a>
<input type="checkbox"/> Revise room rosters if needed.	Build Your Room Rosters on page 13
<input type="checkbox"/> Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 20
<input type="checkbox"/> If students are providing their own glossaries, collect the glossaries and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 20
<input type="checkbox"/> Notify students of when and where to report on test day.	Prepare Your Students on page 25
<input type="checkbox"/> Post testing room assignments.	Post Testing Room Assignments on page 15
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 16
<input type="checkbox"/> If applicable, update Master Student List and room rosters as necessary to include any homeschooled students or students from other schools.	Build Your Room Rosters on page 13
<input type="checkbox"/> Help staff conduct your preadministration session if you haven't already.	Help Staff Conduct the Preadministration Session on page 32 Conduct the Preadministration Session on page 48
<input type="checkbox"/> Review room assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 17
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 25
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials on page 27
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 16

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 42
<input type="checkbox"/> Have staff test the equipment to be used for MP3 audio or ATC testing.	Prepare to Test with Accommodations on page 20
<input type="checkbox"/> Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 27
<input type="checkbox"/> Ensure testing room arrangements align with seating policies.	Plan Your Space on page 10

**ON TEST DAY**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Complete your testing room packets for proctors. Add test books to the packets for proctors.	Count and Distribute Test Materials on page 33
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 34
<input type="checkbox"/> Distribute testing room packets to proctors.	Equip Testing Rooms on page 33
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 17
<input type="checkbox"/> If administering the MP3 audio format, work with staff to confirm the MP3 test is downloaded for each test taker.	Administer Accommodations on page 59
<input type="checkbox"/> Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 16
<input type="checkbox"/> 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.	Admit Students to the Testing Area on page 34
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 35
<input type="checkbox"/> Report test administration irregularities, if any.	Your Role During Testing on page 35

**AFTER TESTING IS COMPLETED**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 37
<input type="checkbox"/> Identify students for makeup testing.	Prepare for Makeup Testing on page 37
<input type="checkbox"/> Prepare materials for return.	Sort Materials on page 38 Prepare Documentation on page 39
<input type="checkbox"/> Make copies of key forms and store securely.	Store Materials for Your Records on page 43
<input type="checkbox"/> Affix IR labels to boxes, if needed.	Pack Materials for Return on page 40
<input type="checkbox"/> Return test materials. If testing in April, this includes returning all test books.	Return Materials on page 42
<input type="checkbox"/> Submit payment.	Submit Payment on page 45

# Before Test Day Tasks and Information

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

## Prepare Yourself

### TASKS

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

## Build Your Master Student List for Testing

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

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

### TASKS

#### Compile a List of Students

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

Create a Master Student List of all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 114 with suggested headings.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list.

Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.

2. If you're asked to test students who don't attend your school, make sure these students are accounted for as part of the Master Student List.
3. Give the SSD coordinator (or other appropriate school staff) your Master Student List and ask them to confirm which students will be testing with school-approved accommodations or extended time for EL. Update the Master Student List to show which students will be testing with which accommodations.
4. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You will now have a consolidated Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 114 to confirm your list has all the information you'll need for planning rooms and staff.

## Plan Your Space

### TASKS

#### Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 27 for more information.

#### Evaluate Rooms for Testing

- Work with the administration to identify which rooms will be used for testing.
- Make a list of available rooms at your school and how many students each room can hold, based on the seating and room requirements given in Key Information later in this section.
- If you're using 1 or more off-site testing locations, identify the number of rooms needed and confirm they meet the facility and seating requirements given in Key Information.

#### Identify the Number of Rooms You Need for Testing

- Use the Master Student List to determine the number of standard and accommodated testing rooms needed.
- If you're holding a preadministration session, plan to test any students who didn't participate in the session in a separate room from those who did.

## KEY INFORMATION

### Facility Requirements

To prepare for test day, you will need:

- A place to securely receive and store testing materials.
- An area where students can assemble before testing.
- Rooms for testing standard and accommodated students.
- A late-arrivals room for students who arrive late but still in time to be tested.

### Testing Room Requirements

To promote an effective and secure administration, testing rooms must fulfill these requirements:

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

### Room Selection Tips and Recommendations

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

### Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- At tables, students must be seated at least 3 feet apart and facing the same direction. You can seat 2 students at a table that's at least 6 feet long.

- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

- Round tables, study carrels, lapboards, language laboratory booths, and tables with partitions or dividers.
- Seat assignments that follow any expected patterns or defined order. If testing students in their homerooms, make sure students are seated at random.

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

### Additional Requirements for Accommodated Testing

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

- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than 1 testing room is required if a student's accommodations would disturb other students or if the student is approved for an accommodation that requires 1-to-1 testing. Students approved for breaks as needed, a reader, or a scribe must test in a 1-to-1 setting.
- A computer must be provided for students approved for use of MP3 audio and ATC formats. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 20.

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 magnification device (non-electronic)

- Use of a sign language interpreter for oral instructions
- Use of a printed copy of verbal instructions
- Use of auditory amplification or an FM system
- Use of a colored overlay
- Approval to record answers in the test book

If a student is approved by the school for one of these accommodations, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

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

## Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms. See Staff Roles and Responsibilities on page 3 for descriptions of staff positions.

### TASKS

#### Identify Staff for Testing

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

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved by the school for accommodations or supports, work with your SSD coordinator or other appropriate school staff to ensure you have proper staffing to meet students' needs.

#### Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors. If you'll be using additional staff to administer the MP3 audio format, work with the SSD coordinator or appropriate school staff with access to SSD Online to provide staff access to the application in advance. (If your school doesn't have a designated staff member with access to SSD Online, contact the SSD office.)

### KEY INFORMATION

#### Staff Policies

To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level

of integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

Avoid recruiting anyone to serve on the testing staff if they have any of the following conflicts of interest, which may result in score cancellation:

- Are employed part- or full-time at a test preparation company.
- Participate in any coaching activity that addresses the content of secure College Board tests. (The teaching and normal review of course content, including test familiarization that is part of regularly scheduled coursework, is acceptable.)
- Have taken any College Board test within 180 days of test day.

When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 8/9 at any test site during the same testing period, they must not take a role that gives them access to test books before test day. At a minimum, this includes the roles of test coordinator and SSD coordinator (if applicable). For PSAT 8/9, the testing periods are September 21, 2020–March 26, 2021, and April 13–30, 2021. **When this policy is not followed, the related student's scores are subject to cancellation.**
- Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their household, the scores will be canceled.

A test coordinator or a proctor must be present in each room to read aloud the instructions from this manual. In large testing rooms, if students might have difficulty hearing instructions, you may use a microphone or public address system. Do not use a public address system to administer the test in more than 1 room simultaneously. Monitors don't administer the test but may perform other duties.

#### Proctors Needed

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

#### Room Monitors Needed

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

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

**FOR EACH STANDARD TESTING ROOM**

Number of Students	Number of Room Monitors Needed
1–34	0
35–50	1
51–100	2
101 or more	3+ (1 monitor for each additional 50 students)

**FOR EACH ACCOMMODATED TESTING ROOM**

Number of Students	Number of Room Monitors Needed
1–20	0
More than 20	1+ (1 monitor for each additional 20 students)

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

**Hall Monitors Needed**

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

**NUMBER OF HALL MONITORS NEEDED**

Number of Rooms	Number of Hall Monitors Needed
1–5	1
6–10	2
11–15	3
16–20	4
More than 20	5+ (1 monitor for each additional 5 rooms)

**Support Staff Needed for Accommodated Testing**

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

- Have sufficient staffing, including any necessary readers, scribes, or sign language interpreters (for test directions). These support staff resources must meet the same requirements as all other staff.
- Plan for rooms, including setting up any computers for ATC or 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. Proctors testing accommodated students will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

**TASKS****Assign a Testing Room Code to Each Testing Room**

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

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 10. When using codes shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020).
- Record the testing room code on each room list you created. The staff will give the testing room code to students to enter on their answer sheets and test books on test day.
- If you're using 1 or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you'll be using more than 1 testing room at a location, assign a testing room code to each room.)

**Assign Students to Testing Rooms**

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their school-approved accommodations.
  - ◆ Remember that students testing in the same room must have the same testing schedule.
  - ◆ Some students with accommodations may also test in a standard testing room. For general guidelines, see Additional Requirements for Accommodated Testing on page 11.

- ◆ Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- Add each student's testing room assignment to your Master Student List.
- If you're using optional codes to sort your students' paper score reports for easier distribution, add optional codes to your Master Student List and provide them to proctors. On test day, proctors will give the optional codes to students to enter on their answer sheets. See Assigning Optional Codes later in this section.
- On your Master Student List and your room rosters, indicate students' specific accommodations and identify any EL students testing with 50% extended time.

### Create Individual Room Rosters

Build the room rosters of students testing in a given testing room to distribute to proctors.

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

### Update and Finalize Your Room Rosters

As test day approaches, continue to update your Master Student List and room rosters to account for additional students who may be eligible for testing. Work with appropriate staff to identify additional students recently approved for accommodations or supports (e.g., students who recently transferred to your school).

## KEY INFORMATION

### Assigning Optional Codes

By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to make the sort more specific to your school by assigning 2-digit optional codes to students. The codes can be associated with particular homerooms or counselors, for example. If you assign optional codes to students, you'll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name. (The optional codes will not appear in the score reporting portal.)

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

## Build Your Plan for Testing

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

### TASKS

#### Finalize Your School's Test Date

Schools select a PSAT 8/9 administration date in the test ordering site. There are 2 testing periods for 2020–21: September 21, 2020–March 26, 2021, and April 13–30. Orders can't be placed for January 29–February 22.

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 21–March 26). Although orders can't be placed for January 29–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 13–April 30. We recommend picking the earliest date possible to account for potential makeup testing, which must take place within 2 weeks of the primary test date and be completed within these time frames.

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

#### Plan for Preadministration

The PSAT 8/9 answer sheet lets students provide information about themselves. We strongly recommend that you schedule a preadministration session to give students time before test day to provide this information. This will make it easier to avoid rescheduling lunch, reduce the time needed for pretest activities on test day, and improve the test-taking experience for your students and staff.

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

- Filling out the personal information fields may take up to 35 minutes. If you choose to complete the personal information fields on test day and doing so takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place under school supervision.

- If you know ahead of time that some students will have pre-ID labels and others won't, plan to conduct separate preadministration sessions for these groups to ensure a better experience for both staff and students.
- Part 2 of this manual includes detailed instructions and scripts for conducting the session.
  - ◆ See *Conduct the Preadministration Session* on page 48 for a session held before test day.
  - ◆ Scripts for the preadministration questions also appear in the test day scripts (for any students who don't attend a session before test day). Directions for fields 1–8 appear before the scripts for the timed test, while directions for the other fields appear after the test.

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

### Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Other test day staff should either take the online training provided or be trained by the test coordinator. You can share the link in the email with other test day staff, such as proctors. Make sure any off-site test coordinators and proctors are given training. You can determine the best way to train other test day staff.

See *Train Your Staff* on page 17 for a list of topics your staff should review prior to testing.

### Plan Your Test Day Schedule

- Select a start time for testing that allows for the full time for testing within a typical school-day morning. Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted.
- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

**SSD** *If you're testing students approved by the school for 50% or 100% extended time, you may arrange for the proctor to conduct an extended break (we recommend no longer than 20 minutes) after Section 2 so students can eat lunch.*

### Plan for Accommodated Testing

- Be sure to plan for the additional time it will take to test any student(s) approved for extended time. *Overview of Timing and Breaks* on page 105 gives details about the different types of timing and breaks that may be needed.
- Students using the MP3 audio format will test over 2 days.

### Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See *Admit Students to the Testing Area* on page 34 for more information. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

### Post Testing Room Assignments

Several days before the test, prominently post room assignments to minimize confusion on test day.

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

**SSD** *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. Avoid allowing students to eat their snacks in testing rooms as food and drinks aren't allowed near testing materials.

Your staff may need breaks. While testing is in progress, testing rooms cannot be left unattended. Plan a schedule of break times with your staff before test day, and work out how you will rotate them to allow each staff member at least 1 break. Staff in extended time rooms may require 2 breaks.

### Plan for Makeup Testing

Plan ahead for testing students who aren't able to test when you administer the PSAT 8/9. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test have participated in a preadministration session, securely store their prelabeled or pregridded (i.e., with filled-in responses) answer sheets with their test materials until you hold the makeup test. The makeup test date must fall within the testing period and should occur no later than 2 weeks after your primary test date.

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

- Compile the list of students taking the makeup test.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 37.

### Plan for Off-Site Testing

Most schools participating in PSAT 8/9 administrations will use their school as the test location. However, some schools, due to space restrictions, may need to plan for 1 or more off-site testing locations. The school (AI) code is common across all testing locations associated with your school.

- Assign a unique testing room code or set of codes for each off-site location. (If you'll be using more than 1 testing room at a location, assign a testing room code to each room.)
- Assign an off-site test coordinator for each off-site location and off-site proctors as needed.
- Make sure off-site test coordinators and proctors are provided with training.
- Plan for secure transport of materials to off-site locations.
- Each location's test coordinator is responsible for ensuring that the off-site test location meets the requirements for test materials security, room configuration, seating (round tables are prohibited for testing), and test day staffing as described in this manual.

## KEY INFORMATION

### Timing for the PSAT 8/9

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

#### TIMING FOR THE PSAT 8/9

	Total Testing Time Including Breaks	Total Testing Time (Not Including Breaks)
Standard Time	2 hours, 35 minutes	2 hours, 25 minutes
Standard Time with Extra Breaks	2 hours, 50 minutes	2 hours, 25 minutes
50% Extended Time	4 hours, 3 minutes	3 hours, 38 minutes
100% Extended Time	5 hours, 15 minutes	4 hours, 50 minutes
Math Only 50% Extended Time	3 hours, 15 minutes	2 hours, 55 minutes
Math Only 100% Extended Time	3 hours, 45 minutes	3 hours, 25 minutes
MP3 Testing, Day 1	3 hours, 50 minutes	3 hours, 35 minutes
MP3 Testing, Day 2	2 hours, 10 minutes	2 hours

## 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

College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT 8/9 if permitted under school policy. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. For more information, see Maintain Security on page 17 and Collect Students' Personal Belongings on page 56.

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

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

## Establish a Signaling System

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

## Minimize Distractions

Only test takers, testing staff, authorized observers, and support staff for accommodated testing (e.g., sign language interpreters) are allowed in the testing area on test day. Parents and guardians may need to be reminded of this policy.

Displaying signs or posters stating this policy can help minimize disruptions. When you train your staff, be sure to emphasize that this policy is both for security reasons and to protect students from disruptions on test day.

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

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

## Train Your Staff

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

### TASKS

#### Hold Training Sessions

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

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

Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)

- Seating policies
- Calculator and mobile phone policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering applicable accommodations

## Share Role and Room Assignments

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

- Whether they're assigned a standard or accommodated room (if administering the test) and approximately how many students are assigned to their room
- What script(s) they'll be using, including any movement between scripts that needs to take place on test day (e.g., for math-only extended time), 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'll receive on test day

## Maintain Security

Electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring answer keys into the testing room. College Board strictly prohibits such devices to protect test content and prevent security breaches.

Phone access is not allowed in the testing site (unless approved for use as an accommodation).

**Consequences for using prohibited devices include dismissal, score cancellation, and confiscation of the electronic device for investigation.** Refer to the Irregularity Chart for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

### TASKS

#### Inform Staff of Policies

Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.

- Review instructions under Collect Students' Personal Belongings on page 56 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students do not access calculators, phones, or prohibited aids during breaks.

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

- Don't leave test materials unattended by testing staff under any circumstances.
- Make sure test materials aren't removed from the room.
- No student may eat or drink during testing unless they have an approved accommodation.

 Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to PSAT 8/9 Support. See the Irregularity Chart on page 119 for more information.

## KEY INFORMATION

### Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score cancellation. **Some alarms are set to sound even when the device is turned off.**

- Before testing begins, students have one more chance to turn off and turn in their phones and other electronic devices if they haven't already.
- **Once the warning script has been read, if a prohibited device makes noise or creates a disturbance (i.e., flashing light) while in a student's possession, or if a student is seen with a prohibited device, the test coordinator should dismiss that student and, if warranted, collect the device.**
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.
- Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations/ Student Misconduct on page 121. Contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on a student's device.

### Prohibited Devices and Aids

Students may not have the following in the test area or break area, except in the case of school-approved accommodations for particular testing aids:

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

## Device Collection Procedures

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

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

For more details and suggested collection procedures, see *Collect Students' Personal Belongings* on page 56.

## Medical Devices

College Board recommends that epinephrine auto-injectors (e.g., EpiPens) be permitted in the testing room without the need for accommodations. They should be placed in a clear bag and stored under the student's desk during testing. The student should know how to use the EpiPen. If the student uses the EpiPen, follow your school's emergency procedures (e.g., call 911). For other medications or medical devices, contact relevant school staff.

Your school may have students who require a mobile phone for medical reasons (e.g., for use with a glucose monitor). Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone unless also approved for use of a mobile phone. For more information, see *Use of Medical Devices* on page 57.

## Students with Service Animals

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

## Test Monitoring Responsibilities

Staff must administer all test sections in sequence and be ready to answer questions and help students feel confident about procedures. Remind staff not to answer questions about test content.

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

Staff should allow only 1 student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved by the school for breaks as needed). Staff should collect the test book and answer sheet as the student leaves the room, make sure the test book is the actual test book and not a substitute, and fan the test book to make sure no pages have been removed.

## Seating Policies

Have proctors follow these procedures:

- Develop a seating plan ahead of time that follows the seating guidelines for type and spacing of seats. (See *Sample Seating Plans* on page 116.)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. **Never allow students to select their own seats.**
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least 6 months.

## Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved by the school to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion.

General policies are as follows:

- We recommend students bring and use a calculator they're familiar with on the Math Test – Calculator portion of the PSAT 8/9. A scientific or graphing calculator is recommended.
- If your school provides calculators, ensure the devices are on the list of acceptable graphing calculators in the Appendix, have working batteries, and are functional. (See *Acceptable Calculators* on page 111.) Make sure students are comfortable using any school provided calculators.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.
- Students may not share calculators.

## Monitoring Equipment Use

Follow instructions in the scripts to monitor the use of calculators.

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See Acceptable Calculators on page 111. All 4-function calculators are permitted on the Math Test – Calculator, but not recommended.
- Students may use calculators with enlarged or raised displays, but they should be seated where the calculators are not visible to other students.

**SSD** *Students approved to use a calculator on the Math Test – No Calculator questions must use a basic 4-function calculator. (Percentage and square root functions are allowed.) Confirm that the calculators 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 they brought and continue to test.

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

## Prepare to Test Students with English Learner Supports

College Board provides access to translated test directions and word-to-word bilingual glossaries for English learners approved by their schools to use these supports. Your school may also allow eligible EL students to test with extended time.

### TASKS

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

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

- Print the translations and review the list of approved glossaries available at [psat.org/8-9-resources](https://psat.org/8-9-resources) so you can obtain copies for test day. No translations or glossaries will be shipped with the test materials.

- Students may supply their own glossaries; however, you should confirm any glossaries are on the approved list and plan to collect them for your review a day or 2 before testing. This is an important precaution to minimize the chances of glossaries being used to bring written notes or test aids into the testing room.
- Store the glossaries securely until you're ready to assemble testing room packets for proctors.

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

## Prepare to Test with Accommodations

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. All students, including those testing with school-approved accommodations, will use the standard test books (with red covers) unless approved for another format (for example, large print or braille). Students using a reader or MP3 audio, ATC, or braille format will also receive the subtitled test book provided for them. This manual includes scripts for all students, standard and accommodated.

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

### TASKS

#### Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations. See Build Your Room Rosters on page 13 for more information. Proctors testing in accommodated rooms should closely review Part 2 of this manual for additional details about administering the test with accommodations.

#### Plan for Computer Usage

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

- MP3 audio
- ATC format
- Electronic braille writer (braille notetaker)

Make sure appropriate computers are provided in rooms where needed.

- For students using an accommodation requiring a flash drive, make sure the computers have USB ports.

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

- For students using MP3 streaming audio format, you'll need computers with access to the internet for downloading the application and test content. On test day the SSD coordinator, other designated staff member, or proctor will need to launch the application, and the SSD coordinator, proctor, or student will need to download the test content. Internet availability will be disabled by the application once testing begins and is not needed during the test itself.
- Administering the test using the MP3 streaming application requires access to the College Board SSD Online portal. If you require staff other than the SSD coordinator or designated staff member with access to SSD Online to proctor the MP3 streaming administration, you'll need to work with the SSD coordinator or designated staff member to give proctors access to the MP3 audio application. The SSD coordinator will receive an access code to set up additional proctors if needed. If your school doesn't have an SSD coordinator or designated staff member with access to SSD Online, you'll need to contact the SSD office ahead of test day to request credentials.

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

- For students approved to use a braille notetaker for math calculations (scratch work), provide a display monitor to connect to the braille notetaker so the proctor can see what the student is typing.
- Instruct the staff testing these students to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Set Up for Testing Students with Accommodations on page 52 and Administer Accommodations on page 59 for related tasks and information.
- For a complete practice test in ATC format, go to [psat.org/8-9-resources](https://psat.org/8-9-resources). For tips and practice tests (for the PSAT/NMSQT® and PSAT™ 10) that demonstrate the MP3 audio format, go to [accommodations.collegeboard.org/after-approval/overview](https://accommodations.collegeboard.org/after-approval/overview).

## Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or students approved 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. Large-block answer sheets don't need to be transcribed.

## Assign Any Support Staff for Accommodated Students

- Assign support staff, such as readers, scribes, or sign language interpreters (for directions only), to students with relevant school-approved accommodations. Follow the same guidelines as for other staff assignments (see Plan Your Staff on page 12).
- Don't assign a support staff member to a student who is a relative of the staff member.
- Assign a single reader or scribe to each student.
- Notify readers and scribes their students will take the test with 50% extended time unless a student is already approved by the school for 100% (or more) extended time. Students assisted by a reader or scribe must test in a 1-to-1 setting.

## Continue to Check for Approvals and Plan for Testing Needs

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

## KEY INFORMATION

### Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students approved by the school. Some students may be approved for 1 or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 23 for a list of materials.

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

### Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing or breaks for 1 or more sections on the test.

- Students approved for extended time in reading will receive extended time on all sections of the test. College Board recommends that EL students testing with 50% extended time as an EL support also receive extended time for the entire test.

- Students approved for extended time only in math will get extended time only for the math section.
- See the chart Overview of Timing and Breaks on page 105 for detailed information about which scripts to use for various accommodations.

A student can be approved for accommodated breaks of various types. During their breaks, students approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. The proctor will post break times for them as noted in the scripts. See Administering Accommodated Breaks and Extended Time on page 61 for more details.

### Test Aids and Support Staff

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

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

- **Writer/Scribe:** Students will dictate all answers for the scribe to grid on a standard answer sheet. Students who test with a scribe will test with 50% extended time unless they have already been approved for 100% (or more) extended time. These students test in a 1-to-1 setting.
- **Braille Writer:** Students will use a braille device (for example, Perkins Brailler) to record responses. Answers must be transcribed by school staff after the test (return braille pages with answer sheets). Electronic braille writers/notetakers (for example, BrailleNote) may only be used for math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a display monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer. Students recording their answers on a braille device may also be approved to use scratch paper.
- **Record Responses in the Test Book:** Students will record all answers in the test book. The staff must transfer the responses to the standard answer sheet after the test.
- **Record Answers on an Enlarged (Large-Block) Answer Sheet:** Large-block answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope. No transcription is required.

Students who are deaf or hard of hearing:

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

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.
- Will need a script for dictation of test questions (for use by the reader), a subtitled test book (for use by the student), and possible additional test materials as approved by the school (for example, braille materials).

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

### General Notes for Electronic Devices

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

Computers used for the MP3 streaming application must have internet access in order to set up the test; during the test itself, access to other applications will be disabled and internet access is no longer needed. Use of the internet in the testing room is only permitted in order to set up the MP3 streaming app.

Make sure that any other electronic device used for testing in any format, including a computer for use of ATC, a braille writer, or any electronic magnification device, is not connected to the internet or to any network and disable all LAN or ethernet connections. Disable all unapproved assistive features such as spellcheckers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device, computer, or monitor connected to a magnification device must not be able to copy, store, or print the magnified images. Any capability for recording, storage, snapshot, or transmission of data, whether in the form of pictures, text, or other information, is strictly prohibited.

### Large Print

Students who test with large print—14-point, 20-point, or larger print—test with standard time and breaks (Script 1), unless approved by the school for other accommodations. However, you may wish to test students using test books with larger than 14-point print in an accommodated room.

**Braille Test Formats**

- Students who test with braille test formats have standard time and breaks (Script 1) unless approved by the school for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math. You may see these materials referred to as “braille with raised line drawings,” which clarifies that braille tests include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they’re taking the braille test. The *Braille Reference Information* contains math reference material required for the braille test.

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

**Raised Line Drawings**

Some students using formats other than braille may be approved by the school for the accommodation of raised line drawings (braille graphs and figures), along with a reader or MP3 audio format. See Administering Raised Line Drawings on page 62 for more information.

**MP3 and ATC**

Chromebook™, Mac®, and Windows® are supported for both MP3 audio and ATC formats.

The school must provide suitable computers for MP3 audio and ATC formats. Whenever possible, students should use earphones when testing with an audio format or text-to-speech software. If earphones aren’t available, the student should be tested in a separate room.

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

- Setup for MP3 testing must be done before test day to ensure a smooth administration. Detailed directions for setting up the MP3 application are in Part 2 of this manual (see Set Up Computers for MP3 Audio Format on page 53) and on the MP3 streaming access instructions page accessed by the SSD coordinator or other designated school staff in SSD Online.
- Setup requires 2 steps: installing and testing the application prior to test day and downloading the actual test content during each day of testing.
- If your school’s computers require login credentials, the person who installed the application before test day must also be present on each day of testing to sign in to each computer and start the application.
- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.
- If your school will be using MP3 audio flash drives, they also must be set up before test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content.

**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%). Specific Format Instructions on page 69 gives specific scripts and directions to the proctor for guiding students to open each password-protected section of the ATC format. For more information, see Set Up Computers for ATC Format on page 52.

To supplement each MP3 audio or ATC format, a test book with the subtitle “For MP3, Reader, Braille, and ATC” is provided for the student.

**Materials Provided for Accommodated Testing**

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

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

**ACCOMMODATED TESTING**

<b>Accommodation</b>	<b>Materials Provided for Each Approved Student</b>
<ul style="list-style-type: none"> <li>▪ 50% extended time (time and one-half, includes EL support)</li> <li>▪ 100% extended time (double time)</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Breaks as needed</li> <li>▪ Extra or extended breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator portion</li> <li>▪ Home/hospital testing</li> <li>▪ Late start time</li> <li>▪ Limited testing time</li> <li>▪ 1-to-1 testing</li> <li>▪ Permission for food/drink/medication</li> <li>▪ Permission to test blood sugar</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Sign language interpreter</li> <li>▪ Small-group setting</li> <li>▪ Use of colored overlay</li> <li>▪ Wheelchair accessibility</li> <li>▪ Writer/scribe</li> <li>▪ Printed copy of verbal instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular-print test book</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
Large-block answer sheet	<ul style="list-style-type: none"> <li>▪ Large-block answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
<ul style="list-style-type: none"> <li>▪ Large print - 14 point</li> <li>▪ Large print - 20 point</li> <li>▪ Large print - Larger than 20 point</li> </ul>	<ul style="list-style-type: none"> <li>▪ Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable</li> <li>▪ Standard answer sheet</li> <li>▪ Large-block answer sheet (for students approved to use them)</li> <li>▪ Standard answer sheet instructions (included only with 14-point test book)</li> <li>▪ Large-print answer sheet instructions (included with all large-print test books)</li> </ul>
MP3 audio (pre-recorded audio)	<ul style="list-style-type: none"> <li>▪ Streaming application with MP3 files*</li> <li>▪ Test book with subtitle “For MP3, Reader, Braille, and ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet instructions</li> </ul>
Assistive technology-compatible	<ul style="list-style-type: none"> <li>▪ Flash drive with ATC files</li> <li>▪ Test book with subtitle “For MP3, Reader, Braille, and ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-block answer sheet (for students approved to use them)</li> <li>▪ Large-print answer sheet instructions</li> </ul>
Reader	<ul style="list-style-type: none"> <li>▪ Reader’s script</li> <li>▪ Test book with subtitle “For MP3, Reader, Braille, and ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>

\*Flash drives with MP3 files may be provided on request to schools unable to stream MP3 audio.

**Accommodation**

Braille (with raised line drawings)

Students might be separately approved to use a raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a reader. This is not the same as testing with a braille test.

Raised line drawings (braille graphs and figures)

**Materials Provided for Each Approved Student**

Braille kit:

- Braille Book 1 - Reading Test, Writing and Language Test
- Braille Book 2 - Math Test – No Calculator, Math Test – Calculator
- *Guide to the Nemeth Code*
- *Braille Reference Information*

Also:

- Standard answer sheet
- Standard answer sheet instructions
- Test book with subtitle “For MP3, Reader, Braille, and ATC”
- Reader’s script

- *Braille Figure Supplement*
- *Braille Reference Information*

## Prepare Your Students

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

### TASKS

#### Inform Students About the PSAT 8/9

##### Three to four weeks before the test:

- Meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedules. If your school is conducting an extended break for students testing with 50% or 100% extended time, remind those students to bring a lunch to the testing room. Let all other students know that they won’t have lunch until after testing ends.
- Be sure to inform any students approved for the MP3 audio format that they will be testing over 2 days.
- Have your students access the *PSAT 8/9 Student Guide*, available at [psat.org/8-9-resources](https://psat.org/8-9-resources). The Student Guide explains the assessment and includes test directions and test-taking tips. It also contains the PSAT 8/9 Terms and Conditions. College Board highly recommends linking to the Student Guide on your school’s website.
- Remind students to review and discuss privacy and test guidelines as well as Terms and Conditions given in the *PSAT 8/9 Student Guide* with their parents before test day.

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

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

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils
- Student ID number (if your school will use it)
- Email address (optional)

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

We suggest you inform students’ families of what students can expect on test day and what the PSAT 8/9 means to their college and career planning. Make them aware of additional privacy policies and Terms and Conditions as described in the *PSAT 8/9 Student Guide* (e.g., via your website or social media) so they can discuss them with their child.

### KEY INFORMATION

#### When and Where to Report

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

## What to Bring on Test Day

Tell students to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an ATC or MP3 audio format.
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend. (See Photo ID Requirements on page 116.)
- For any student who uses an epinephrine auto-injector (e.g., EpiPen), a clear bag for storing it under their desk during testing.
- For students with school approval to use a calculator on the Math Test – No Calculator portion of the PSAT 8/9, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

We also recommend that students bring:

- Snacks and drinks (which must be stored under the students' desks during testing)
- Extra batteries and a backup calculator

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

## What Not to Bring on Test Day

Students may not have items listed under Prohibited Devices and Aids on page 18 (except in the case of school-approved accommodations for specific aids).

## Marking the Answer Sheet

Correctly marking the answers is very important. Marks that are too light or that don't completely fill the bubbles won't scan properly and could lead to lower scores.

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

## Important Reminders for ATC and MP3 Users

Share these important details with your ATC and MP3 audio format users ahead of test day:

- Students using the MP3 audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're familiar with and comfortable using. Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to [accommodations.collegeboard.org/after-approval/overview](https://collegeboard.org/after-approval/overview). While these practice materials are for the PSAT/NMSQT and PSAT 10, students can use them to become familiar with the navigation tools. Download and share the complete PSAT 8/9 ATC format test at [psat.org/8-9-resources](https://psat.org/8-9-resources) with any students using this format.
- MP3 audio format users should know how much testing time they'll have and that they'll be testing over 2 days.
- The ATC format will be administered with the same school-approved timing as a paper test format with 1 exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or another method according to a school-approved accommodation).

## Protecting Student Privacy

We are committed to protecting student data:

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

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

For more information about privacy practices, please visit:

- [collegeboard.org/privacy-policy](https://collegeboard.org/privacy-policy)
- [khanacademy.org/about/privacy-policy](https://khanacademy.org/about/privacy-policy)

## Prepare Your Materials

### TASKS

#### Use the Test Ordering Site

Sign in at [ordering.collegeboard.org](https://ordering.collegeboard.org) to order additional tests, update and track your test material orders, and make any adjustments to your counts after testing. See [psat.org/important-dates](https://psat.org/important-dates) for ordering deadlines.

**IMPORTANT:** Be sure to order sufficient test materials for students from other schools and for homeschooled students who will be taking the test at your school. Students must use the test materials for the period that matches your school's test date; either September 21, 2020–March 26, 2021, or April 13–30, 2021. No other test materials may be used.

#### Identify Authorized Staff

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

**IMPORTANT:** Any staff member, including the test coordinator, who will have access to test books before test day must not have a child or member of their household taking the PSAT 8/9 during the same testing period at any test site. In such instances, the student's scores are subject to cancellation.

#### Check the Preadministration Materials Shipment

Preadministration and test materials typically arrive in 1 or more separate shipments.

Preadministration materials include:

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

**IMPORTANT:** If you do not have enough answer sheets, contact PSAT 8/9 Support to request more for your school. Photocopied answer sheets will not be scored.

#### Check the Pre-ID Labels Shipment

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

- Pre-ID labels
- Pre-ID Label Instructions memo

Refer to Tasks for Schools with Pre-ID Labels on page 30 for more information.

#### Check the Test Materials Shipment

Select a secure, locked location for storing test materials, and confirm that access to the storage area is limited to no more than 3 authorized individuals.

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

Standard and accommodated materials will be shipped separately to the test coordinator. You should receive testing materials by approximately 5–7 days before test day. We recommend that you go online to [ordering.collegeboard.org](https://ordering.collegeboard.org) to check on the shipment status of your order because materials may ship and arrive at different times. You will receive an email alert to notify you that your test materials have been shipped.

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

 If you do not receive testing materials by the expected date, call PSAT 8/9 Support immediately.

Each shipment may include more than 1 box.

Your shipments may include:

- Shipment-level shipping notice. One box will contain a summary list of all materials in the shipment.
- Shrinkwrapped standard test books.
- Accommodated test materials for students who will use them.
- Subtitled test books for individual students using a reader or MP3 audio, ATC, or braille format. (Be sure to keep these separate from the standard test books used by other students.)
- Student Answer Sheet Instructions* booklets.
- Copies of the *PSAT 8/9 Coordinator Manual*.
- Preprinted UPS label(s) for returning test books, for schools testing in April.
- UPS Express Pak or box(es) with preapplied labels for returning used answer sheets (including materials for both standard and accommodated testing).
- Coordinator Testing Materials Kit:
  - ◆ Coordinator Report Form (CRF)
  - ◆ Accommodated Testing Envelope (white) for return of answer sheets for students tested with accommodations
  - ◆ Irregularity Report (IR) forms

- ◆ IR labels (pink) to affix to all answer sheet return packages if returning 1 or more IRs
- ◆ Gray-Bordered Envelope
- ◆ Packing tape
- ◆ Receiving and Returning Test Materials flyer, for schools testing in April

For security reasons, do not unseal or open the test book wrapping until test day. Check them as follows:

1. **Check that you have received all boxes in the shipment.** If more than 1 box was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. Validate each item on the box-level materials list is in each box.
3. **If testing in April, refer to any enclosed instructions for receiving and returning materials, which may supplement the instructions in this manual.**
4. Verify the quantities of test materials by carefully counting the test books enclosed inside the shrinkwrapped bundles, but do not open the shrinkwrap. Check the test book covers to ensure they specify the correct testing period.
5. If testing in April, check the serial numbers on test books against those on your shipping notice.

☞ *Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice (if applicable). Also note any such irregularities on the IR.*

6. Check the CRF to be sure it displays the correct school (AI) code (unique 6-digit attending institution code assigned to your school). If the school code on the CRF is incorrect, call PSAT 8/9 Support to request a new copy.
7. **Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak included in your test shipment.** You will use the box(es) or UPS Express Pak to return answer sheets after the test.
8. **If testing in April, also keep the original cartons from your shipment, along with the test book return label(s) included in your test shipment.** You will use them to return the used and unused test books after the test.

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

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

See Count and Distribute Test Materials on page 33 for instructions on proper handling of test books on test day.

See After the Test Tasks and Information on page 37 for instructions on how to handle test books after the test.

### Secure Materials for Off-Site Testing

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

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

### Create a Testing Room Cover Sheet

We recommend that you create a testing room cover sheet for each testing room.

Include the following information:

- Number of students assigned to a room.
- Type of test administered in the room (standard or accommodated, e.g., 50% extended time).
- Name of proctor administering the test in that room.
- Monitor name(s) (if applicable).
- School (AI) code and address.
- Testing room code. If your school isn't using testing room codes, include a room identifier (e.g., the room's name or number).
- Test date.

If applicable, also include:

- 6-digit school codes, school names, and school addresses for any students from other schools (find codes at [collegeboard.org/sat-codes](https://collegeboard.org/sat-codes)).
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 114).
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories (if different from school's address).
- 2-letter APO or FPO code (AA, AE, or AP).

## Assemble Testing Room Packets

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

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

- Testing room cover sheet.
- A copy of the room roster you created showing students assigned to the testing room.
- A list of student ID numbers for students in the room (if your school will use student IDs).
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code).
- For accommodated rooms, a list of the accommodations that each student will test with.
- If applicable, EL supports (translated directions and/or word-to-word glossaries) for students who will be using them.
- A supply of No. 2 pencils.
- Answer sheets for the testing room:
  - ◆ If applicable, prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- *Student Answer Sheet Instructions* booklets for students who didn't participate in a preadministration session. (A large-print version is provided for applicable students.)
- Pre-ID Label Instructions, if applicable, to guide students with pre-ID labels who didn't participate in a preadministration session.
- Irregularity Report (IR) form.
- Copy of the *PSAT 8/9 Coordinator Manual*, if not already distributed during training (strongly encouraged) or used for a preadministration session.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).

 *Test books must be kept securely stored until test day. Do not add them to the kits until the morning of the test (unless required for off-site locations). See *Equip Testing Rooms* on page 33 for associated tasks.*

## Assemble Packets for Off-Site Testing

Create a testing room packet for each off-site location with the applicable items listed under Assemble Testing Room Packets on page 29. Also include the following materials for the off-site test coordinator:

- Coordinator Testing Materials Kits containing necessary test day materials, such as forms, envelopes, and manuals. Each off-site location will need a CRF, IR forms, white Accommodated Testing Envelope, Gray-Bordered Envelope, and enough copies of the *PSAT 8/9 Coordinator Manual* for the testing rooms.
- Answer sheet return UPS Express Pak or box(es).
- Empty boxes to return test books (April only)
- Test book return labels (April only)

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 33 to add the test books and additional test day materials to the packets before delivering to the off-site locations.

## Prepare Your Preadministration Session

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

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

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

If your school can't conduct a preadministration session or if you have students absent for the preadministration session, the preadministration scripts are also included in the test day scripts in Part 2 of this manual. The scripts for fields 1–8 appear before the actual test (see Distributing Student Answer Sheets on page 65). The scripts for the other fields appear after the timed test (see Dismissal on page 101).

## TASKS

### Plan the Session

Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 48.

- Use your Master Student List of who will be testing (both standard and accommodated students).

- Work with your SSD coordinator or other appropriate school staff to identify which students should receive large-block answer sheets instead of standard ones.
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session. They may also need:
  - ◆ Student ID number (depending on school, district, or state requirements).
  - ◆ Email address (optional).
  - ◆ Their grade point average and whether their parents or guardians are or have been in the military, if they are asked to provide this information (all such information is optional).
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manuals and instruct staff to become familiar with the preadministration scripting.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
  - ◆ Review the materials students and staff will use during the session: answer sheets, pre-ID labels and the Pre-ID Label Instructions memo (if applicable), and *Student Answer Sheet Instructions*.
  - ◆ Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see. Also include any additional information that applies to your students, as noted under Create a Testing Room Cover Sheet on page 28.
  - ◆ Ensure that staff have lists of student ID numbers to assist students who don't know their ID number (if your school will use them).
  - ◆ Tell staff to sort the answer sheets alphabetically before returning them to you. You'll need to organize the answer sheets for test day by placing them in the correct testing room packets.

**IMPORTANT:** *If your school uses pre-ID labels, continue with the instructions that follow. Otherwise, proceed to Help Staff Conduct the Preadministration Session on page 32.*

## TASKS FOR SCHOOLS WITH PRE-ID LABELS

### Check the Pre-ID Labels

You'll receive 1 pre-ID label for each student who was included in the preidentification file provided to College Board, along with a Pre-ID Label Instructions memo for their use.

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

### Verify and Apply Labels

- As soon as possible after receipt, review the labels to ensure they're correct:
  - ◆ Is the school (AI) code correct?
  - ◆ Do the students named attend your school?
  - ◆ Is the grade level correct?
  - ◆ Is the student ID number correct, if it appears?
  - ◆ If your labels show incorrect data for the fields listed above:
    - Contact PSAT 8/9 Support immediately.
    - Shred or securely destroy incorrect labels, including labels for students no longer enrolled at your school.

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

- If your labels show correct data for the school, attending students, and grade level, check them for the following:
  - ◆ Students who have the wrong address but correct data for all other fields—use these labels (students will fill in their correct addresses on the answer sheet).
  - ◆ Students who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.
- Make sure proctors conducting the sessions know how to handle incorrect information that students may find on labels.
- Set aside enough blank answer sheets for students who don't have correct labels. If possible, plan to hold a separate preadministration session for these students.
- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets. Place each label as accurately as possible so it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them before returning them to their boxes and securely storing them.

## Prepare the Preadministration Scripts

Prior to the preadministration, meet as a group with the proctors who will be administering the sessions.

- At this meeting, supply copies of the Pre-ID Label Instructions to the proctors and instruct them to update the script for pre-ID labels under Conduct the Preadministration Session on page 48 in their copies of the *PSAT 8/9 Coordinator Manual*.
- Proctors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (students do not have to fill in the fields listed on the memo). See the following example:

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

## KEY INFORMATION FOR SCHOOLS WITH PRE-ID LABELS

### Pre-ID Label Instructions

The Pre-ID Label Instructions memo, enclosed with your pre-ID label shipments (see sample that follows), lists all of the answer sheet fields given on the student labels. Keep the instructions with this manual for use with your school’s answer sheets.

**IMPORTANT:** *Your school code and name appear at the top of the Pre-ID Label Instructions. If they don’t, contact PSAT 8/9 Support immediately.*

**PSAT 8/9**

School Code: 010525  
School Name: BRILLIANT HIGH SCHOOL

Pre-ID Label Instructions for PSAT 8/9

Dear Coordinator,

Thanks for administering the PSAT™ 8/9. Enclosed are pre-ID labels, which reflect student data provided via bulk registration. Labels should be applied to the PSAT 8/9 answer sheets before test day so students can skip these fields on the answer sheet. The number beside each item in the following list corresponds to its answer sheet field number:

- Name (1)
- School (3)
- School Code (4)
- Student ID Number (5)
- Grade Level (6)
- Gender (7)
- Date of Birth (8)
- Street Address (9)
- City (10)
- State (11)
- Zip or Postal Code (12)
- Country Code (13)
- Racial/Ethnic Group (16)
- Email Address (20)

Your testing staff can find the instructions for preadministration with pre-ID labels in the *PSAT 8/9 Coordinator Manual*. Have them check off directions for the fields included on the labels to indicate those fields can be skipped. Your staff will then read directions for the questions students still need to complete during the preadministration session.

Also important: (1) The enclosed labels may already be sorted according to your district or state’s instructions. Note the Sort field on each label. (2) Please review labels for accuracy. Student information must be correct, except for the address (which the student can correct by filling in fields 9–13 on the answer sheet). Don’t use labels with any other incorrect information (e.g., name, school information, date of birth).

We appreciate your participation.

College Board

250 Vesey Street, New York, NY 10281  
collegeboard.org

DATE: 111520    SEQ: 12345

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

**PSAT AI:** 123456    **Gr:** 09    **Sort:** 123AB  
 WASHINGTON GEORGE  
 1880 BROADWAY    NEW YORK NY 10023  
**ID:** x123    **Gn:** M    **DOB:** 03/01/06    **R/E:** A-A, B-A    **Em:** N

200000035-8

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

The data provided on the labels include:

- Test
- First name, last name, and middle initial (if provided)
- School (AI) code
- Gender
- Date of birth
- Grade

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

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

## Help Staff Conduct the Preadministration Session

### TASKS

#### Determine Staffing and Materials for the Preadministration Session

Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.

Staff conducting the session will need to use the scripts in Conduct the Preadministration Session on page 48. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.

- Staff should match the script to your answer sheet type—unlabeled or with pre-ID labels.
- Staff will give each student their answer sheet and a copy of the *Student Answer Sheet Instructions*. A large-print version of the *Student Answer Sheet Instructions* is provided for students with school-approved accommodations that necessitate large print.
  - ◆ Some students may be using large-block answer sheets.
  - ◆ If your school has pre-ID labels, make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

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

### 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.)

# During the Test Tasks and Information

## Follow Your Test Day Schedule

### TASKS

- To ensure standardization across all PSAT 8/9 testing, adhere to your prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.
- Remind staff to follow the policies under Key Information to ensure accurate and uniform timing and administration of tests.

### KEY INFORMATION

#### Timing of the Test and Breaks

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

Remind staff to follow procedures under Administer the Test on page 57, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.

#### 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 for their snacks and/or drinks. They may not go to their lockers or use any prohibited electronic devices.

Students approved by the school for extended time on some or all of the assessment receive extra breaks. Some students may be approved by the school for extra and/or extended breaks. (See Administering Accommodated Breaks and Extended Time on page 61 for details.)

#### Unscheduled Breaks

When students take an unscheduled break (e.g., to use the restroom), the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 58 for permitting unscheduled breaks.

## Equip Testing Rooms

### TASKS

#### Count and Distribute Test Materials

The morning of test day:

- Count test books before placing them in the packets for proctors. (In packets for proctors administering the test with a reader or MP3 audio, ATC, or braille format, be sure to insert a subtitled test book for each student.) You'll need to count them again when collecting materials from proctors and preparing them for return.

 *If a test book is missing, contact OTI immediately.*

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

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

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

#### Provide Materials to Off-Site Locations

If you have not already delivered all testing materials in the off-site testing packets, follow these steps to count and distribute the tests to your off-site test coordinator(s).

- Only full bundles of test books should be sent to off-site locations. Shrinkwrapping should be broken at the off-site location on test day.
- Count test books for the off-site location. Include any subtitled test books that are needed for testing with a reader or MP3 audio, ATC, or braille format.
- Add the test books to the package of tests for the off-site location.

### KEY INFORMATION

#### Information to Post in Testing Rooms

Your testing room packets should contain the information under Create a Testing Room Cover Sheet on page 28 and Assemble Testing Room Packets on page 29. Proctors will use the list you provide to post the following information:

- Test date.
- Your school's address.
- 3-digit testing room code or room identifier.

- Your 6-digit school (AI) code.
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 114).
- If applicable, 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories.
- 2-letter APO or FPO code(s) (AA, AE, or AP), if applicable.
- The proctor testing students with MP3 audio format should post common keyboard commands for the equipment students are using. These are listed in Post Information for Students Using MP3 Audio Format on page 60.

## Admit Students to the Testing Area

### TASKS

#### Manage Central Check-In

If you designated a central location where students can gather before testing begins, follow these procedures:

- Check ID for students you don't recognize. If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 116.)
- 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. You'll use this information to help you know which students require a makeup administration.
  - ◆ Add student information for any student not on your original Master Student List.
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

#### Manage Classroom Check-In

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

- Tell your proctors that changes to a student's room assignment (or room assignments for students not on your Master Student List) should be written and signed by the test coordinator (you) for the student to present when entering the testing room.

- If you change a student's room assignment, give them a signed note to present to the proctor.
- If additional test takers arrive on test day, see Admitting Extra Students on page 35 for more information. If able to test them, add their information to your Master Student List and assign them to a testing room. Give them a signed note to present to the proctor.

Staff should:

- Write a "P" (present) next to the name of each student who checks in.
- After check-in is complete, put an "A" (absent) next to the name of any student who is absent. You'll use this information to help you create a list for administering the makeup test.
- If a student who isn't on the roster provides a note from the test coordinator, the proctor should write in the student's information on the room roster. If a student who isn't on the roster can't provide a note, the proctor should send them to the test coordinator.
- Check ID for students who aren't familiar to them. If a student can't present acceptable ID, staff should record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 116.)

#### Manage Late Arrivals

- If students arrive late, follow the procedure for central check-in.
- If students arrive before the timed test has begun, send them to their assigned room.
- If testing has begun and you've planned for a late-arrivals room, instruct the proctor to add the student's name to the late-arrivals room roster.
- Students who arrive after testing has begun in the late-arrivals room can't test. They should be marked as absentees on your Master Student List for followup actions (e.g., add them to the list of students requiring a makeup if your school is planning to administer a makeup).

See Admitting Latecomers later in this section for more information.

#### Manage Requests to Change to Accommodated Testing on Test Day

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

- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.

- Add the student to the accommodated room roster by printing their name at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room.
- If a student requests to change to testing that requires specific accommodated materials that are not available, you may still have time to request materials for testing later in the testing period. If so, note the student as absent and immediately request materials for testing.

**SSD** *If it's too late to order materials for testing in the testing period, contact PSAT 8/9 Support.*

### Manage Requests to Waive Accommodations on Test Day

If a student presents a letter during check-in requesting to waive approved accommodations (signed by a parent/guardian), and sufficient space/materials are available, follow these steps:

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

## KEY INFORMATION

### Admitting Extra Students

Photo ID is not required for students from your school who are familiar to the testing staff. However, staff members should check the identification of any unfamiliar students. See Photo ID Requirements on page 116.

### Admitting Latecomers

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

If you're admitting them 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book.

A few things to note about admitting latecomers:

- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning

the test, the proctor must ensure that students admitted during these preliminary instructions complete these fields.

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

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

## Your Role During Testing

### TASKS

#### Verify Authorized Test Observers and Visitors

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

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

#### Handle Escalations

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

Always contact PSAT 8/9 Support and consult the Irregularity Chart on page 119 for more instructions on what to do if you encounter:

- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.).
- Unauthorized visitors.
- Observed misconduct that warrants dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing.

- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location.

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

### Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Terms and Conditions provided in the *PSAT 8/9 Student Guide* and online at [psat.org/8-9-terms-and-conditions](https://psat.org/8-9-terms-and-conditions).

Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class, the principal's office, or a monitored area until the test is completed. Please indicate on the IR all actions taken (see the Irregularity Chart on page 119).

 *If you or a staff member suspects a phone or other electronic device has been used to record or transmit test questions or answers, you should confiscate the phone and check for test content. In such cases, explain to the student the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under Use or possession of test content through answer keys or images of test pages on page 122.*

### Handle Student Complaints

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

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

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

### Report Test Administration Irregularities

The IR is scanned, so use a No. 2 pencil and don't write any notes or make any other extraneous marks on the form. Neatly print all information and fill in

bubbles completely. Always include the names of students involved in an irregularity.

Refer to the Irregularity Chart on page 119 when filling out the IR. Record the following types of incidents:

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

Follow these steps when recording irregularities:

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - ◆ In field 2, fill in your primary or your makeup test date according to what administration you're reporting.
  - ◆ In box 4a, write your 6-digit school (AI) code.
  - ◆ In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If your school is using testing room codes, note the testing room code in box 6b. Providing a testing room code and roster of impacted students will ensure scores are not held for your entire school and only the scores for the students impacted by the group irregularity will be held until any investigations of the incident have been completed.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name and grade level.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR, but return them with the other used answer sheets. You'll also countersign and complete any IRs provided by testing staff.

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

## KEY INFORMATION

### Proctor Role During Testing

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

# After the Test Tasks and Information

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

## Collect Testing Materials

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

### 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 test books with answers, flash drives, etc.).
- Answer sheets, both used and unused.
- Student Answer Sheet Instructions* booklets.
- Pre-ID Label Instructions, if applicable.
- Any printed translated testing instructions and copies of oral instructions.
- Any word-to-word glossaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)

Also perform these tasks:

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

Test ID) of the answer sheets. **For April testing,** Test Book Serial Number must also be filled in on the back of the answer sheet.

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

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

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

- Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- Review and sign IRs. Confirm your school code is gridded correctly. If needed, complete additional IR(s).
- Release staff members when materials and forms from their room have been accounted for.

#### Prepare for Makeup Testing

If students miss your original test date, you may hold a makeup test. Testing must be completed within the testing period and should be completed within 2 weeks of your primary test date. The relevant materials must be returned immediately after all testing has completed at your school.

### KEY INFORMATION

#### What Is a Used Answer Sheet?

An answer sheet is considered used if it has 1 or more answers gridded in for the test.

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

## Sort Materials

### TASKS

#### Sort Answer Sheets, Test Books, and Forms

Once you've collected all materials from the proctors, you'll need to sort them before filling out the CRF and packing materials for return or secure storage. See What to Do with Materials on page 43 for details.

#### Answer Sheets

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

To be placed in storage:

- 1. Completely blank, unused answer sheets.** If your school is holding a makeup administration, place these answer sheets in secure storage. Securely destroy any unused answer sheets once makeup testing is complete.
- 2. Answer sheets that have student information (i.e., a pre-ID label and/or student's gridded information) but no answers marked for the test questions.** If your school is holding a makeup administration, place these answer sheets in secure storage. If all testing (primary and makeup) is complete at your school, include these answer sheets in the answer sheet count and return shipment.
- 3. Used answer sheets for accommodated testing with students who need to complete Day 2 of testing.** Place these answer sheets in secure storage for the next day of testing. Be sure to keep each answer sheet with any associated test materials (e.g., test book or alternate test format).

To be prepared for the answer sheet return shipment:

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

Separate this category into:

- Materials for students from your school
  - Materials for students who don't regularly attend your school
- 2. Used answer sheets for accommodated testing with students who completed testing.** Include in this group the answer sheets for EL students who tested with 50% extended time. Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.

Separate this category into:

- Materials for students from your school
- Materials for students who don't regularly attend your school

**(SSD)** *The answer sheet of any student who tested with accommodations must be returned in the white Accommodated Testing Envelope for accurate processing, even if they tested with the 50% extended time EL support or tested in the standard room (for example, with a 14-point test book).*

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

#### Test Books

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

#### Forms and Other Materials

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

For all other materials, refer to What to Do with Materials on page 43 for what you should keep or destroy.

#### Store Test Books

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

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

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

## Prepare Documentation

### TASKS

#### Complete the CRF

Fill out a Coordinator Report Form (CRF) for the testing materials you're returning. See How to Fill Out the Coordinator Report Form (CRF) on page 112 for step-by-step instructions.

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

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

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

#### Ensure Completeness of Room Rosters

Test taker lists give College Board important information, particularly when discrepancies occur.

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

Make copies of any forms and other materials if necessary. Refer to Store Materials for Your Records on page 43 for guidance.

### KEY INFORMATION

#### Common Errors That May Delay Score Reporting

Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets. Please make sure students fill out their answer sheets correctly and that the information on the CRF is complete and correct.

Use care to avoid these common issues:

- The number of used answer sheets returned doesn't match the number of used answer sheets reported on the CRF.
- The test coordinator doesn't sign the CRF in pencil. A signature on the CRF certifies that your school administered the test properly.
- Used answer sheets for students with accommodations (including English learners testing with 50% extended time) are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 40.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- Materials are not returned in a timely fashion.
- Fields such as School Code and Form Code are incorrectly bubbled on the answer sheet.

## Pack Materials for Return

### TASKS

#### Pack Used Answer Sheets, Forms, and Envelopes for Return

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

In your test materials shipment, you received a UPS Express Pak or 1 or more shipment boxes you must use to return your answer sheets and associated forms and envelopes. The used answer sheet shipment includes the items listed in this section.

Place items in the prelabeled UPS Express Pak or box(es) **from bottom to top** in the order detailed in this section. Don't use rubber bands or other fastenings that might damage the answer sheets. If you're returning more than 1 box of materials, box 1 should include all of the forms and envelopes, along with any answer sheets that fit.

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

- Place the used standard answer sheets on the bottom.
- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, containing the following items (don't return the envelope if you have none of these items):
  - Test books for students approved by the school to write answers in their books, clipped (not stapled) to corresponding transcribed answer sheets

- Braille pages or scratch paper (approved use only), all clipped to the corresponding answer sheets
- Used answer sheets (regular and large block) for students testing with accommodations or 50% extended time as an EL support. (Do NOT include answer sheets for students using translated test directions or word-to-word glossaries.)
- Next, place the Gray-Bordered Envelope (if needed) containing the following items (don't return the envelope if you have none of these items):
  - Defective flash drives, if any, in their original packaging
  - Defective test books, if any, clipped to the corresponding IR
  - IRs, if any
- Place the completed and signed CRF on top of package 1 and close the box or UPS Express Pak.

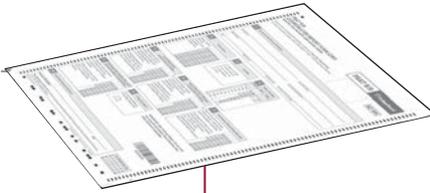
Once all answer sheets and forms are packed as described in this section, seal the UPS Express Pak or box(es) and fill in the information requested on the label(s). Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and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

If you're returning any IRs, apply the pink IR label to the front of every package in the shipment next to the return label if space allows. If there is not sufficient space beside the return label, place the IR label on the top or the side of the box. Do not cover existing return labels.

## Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

### 4 Coordinator Report Form (CRF)



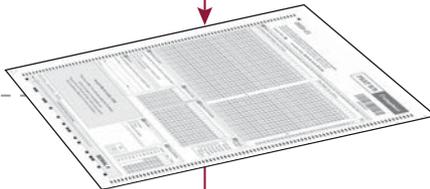
### 3 Gray-Bordered Envelope



### 2 White Accommodated Testing Envelope



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

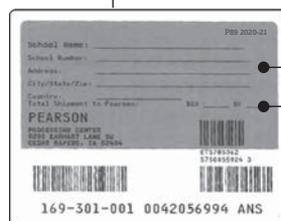


### Pre-labeled Shipping Box (or UPS Express Pak)

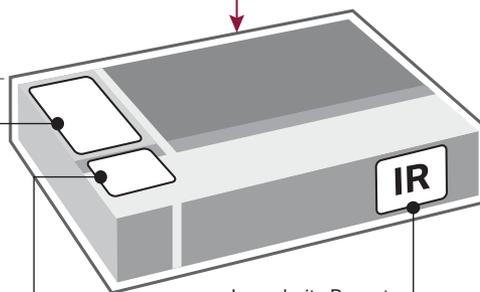
Copy the tracking number for your records and to schedule your UPS pickup.



UPS Return Label



Colored Label



Irregularity Report label (if applicable)

Print your school name, school (AI) code, and full address.

Print this package number and total number of answer sheet return packages (e.g., Box 1 of 2).

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

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

### Don't forget to:

- Put forms, envelopes, and the CRF in the first box (if returning multiple boxes of answer sheets).
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- Add a pink IR label to the outside of all boxes if you're reporting an irregularity.
- Make sure package labels are legible and complete.

## Return Materials

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

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

### TASKS

#### Schedule Pickups and Ship Materials

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

- Materials must be returned no later than the next school day after testing is complete, or scores may be delayed.
- If you have students with school-approved accommodations that require testing over 2 days or students taking a makeup test, store completed answer sheets securely and return all answer sheets together after all PSAT 8/9 testing at your school is complete (no later than the following school day).
- If you administered multiple assessments (for example, PSAT 8/9 and PSAT/NMSQT or PSAT 10), return the materials for each assessment separately as instructed. Check the packaging label to confirm that you're sending the PSAT 8/9 materials to the correct address.
- Keep materials secure until pickup.
  - ♦ If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.
  - ♦ If UPS doesn't make a daily stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (800-742-5877).
    - **Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.**
    - You can also take packages to any UPS counter, but **don't** place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment.

- ♦ Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual and check the shipment status the following day.
- ♦ If UPS isn't available in your area, return materials via another traceable express courier. Record your tracking number(s).
- ♦ Do not use first-class mail or any other nontraceable method.

#### For International Shipments:

- Please contact the courier indicated on the supplied waybill to arrange a pickup. Contact the courier's local office, or if the courier is UPS, you can go to [ups.com](https://www.ups.com).
- Complete the UPS or alternate courier international waybill:
  - ♦ **Section 1 – SHIPPER:** Complete your name, address, and telephone number.
  - ♦ **Section 5 – SHIPMENT INFORMATION:** Write in number of packages and estimated weight.
  - ♦ **Section 8 – SHIPPER'S SIGNATURE:** Sign and date.
- Retain the "Shipper's Copy" of the waybill for your records.
- If you've misplaced your waybill, contact PSAT 8/9 Support.

### KEY INFORMATION

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

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

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

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

## Store Materials for Your Records

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

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

### KEY INFORMATION

#### What to Do with Materials

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

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

Test Materials	Return	Keep Copies for Your Records	Destroy
Used answer sheets containing student responses to test questions	Yes—in package provided for answer sheet return shipment	No	No
Used answer sheets containing student responses to test questions (regular and large block) for students testing with accommodations	Yes—in white Accommodated Testing Envelope in answer sheet return shipment (once all testing is completed)	No	No
Answer sheets with demographic information and/or label but no test question responses (absentee)	Yes—store until all testing is complete and then return with used answer sheets	No	No
Completely blank unused answer sheets (no pre-ID label or gridded demographic information)	No	No	Yes—after all testing is complete
Leftover pre-ID labels	No	No	Yes—shred any unused labels
<i>Student Answer Sheet Instructions</i>	No	No	Yes
All test books, used and unused, for April testing	Yes	No	No
Test books for September–March testing	No	Yes—until score release, then distribute to students	No
Test books for students approved by the school to write answers in their books	Yes—clipped (not stapled) to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No

<b>Test Materials</b>	<b>Return</b>	<b>Keep Copies for Your Records</b>	<b>Destroy</b>
Defective test books	Yes—clipped (not stapled) to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Student scratch paper used in accommodated testing	Yes—with student’s name written on each page, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment. All packages in shipments that include 1 or more IR(s) should display the pink IR label on the return box.	Yes	No
CRF	Yes—in answer sheet return shipment	Yes	No
Seating charts	No	Yes	No
Master Student List	No	Yes	No
Room rosters	No	Yes	No
List of testing rooms, with testing room codes (if used) and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes—after all testing is complete
Word-to-word glossaries for EL students	No	No	No—keep for future use
Pre-ID Label Instructions	No	No	Yes—after all testing is complete
<i>PSAT 8/9 Coordinator Manual</i>	No	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—after all testing is complete

## Submit Payment

### TASKS

#### Review Your Processed Answer Sheet Roster

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

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

### KEY INFORMATION

#### Guidelines for Fee Payment

- Some states provide special instructions to test coordinators about submitting fees. Please follow any state-specific instructions from your state department of education.
- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student's answer sheet to be sure the Grade Level field is appropriately filled in. **Your school is responsible for students who fill in their grade level incorrectly.**
  - ◆ When reviewing the answer sheets, you may correct errors students have made in the Grade Level, School Code, or Form Code fields, but you may not alter any other information on the answer sheets.
  - ◆ When you need to alter Grade Level, School Code, or Form Code fields, report this on an IR. Under section 7, indicate Other and list the fields that have been altered. Note the names of the applicable students.

**IMPORTANT:** For additional information about payment, see [psat.org/psat89invoicing](https://psat.org/psat89invoicing).

#### International Wire Transfer Information

Please use this information for an international wire transfer:

Bank: Bank of America, Chicago, IL  
 SWIFT# BOFAUS3N  
 Beneficiary: College Board  
 A/C# 003936829491  
 ABA# 026009593

## Receive Score Reports

### KEY INFORMATION

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

#### Online Scores

Check [psat.org/scores](https://psat.org/scores) for information about when scores for your students will be available.

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

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

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

#### Paper Score Reports

A paper copy of each student's score report will be delivered to the school principal soon after online reporting is available.

If you test in the September–March testing period, securely store all test books, used or unused, after the test. Test books must remain in secure storage until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT 8/9 in the future. When you receive your score reports, remove test books from storage and distribute each test book to the student who used it, along with the student's score report. Send any test books used by students from other schools to their schools. You may also distribute any unused test books.

**IMPORTANT:** Schools testing in April will need to return all used and unused test books and accommodated test formats immediately after the test.

#### Appropriate Uses of Scores and Reports

Go to [research.collegeboard.org](https://research.collegeboard.org) and select **On the Uses of College Board Test Scores and Related Data** for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.



# PART 2: For Proctors and Monitors

## Introduction for Proctors

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

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

Proctors must do the following:

- Before test day:
  - ◆ Be thoroughly familiar with test procedures.
    - Participate in training if you haven't already.
    - Read Part 2 and the Appendix of this manual.
  - ◆ Prepare seating plans for your assigned room.
- On test day:
  - ◆ Assume responsibility for test materials in your assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students.
  - ◆ Prepare your testing room.
  - ◆ Administer the test according to the manual's directions.
  - ◆ Complete the seating chart.
  - ◆ Return test materials to the test coordinator after students are dismissed.

## Before Test Day

### Prepare Yourself

#### TASKS

- Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual. Take time to study the scripts and timing before test day.
- Prepare to conduct a preadministration session at your test coordinator's direction. The preadministration scripts appear in both *Conduct the Preadministration* on page 48 and *Test Day Scripts* on page 63 (in case you have students who need to complete these fields on test day).
- If you're testing accommodated students, before test day:
  - ◆ Review *Using Accommodated Scripts* on page 54 to determine the correct script(s) to use.
  - ◆ Test any equipment needed.
  - ◆ Be prepared to assist students approved for alternate test formats such as braille.
  - ◆ If testing students with MP3 audio or ATC formats, you may be asked to work with the SSD coordinator or other appropriate school staff to set up students' computers before test day (see *Set Up for Testing Students with Accommodations* on page 52).

# Conduct the Preadministration Session

## TASKS

- Your test coordinator will provide these materials for your session:
  - ◆ *Student Answer Sheet Instructions*, a copy for each student.
  - ◆ Answer sheets.
  - ◆ Large-block answer sheets (if applicable).
  - ◆ A list of students with the type of answer sheet needed (standard or large block).
  - ◆ Student ID numbers (if your school is using them) for the students participating in the session who do not have a pre-ID label affixed to their answer sheet.
  - ◆ A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any).
- If you're using labeled answer sheets, your test coordinator will also provide a copy of the Pre-ID Label Instructions. Use this memo to update the relevant parts of the Script for Pre-ID Labels on page 50. You'll need to place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. Here's an example:
  - ☑ **If Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 20.**
    - Ahead of the session, read through the preadministration scripts and be prepared to read either the Script for Unlabeled Answer Sheets on page 49 or the Script for Pre-ID Labels on page 50, as appropriate. If you have labeled answer sheets, refer to your Pre-ID Label Instructions and make sure the boldface instructions to skip applicable fields are marked.
    - Post the following in a location visible to all students:
      - ◆ 6-digit school (AI) code for your school
      - ◆ Address of your school
      - ◆ Any other address codes or abbreviations provided by your test coordinator (country codes, territory abbreviations, or APO/FPO codes)
    - Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–20. Read slowly enough to give students time to fill in their information. Pause where you see *[pause]* in the script to allow students time to follow instructions.

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

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

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

## Distributing Answer Sheets and Instructional Booklets

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

### To students using LARGE-BLOCK answer sheets, say:

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

**Choosing the Correct Preadministration Script**

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

**A FOR STUDENTS WITH PRE-ID LABELS**

If your students have pre-ID labels on their answer sheets, turn to Script for Pre-ID Labels on page 50.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

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

Begin by filling in your legal last name, first name, and middle initial if you have one. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're finished. [pause]

**To all students, say:**

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

**For field 2, say:**

For field 2, if you attend this school, fill in the bubble for "Yes." Anyone who doesn't regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. [pause]

**For fields 3 and 4, say:**

For fields 3 and 4, if you attend this school, print our school's name, city, and state in field 3; then print our 6-digit school code \_\_\_\_\_ in field 4 and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand, and I will come over to give you the correct code to enter in field 4. Look up when you're done. [pause]

If you have students from other schools, provide the school information and AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave fields 3 and 4 blank.

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

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

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

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

**For field 6, say:**

Fill in your current grade level in field 6.

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

**For field 7, say:**

Complete field 7.

**For field 8, say:**

For your date of birth, fill in the bubble for the month you were born. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. [pause]

**To all students, say:**

Please look at page 1 of your *Student Answer Sheet Instructions* booklet. You'll need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you're finished. [pause]

**(SSD)** Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the *Student Answer Sheet Instructions* or may require assistance reading and copying other nontest information.

**To all students, say:**

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

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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account if you're age 13 or older. If you're homeschooled, College Board needs your address to mail you a copy of your score report. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 114.

**For fields 14–20:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–20. Students may need about 1 minute per field to read and complete fields 14–20.

**IMPORTANT:** *Students who do not wish to respond to any of fields 14–20 may skip them.*

**For field 14, say:**

Field 14 asks for your mobile number. Please leave field 14 blank if it isn't a U.S. mobile number.

If you have a U.S. mobile number, read the information in field 14 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

**For field 15, say:**

Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. [pause]

**Now say:**

Your answers to questions in fields 16 through 19 will help ensure that tests and services are fair and useful to all students. For this reason, we strongly encourage all

students to complete this section. Your responses also may be used for research purposes and may be shared with your school, school district, and state.

These fields are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 19. Look up when you're done. [pause]

**When students are ready, for field 20, say:**

Find field 20 on page 4. Read the information about providing your email address.

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

Turn to Finish Up on page 52.

## 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 gender and grade are correctly noted. Raise your hand if your date of birth, gender, or grade is incorrect. [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 by filling it out on the answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student.

Check the other answer sheets that you distributed to try to locate the correct answer sheet. If you can't locate their correct answer sheet, keep the incorrect answer sheet and issue them a blank answer sheet.

- If a student's labeled answer sheet has the incorrect name, school code, date of birth, gender, or grade on it, collect the incorrect answer sheet and issue them a blank answer sheet.
- For students with blank answer sheets:
  - ◆ Check with your test coordinator to see if an additional preadministration session can be held for these students.
  - ◆ If you need to keep them in your session, have them remain after others have finished and been dismissed, then go to Script for Unlabeled Answer Sheets on page 49 for the items they need to complete.
- Securely destroy any answer sheets with incorrect labels.

---

#### For fields 1–4, say:

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

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

---

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

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

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

---

#### For fields 6–8, say:

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

---

#### To all students, say:

Please look at page 1 of your *Student Answer Sheet Instructions* booklet. You'll need the information and instructions to complete some of the remaining questions.

Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you're finished. *[pause]*

- (SSB)** *Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the Student Answer Sheet Instructions or may require assistance reading and copying other nontest information.*

---

#### To all students, say:

Turn to page 2 of your answer sheet.

---

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

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

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

---

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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account if you're age 13 or older. If you're homeschooled, College Board needs your address to mail you a copy of your score report. *[pause]*

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 114.

**For fields 14–20:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–20. Students may need about 1 minute per question to read and complete fields 14–20.

**IMPORTANT:** *Students who do not wish to respond to any of fields 14–20 may skip them.*

---

#### For field 14, say:

Field 14 asks for your mobile number. Please leave field 14 blank if it isn't a U.S. mobile number.

If you have a U.S. mobile number, read the information in field 14 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

---

**For field 15, say:**

Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. [pause]

---

**Now say:**

Your answers to questions in fields 16 through 19 will help ensure that tests and services are fair and useful to all students. For this reason, we strongly encourage all students to complete this section. Your responses also may be used for research purposes and may be shared with your school, school district, and state.

These fields are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

---

**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 19. Look up when you're done. [pause]

- If **Email Address** appears in your school's **Pre-ID Label Instructions**, tell students to skip field 20.

---

**When students are ready, for field 20, say:**

Find field 20 on page 4. Read the information about providing your email address.

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

---

**Finish Up****To all students, say:**

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

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

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

After sorting the answer sheets as directed by your test coordinator, return the answer sheets and all *Student Answer Sheet Instructions* booklets to your test coordinator, who will store them in a secure location until test day.

---

## Set Up for Testing Students with Accommodations

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

### TASKS

- Before test day, your test coordinator will let you know which accommodations each student in your room has been approved for.
- Determine which test materials each student will need. Some students may be approved for a special format (MP3, ATC, reader, or braille) and may have a test book with a subtitle to go with that format. Students testing with accommodations that don't require specific materials will use the same test books as students in the standard room.
- Review *Using Accommodated Scripts* on page 54 to determine which script(s) to use for the students assigned to your room. Also see the *timing chart Overview of Timing and Breaks* on page 105.

---

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

---

### Set Up Computers for ATC Format

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

The ATC format is compatible with ZoomText® (with and without reader), JAWS®, and NVDA, on both a PC and a Mac laptop. If you have students using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used

screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Kurzweil is currently incompatible with the ATC format.

Follow these steps to set up computers for ATC users:

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

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

### Set Up Computers for MP3 Audio Format

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

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

**IMPORTANT:** *The MP3 streaming application must be installed prior to test day. If computers at your school are set up to require staff or students to log in, the application has to be installed on the user profile for the computer that the student will be signed in to on test day. (The MP3 streaming application will be visible as a desktop icon only on the user account it was originally installed on.)*

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

The steps required to ensure successful use of the MP3 application are given in this section and on the MP3 streaming instructions page in SSD Online.

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It's critical to ensure each person proctoring the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.
2. The MP3 streaming application can be pushed to all managed Chromebooks and PCs (and possibly Macs) by your IT administrator. Detailed installation instructions are available via the mass install instructions link in SSD Online through the MP3 streaming access instructions page. Share these instructions with your IT staff.
3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account (if login is required) the student will use to sign in on test day.
4. Proctors will need a College Board account and an access code to access the relevant MP3 information in SSD Online. The SSD coordinator or designated staff member can share their access code with up to 10 additional proctors. Proctors won't have access to all information in SSD Online; they will only have access to download and administer the test content.
5. On test day, the SSD coordinator or proctor will launch the MP3 application and download the test form (unless students are downloading the test form themselves). This needs to be repeated for each student, prior to the start of testing.

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

**IMPORTANT:** *Start early! The MP3 application must be installed prior to test day. Call the SSD office for assistance (see the contact information at the front of this manual). If we cannot address a technical issue, or internet access is not available at your school, we need to ship MP3 audio flash drives in time for test day.*

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

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

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

1. Sign in to their user account on each computer.
2. Sign in to SSD Online and find the link to download the streaming application on the MP3 streaming instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.

### Run the Sample Test Form on Each Computer

Before test day, the SSD coordinator or designated staff member should:

1. Double-click the desktop icon to open the streaming application.
2. Sign in to the application with their SSD Online username and password. (Contact the SSD office if assistance is needed.)
3. Select the **System Check** button under the text “Check my system.”
4. On the next screen, enter the school (AI) code.
5. Select **Sample Form** from the **Assessment Type** drop-down. All other fields will be auto-populated.
6. Select the **Confirm SSD** button.
7. Select **Sample** from the **Form Selection** drop-down and select **Single Day** in the second drop-down. Select **Continue**.
8. At the Selection Summary screen, select **Confirm** and then select **Begin Form Download**.
9. Once the form is downloaded, select **Begin Test** and confirm in the pop-up window.
10. A list of test sections will appear. Double-click each section to play the sample test form audio. To return to the list of sections, select the small square **Stop** button in the toolbar at the bottom of the screen. Once you have verified the sample form is working, you may exit the application by clicking the **End Test** button in the upper right corner, and confirm in the pop-up window.

**IMPORTANT:** *The sample test form shows all test sections in a single-day format. This will not be the case on test day. The actual test will be different, since students using the MP3 audio format must test over 2 days (Sections 1 and 2 on Day 1 and the remaining sections on Day 2).*

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

## KEY INFORMATION

### Troubleshooting for MP3 Streaming Audio

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

Contact the SSD office if you have any additional questions or issues with the application, including but not limited to:

- Downloading and installing the application
- Administering the sample form
- Data collection
- Administering the test form

### Using Accommodated Scripts

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

#### Script 1: Standard Time

Use Script 1 for students who receive standard time on some or all of the test. This includes students approved for accommodations such as breaks as needed or use of braille materials.

#### Script 2: Standard Time with Extra Breaks

Use Script 2 for students who receive standard time on some or all sections of the test and are approved for extra breaks.

#### Script 3: 50% Extended Time

Use Script 3 for students approved for 50% extended time for reading and for EL students using 50% extended time support. **These students receive 50% extended time on the entire test.** You may also see 50% extended time accommodations referred to as “time and one-half (50%).”

#### Script 4: 100% Extended Time

Use Script 4 for students approved for 100% extended time for reading. **These students receive 100% extended time on the entire test.** You may also see 100% extended time accommodations referred to as “double time (100%).”

#### Script 5: MP3 Audio Format

Use Script 5 for students testing with the MP3 audio format over 2 days. You may also see MP3 audio accommodations referred to as “pre-recorded audio.”

### Combined Scripts for Math-Only Extended Time

- Begin with Script 1 for students approved for extended time on math only with **no extra breaks**. Begin with Script 2 for those who have math-only extended time with **extra breaks**.
- For students approved for 50% extended time for math, switch to Script 3 for Sections 3 and 4.
- For students approved for 100% extended time for math, switch to Script 4 for Sections 3 and 4.

# 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.
  - ◆ Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
  - ◆ At tables, students must be seated at least 3 feet apart and facing the same direction.
  - ◆ You may seat 2 students at a table that's 6 feet or longer.
- For seating requirements and general testing room requirements, see Plan Your Space on page 10. (See also Sample Seating Plans on page 116.)
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock is working properly.

#### Account for Test Materials

Your test coordinator will provide a packet of testing materials containing:

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

- Answer sheets for your students, which may have been prelabeled and/or pregridded, if your school uses pre-ID labels and/or held a preadministration session.
- A supply of blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets.
- A copy of the Pre-ID Label Instructions if you have students with pre-ID labels who didn't attend a preadministration session.
- Translated test directions and/or word-to-word glossaries for EL students, if needed.
- A blank Irregularity Report (IR) form.
- A supply of No. 2 pencils.

Proctors must count the test books:

- After receiving the materials from the test coordinator.
- Before distributing materials to students.
- After collecting test books and before dismissing students from the testing room.

#### Missing Test Materials

If a test book is missing:

- If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it's located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on an IR as explained in Complete the Irregularity Report (IR) on page 59 and Using the Irregularity Chart on page 59.

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

**SSD** *If your students are using a reader or MP3 audio, ATC, or braille format, make sure the test books have a subtitle that says "For MP3, Reader, Braille, or ATC" on the cover.*

### Post Information for Students

Before distributing test materials, post the following in a place visible to all students:

- Today's date
- Your school's 6-digit school (AI) code
- Your school's address and, if applicable, the school address(es) for students from other schools
- 3-digit country codes for students with international addresses (see Codes for Countries or Regions Outside the United States and U.S. Territories on page 114)
- 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
- 2-letter APO or FPO code(s) (AA, AE, or AP), if applicable
- Testing room code (3 digits including any leading zeros) if your school is using testing room codes

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

If applicable, have the following information from your test coordinator available to provide to students:

- A list of school names, addresses, and 6-digit school (AI) codes for students who don't attend your school
- 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 their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, we recommend you check each student against the room roster as they enter the room:

- Write a "P" (present) next to the name of each student who checks in.
- If a student is unfamiliar to you, ask them for identification. If the student can't present acceptable ID, record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 116.)
- After you have closed the testing room door, put an "A" next to the name of any student who is absent.
- Write in student information for students not on the room roster. These students should have a signed note from the test coordinator.

### Collect Students' Personal Belongings

If permitted under school policy, students must turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. They're advised not to bring their phones to the testing room, but many students will have phones anyway.

Your test coordinator will tell you which of the following is the case at your school (depending on school policy).

Option 1 – Collect devices and put them in individual bags:

- At the door, ask students to confirm that their phone and other electronic devices are powered off.
- Ask students to label devices with their names. Give them envelopes, plastic bags, sticky notes, or another method of reliably identifying their items.
- Reassure students their devices will be returned after testing.
- Collect labeled items from students as they enter or once they're seated. Keep them out of students' reach during the entire test, preferably at your desk.

Option 2 – Keep devices in students' bags and collect bags:

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

Returning devices:

- Mobile phones and other collected devices should remain out of reach until testing is complete and all test materials have been collected.
- At the end of the test, students will collect their devices as their row is dismissed. If possible, arrange the items to make the return process easy.
- Before returning a device, check the name on the label and advise students to check the name on the device to make sure it's theirs.
- If an item is left behind, return it with other materials to the test coordinator. Record the student's name so the student can be contacted.

## Use of Medical Devices

College Board recommends that epinephrine auto-injectors (e.g., EpiPens) be permitted in the testing room without the need for accommodations. They should be placed in a clear bag and stored under the student's desk during testing. The student should know how to use the EpiPen. If needed during testing, monitor the student while they use the device. Secure test materials and, if possible, have a monitor supervise the testing room while the student uses the device. Follow your school's emergency procedures (e.g., call 911). For other medications or medical devices, contact relevant school staff.

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

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

- If the student is using an iPhone®, it must be in guided access mode.
- If the student is using an Android™ phone, it must be in airplane mode. (If needed to check their blood sugar, the phone may be taken off airplane mode when the student is accessing the share app, under direct supervision of the proctor, and reengaged following use.)
- The camera feature must be disabled **for all phones**. Bluetooth may only be enabled to connect the phone's share app to a Continuous Glucose Monitor (CGM).

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

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

More information is given under Prohibited Devices Policies on page 18.

## Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator. For detailed information on seating requirements, see Seating Requirements on page 11.

## Process Late Arrivals

Admit and seat students who arrive late only if you haven't started the timed test (i.e., Section 1). Continue reading the script to all students. Work with late arrivals after the test to complete their identifying information on the test materials.

- Send students who arrive after the timed section begins to the test coordinator for assignment to another room where proper supervision, complete instructions, and correct time allotments can be provided.
- Late students who arrive before the beginning of Section 1 must complete fields 1–8 on the answer sheet before beginning the test. They may supply other missing identifying information after the test, before being dismissed.

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

# Administer the Test

## TASKS

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Maintain security in the testing room.
- Report any test administration irregularities.
- Once testing has begun, complete the seating chart on the back of the manual.

## Time the Test

Time the test as follows:

- Accurately time each test section. Students must be given the entire amount of time and can't move on to the next section until time is called.
- Record the start and stop times on the lines provided in the script as students begin working on each section; post the times for students to see.
- Announce the remaining time at regular intervals, as noted in the script. This is particularly important if the room clock malfunctions.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the monitor, if one is assisting in the room.
- Refer to the appropriate Section Timing Chart in the Appendix to ensure that the stop time is correctly calculated.
- All students must receive the entire time on each section of the test, even if they finish before time is called. Do not end a section early.

- Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on the IR. See Complete the Irregularity Report (IR) on page 59 for more information.

### Maintain Security in the Testing Room

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

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

- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- No one may access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.

### Prevent Copying and Communication

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

- Ensure proper spacing between students to prevent copying and communication among students during testing.
- Watch for use of mobile phones or other prohibited items, or for "cheat sheets" written on paper, calculators, clothing, or shoes/footwear.
- 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 compromise test security.*

 *If the Irregularity Chart on page 119 indicates to call PSAT 8/9 Support, report the situation immediately.*

### Monitor Breaks

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

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any printed instructions or word-to-word glossaries are closed and left on the desks.
- Students aren't allowed to use phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Students may eat and drink during breaks in designated areas, as long as they placed their food and drinks under their desks before the start of the test, as instructed.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

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

- Inform students they won't get extra testing time.
- Allow only 1 student at a time to take an unscheduled break.
- Collect the test book and answer sheet before the student leaves the room. Make sure the test book is the actual test book and not a substitute. Fan the book to make sure no pages have been removed. Also collect any EL supports (translated directions or glossary) the student may be using.
- When the student returns, if they're unfamiliar to you, check their ID before you hand back the testing materials.
- Never leave the testing room unattended. If possible, have a monitor accompany the student. It's not necessary to record a student taking an unscheduled break on an IR unless you find the activity suspicious (e.g., frequent breaks or breaks in coordination with other students).

## Complete the Irregularity Report (IR)

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

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - ◆ In field 2, fill in your primary or makeup test date according to what administration you're reporting.
  - ◆ In box 4a, write your 6-digit school (AI) code.
  - ◆ In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a **group irregularity** (an issue that affects all or a portion of a testing room), fill in fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Note the grade level for each affected student. If your school is using testing room codes, note the testing room code in box 6b. Providing a testing room code and roster of affected students will ensure that scores are not held for your entire school and that only the scores for the students affected by the group irregularity will be held until any investigations of the incident have been completed.
- To report an **individual irregularity** (an issue that affects 1 student, such as illness), fill in fields 7 (page 2), 8 if applicable (page 3), and 9 (page 3) to show the type of occurrence and the events and actions taken. List the student's name, grade level, and date of birth.
- In all situations, provide as much detail as possible (e.g., indicate if the student was dismissed and during which section). Do not attach answer sheets to the IR—the proctor should return them to the test coordinator, who will countersign and complete any remaining information on the IR before returning associated answer sheets with the other used answer sheets.

## KEY INFORMATION

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

- Prohibited Devices Policies on page 18
- Calculator Policies and Guidelines on page 19
- Monitoring Equipment Use on page 20
- Verify Authorized Test Observers and Visitors on page 35

Your test coordinator will also have this information.

## Using the Irregularity Chart

The Irregularity Chart on page 119 lists the most common irregularities with the procedures and actions you should use to respond to them. When the chart indicates the need for immediate action, respond immediately. The chart also indicates situations you should complete and submit an IR for.

Use the IR to record an irregularity, including:

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

Make sure reports are complete and explicit. Fill out just 1 form for each irregularity, even if it affects more than 1 student (such as mistiming).

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

## Administer Accommodations

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

**IMPORTANT:** *If you're testing students in a standard room, proceed to [Begin Here on Test Day](#) on page 63.*

## TASKS

### Prepare Computers (if Any) on Test Day

See Set Up for Testing Students with Accommodations on page 52 for information on initial setup of computers for ATC and MP3 formats.

Note that you will need to distribute test books with subtitles to both ATC and MP3 students in case they need to reference them during testing.

On test day, before testing begins:

- **For ATC format:** Ensure each student's computer is powered on and the flash drive inserted (and that the student's name is written on the flash drive packaging). Disconnect the computer from any networks and from the internet.
  - ◆ Disable camera and recording functionality.

- ◆ Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren't flagged by software running on the computer.

 *Monitor students to ensure they do not access a thesaurus or dictionary or use any unapproved calculators at any time during the test.*

- **For MP3 audio format:** Ensure each student's computer is powered on and connected to the internet. The MP3 streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

### Prepare to Assist Students Using ATC Format

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

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file. See Specific Format Instructions on page 69 for the directions to read to students. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

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

### Post Information for Students Using MP3 Audio Format

- Navigating the test:
  - ◆ Test Directions: Select **Test Directions** to listen to directions
  - ◆ Start Section: Select **Section** icon
  - ◆ Next Section: Select **Stop** at bottom of screen to return to section table of contents
  - ◆ Change Volume: Select and drag slider bar at the bottom of the screen
- Keyboard navigation for PC, Mac, and Chromebook:
  - ◆ Pause or Play: **Control/Command-P**
  - ◆ Back (skip to previous track): **Control/Command-B**
  - ◆ Forward (skip to next track): **Control/Command-F**

**IMPORTANT:** *If you're using flash drives because your school can't administer the MP3 audio streaming format, some keyboard navigation commands may be different. Follow instructions under Posting Information for Students Using MP3 Audio on Flash Drives on page 118.*

### Administer the MP3 Audio Format

To administer the MP3 audio format, follow the steps outlined here. First, ensure the streaming application has been installed on each computer. If not, refer to Set Up Computers for MP3 Audio Format on page 53.

To administer the MP3 audio format, you'll sign in to the streaming application on all computers before students enter the room to begin testing.

#### Step 1 – Launch the MP3 application

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

1. Make sure you have posted special instructions for navigating the MP3 streaming application as described in Post Information for Students Using MP3 Audio Format on page 60.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
3. Select the **MP3 Delivery** icon on the computer or Chromebook and sign in with College Board SSD Online credentials. (If you don't have access to the College Board SSD Online portal, contact the SSD office to apply for credentials. This action must be completed before test day.)
4. Select the yellow **Launch Test** button under **Take a test or essay**. You'll be brought to the **Test Administration** screen.

#### Step 2 – Complete the test information and download the test

Proctors may choose to access students' test forms if the number of MP3 test takers is small; otherwise, if students will be completing this step themselves, skip this step and go to step 3 to continue with testing. (Instructions for step 2 are included for students in the scripts. See Start the MP3 Streaming App on page 89.)

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

1. Under the **Assessment Information** screen in the **School (AI) Code** field, enter your 6-digit school (AI) code.
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**.
3. Under **Student Information**, fill in the student's first and last name as it appears on the room roster.
4. Under the field **SSD Number**, enter 10 zeros (0000000000).
5. Select the button marked **Confirm SSD**. A check mark will indicate the number is confirmed.
6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of every test book in your room in the **Form Selection** field. You'll use this same Form Code on both Day 1 and Day 2.
7. Select **Day 1** from the **Test Day** drop-down menu (on Day 2, you will select **Day 2**), and click **Continue**.
8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

Once all forms have begun downloading, you will admit and seat each student at the computer assigned to them. If you're downloading the test form on students' behalf, you'll need to repeat the procedure on Day 2 of the test administration.

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

### Step 3 – Turn to the correct section of scripts to begin testing

- If performing these steps at the beginning of Day 1 of testing, turn to **Begin Here on Test Day** on page 63.
- On Day 2 of testing, turn to **Admitting Students** on page 96.

## KEY INFORMATION

### Administering Accommodated Breaks and Extended Time

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

Administer accommodated breaks as follows:

- **Extra Breaks:** Students approved for extra breaks receive a break between each test section and a break in the middle of Sections 1 and 4. Use Script 2 for students approved for extra breaks and not approved for extended time.
- **Extended Breaks:** Give extended breaks to approved students by doubling the standard time of regularly scheduled breaks.
- **Extra and Extended Breaks:** If you have students approved for both extra and extended breaks, provide 10-minute breaks between each test section; if students ask to resume testing sooner, they may, but you shouldn't prompt students to end their breaks early.
- **Breaks As Needed:** When a student is approved for breaks as needed, they may take breaks during a test section. Most students' needs are met with a 10-minute break. However, if a student requests additional time, grant the request, within reason. This time does not count toward testing time (that is, the testing clock stops). (Use Script 1 unless approved for other accommodations.)

Students approved for extended time receive extra breaks as follows:

- Students approved for extended time on the entire test (for reading, use of a reader or scribe, or as an EL support) receive a break between each test section and a break in the middle of Sections 1 and 4.
- Students approved for math-only extended time receive standard time on Sections 1 and 2, a break before Section 3 (Math Test – No Calculator), and another in the middle of Section 4 (Math Test – Calculator).

Once you've started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section. This manual includes multiple timing charts, so be sure to refer to the correct one for your room (e.g., standard time, 100% extended time).

### Administering Large Print

Test students approved for use of a large-print test book with standard time, unless they're also approved for extended time.

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

### Administering MP3 and ATC

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

Administer the test 1 section at a time, with strict timing, just as you would a paper test. Note that you will need to distribute test books with subtitles to these students in case they need to reference them during testing.

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 PSAT 8/9 Support.

#### MP3 Format

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

#### ATC Format

Students using the ATC format should be tested with standard time unless approved 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 for more than 100% extended time should test with their approved time allowance. Monitor students to be sure they're not accessing any other sites while working on the test.

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

#### Administering Braille

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

Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Students may use the *Guide to the Nemeth Code* if they are taking the braille test. The braille math reference book contains math formulas and directions for use with all math sections.

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

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

#### Administering Raised Line Drawings

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

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

#### Administering Readers

Distribute any supplemental materials to the reader: a script for the dictation of test questions (for reader use), a multiple-choice test book with subtitle for student use, and additional test materials for student use as approved by the school (for example, braille materials). Students who use readers in conjunction with other formats will find the 2 texts differ slightly because the script read by a reader describes the figures in greater detail than in other formats. Students testing with a reader must test in a 1-to-1 setting. (Readers may not be shared, but they may serve as the proctor for their assigned student.)

#### Administering Scribes

Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in Specific Format Instructions on page 69 to a support staff member who is writing answers for a student. Students testing with a scribe must test in a 1-to-1 setting. A scribe may serve as the proctor for their assigned student.

# Test Day Scripts

## Begin Here on Test Day

Before you begin testing, be sure to complete the tasks in Prepare to Test on page 55 and be familiar with the procedures in Administer the Test on page 57.

**IMPORTANT:** *If you're administering the test with ATC or MP3 audio format, you must complete setup of the computers before you begin testing. See Administer Accommodations on page 59.*

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

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

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

- Directions for fields 1–8 are given before the test. See Distributing Student Answer Sheets on page 65.
- Directions for the other fields are given after the test. See Dismissal on page 101.

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

### When you are ready to begin, say:

Welcome to the PSAT 8/9 administration. This test will focus on what you've already been learning throughout school. It gives you a chance to see where you might need to improve in high school. If you are using printed directions, use them to follow along as I give instructions. *[pause]*

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

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

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

### Then say:

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

### List examples of misconduct by saying:

Here are some examples of unfair advantages:

- Giving or receiving help of any kind on the test
- Looking through the test book before time starts
- Looking at any section or test other than the one we're currently on
- Marking or changing answers after time is called
- Attempting to remove test materials from the testing room
- Using a phone or any unauthorized testing aid during testing or during breaks

- Using an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

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

If you see anything that concerns you, please talk to me or another testing staff member after the test, and we'll help you with any next steps.

### Collection of personal belongings:

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

#### READ ONLY ONE OPTION.

#### **A** If your school collected personal belongings, say:

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

**SSD** *The only exception is for computers or other devices approved by the school as an accommodation.*

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

At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you're approved to use an item as an aid, include it with the items you keep at your seat. If you need a bag to store your phone in, raise your hand and I will give one to you. *[pause]*

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

#### To all students, say:

Any electronic device that isn't turned off or put away may be collected and its contents inspected as part of an investigation. If you are seen with a device or your device makes a noise or creates a disturbance while in your possession, I will have to dismiss you from testing. From this point on, I will dismiss any student that I see with a phone, smartwatch, or other electronic device.

#### Then say:

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

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

#### To all students, say:

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

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

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

- Mobile phones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players or recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices

- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind (except for EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord
- Weapons or firearms

**Then say:**

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

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

**Distributing Student Answer Sheets**

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

**After distributing answer sheets, say:**

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

**Preadministration session:**

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

**READ ONLY ONE OPTION****A To all students, say:**

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

If every student in the room has a correct answer sheet with information populated during a preadministration session, proceed to Distributing Test Books on page 66. If any student has errors on the answer sheet, proceed to Resolve Issues and Complete Required Fields.

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

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

**Resolve Issues and Complete Required Fields**

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

- A student who has a labeled answer sheet that lists the wrong address but has all other information correct on it can still use the answer sheet. They will have a chance to provide their correct address on the answer sheet after testing is over.
- Collect the incorrect answer sheet and give the student a blank answer sheet if:
  - ◆ The student has the wrong answer sheet and you're unable to resolve the discrepancy (i.e., by matching answer sheets with the correct students).
  - ◆ The student has the incorrect name, date of birth, gender, or school information on their label.

Continue with the scripts that follow to guide students to complete any required fields that still need to be completed on their answer sheets. For any students who have pre-labeled answer sheets, use the provided Pre-ID Label Instructions to guide them on which fields they can skip (unless required to complete all fields by the school/district).

---

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

If you need to complete fields on the answer sheet, begin with field 1. Fill in your legal last name, first name, and middle initial if you have one. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're finished. *[pause]*

---

**For field 2, say:**

For field 2, if you attend this school, fill in the bubble for "Yes." Anyone who doesn't regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. *[pause]*

---

**For fields 3 and 4, say:**

For fields 3 and 4, if you attend this school, print our school's name, city, and state in field 3; then print our 6-digit school code \_\_\_\_\_ in field 4 and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand, and I will come over to give you the correct code to enter in field 4. Look up when you're done. *[pause]*

If you have students from other schools, provide the school information and AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave fields 3 and 4 blank.

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

---

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

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

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

---

**For field 6, say:**

Fill in your current grade level in field 6.

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

---

**For field 7, say:**

Complete field 7.

---

**For field 8, say:**

For your date of birth, fill in the bubble for the month you were born. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

---

**Before distributing test books, say:**

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

---

**Distributing Test Books**

If available, keep 1 blank answer sheet and 1 test book for use in giving instructions. Students testing with flash drives should already have their flash drive inserted in the computer on their desk. Students taking the test with a reader or MP3 audio, braille, or ATC format get multiple-choice test books with subtitles on the cover. For students using braille, the subtitled books can be kept at the proctor's desk for reference.

---

**When everyone is ready, say:**

I am now going to give you your test books. When you receive your test book, do not open it.

Distribute to each student the appropriate test materials (in serial-number order if applicable). If you're testing in April, your test books will have serial numbers on their front covers (in the upper right corner).

**If your test books have serial numbers on their front covers, you must record the serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat.** You can complete this task while students are working on Section 1, the Reading Test.

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

---

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

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

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

---

**When everyone is ready, say:**

On the back of the test book, clearly print your name, this school's code \_\_\_\_\_ and name \_\_\_\_\_, and this room's testing room code or name \_\_\_\_\_, which I've posted for you. *[pause]*

---

**For students using a flash drive, say:**

If you are using a flash drive format, you need to make sure this information is on your flash drive packaging as well. *[pause]*

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

---

**Give additional instructions for marking answers by saying:**

It's important that you follow the directions for marking your answers so your answer sheet can be scored. I'm going to emphasize the most important points to make sure they're clear. Please listen carefully.

- Mark all of your answers on the answer sheet. You may use your test book for scratch work, but only answers marked on the answer sheet can be scored, unless you're approved to mark them in the test book.
- If you've been approved to record your answers in the test book, circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as

completely as you can. If you aren't approved for this accommodation, be sure to record your answers on the answer sheet.

- After time has been called, you may not transfer answers from your test book to your answer sheet or fill in bubbles.
- Make sure you use a Number 2 pencil. Don't use a pen, a colored pencil, or a mechanical pencil.
- Mark 1 answer for each question and fill in the bubbles on the answer sheet darkly and completely.
- Don't make any marks on your answer sheet other than your answers. Stray marks on your answer sheet will interfere with scoring.
- If you erase, do so completely. Incomplete erasures may be scored as intended answers.

---

## Completing the Certification Statement

**To all students, say:**

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

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. These conditions are spelled out in the *PSAT 8/9 Student Guide*.

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

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

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

## Completing Test Book Information

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.

**Before Filling in Test Book Information****A FOR MP3 AUDIO USERS**

- If students are using the **MP3 streaming app**, turn to Script 5: MP3 Audio Format on page 89 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use **flash drives**, continue with the scripts that follow.

**B FOR ALL OTHER STUDENTS**

Continue with the scripts that follow.

**Continue Filling in Test Information****For fields A and B, Form Code and Test ID, say:**

Find fields A and B on the back of your answer sheet. Find the Form Code and Test ID on the back of the test format you're testing with—that is, your test book, reader's script (provided to your reader), braille book, or flash drive packaging. Copy the Form Code and Test ID exactly as they appear on your test into fields A and B on your answer sheet and fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

**SSB** *Students using braille, MP3 audio, or ATC formats may require assistance copying information.*

**Field C should only be filled in if your test books have serial numbers in the upper right of the front cover.** If your books don't have serial numbers, skip the next script.

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

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

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

To prevent problems with getting your scores, check the Form Code and Test ID fields to make sure you entered them correctly.

**IMPORTANT:** *If your test books don't have serial numbers, skip the next script.*

**For April testing, say:**

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

Check that students are filling in the correct codes. Students using a reader, braille, or flash drive shouldn't copy any codes from the subtitled reference test book on their answer sheets. They should use the codes on the test format they're testing with.

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

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

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

**IMPORTANT:** *If your school doesn't use optional codes, instruct students to leave field E blank.*

For field E, if your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 14 for additional information on optional codes). Homeschooled students or students from other schools should leave field E blank.

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

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

Read each code, followed by the names of the students assigned that code. If an optional code has only 1 digit, include the leading zero in the number you give students to fill in.

**IMPORTANT:** *If your school has been approved to administer the MP3 audio format on flash drives, skip forward to Explain MP3 Audio Navigation on page 91.*

**When everyone is ready, say:**

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

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.

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

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

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. For misplaced answers or defective materials, refer to the Irregularity Chart on page 119 for instructions.

## Specific Format Instructions

- If you have students using a scribe, a reader, or an ATC or a braille format, find and read the appropriate instructions in this section.
- For all other students, turn to Procedures to Follow During Testing on page 70.

### To a scribe, say:

Please follow these instructions:

- You must write only what the student dictates.
- You may not prompt the student in a way that would result in a different response.

### To a student who is using a scribe, say:

Since you're using a scribe, your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? *[pause]*

### To a reader, say:

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

### To students using braille format, say:

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

The braille type used is Unified English Braille (UEB), and the Math Test is in the 1972 revised Nemeth Code. The *Braille Reference Information* includes braille math formulas and directions for use with both sections of the Math Test.

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

Do you have any questions about these procedures? *[pause]*

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

### To students using the ATC format, say:

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

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

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

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

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

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

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

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

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

## Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Walk around the room to check that everyone is working on the correct section. Follow the procedures given earlier in this manual:

- Time the Test on page 57
- Maintain Security in the Testing Room on page 58
- Prevent Copying and Communication on page 58
- Monitor Breaks on page 58

## Proceed to the Appropriate Script

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

### SCRIPTS TO USE FOR TESTING

To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time on this page
Standard timing and extra breaks	Script 2: Standard Time with Extra Breaks on page 74
50% extended timing (time and one-half)	Script 3: 50% Extended Time on page 79
100% extended timing (double time)	Script 4: 100% Extended Time on page 84
Specialized timing and instructions for MP3 audio format (pre-recorded audio)	Script 5: MP3 Audio Format on page 89

The Overview of Timing and Breaks on page 105 gives details about the different types of timing and breaks that may be needed.

## SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks. Also start with this script for students testing with extended time on math only. You'll see instructions for where to switch to Script 3 or 4. Use Script 2 if testing students approved for standard time with extra breaks.

**(SSD)** *If a student is using ATC format, refer to Specific Format Instructions on page 69.*

### SECTION 1: Reading Test

#### STANDARD TIME

**(🕒)** 55 Minutes

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

#### When everyone is ready, say:

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

Please turn your answer sheet to Section 1 on page 3. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

**55 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times (see PSAT 8/9 Script 1 Section Timing Chart for Standard Time on page 106).
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - ◆ If you're testing in April, the seating chart must include each test book's serial number (printed on the front cover). If time permits, also record the student's name.

**After 30 minutes, say:**

You have 25 minutes remaining in Section 1.

**After 50 minutes, say:**

You have 5 minutes remaining in Section 1.

**After exactly 55 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

**Before Section 2****A FOR STUDENTS USING ATC FORMAT**

To allow enough time to navigate Section 2, students using the ATC format must be given 100% extended time on Section 2. For these students, turn to Script 4, Section 2: Writing and Language Test on page 86, then follow the directions to turn to the appropriate script.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

**SECTION 2:****Writing and Language Test****STANDARD TIME****30 Minutes****When everyone is ready, say:**

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

Take out your answer sheet, and find Section 2 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, please open your test book to Section 2. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 1 Section Timing Chart for Standard Timing on page 106).
- Walk around the room to check that everyone is working on the correct section.

**After 15 minutes, say:**

You have 15 minutes remaining in Section 2.

**After 25 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 30 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**Before Section 3**

**A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME**

- For students approved for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 81.
- For students approved for 100% extended time for math, turn to Script 4, Break Before Section 3 on page 86.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

**SECTION 3:**

**Math Test – No Calculator**

**STANDARD TIME**

20 Minutes

**IMPORTANT:** *If a student is approved to test using a 4-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:**

We'll now move on to Section 3, the Math Test without Calculator. Once we begin, you'll have 20 minutes to work on Section 3. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 3 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

Now, please open your test book to Section 3. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



20 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 1 Section Timing Chart for Standard Time on page 106).
- Walk around the room to check that students are working on the correct section and are not using a calculator unless they're approved to use a 4-function calculator as an accommodation.

**After 10 minutes, say:**

You have 10 minutes remaining in Section 3.

**After 15 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 20 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

**SECTION 4:  
Math Test – Calculator****STANDARD TIME**

40 Minutes

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

**When students are ready, say:**

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 40 minutes to work on Section 4. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't 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'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Take out your answer sheet, and find Section 4 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

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

Now, please open your test book to Section 4. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



40 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 1 Section Timing Chart for Standard Time on page 106).
- Walk around the room to check that everyone is working on the correct section.

**After 20 minutes, say:**

You have 20 minutes remaining in Section 4.

**After 35 minutes, say:**

You have 5 minutes remaining in Section 4.

**After exactly 40 minutes, say:**

Please stop work and put your pencil down.

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

Proceed to Dismissal on page 101 for the collection of test books and other test materials.

## SCRIPT 2: Standard Time with Extra Breaks

Use this script for:

- Students approved for extra breaks with standard timing on some or all sections of the test.
- Students approved for extra breaks and extended time for math only.

Use Script 1 to test students with extended breaks or breaks as needed.

**(SSD)** If a student is using ATC format, refer to Specific Format Instructions on page 69.

## SECTION 1: Reading Test

### 55 MINUTES STANDARD TIME

28 Minutes **5-Minute Break** 27 Minutes

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

**When everyone is ready, say:**

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

Please turn your answer sheet to Section 1 on page 3. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



28 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that everyone is working on the correct section.

- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - ◆ If you're testing in April, the seating chart must include each test book's serial number (printed on the front cover). If time permits, also record the student's name.

**After 15 minutes, say:**

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

**After 23 minutes, say:**

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

**After exactly 28 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

**Time the Break and Second Half of Section 1**** 5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 27 minutes remaining in Section 1. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off. We're still working on Section 1, so do not turn to Section 2 at this time. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****27 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that everyone is working on the correct section.

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

You have 12 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****🕒 5-MINUTE BREAK**

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

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

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

**Before Section 2****A FOR STUDENTS USING ATC FORMAT**

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 4, Section 2: Writing and Language Test on page 86, and then follow the directions to turn to the appropriate script.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

## SECTION 2: Writing and Language Test

**STANDARD TIME**

🕒 30 Minutes

**When everyone is ready, say:**

We'll now move on to Section 2, the Writing and Language Test. Once we begin, you'll have 30 minutes to work on Section 2. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 2 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, please open your test book to Section 2. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****30 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that everyone is working on the correct section.

**After 15 minutes, say:**

You have 15 minutes remaining in Section 2.

**After 25 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 30 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**Break Before Section 3****For the break, say:**

We'll stop now for a 5-minute break 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.

**🕒 5-MINUTE BREAK**

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

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

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

**Before Section 3****A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME**

- For students testing with 50% extended time for math, turn to Script 3, Section 3: Math Test – No Calculator on page 82.
- For students testing with 100% extended time for math, turn to Script 4, Section 3: Math Test – No Calculator on page 87.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

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

 20 Minutes

**IMPORTANT:** *If a student is approved to test using a 4-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:**

We'll now move on to Section 3, the Math Test without Calculator. Once we begin, you'll have 20 minutes to work on Section 3. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 3 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

Now, please open your test book to Section 3. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****20 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved to use a 4-function calculator as an accommodation.

**After 10 minutes, say:**

You have 10 minutes remaining in Section 3.

**After 15 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 20 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

## SECTION 4: Math Test – Calculator

### 40 MINUTES STANDARD TIME

 20 Minutes **5-Minute Break** 20 Minutes

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

#### When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 40 minutes to work on Section 4. We'll take a 5-minute break after 20 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't 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'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Take out your answer sheet, and find Section 4 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

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

Now, please open your test book to Section 4. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

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



**20 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that everyone is working on the correct section.

#### After 10 minutes, say:

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

#### After 15 minutes, say:

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

#### After exactly 20 minutes, say:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

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

### 5-MINUTE BREAK

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

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

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

**When everyone is ready, say:**

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

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****20 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks on page 107).
- Walk around the room to check that everyone is working on the correct section.

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

You have 10 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

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

Proceed to Dismissal on page 101 for the collection of test books and other test materials.

**SCRIPT 3:  
50% Extended Time**

The following script is for 50% extended time test takers. Begin with this script if you are testing students approved for 50% extended time in reading, including EL students with 50% extended time.

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

**SSD** *If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 69.*

**SECTION 1:  
Reading Test****83 MINUTES 50% EXTENDED TIME**

**⌚** 42 Minutes **5-Minute Break** 41 Minutes

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

**When everyone is ready, say:**

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 1 hour and 23 minutes to work on Section 1. We will take a 5-minute break after 42 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break.

Please turn your answer sheet to Section 1 on page 3. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

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

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

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

**42 MINUTES 50% EXTENDED TIME**
**START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_**

While students are testing, do the following:

- Post the start and stop times (see PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 108).
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - ◆ If you're testing in April, the seating chart must include each test book's serial number (printed on the front cover). If time permits, also record the student's name.

**After 22 minutes, say:**

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

**After 37 minutes, say:**

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

**After exactly 42 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break,  
put your answer sheet on top of the page in your test  
book where you stopped working. Close your test book  
and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not  
discuss test questions during the break or leave the  
testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow  
these rules:

- Only go to designated areas, the hallway, or the  
restroom.
- Please be considerate of students working in other  
rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated  
areas only.

We will start testing again in exactly 5 minutes.

**Time the Break and Second Half of Section 1**
**5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 1. You have  
an additional 41 minutes remaining in Section 1. I'll let  
you know when we're about halfway through the time  
remaining in the section and when 5 minutes are left.  
Open your test book to the page where you inserted  
your answer sheet. Place your answer sheet flat on your  
desk, and continue working where you left off. We're  
still working on Section 1, so do not turn to Section 2  
at this time. *[pause]* Time starts now.

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

**41 MINUTES 50% EXTENDED TIME**
**START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_**

- Post the start and stop times (see PSAT 8/9 Script 3  
Section Timing Chart for 50% Extended Time on  
page 108).
- Walk around the room to check that everyone is  
working on the correct section.

**After 21 minutes (from the end of the break), say:**

You have 20 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

**Before Section 2****A FOR STUDENTS USING ATC FORMAT**

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 4, Section 2: Writing and Language Test on page 86, and then follow the directions to turn to the appropriate script.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

**SECTION 2:  
Writing and Language Test****50% EXTENDED TIME**

 45 Minutes

**When everyone is ready, say:**

We'll now move on to Section 2, the Writing and Language Test. Once we begin, you'll have 45 minutes to

work on Section 2. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 2 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, please open your test book to Section 2. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****45 MINUTES 50% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 108).
- Walk around the room to check that everyone is working on the correct section.

**After 25 minutes, say:**

You have 20 minutes remaining in Section 2.

**After 40 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 45 minutes, say:**

Please stop work and put your pencil down. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**Break Before Section 3****For the break, say:**

We'll stop now for a 5-minute break 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.

**5-MINUTE BREAK**

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

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

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

**SECTION 3:  
Math Test – No Calculator****50% EXTENDED TIME****30 Minutes**

**IMPORTANT:** *If a student is approved to test using a 4-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:**

We'll now move on to Section 3, the Math Test without Calculator. Once we begin, you'll have 30 minutes to work on Section 3. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 3 on your answer sheet. [pause] Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

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

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****30 MINUTES 50% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 108).
- Walk around the room to check that students are working on the correct section and are not using a calculator unless they're approved to use a 4-function calculator as an accommodation.

**After 15 minutes, say:**

You have 15 minutes remaining in Section 3.

**After 25 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 30 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

## SECTION 4: Math Test – Calculator

60 MINUTES 50% EXTENDED TIME

 30 Minutes **5-Minute Break** 30 Minutes

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

**When everyone is ready, say:**

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour to work on Section 4. We'll take a 5-minute break after 30 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't 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'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Take out your answer sheet, and find Section 4 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

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

Now, please open your test book to Section 4. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



**30 MINUTES 50% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 108).
- Walk around the room to check that everyone is working on the correct section.

**After 15 minutes, say:**

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

**After 25 minutes, say:**

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

**After exactly 30 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

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

 **5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 30 minutes remaining in Section 4. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****30 MINUTES 50% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time on page 108).
- Walk around the room to check that everyone is working on the correct section.

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

You have 15 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

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

Proceed to Dismissal on page 101 for the collection of test books and other test materials.

## SCRIPT 4: 100% Extended Time

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

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

**(SSD)** *If a student is using a scribe, reader, or ATC format, refer to Specific Format Instructions on page 69.*

### SECTION 1: Reading Test

**110 MINUTES 100% EXTENDED TIME**

**(L)** 55 Minutes **5-Minute Break** 55 Minutes

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

**When everyone is ready, say:**

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

Please turn your answer sheet to Section 1 on page 3. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



55 MINUTES 100% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.
  - ◆ If you're testing in April, the seating chart must include each test book's serial number (printed on the front cover). If time permits, also record the student's name.

**After 30 minutes, say:**

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

**After 50 minutes, say:**

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

**After exactly 55 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.

- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

**Time the Break and Second Half of Section 1****5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 55 minutes remaining in Section 1. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off. We're still working on Section 1, so do not turn to Section 2 at this time. *[pause]* Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



55 MINUTES 100% EXTENDED TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that everyone is working on the correct section.

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

You have 30 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

### Break Between Sections

#### 5-MINUTE BREAK

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

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

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

## SECTION 2:

### Writing and Language Test

#### 100% EXTENDED TIME

 60 Minutes

**When everyone is ready, say:**

We'll now move on to Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour to work on Section 2. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 2 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, please open your test book to Section 2. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

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



**60 MINUTES 100% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that everyone is working on the correct section.

**After 30 minutes, say:**

You have 30 minutes remaining in Section 2.

**After 55 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 60 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

### Break Before Section 3

**For the break, say:**

We'll stop now for a 5-minute break 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.

#### 5-MINUTE BREAK

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

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

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

**Before Section 3****A FOR STUDENTS USING ATC FORMAT WITH 50% OR STANDARD TIME**

Turn to the appropriate script:

- For students testing with 50% extended time, turn to Script 3, Section 3: Math Test – No Calculator on page 82
- For students testing with standard time (no extra breaks), turn to Script 1, Section 3: Math Test – No Calculator on page 72
- For students testing with standard time with extra breaks, turn to Script 2, Section 3: Math Test – No Calculator on page 77

**B FOR STUDENTS WITH 100% EXTENDED TIME FOR READING OR MATH**

Continue with the script that follows.

## SECTION 3: Math Test – No Calculator

**100% EXTENDED TIME**

 40 Minutes

**IMPORTANT:** *If a student is approved to test using a 4-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 all students are ready, say:**

We'll now move on to Section 3, the Math Test without Calculator. Once we begin, you'll have 40 minutes to work on Section 3. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 3 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

Now, please open your test book to Section 3. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES 100% EXTENDED TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that students are working on the correct section and are not using a calculator unless they're approved to use a 4-function calculator as an accommodation.

**After 20 minutes, say:**

You have 20 minutes remaining in Section 3.

**After 35 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 40 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break 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.

**Break Between Sections****5-MINUTE BREAK**

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

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

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

## SECTION 4: Math Test – Calculator

**80 MINUTES 100% EXTENDED TIME**

**40 Minutes** **5-Minute Break** **40 Minutes**

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

**When everyone is ready, say:**

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour and 20 minutes to work on Section 4. We'll take a 5-minute break after 40 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't 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'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Take out your answer sheet, and find Section 4 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." Directions for entering your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

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

Now, please open your test book to Section 4. *[pause]* Read the directions, and begin work. *[pause]* Time starts now.

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

**40 MINUTES 100% EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that everyone is working on the correct section.

**After 20 minutes, say:**

You have 60 minutes remaining in Section 4, and 20 minutes until the break.

**After 35 minutes, say:**

You have 45 minutes remaining in Section 4, and 5 minutes until the break.

**After exactly 40 minutes, say:**

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**Time the Break and Second Half of Section 4****5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 40 minutes remaining in Section 4. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****40 MINUTES 100% EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time on page 109).
- Walk around the room to check that everyone is working on the correct section.

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

You have 20 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

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

Proceed to Dismissal on page 101 for the collection of test books and other test materials.

**SCRIPT 5:  
MP3 Audio Format**

The following script is for MP3 audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven't yet done so, return to Begin Here on Test Day on page 63.

**(SSD)** *If a student is using a scribe, refer to Specific Format Instructions on page 69.*

**IMPORTANT:** *If your school has been approved to administer the MP3 audio format on flash drives, skip forward to Explain MP3 Audio Navigation on page 91.*

**IMPORTANT:** *If you have already downloaded the test form on each student's computer, skip forward to Complete Test Book Information for MP3 Streaming Audio on page 90. Otherwise, continue with Start the MP3 Streaming App to guide students to download their test forms.*

**Start the MP3 Streaming App**

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

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

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

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

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

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

**When everyone is ready, say:**

Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code I have posted. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]
4. For the field **SSD Number**, please enter 10 zeros (0000000000). Then select the button marked **Confirm SSD**. [pause]

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

**IMPORTANT:** Attempt to resolve any error messages. If you need further assistance, call the SSD office.

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

Now you'll enter the Form Code so that you can download the correct test. In the **Form Selection** field, type the 7-character Form Code exactly as it appears on the **back** of your test book. [pause]

**Continue by saying:**

Follow these instructions:

1. Select **Day 1** from the **Test Day** drop-down menu. [pause]
2. Select the **Continue** button. [pause]
3. Take a moment to check that you've correctly provided your **Assessment Information** and **Student Information** on the screen. Don't worry about the third section labeled **Form Information**, which includes system-generated details. If the information that you provided is correct, select **Confirm**. If you see any problems, use the **Edit** button on the bottom left to go back to the prior screen and make changes. (You may have to retype some information.) [pause]
4. Once you've confirmed your information, select **Begin Form Download**. [pause]
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

Access to the internet and other applications will be disabled during the test. While the test is downloading, we'll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

**Walk around the room to confirm that all students have selected the correct test form.** If a student selected the wrong test, help them use the **Edit** button to go back and correct the selection.

**Complete Test Book Information for MP3 Streaming Audio**

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

For fields A and B, check that students are filling in the correct code from their screens, not from the subtitled test book.

**For fields A and B, Form Code and Test ID, say:**

Find fields A and B on the back of your answer sheet. Find the Form Code and Test ID on your screen under **Form Information**. Copy the Form Code and Test ID exactly as they appear on your screen into fields A and B on your answer sheet and fill in the appropriate bubbles. Please look up when you are finished. [pause]

**Field C should only be filled in if your test books have serial numbers in the upper right of the front cover.** If your books don't have serial numbers, skip the next script.

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

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

Check that students are copying the Test Book Serial Number from the subtitled test book.

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

To prevent problems with getting your scores, check the Form Code and Test ID fields to make sure you entered them correctly.

**IMPORTANT:** If your test books don't have serial numbers, skip the next script.

**For April testing, say:**

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

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

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

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

**IMPORTANT:** *If your school doesn't use optional codes, instruct students to leave field E blank.*

For field E, if your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 14 for additional information on optional codes). Homeschooled students or students from other schools should leave field E blank.

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

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

Read each code, followed by the names of the students assigned that code. If an optional code has only 1 digit, include the leading zero in the number you give students to fill in.

**Explain MP3 Audio Navigation****To all MP3 audio format users, say:**

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

If you are using a PC or Chromebook, your keyboard navigation will use the **Control** key. If you are using a Mac, your keyboard navigation will use the **Command** key.

I have written the keyboard and other navigation commands on the board. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track. The track that is currently playing should be highlighted.

- Use **Control-P** or **Command-P** to play or pause the audio. You can also select the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, select and drag the volume control slider.
- To skip back to a previous track, press **Control-B** or **Command-B**.
- To skip forward to the next track, press **Control-F** or **Command-F**.
- To move forward and backward within a track, click on the timeline ribbon at the bottom of the screen. Double-clicking on a track will cause it to begin again.

There are no fast forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and will stop automatically at the end of the last track for the section.

**IMPORTANT:** *Skip the following script if your students are testing with the MP3 streaming application.*

**To students using flash drives, say:**

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using **Control-A**.
- Use the mouse and timeline ribbon to go forward and back.
- All other navigation commands work as I have posted them.

**To all students, explain procedure by saying:**

If your section ends before I call time, you can return to any tracks within the section to review your work, but you may not navigate to any other section of the test. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it's time to stop and take off your earphones. When it's time to pause, select **Pause** and take your earphones off so you can hear my directions. At that point, if the section is ended, I'll tell you to select **Stop**. Are there any questions about the information that I have just read? *[pause]*

Answer all questions about procedure, and then continue with the script.

**To all students, say:**

We're going to listen to the test introduction now.

**IMPORTANT:** Skip the next script if your students are using flash drives.

**To all students using the streaming application, say:**

Select **Begin Test**. Then select **Yes** when the pop-up box appears. [pause]

**To all students, say:**

Plug in your earphones, but don't put them on just yet. Once I tell you to start the test directions, you should put them on to hear the introduction. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select **Pause** or press **Command-P** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select **Test Directions** to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high. The volume can be adjusted using the toolbar at the bottom of the screen; however, if the computer volume is muted, you'll need to click **End Test**, unmute the volume, and restart the test by selecting **Begin Test**.

**When all students are finished listening to the directions, signal them to remove their earphones, and say:**

Select the square **Stop** button. This will take you back to the list of test sections.

**Give final instructions before beginning the test by saying:**

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.

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

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

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]

**IMPORTANT:** If a student accidentally selects **End Test** before they have completed work for that day, the proctor or SSD coordinator (or designated staff member) will need to reopen the application. The student or staff member must reenter the school, student, and test information to restart the test.

**SECTION 1:  
Reading Test****110 MINUTES 100% EXTENDED TIME**

 55 Minutes **5-Minute Break** 55 Minutes

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

**When everyone is ready, say:**

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.

We'll start testing with Section 1, the Reading Test. Once we begin, you will have 1 hour and 50 minutes to work on Section 1. We will take a 5-minute break after 55 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break. When I signal you to pause, select **Pause** or press **Command-P** or **Control-P** and take off your earphones so that you can hear my directions.

Please turn your answer sheet to Section 1 on page 3. [pause] Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If your last track ends before I call time, you may return to any tracks within Section 1 to review your work, but you may not navigate to any other section. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

**IMPORTANT:** Skip the next script if your students are using flash drives.

**To all students using the streaming application, say:**

Select **Begin Test**. Then select **Yes** when the pop-up box appears. [pause]

**To all students, say:**

We're about to start the test. Open your test book to Section 1 in case you want to refer to it. [pause] When I say "Time starts now," you can put on your earphones, select Section 1, listen to the directions, and begin work. Good luck, everyone. [pause] Time starts now.

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



**55 MINUTES 100% EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You'll need student names for seating students on Day 2 of testing.
  - ◆ If you're testing in April, your seating chart must include each test book's (or flash drive's) serial number.

**After 30 minutes, signal to students and say:**

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

**After 50 minutes, signal to students and say:**

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

**After exactly 55 minutes, signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. [pause]

Pause the test by clicking **Pause** or pressing **Command-P** or **Control-P**. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk. [pause]

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

If any students select the **Stop** button by accident, tell them that after the break they can navigate back to their question by selecting the section and scrolling down to the question they're working on.

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

**5-MINUTE BREAK**

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

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

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

**When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 55 minutes remaining in Section 1. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left. Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on

your desk. When I say “Time starts now,” you can put on your earphones and resume the question you were working on. We’re still working on Section 1, so do not turn to Section 2 at this time. *[pause]* Time starts now.

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



**55 MINUTES 100% EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.

**After 25 minutes (from the end of the break), signal to students and say:**

You have 30 minutes remaining in Section 1.

**After 50 minutes (from the end of the break), signal to students and say:**

You have 5 minutes remaining in Section 1.

**After exactly 55 minutes (from the end of the break), signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 1. Please select the **Stop** button to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

**To all students, say:**

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We’ll stop now for a 5-minute break 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.

## Break Between Sections



**5-MINUTE BREAK**

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

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

Please take your seat.

## SECTION 2:

### Writing and Language Test

**105 MINUTES MP3 EXTENDED TIME**



**53 Minutes**

**5-Minute Break**

**52 Minutes**

**When everyone is ready, say:**

We’ll now move on to Section 2, the Writing and Language Test. Once we begin, you’ll have 1 hour and 45 minutes to work on Section 2. We will take a 5-minute break after 53 minutes. I will post the start and stop times, and I’ll let you know when we’re about halfway through the time before the break and when 5 minutes are left before the break.

Take out your answer sheet, and find Section 2 on your answer sheet. *[pause]* Don’t start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section.

Open your test book to Section 2 in case you want to refer to it. *[pause]* Your computer screen should show the list of sections. When I say “Time starts now,” you can put on your earphones, select Section 2, listen to the directions, and begin work. *[pause]* Time starts now.

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



**53 MINUTES MP3 EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.

**After 30 minutes, signal to students and say:**

You have 1 hour and 15 minutes remaining in Section 2, and 23 minutes until the break.

**After 48 minutes, signal to students and say:**

You have 57 minutes remaining in Section 2, and 5 minutes until the break.

**After exactly 53 minutes, signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the test. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk. *[pause]*

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**Time the Break and Second Half of Section 2**** 5-MINUTE BREAK**

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

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

Please take your seat.

**When everyone is ready, say:**

We're now going to continue with Section 2. You have an additional 52 minutes remaining in Section 2. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on. *[pause]* Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****52 MINUTES MP3 EXTENDED TIME**

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.

**After 20 minutes (from the end of the break), signal to students and say:**

You have 32 minutes remaining in Section 2.

**After 47 minutes (from the end of the break), signal to students and say:**

You have 5 minutes remaining in Section 2.

**After exactly 52 minutes (from the end of the break), signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 2. Please select the **Stop** button to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

**To all students, say:**

This concludes Day 1 of testing. Close your answer sheet and place it on top of the page in your test book where you stopped working. Close your test book. Please remain in your seat until I dismiss you.

**IMPORTANT:** *If you're testing students with flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 118.*

**Instruct students to close the streaming application by saying:**

- Move your cursor to the top right of your screen and select the **End Test** button.
- Confirm by selecting **End Test** on the pop-up window to close the application for today.

Please sit quietly while the test application closes. *[pause]*

Walk around the room to ensure that the streaming application has been closed on all computers and students are logged out. (The test application may take several minutes to close.) Power down each computer once the application is closed.

### Collecting Test Materials and Dismissing Students

#### To all students, say:

I will now collect your answer sheet and test materials.

Keep students seated until you have collected an answer sheet and all test materials from each student. Walk around the room to collect the answer sheets and test materials, including any scratch paper, printed test directions, or word-to-word glossaries, from each student in the same order you used to distribute them. Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

In the following script, fill in the time that students should report for testing on Day 2.

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

In just a moment, I'm going to let you go. Remember, you should not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, internet posts, or on social media. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at \_\_\_\_\_. You are now free to collect your belongings and leave the room.

Return any collected personal belongings to students. Store test materials securely until the second day of testing.

## Day 2 of Testing

### Before Admitting Students

Before admitting students for Day 2 of testing, do the following:

1. Be sure navigation notes are posted for students to see (as given in Post Information for Students Using MP3 Audio Format on page 60 or, for flash drives, as given in Posting Information for Students Using MP3 Audio on Flash Drives on page 118).
2. Power on all computers. Make sure they're plugged in and that the volume isn't muted.

3. Turn to the applicable instructions for the students you're testing:
  - a. For students using the MP3 streaming application, follow the same steps as you did on Day 1 under Administer the MP3 Audio Format on page 60 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script for students later in this section.
  - b. For students using flash drives, turn to Setting Up Computers for MP3 Flash Drives on page 117.

### Admitting Students

Follow regular security procedures, including school-allowed procedures for collecting electronic devices. Use the seating chart that you completed to identify where each student sat during Day 1, and make sure they sit in the same seat for Day 2.

### 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, your acceptable calculator and backup calculator if you have one, and your approved testing device. If you're using printed test directions or a word-to-word glossary, keep those items on your desk as well.

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

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Devices and Aids on page 18 for examples.

#### Then say:

Please put your calculators under your desks now. You will not need them until a later section. *[pause]*

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

Distribute test materials, taking care that all students receive the materials that belong to them.

**Before Section 3 for MP3 Audio****A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED**

Proceed to Section 3: Math Test – No Calculator.

**B FOR STUDENTS USING FLASH DRIVES**

Proceed to Section 3: Math Test – No Calculator.

**C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM**

Continue with the instructions that follow.

**Instruct students to access the MP3 streaming test form by saying:**

Now you're going to access your test following the same steps as yesterday. Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code I have posted. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 8/9**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]
4. For the field **SSD Number**, please enter 10 zeros (0000000000). Then select the button marked **Confirm SSD**. [pause]

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

**IMPORTANT:** Attempt to resolve any error messages. If you need further assistance, call the SSD office.

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

In the **Form Selection** field, type the 7-character Form Code exactly as it appears on the **back** of your test book. [pause]

**Continue by saying:**

Follow these instructions:

1. Select **Day 2** from the **Test Day** drop-down menu. [pause]
2. Select the **Continue** button. [pause]

3. Take a moment to check that you've correctly provided your **Assessment Information** and **Student Information** on the screen. Don't worry about the third section labeled **Form Information**, which includes system-generated details. If the information that you provided is correct, select **Confirm**. If you see any problems, use the **Edit** button on the bottom left to go back to the prior screen and make changes. (You may have to retype some information.) [pause]
4. Once you've confirmed your information, select **Begin Form Download**. [pause]
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

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

**SECTION 3:  
Math Test – No Calculator****100% EXTENDED TIME**

 40 Minutes

**Remind students of how to use the MP3 audio format by saying:**

Plug in your earphones. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. [pause]

If students need a review of navigation, refer to Explain MP3 Audio Navigation on page 91. Answer all questions about navigation or procedures.

**IMPORTANT:** If a student is approved to test using a 4-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:**

We'll start testing with Section 3, the Math Test without Calculator. Once we start, you'll have 40 minutes to work on Section 3. We will take a 5-minute break when this section is finished. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Take out your answer sheet, and find Section 3 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

Your computer screen should show the list of sections. After the Section 3 directions, you'll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the reference information if you need it later.

**IMPORTANT:** Skip the next script if your students are using flash drives.

**To all students using the streaming application, say:**

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

**To all students, say:**

Open your test book to Section 3 in case you want to refer to it. *[pause]* When I say "Time starts now," you can put on your earphones, select Section 3, listen to the directions, and begin work. *[pause]* Time starts now.

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



**40 MINUTES 100% EXTENDED TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved to use a 4-function calculator as an accommodation.

**After 20 minutes, signal to students and say:**

You have 20 minutes remaining in Section 3.

**After 35 minutes, signal to students and say:**

You have 5 minutes remaining in Section 3.

**After exactly 40 minutes, signal students to take off their earphones. Then say:**

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 3. Please select the **Stop** button to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

**To all students, say:**

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or 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.

If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.

- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

### Break Between Sections

#### 5-MINUTE BREAK

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

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

Please take your seat.

## SECTION 4: Math Test – Calculator

80 MINUTES 100% EXTENDED TIME

 40 Minutes **5-Minute Break** 40 Minutes

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

#### When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour and 20 minutes to work on Section 4. We'll take a 5-minute break after 40 minutes. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and when 5 minutes are left before the break.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep it flat on your desk or hold it so that other students can't 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'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Take out your answer sheet, and find Section 4 on your answer sheet. *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are "Student-Produced Responses." You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces. If you've been approved to record your answers in your test book, be sure to mark your answers clearly (for example, circle your final answer).

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3 on your screen after the directions and before the test questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the reference information if you need it later. *[pause]*

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you want to refer to it. *[pause]* When I say "Time starts now," you can put on your earphones, select Section 4, listen to the directions, and begin work. *[pause]* Time starts now.

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



**40 MINUTES 100% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.

#### After 20 minutes, signal to students and say:

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

#### After 35 minutes, signal to students and say:

You have 45 minutes remaining in this section, and 5 minutes until the break.

After exactly 40 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the test. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

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

#### 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 40 minutes remaining in Section 4. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on. *[pause]* Time starts now.

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



**40 MINUTES 100% EXTENDED TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times (see PSAT 8/9 Script 5 Section Timing Chart for MP3 Audio Format on page 110).
- Walk around the room to check that everyone is working on the correct section.

After 20 minutes (from the end of the break), signal to students and say:

You have 20 minutes remaining in Section 4.

After 35 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 4.

After exactly 40 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 4. Please select the **Stop** button to stop the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

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

**IMPORTANT:** *If you're testing students with flash drives, proceed to Dismissal.*

Instruct students to close the streaming application by saying:

- Move your cursor to the top right of your screen and select the **End Test** button.
- Confirm by selecting **End Test** on the pop-up window to close the application.

Please sit quietly while the test application closes. *[pause]*

Walk around the room to ensure that the application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

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

# After the Test

## Dismissal

### To all students, say:

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

**IMPORTANT:** *If your students are using MP3 audio streaming, skip forward to Collecting Test Books and Other Test Materials.*

### Before collecting test materials, say:

Before I collect your test materials, please turn your answer sheet over and check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed field B. [pause]

If your test book or other test format has a serial number on the front cover, please make sure field C is completed. [pause]

Please raise your hand if you need help completing any fields. [pause]

Students testing in April will have serial numbers on their test books.

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

## Collecting Test Books and Other Test Materials

### When everyone is ready, say:

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets and flash drives, if any) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, printed test directions, or word-to-word glossaries. Put the test books and other test materials where students cannot access them.

As you collect the test books, do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. **It is critical to check that fields 1–4 and 6–8 have been completed on the front of the answer sheet. On the back of the answer sheet, ensure that students have filled in Form Code (field A), Test ID (field B), and if testing in April, Test Book Serial Number (field C).** These fields must be completed and the Certification Statement signed for a student’s answer sheet to be scored. For standard test books, if possible, check that fields A and B match what’s on the back of the book.
- 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.
- If a student taking the MP3 streaming test didn’t complete Form Code (field A), staff may copy this information from another student’s answer sheet after students are dismissed. All students in the MP3 streaming room will have the same Form Code.
- For students without pre-ID labels, ensure that the letters written in field 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an IR.
- If you have any students approved to write their answers in the test book, you must ensure their answer sheets include the students’ personal and test information for these fields before dismissing students. **You must transcribe their answers after students are dismissed.**

**IMPORTANT:** *Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure the student has filled out identifying information. Staff may correct errors students have made in the Grade Level, School Code, or Form Code fields, but staff may not alter any other information on the answer sheets.*

Proceed to Finishing Up on page 102 unless you are testing students using flash drives.

**IMPORTANT:** *For students using MP3 audio flash drives, turn to Closing Media Players and Collecting MP3 Flash Drives on page 118.*

**To students using ATC format, say:**

I will now collect your flash drives. Please sit quietly until I dismiss you.

Walk around the room to collect flash drives.

- Eject all flash drives by doing the following:
  - ◆ For PCs, in the notification area in the lower right corner of the monitor, select **Show Hidden Icons**, select **Safely Remove Hardware and Eject Media**, and then select **Eject USB Disk**.
  - ◆ For Macs, eject the flash drive by selecting the **up arrow** next to the icon under **Devices**.
  - ◆ For Chromebooks, select the **eject** icon next to the flash drive in the devices list.
- Place each drive in the original packaging for each student.
- Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

## Finishing Up

Students may need to be dismissed in 2 groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or did not participate in a preadministration session.

**To all students, say:**

If you still have personal, nontest information to fill out on your answer sheet, please place your answer sheet facedown on your desk. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes I'll help you complete your answer sheets.

If you have already completed all the nontest information on your answer sheet, place your answer sheet faceup on your desk. Please sit quietly until I dismiss you.

## Preparing to Dismiss Students

Any students who didn't attend a preadministration session may need to complete their information on the answer sheet.

Read the following options carefully to determine what to do next.

### A IF ALL STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If all answer sheets in the room are faceup, proceed to Collecting Answer Sheets and Dismissing Students on page 104.

### B IF SOME STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If some answer sheets are faceup and others are facedown, proceed to Collecting Answer Sheets and Dismissing Students on page 104 to dismiss students who have completed nontest information on the answer sheets. When you have dismissed these students, return to Completing Answer Sheets for the remaining students.

### C IF NO STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If your school didn't hold a preadministration session or if no students in the room were present for the session, continue with the scripts that follow.

## Completing Answer Sheets

For any students who need to complete their personal information on the answer sheet, do the following:

- Distribute a *Student Answer Sheet Instructions* booklet to each student.

**To all students, say:**

Please look at page 1 of your *Student Answer Sheet Instructions* booklet. You'll need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you're finished. [pause]

**SSD** Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the *Student Answer Sheet Instructions* or may require assistance reading and copying other nontest information.

**When everyone is ready, say:**

If your answer sheet has a label that displays your home address, confirm that your address is correct. [pause]

Open your answer sheet to page 2. If your address is correct on the label, you can skip fields 9 through 13. If you see any errors in your address or if you don't have a label with your address, you'll need to fill in your correct address on the answer sheet.

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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account if you're age 13 or older. If you're homeschooled, College Board needs your address to mail you a copy of your score report. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them. See Codes for Countries or Regions Outside the United States and U.S. Territories on page 114.

**For fields 14–20:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–20. Students may need about 1 minute per question to read and complete fields 14–20.

**IMPORTANT:** *Students who do not wish to respond to any of fields 14–20 may skip them.*

**For field 14, say:**

Field 14 asks for your mobile number. Please leave field 14 blank if it isn't a U.S. mobile number.

If you have a U.S. mobile number, read the information in field 14 about providing your number. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

**For field 15, say:**

Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. [pause]

**Now say:**

Your answers to questions in fields 16 through 19 will help ensure that tests and services are fair and useful to all students. For this reason, we strongly encourage all students to complete this section. Your responses also may be used for research purposes and may be shared with your school, school district, and state.

These fields are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through this activity. Do not complete any field that asks for information your parent or guardian has told you not to provide.

**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 19. Look up when you are done. [pause]

- If your students have pre-ID labels and Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 20.**

**When students are ready, for field 20, say:**

Find field 20 on page 4 of your answer sheet. Read the information about providing your email address.

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

**To all students, say:**

We are now finished completing your personal information. Please close your answer sheet. Place your answer sheet and *Student Answer Sheet Instructions* booklet faceup on your desk. Please sit quietly until I dismiss you.

When students are ready, continue with *Collecting Answer Sheets and Dismissing Students* on page 104.

## Collecting Answer Sheets and Dismissing Students

Walk around the room and collect the answer sheets (and any *Student Answer Sheet Instructions* booklets) that are faceup on the desks.

- Keep students seated until you're sure you have every student's answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students approved by the school to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.

### To students ready to be dismissed, say:

In just a moment, I'm going to let you go. Remember, you must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, the internet, or on social media. As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be canceled and they may be prevented from taking other College Board tests in the future.

You will be notified when your scores are available and of how to access your complete score report online if you are at least 13 years old. If you are under age 13, talk to your counselor for information about your test results.

Please wait in your seat until I dismiss your row. At that point, you may gather your belongings and come up to collect anything you turned in before the test. As you leave, please be considerate of people still working in other rooms. Again, congratulations on your hard work today.

**IMPORTANT:** *If you still have students in the room who haven't completed their nontest information on the answer sheet, return to [Completing Answer Sheets](#) on page 102.*

## After Students Leave the Room

### Transcribe Student Responses for Scoring

- A completed answer sheet (standard or large block) must be submitted for a student's test to be scored. 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 to write their answers in the test book, do the following:
  - ♦ Transcribe student answers to a standard answer sheet. Clip the answer sheet to the test book.
  - ♦ Write the student's name and 6-digit school (AI) code on the materials you transferred answers from.
  - ♦ On the front cover of the test book, write "Answers in book."
  - ♦ Include test books with the used answer sheets for the test coordinator to return with the used accommodated answer sheets.
- Large-block answer sheets don't need to be transcribed and should be returned with regular answer sheets.

### Finish Up

- Ensure the seating chart is complete.
- Fill out an IR if you encountered an irregularity.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers. If you need assistance, contact your system administrator.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:
  - Answer sheets
  - Test books, including flash drives and any other alternate test formats
  - Any materials you transcribed student responses from, if applicable
  - Room roster
  - IRs, if any
  - Any other materials provided to you by the test coordinator

# Appendix

## Overview of Timing and Breaks

### TIMING AND BREAKS

	Section 1	Section 2	Section 3	Section 4	Total Time (including breaks)	Total Time (without breaks)
	Reading	Writing and Language	Math – No Calculator	Math – Calculator		
<b>Script 1</b> Standard Time	55 minutes	30 minutes	20 minutes	40 minutes	2 hours, 35 minutes	2 hours, 25 minutes
	5-min. break		5-min. break			
<b>Script 2</b> Standard Time with Extra Breaks	28 minutes	30 minutes	20 minutes	20 minutes	2 hours, 50 minutes	2 hours, 25 minutes
	5-min. break			5-min. break		
	27 minutes		20 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Script 3</b> 50% Extended Time	42 minutes	45 minutes	30 minutes	30 minutes	4 hours, 3 minutes	3 hours, 38 minutes
	5-min. break			5-min. break		
	41 minutes		30 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Script 4</b> 100% Extended Time	55 minutes	60 minutes	40 minutes	40 minutes	5 hours, 15 minutes	4 hours, 50 minutes
	5-min. break			5-min. break		
	55 minutes		40 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Scripts 1* and 3 Combined</b> 50% Extended Time for Math Only	55 minutes	30 minutes	30 minutes	30 minutes	3 hours, 15 minutes	2 hours, 55 minutes
	5-min. break			5-min. break		
	5-min. break	5-min. break	5-min. break	30 minutes		
<b>Scripts 1* and 4 Combined</b> 100% Extended Time for Math Only	55 minutes	30 minutes	40 minutes	40 minutes	3 hours, 45 minutes	3 hours, 25 minutes
	5-min. break			5-min. break		
	5-min. break	5-min. break	5-min. break	40 minutes		
<b>Script 5</b> MP3 Audio Format	55 minutes	53 minutes	40 minutes	40 minutes	<b>Day 1:</b> 3 hours, 50 minutes  <b>Day 2:</b> 2 hours, 10 minutes	<b>Day 1:</b> 3 hours, 35 minutes  <b>Day 2:</b> 2 hours
	5-min. break	5-min. break		5-min. break		
	55 minutes	52 minutes		40 minutes		
	5-min. break	<b>End of Day 1</b>	5-min. break			

Students using MP3 audio will test with 100% extended time, plus additional time for Section 2; these students always test over 2 days. Day 1 of 2-day testing ends after Section 2.

\*For students using Script 2 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

# PSAT 8/9 Script 1

## Section Timing Chart for Standard Timing

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR STANDARD SECTIONS

Start Time	Section 1	Section 2	Section 3	Section 4
	55 minutes	30 minutes	20 minutes	40 minutes
:00	:55	:30	:20	:40
:01	:56	:31	:21	:41
:02	:57	:32	:22	:42
:03	:58	:33	:23	:43
:04	:59	:34	:24	:44
:05	:00	:35	:25	:45
:06	:01	:36	:26	:46
:07	:02	:37	:27	:47
:08	:03	:38	:28	:48
:09	:04	:39	:29	:49
:10	:05	:40	:30	:50
:11	:06	:41	:31	:51
:12	:07	:42	:32	:52
:13	:08	:43	:33	:53
:14	:09	:44	:34	:54
:15	:10	:45	:35	:55
:16	:11	:46	:36	:56
:17	:12	:47	:37	:57
:18	:13	:48	:38	:58
:19	:14	:49	:39	:59
:20	:15	:50	:40	:00
:21	:16	:51	:41	:01
:22	:17	:52	:42	:02
:23	:18	:53	:43	:03
:24	:19	:54	:44	:04
:25	:20	:55	:45	:05
:26	:21	:56	:46	:06
:27	:22	:57	:47	:07
:28	:23	:58	:48	:08
:29	:24	:59	:49	:09
:30	:25	:00	:50	:10
:31	:26	:01	:51	:11
:32	:27	:02	:52	:12
:33	:28	:03	:53	:13
:34	:29	:04	:54	:14
:35	:30	:05	:55	:15
:36	:31	:06	:56	:16
:37	:32	:07	:57	:17
:38	:33	:08	:58	:18
:39	:34	:09	:59	:19
:40	:35	:10	:00	:20
:41	:36	:11	:01	:21
:42	:37	:12	:02	:22
:43	:38	:13	:03	:23
:44	:39	:14	:04	:24
:45	:40	:15	:05	:25
:46	:41	:16	:06	:26
:47	:42	:17	:07	:27
:48	:43	:18	:08	:28
:49	:44	:19	:09	:29
:50	:45	:20	:10	:30
:51	:46	:21	:11	:31
:52	:47	:22	:12	:32
:53	:48	:23	:13	:33
:54	:49	:24	:14	:34
:55	:50	:25	:15	:35
:56	:51	:26	:16	:36
:57	:52	:27	:17	:37
:58	:53	:28	:18	:38
:59	:54	:29	:19	:39

## PSAT 8/9 Script 2 Section Timing Chart for Standard Time with Extra Breaks

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS						
Start Time	Section 1		Section 2	Section 3	Section 4	
	28 min. – break – 27 min.		30 minutes	20 minutes	20 min. – break – 20 min.	
:00	:28	:27	:30	:20	:20	:20
:01	:29	:28	:31	:21	:21	:21
:02	:30	:29	:32	:22	:22	:22
:03	:31	:30	:33	:23	:23	:23
:04	:32	:31	:34	:24	:24	:24
:05	:33	:32	:35	:25	:25	:25
:06	:34	:33	:36	:26	:26	:26
:07	:35	:34	:37	:27	:27	:27
:08	:36	:35	:38	:28	:28	:28
:09	:37	:36	:39	:29	:29	:29
:10	:38	:37	:40	:30	:30	:30
:11	:39	:38	:41	:31	:31	:31
:12	:40	:39	:42	:32	:32	:32
:13	:41	:40	:43	:33	:33	:33
:14	:42	:41	:44	:34	:34	:34
:15	:43	:42	:45	:35	:35	:35
:16	:44	:43	:46	:36	:36	:36
:17	:45	:44	:47	:37	:37	:37
:18	:46	:45	:48	:38	:38	:38
:19	:47	:46	:49	:39	:39	:39
:20	:48	:47	:50	:40	:40	:40
:21	:49	:48	:51	:41	:41	:41
:22	:50	:49	:52	:42	:42	:42
:23	:51	:50	:53	:43	:43	:43
:24	:52	:51	:54	:44	:44	:44
:25	:53	:52	:55	:45	:45	:45
:26	:54	:53	:56	:46	:46	:46
:27	:55	:54	:57	:47	:47	:47
:28	:56	:55	:58	:48	:48	:48
:29	:57	:56	:59	:49	:49	:49
:30	:58	:57	:00	:50	:50	:50
:31	:59	:58	:01	:51	:51	:51
:32	:00	:59	:02	:52	:52	:52
:33	:01	:00	:03	:53	:53	:53
:34	:02	:01	:04	:54	:54	:54
:35	:03	:02	:05	:55	:55	:55
:36	:04	:03	:06	:56	:56	:56
:37	:05	:04	:07	:57	:57	:57
:38	:06	:05	:08	:58	:58	:58
:39	:07	:06	:09	:59	:59	:59
:40	:08	:07	:10	:00	:00	:00
:41	:09	:08	:11	:01	:01	:01
:42	:10	:09	:12	:02	:02	:02
:43	:11	:10	:13	:03	:03	:03
:44	:12	:11	:14	:04	:04	:04
:45	:13	:12	:15	:05	:05	:05
:46	:14	:13	:16	:06	:06	:06
:47	:15	:14	:17	:07	:07	:07
:48	:16	:15	:18	:08	:08	:08
:49	:17	:16	:19	:09	:09	:09
:50	:18	:17	:20	:10	:10	:10
:51	:19	:18	:21	:11	:11	:11
:52	:20	:19	:22	:12	:12	:12
:53	:21	:20	:23	:13	:13	:13
:54	:22	:21	:24	:14	:14	:14
:55	:23	:22	:25	:15	:15	:15
:56	:24	:23	:26	:16	:16	:16
:57	:25	:24	:27	:17	:17	:17
:58	:26	:25	:28	:18	:18	:18
:59	:27	:26	:29	:19	:19	:19

## PSAT 8/9 Script 3 Section Timing Chart for 50% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR 50% EXTENDED TIME SECTIONS

Start Time	Section 1		Section 2	Section 3	Section 4	
	42 min. – break – 41 min.		45 minutes	30 minutes	30 min. – break – 30 min.	
:00	:42	:41	:45	:30	:30	:30
:01	:43	:42	:46	:31	:31	:31
:02	:44	:43	:47	:32	:32	:32
:03	:45	:44	:48	:33	:33	:33
:04	:46	:45	:49	:34	:34	:34
:05	:47	:46	:50	:35	:35	:35
:06	:48	:47	:51	:36	:36	:36
:07	:49	:48	:52	:37	:37	:37
:08	:50	:49	:53	:38	:38	:38
:09	:51	:50	:54	:39	:39	:39
:10	:52	:51	:55	:40	:40	:40
:11	:53	:52	:56	:41	:41	:41
:12	:54	:53	:57	:42	:42	:42
:13	:55	:54	:58	:43	:43	:43
:14	:56	:55	:59	:44	:44	:44
:15	:57	:56	:00	:45	:45	:45
:16	:58	:57	:01	:46	:46	:46
:17	:59	:58	:02	:47	:47	:47
:18	:00	:59	:03	:48	:48	:48
:19	:01	:00	:04	:49	:49	:49
:20	:02	:01	:05	:50	:50	:50
:21	:03	:02	:06	:51	:51	:51
:22	:04	:03	:07	:52	:52	:52
:23	:05	:04	:08	:53	:53	:53
:24	:06	:05	:09	:54	:54	:54
:25	:07	:06	:10	:55	:55	:55
:26	:08	:07	:11	:56	:56	:56
:27	:09	:08	:12	:57	:57	:57
:28	:10	:09	:13	:58	:58	:58
:29	:11	:10	:14	:59	:59	:59
:30	:12	:11	:15	:00	:00	:00
:31	:13	:12	:16	:01	:01	:01
:32	:14	:13	:17	:02	:02	:02
:33	:15	:14	:18	:03	:03	:03
:34	:16	:15	:19	:04	:04	:04
:35	:17	:16	:20	:05	:05	:05
:36	:18	:17	:21	:06	:06	:06
:37	:19	:18	:22	:07	:07	:07
:38	:20	:19	:23	:08	:08	:08
:39	:21	:20	:24	:09	:09	:09
:40	:22	:21	:25	:10	:10	:10
:41	:23	:22	:26	:11	:11	:11
:42	:24	:23	:27	:12	:12	:12
:43	:25	:24	:28	:13	:13	:13
:44	:26	:25	:29	:14	:14	:14
:45	:27	:26	:30	:15	:15	:15
:46	:28	:27	:31	:16	:16	:16
:47	:29	:28	:32	:17	:17	:17
:48	:30	:29	:33	:18	:18	:18
:49	:31	:30	:34	:19	:19	:19
:50	:32	:31	:35	:20	:20	:20
:51	:33	:32	:36	:21	:21	:21
:52	:34	:33	:37	:22	:22	:22
:53	:35	:34	:38	:23	:23	:23
:54	:36	:35	:39	:24	:24	:24
:55	:37	:36	:40	:25	:25	:25
:56	:38	:37	:41	:26	:26	:26
:57	:39	:38	:42	:27	:27	:27
:58	:40	:39	:43	:28	:28	:28
:59	:41	:40	:44	:29	:29	:29

## PSAT 8/9 Script 4 Section Timing Chart for 100% Extended Time

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR 100% EXTENDED TIME SECTIONS

Start Time	Section 1		Section 2	Section 3	Section 4	
	55 min. – break – 55 min.		60 minutes	40 minutes	40 min. – break – 40 min.	
:00	:55	:55	:00	:40	:40	:40
:01	:56	:56	:01	:41	:41	:41
:02	:57	:57	:02	:42	:42	:42
:03	:58	:58	:03	:43	:43	:43
:04	:59	:59	:04	:44	:44	:44
:05	:00	:00	:05	:45	:45	:45
:06	:01	:01	:06	:46	:46	:46
:07	:02	:02	:07	:47	:47	:47
:08	:03	:03	:08	:48	:48	:48
:09	:04	:04	:09	:49	:49	:49
:10	:05	:05	:10	:50	:50	:50
:11	:06	:06	:11	:51	:51	:51
:12	:07	:07	:12	:52	:52	:52
:13	:08	:08	:13	:53	:53	:53
:14	:09	:09	:14	:54	:54	:54
:15	:10	:10	:15	:55	:55	:55
:16	:11	:11	:16	:56	:56	:56
:17	:12	:12	:17	:57	:57	:57
:18	:13	:13	:18	:58	:58	:58
:19	:14	:14	:19	:59	:59	:59
:20	:15	:15	:20	:00	:00	:00
:21	:16	:16	:21	:01	:01	:01
:22	:17	:17	:22	:02	:02	:02
:23	:18	:18	:23	:03	:03	:03
:24	:19	:19	:24	:04	:04	:04
:25	:20	:20	:25	:05	:05	:05
:26	:21	:21	:26	:06	:06	:06
:27	:22	:22	:27	:07	:07	:07
:28	:23	:23	:28	:08	:08	:08
:29	:24	:24	:29	:09	:09	:09
:30	:25	:25	:30	:10	:10	:10
:31	:26	:26	:31	:11	:11	:11
:32	:27	:27	:32	:12	:12	:12
:33	:28	:28	:33	:13	:13	:13
:34	:29	:29	:34	:14	:14	:14
:35	:30	:30	:35	:15	:15	:15
:36	:31	:31	:36	:16	:16	:16
:37	:32	:32	:37	:17	:17	:17
:38	:33	:33	:38	:18	:18	:18
:39	:34	:34	:39	:19	:19	:19
:40	:35	:35	:40	:20	:20	:20
:41	:36	:36	:41	:21	:21	:21
:42	:37	:37	:42	:22	:22	:22
:43	:38	:38	:43	:23	:23	:23
:44	:39	:39	:44	:24	:24	:24
:45	:40	:40	:45	:25	:25	:25
:46	:41	:41	:46	:26	:26	:26
:47	:42	:42	:47	:27	:27	:27
:48	:43	:43	:48	:28	:28	:28
:49	:44	:44	:49	:29	:29	:29
:50	:45	:45	:50	:30	:30	:30
:51	:46	:46	:51	:31	:31	:31
:52	:47	:47	:52	:32	:32	:32
:53	:48	:48	:53	:33	:33	:33
:54	:49	:49	:54	:34	:34	:34
:55	:50	:50	:55	:35	:35	:35
:56	:51	:51	:56	:36	:36	:36
:57	:52	:52	:57	:37	:37	:37
:58	:53	:53	:58	:38	:38	:38
:59	:54	:54	:59	:39	:39	:39

# PSAT 8/9 Script 5

## Section Timing Chart for MP3 Audio Format

**IMPORTANT:** All times are “minutes after the hour.” Find the start time, then match to the end time in the appropriate column.

### START AND STOP TIMES FOR MP3 AUDIO SECTIONS

Start Time	Section 1		Section 2		Section 3	Section 4	
	55 min. – break – 55 min.		53 min.– break – 52 min.		40 minutes	40 min. – break – 40 min.	
:00	:55	:55	:53	:52	:40	:40	:40
:01	:56	:56	:54	:53	:41	:41	:41
:02	:57	:57	:55	:54	:42	:42	:42
:03	:58	:58	:56	:55	:43	:43	:43
:04	:59	:59	:57	:56	:44	:44	:44
:05	:00	:00	:58	:57	:45	:45	:45
:06	:01	:01	:59	:58	:46	:46	:46
:07	:02	:02	:00	:59	:47	:47	:47
:08	:03	:03	:01	:00	:48	:48	:48
:09	:04	:04	:02	:01	:49	:49	:49
:10	:05	:05	:03	:02	:50	:50	:50
:11	:06	:06	:04	:03	:51	:51	:51
:12	:07	:07	:05	:04	:52	:52	:52
:13	:08	:08	:06	:05	:53	:53	:53
:14	:09	:09	:07	:06	:54	:54	:54
:15	:10	:10	:08	:07	:55	:55	:55
:16	:11	:11	:09	:08	:56	:56	:56
:17	:12	:12	:10	:09	:57	:57	:57
:18	:13	:13	:11	:10	:58	:58	:58
:19	:14	:14	:12	:11	:59	:59	:59
:20	:15	:15	:13	:12	:00	:00	:00
:21	:16	:16	:14	:13	:01	:01	:01
:22	:17	:17	:15	:14	:02	:02	:02
:23	:18	:18	:16	:15	:03	:03	:03
:24	:19	:19	:17	:16	:04	:04	:04
:25	:20	:20	:18	:17	:05	:05	:05
:26	:21	:21	:19	:18	:06	:06	:06
:27	:22	:22	:20	:19	:07	:07	:07
:28	:23	:23	:21	:20	:08	:08	:08
:29	:24	:24	:22	:21	:09	:09	:09
:30	:25	:25	:23	:22	:10	:10	:10
:31	:26	:26	:24	:23	:11	:11	:11
:32	:27	:27	:25	:24	:12	:12	:12
:33	:28	:28	:26	:25	:13	:13	:13
:34	:29	:29	:27	:26	:14	:14	:14
:35	:30	:30	:28	:27	:15	:15	:15
:36	:31	:31	:29	:28	:16	:16	:16
:37	:32	:32	:30	:29	:17	:17	:17
:38	:33	:33	:31	:30	:18	:18	:18
:39	:34	:34	:32	:31	:19	:19	:19
:40	:35	:35	:33	:32	:20	:20	:20
:41	:36	:36	:34	:33	:21	:21	:21
:42	:37	:37	:35	:34	:22	:22	:22
:43	:38	:38	:36	:35	:23	:23	:23
:44	:39	:39	:37	:36	:24	:24	:24
:45	:40	:40	:38	:37	:25	:25	:25
:46	:41	:41	:39	:38	:26	:26	:26
:47	:42	:42	:40	:39	:27	:27	:27
:48	:43	:43	:41	:40	:28	:28	:28
:49	:44	:44	:42	:41	:29	:29	:29
:50	:45	:45	:43	:42	:30	:30	:30
:51	:46	:46	:44	:43	:31	:31	:31
:52	:47	:47	:45	:44	:32	:32	:32
:53	:48	:48	:46	:45	:33	:33	:33
:54	:49	:49	:47	:46	:34	:34	:34
:55	:50	:50	:48	:47	:35	:35	:35
:56	:51	:51	:49	:48	:36	:36	:36
:57	:52	:52	:50	:49	:37	:37	:37
:58	:53	:53	:51	:50	:38	:38	:38
:59	:54	:54	:52	:51	:39	:39	:39

## Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. **Call PSAT 8/9 Support if you aren't sure about a calculator that's not on this list.**

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.
- Graphing calculators included in the following table are acceptable.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

FX-6000 series	CFX-9800 series
FX-6200 series	CFX-9850 series
FX-6300 series	CFX-9950 series
FX-6500 series	CFX-9970 series
FX-7000 series	FX 1.0 series
FX-7300 series	Algebra FX 2.0 series
FX-7400 series	FX-CG-10
FX-7500 series	FX-CG-20 series
FX-7700 series	FX-CG-50
FX-7800 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	
FX-9860 series	

#### HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

#### SHARP

EL-5200	EL-9600 series (Using the stylus is not permitted.)
EL-9200 series	EL-9900 series
EL-9300 series	

#### TEXAS INSTRUMENTS

TI-73	TI-89
TI-80	TI-89 Titanium
TI-81	TI-Nspire
TI-82	TI-Nspire CX
TI-83/TI-83 Plus	TI-Nspire CM-C
TI-83 Plus Silver	TI-Nspire CAS
TI-84 Plus	TI-Nspire CX CAS
TI-84 Plus CE	TI-Nspire CM-C CAS
TI-84 Plus Silver	TI-Nspire CX-C CAS
TI-84 Plus C Silver	TI-Nspire CX II
TI-84 Plus CE-T	TI-Nspire CX II-T
TI-84 Plus T	TI-Nspire CX II CAS
TI-85	TI-Nspire CX II-T CAS
TI-86	TI-Nspire CX II-C CAS

#### RADIOSHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	NumWorks
Micronta	Smart <sup>2</sup>

## Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved by the school as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features

- Models that have a computer-style (QWERTY) keyboard, pen input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

## How to Fill Out the Coordinator Report Form (CRF)

If you're testing any students with accommodations, account for these materials on the CRF with your standard test taker materials and ensure they're returned together. The CRF should be completed for the primary test site and any off-site locations.

Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 2—it's required for reporting scores to your school, district, and/or state. Contact PSAT 8/9 Support if your code is not correct.

**IMPORTANT:** Remember that an answer sheet is considered used if it has one or more answers gridded in for the test. Answer sheets are also considered used if they have demographic information or labels but no test responses.

1. Print your school name and address and test coordinator contact information.
2. Confirm your 6-digit school (AI) code.
3. Fill in the bubble for the testing period.
4. Print and fill in the bubbles for the actual test date.
5. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from students who regularly attend your school.
6. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from students who don't regularly attend your school.
7. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from all students who tested (add your answers for fields 5 and 6).
8. Print and fill in the bubbles for the total number of **accommodated** answer sheets you're returning from all students who tested. Include the answer sheets for EL students who tested with 50% extended time.
9. Fill in "No" if you're not submitting an IR or "Yes" if you're submitting one or more IRs.
10. Sign and date the form. A signature on the CRF certifies that your school administered the test properly.

If you tested students from other schools, turn the form over and complete the information on the back.

# Sample Coordinator Report Form

**IMPORTANT:** This sample may not match your school's test date.

**PSAT 8/9**  
**COORDINATOR REPORT FORM (CRF)**  
 Must be returned with used answer sheets



Print and fill in the appropriate bubbles on this form. Use a **No. 2** pencil only. For more information, please refer to the *PSAT™ 8/9 Coordinator Manual*.

**NO INK**

1 School and Coordinator Information			
Home Town HS. <small>School Name</small>		David Coordinator <small>Coordinator Name</small>	
200 Main Street <small>Street Address</small>		dcoordinator@hometownusedu <small>Coordinator Email Address</small>	
Home Town <small>City</small>	ST <small>State/Country</small>	01001 <small>Zip/Postal Code</small>	311-555-1212 <small>Coordinator Phone Number</small>

2 School Code																																																								
Please confirm that your school code is accurately printed here.	<table border="1"> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	9	9	9	9	0	0	0	0	0	0	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	6	6	6	6	6	7	7	7	7	7	8	8	8	8	8	9	9	9	9	9
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3 Test Date	
<input checked="" type="radio"/> Sep 21–Jan 29 <input type="radio"/> Feb 22–Mar 26 <input type="radio"/> Apr 13–Apr 30 <input type="radio"/> Talent Search <input type="radio"/> Other	

4 Actual Test Date		
Month	Day	Year
Oct	14	2020
<input type="radio"/> Aug <input type="radio"/> Sep <input checked="" type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec <input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun	<input type="radio"/> 01 <input type="radio"/> 02 <input checked="" type="radio"/> 03 <input type="radio"/> 04 <input type="radio"/> 05 <input type="radio"/> 06 <input type="radio"/> 07 <input type="radio"/> 08 <input type="radio"/> 09	<input checked="" type="radio"/> 2020 <input type="radio"/> 2021

5 Answer Sheet Count: Students from Your School																																													
Count all used answer sheets from students who attend your school, (i.e., standard and accommodated, including those with labels and no gridded answers). Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.	<table border="1"> <tr><td>0</td><td>1</td><td>6</td><td>5</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	1	6	5	0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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9	9	9	9																																										

6 Answer Sheet Count: Students from Outside Your School																																													
Count all used answer sheets from students who don't attend your school, (i.e., standard and accommodated, including those with labels and no gridded answers). Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.	<table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>9</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	0	9	0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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7 Total Answer Sheets Being Returned																																													
Record the count of all your answer sheets in this field. Add totals from fields 5 and 6. Using leading zeros (if needed), enter the sum in the boxes (e.g., 0123). Fill in the corresponding bubbles. (Don't include field 8 in this sum.)	<table border="1"> <tr><td>0</td><td>1</td><td>7</td><td>4</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	1	7	4	0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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8 Total Answer Materials Being Returned in the Accommodated Testing Envelope																																													
Separate, count, and record all answer sheets being returned for accommodated students. Using leading zeros (if needed), enter the total in the boxes (e.g., 0123). Fill in the corresponding bubbles.	<table border="1"> <tr><td>0</td><td>0</td><td>2</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	0	0	2	0	0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
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9 Irregularity Report	
Are you submitting an Irregularity Report (IR)?	<input type="radio"/> No <input checked="" type="radio"/> Yes

**IMPORTANT:** After finishing fields 2–10, turn over and complete **Information About Students from Other Schools** (if applicable).



10 Coordinator Security Certification	
David Coordinator <small>Signature (REQUIRED)</small>	10/14/2020 <small>Date</small>
Your signature certifies that: You and your testing staff administered the PSAT 8/9 according to the procedures and instructions in the <i>PSAT 8/9 Coordinator Manual</i> .	

For Official Use Only				
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

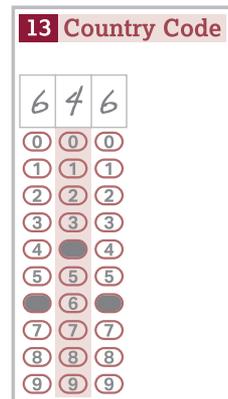
## Sample Master Student List

Last Name	First Name	M.I.	Date of Birth	Student ID Number	Optional Code	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	Accommodation Type or EL Support Type	Language (if EL Support)	Staff Assigned
1 Jones	Anita		3/5/2006	999000777	04	P	123	N			A. Teacher
2 Smith	Terry	O	10/15/2005	000111222	04	A	456	N			B. Proctor
3 Ramirez	Juan	J	2/15/2006	666444555	05	P	789	Y	50% XT; translated directions	Spanish	C. Staff
4 Brown	Robert		9/1/2005	000102497	10	P	020	Y	Writer/Scribe to Record Responses		S. Scholar
5 Szymanski	Ella		8/12/2006	0001025799	11	P	012	Y	Reading + 100% (double time)		M. Coordinator
6 North	Adrian		11/30/2005	0001025788	09	P	234	N			T. Coach
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

## Codes for Countries or Regions Outside the United States and U.S. Territories

(for students filling out field 13 on the answer sheet; see sample)

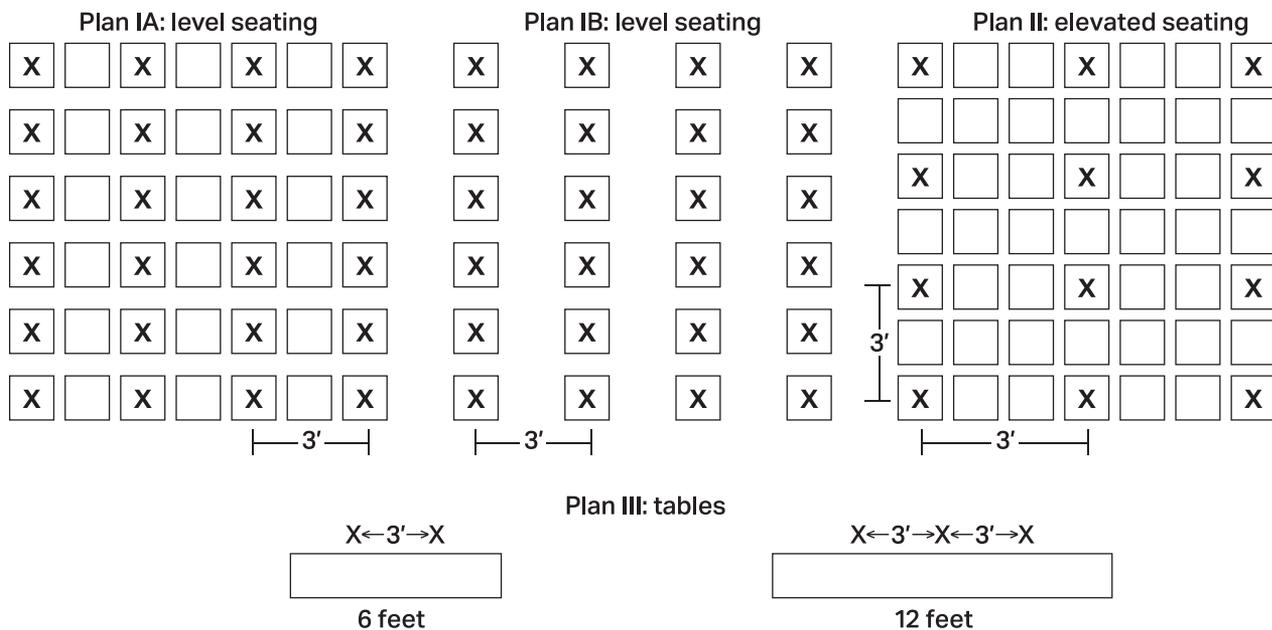
002 Aaland Islands	055 Belgium	<b>CANADA</b>	115 Chile	
001 Afghanistan	056 Belize		▪ 650 Alberta	457 China, People's Republic of
003 Albania	058 Benin		▪ 651 British Columbia	<b>SPECIAL ADMINISTRATIVE REGIONS OF CHINA</b>
005 Algeria	060 Bermuda		▪ 653 Manitoba	▪ 250 Hong Kong
008 Andorra	063 Bhutan		▪ 654 New Brunswick	▪ 347 Macau
010 Angola	065 Bolivia		▪ 643 Newfoundland	120 Colombia
011 Anguilla	069 Bosnia and Herzegovina		▪ 644 Northwest Territories	122 Comoros
012 Antigua and Barbuda	070 Botswana		▪ 645 Nova Scotia	630 Congo, Democratic Republic of (Kinshasa)
015 Argentina	075 Brazil		▪ 652 Nunavut	
016 Armenia	077 British Virgin Islands		▪ 646 Ontario	
017 Aruba	081 Brunei		▪ 647 Prince Edward Island	
020 Australia	085 Bulgaria		▪ 648 Quebec	
025 Austria	593 Burkina Faso		▪ 649 Saskatchewan	
029 Azerbaijan	090 Burma (Myanmar)		▪ 626 Yukon Territory	
035 Bahamas, The	092 Burundi	113 Central African Republic		
040 Bahrain	307 Cambodia	114 Chad		
045 Bangladesh	095 Cameroon			
050 Barbados	106 Cape Verde			
094 Belarus	110 Cayman Islands			



125 Congo, Republic of (Brazzaville)	255 Iceland	381 Montserrat	678 Sint Maarten (Dutch Part)
126 Cook Islands	260 India	380 Morocco	503 Slovakia
130 Costa Rica	265 Indonesia	385 Mozambique	504 Slovenia
290 Côte d'Ivoire (former Ivory Coast)	270 Iran	388 Namibia	506 Solomon Islands
133 Croatia	273 Iraq	386 Nauru	507 Somalia
135 Cuba	275 Ireland	387 Nepal	510 South Africa
665 Curacao	277 Isle of Man	390 Netherlands	515 Spain
140 Cyprus	280 Israel	396 New Caledonia	520 Sri Lanka
142 Czechia	285 Italy	405 New Zealand	525 Sudan
150 Denmark	295 Jamaica	420 Nicaragua	527 Suriname
153 Djibouti	300 Japan	425 Niger	530 Swaziland
154 Dominica	305 Jordan	430 Nigeria	535 Sweden
155 Dominican Republic	308 Kazakhstan	433 Niue	540 Switzerland
165 Ecuador	310 Kenya	348 North Macedonia	545 Syria
170 Egypt	312 Kiribati	434 Northern Ireland	550 Tahiti
175 El Salvador	314 Korea, North (DPRK)	435 Norway	555 Taiwan
180 England	315 Korea, South (ROK)	443 Oman	556 Tajikistan
183 Equatorial Guinea	686 Kosovo	445 Pakistan	560 Tanzania
182 Eritrea	320 Kuwait	447 Palau	565 Thailand
184 Estonia	323 Kyrgyzstan	611 Palestine, State of	567 Togo
185 Ethiopia	325 Laos	450 Panama	570 Tonga
187 Faroe Islands	328 Latvia	400 Papua New Guinea	575 Trinidad and Tobago
190 Fiji	330 Lebanon	455 Paraguay	580 Tunisia
195 Finland	333 Lesotho	460 Peru	585 Turkey
200 France	335 Liberia	465 Philippines	584 Turkmenistan
203 French Guiana	340 Libya	470 Poland	586 Turks and Caicos Islands
202 French Polynesia	343 Liechtenstein	475 Portugal	587 Tuvalu
204 Gabon	344 Lithuania	477 Qatar	590 Uganda
205 Gambia, The	345 Luxembourg	482 Reunion	589 Ukraine
208 Georgia	347 Macau	483 Romania	591 United Arab Emirates
210 Germany	350 Madagascar	484 Russia	<b>UNITED KINGDOM</b>
215 Ghana	355 Malawi	487 Rwanda	▪ 180 England
217 Gibraltar	360 Malaysia	486 Saint Kitts and Nevis	▪ 277 Isle of Man
220 Greece	361 Maldives	521 Saint Lucia	▪ 434 Northern Ireland
225 Greenland	363 Mali	522 Saint Vincent and the Grenadines	▪ 495 Scotland
227 Grenada	365 Malta	620 Samoa (former Western Samoa)	▪ 610 Wales
228 Guadeloupe	368 Marshall Islands	488 San Marino	595 Uruguay
230 Guatemala	366 Martinique	489 Sao Tome and Principe	594 Uzbekistan
233 Guinea	369 Mauritania	490 Saudi Arabia	596 Vanuatu
234 Guinea-Bissau	370 Mauritius	495 Scotland	600 Venezuela
235 Guyana	375 Mexico	497 Senegal	605 Vietnam
240 Haiti	107 Micronesia, Federated States of	499 Serbia	610 Wales
597 Holy See (Vatican City)	376 Moldova	498 Seychelles	623 Yemen
245 Honduras	378 Monaco	500 Sierra Leone	635 Zambia
250 Hong Kong	379 Mongolia	505 Singapore	480 Zimbabwe
251 Hungary	383 Montenegro		

## Sample Seating Plans

The following sample plans show how to configure seating in various situations.



## Photo ID Requirements

### Acceptable IDs

You're not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

### ID Requirements

Photo IDs aren't required for PSAT 8/9 testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2019-20 is valid through December 31, 2020, and is acceptable for fall 2020 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text, and a clearly visible photo.

### Examples of Acceptable ID

- Government issued driver's license or nondriver ID card

- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card

### Unacceptable IDs

#### Types of Identification to Reject

- Any document that doesn't conform to the requirements
- Any document that is worn, torn, scuffed, scarred, or damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

#### Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card

# Additional Instructions for Administering MP3 Audio Formats

## Using MP3 Flash Drives (for Approved Schools)

### Setting Up Computers for MP3 Flash Drives

An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the MP3 streaming application. The MP3 audio format flash drive contains read-only files and a built-in player to deliver the test.

Setup for MP3 testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for MP3 Audio Flash Drives on this page.

Follow these steps for all devices to prepare for testing with the MP3 audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student's last name, first name, and middle initial on the back of the MP3 packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you're inserting each flash drive into the same computer the student used on Day 1.

 *Some newer computers only have smaller USB Type-C ports in place of full-sized USB ports. If your computers don't have full-sized USB ports, you'll need USB-to-USB-C adapters to connect flash drives.*

4. Complete setup depending on the type of equipment in your room.

### Set Up PCs or Macs

- Open the flash drive.
  - ♦ On both PCs and Macs, find the icon in the lower left corner 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, labeled **Start** (".exe" on PC or ".app" on Mac).
  - ♦ A media player named Flux Player will launch.
  - ♦ When you launch the application, a table of contents will display the sections of the test.

### Set Up Chromebooks

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

### Before Test Day

Once you've set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting MP3 Flash Drives on page 118.

### During Testing

Once all computers are ready for testing, turn to the appropriate parts of the scripts.

- On Day 1, turn to Begin Here on Test Day on page 63.
- On Day 2, turn to Admitting Students on page 96.

### Troubleshooting for MP3 Audio Flash Drives

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

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

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

## Posting Information for Students Using MP3 Audio on Flash Drives

If you're testing students with the MP3 audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac:

- Navigating the test:
  - ◆ Test Directions: select **Test Directions** to listen to directions
  - ◆ Start Section: select **Section** icon
  - ◆ Next Section: select **Stop** at bottom of screen to return to section table of contents
  - ◆ Change Volume: select and drag slider bar at the bottom of the screen
- Keyboard navigation for PCs and Macs:
  - ◆ Pause or Play: **Control/Command-P**
  - ◆ Back: **Control/Command-B**
  - ◆ Forward: **Control/Command-F**

For Chromebook:

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

## Using the MP3 Testing Script with Flash Drives

You'll use the testing script for MP3 audio streaming (Script 5) for students using flash drives because navigation is similar and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer. You'll be instructed to skip to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it's time to end Day 1 of testing).

- If your students are using Chromebooks, you'll need to remind them to do the following at the start of a new section:
  - ◆ Select the section folder.
  - ◆ Highlight all the tracks by pressing **Control-A**.
  - ◆ Press **Enter** when time starts.

## Closing Media Players and Collecting MP3 Flash Drives

**To all students using MP3 audio flash drives, say:**

I will now collect your flash drives.

Walk around the room to close each media player and collect MP3 audio flash drives.

1. Close the media players as follows:
  - ◆ For PCs, select the **Account** drop-down menu and select **Exit**.
  - ◆ For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
  - ◆ For Chromebooks, select the **x** in the top right corner of the media player window.
2. Eject the flash drive by doing the following:
  - ◆ For PCs, in the notification area in the lower right corner of the monitor, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then select **Eject USB disk**.
  - ◆ For Macs, eject the flash drive by selecting the up arrow next to the icon under **Devices**.
  - ◆ For Chromebooks, select the **Eject** icon next to the flash drive in the devices list.
3. Place each flash drive in the original packaging for each student. Check that each student's last name is written on the packaging.
4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Materials and Dismissing Students on page 96.
- To return to Dismissal, turn to Finishing Up on page 102.

## Irregularity Chart

**IMPORTANT:** When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.

Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/ cancellation of testing</b>  Call PSAT 8/9 Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> </ul>	No IR is required.
<b>Suspension of testing due to active threat</b> Contact law enforcement immediately.	If faced with an active threat such as bomb threat, active shooter, any threatening behavior including those involving a firearm or weapon, or if student brings a firearm to a test site: <ul style="list-style-type: none"> <li>▪ Follow your school's procedures for lockdown or evacuation.</li> <li>▪ If possible, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials.</li> </ul> <p><b>IMPORTANT:</b> Weapons don't include religious items (e.g., Kirpan), or small pocket/army knives or multitools.</p>	Explain circumstances and impact of issue and section(s) affected.  <b>Bubble page 2, section 6— "Fire drill or lockdown."</b>
<b>Interruption</b>  Call PSAT 8/9 Support if the interruption (e.g., fire alarm) can't be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> </ul>	Note the source, length, and impact of the interruption.  <b>On page 2 section 6, bubble "Disturbance/Interruption." Fill in the testing room code in box 6b and list the affected students in section 10.</b>
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<b>Materials missing or damaged before testing</b>  Call PSAT 8/9 Support immediately if materials are missing or damaged. Call OTI immediately if the missing materials are test books or alternate test formats.	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.	<b>On page 2 section 6, Group Irregularities Information, bubble "Missing materials."</b>

Irregularity	What you should do	How to fill out the IR
<p><b>Missing materials during testing</b></p> <p></p> <p>Call OTI immediately.</p>	<ul style="list-style-type: none"> <li>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>▪ Do not allow any student to leave the testing room until materials are accounted for.</li> <li>▪ If materials aren't located, the proctor should put a monitor in charge of the testing room and contact the test coordinator.</li> </ul>	<p>Explain the circumstances fully.</p> <p><b>On page 2 section 6, Group Irregularities Information, bubble "Missing materials." Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<p><b>Missing test book after testing</b></p> <p></p> <p>Call OTI immediately.</p>	<p>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with an OTI representative.</p>	<p>Explain the circumstances fully.</p> <p><b>On page 2 section 6, Group Irregularities Information, bubble "Missing materials."</b></p>
<p><b>Insufficient number of answer sheets</b></p> <p></p> <p>Call PSAT 8/9 Support immediately.</p>	<p>If you don't have enough answer sheets for all students testing, call PSAT 8/9 Support immediately for instructions on how to proceed.</p>	<p><b>On page 2 section 6, Group Irregularities Information, bubble "Other" and write "Insufficient answer sheets" in the Comments section on page 3.</b></p>
<p><b>Defective answer sheet</b></p> <p></p> <p>Call PSAT 8/9 Support if you do not have a replacement answer sheet.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with the next question.                             <ul style="list-style-type: none"> <li>– If testing time is lost because of defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration.</li> <li>– Important: After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</li> <li>– Return with other used answer sheets.</li> </ul> </li> <li>▪ If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of answer sheets."</li> </ul>	<p>Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p><b>On page 2 section 7, Defective Materials Issue, bubble "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.</b></p>
<p><b>Defective test book or flash drive</b></p> <p></p> <p>Call PSAT 8/9 Support if you do not have a replacement book or flash drive or the defect appears in several books or flash drives.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective book or drive with a book or drive that has the same Form Code (on the back of the cover/packaging) but doesn't have the same defect. (The student's test may not be scored if the Form Code of the replacement book or drive doesn't match the one on the original book or drive.) If able to replace, direct student to use original answer sheet.</li> <li>▪ If defective test book or flash drive causes a loss of testing time, allow student to make up the time for that section at the end of test administration.</li> <li>▪ On the front cover of the test book, print "Defective" and identify error, school code, and location and nature of defect.</li> </ul>	<p>Identify student and describe defect. If time was not made up, indicate how much time was lost. Attach test book to the IR.</p> <p><b>On page 2 section 7, Defective Materials Issue, bubble "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.</b></p>

Irregularity	What you should do	How to fill out the IR
<p><b>MP3 streaming issues</b></p> <p></p> <p>If administration is compromised, call the SSD office immediately.</p>	<ul style="list-style-type: none"> <li>▪ Consult Administering MP3 and ATC on page 62.</li> <li>▪ Note the impact of the issue and the section(s) affected.</li> <li>▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.</li> <li>▪ 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.</li> </ul>	<p>On page 2 section 6, bubble “Defective/incorrect materials” (for a group), or page 2 section 7, Defective Materials Issue, bubble “Test book, answer sheet, or MP3 audio/ATC format” (for an individual). If time was not made up, indicate how much time was lost. If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide details in the Comments section on page 3. For a group, fill in the testing room code in box 6b and list the affected student(s) in section 10.</p> <p>For an individual, bubble “Yes,” indicating that the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</p>
<b>Security Violations/Student Misconduct</b>		
<p><b>Student leaves during test</b></p>	<ul style="list-style-type: none"> <li>▪ If a student is leaving for reason of illness, see the Irregularity Chart entry for “Illness.”</li> <li>▪ If a student is leaving to use the restroom, permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</li> <li>▪ If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.</li> <li>▪ Tell the student it’s not possible to take the PSAT 8/9 again this testing period.</li> <li>▪ If student is authorized to leave, ask the student whether or not they want the answer sheet scored.</li> </ul>	<p>Identify student, test section, last question number completed, and reason for leaving.</p> <p>On page 2 section 7, Test Admin Issue, bubble “Student left early/left without permission.” If applicable, bubble “Student requested score cancellation.” Enter any additional information in the Comments section on page 3.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</p>
<p><b>Attempted removal of test materials</b></p> <p></p> <p>Call PSAT 8/9 Support immediately.</p>	<p>If you observe a student removing a test book or parts of a test book:</p> <ul style="list-style-type: none"> <li>▪ Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>▪ If pages are missing or damaged, indicate which pages on the IR.</li> </ul> <p><b>Test coordinator:</b> Do not dismiss the student until you have called PSAT 8/9 Support.</p>	<p>Identify student and explain circumstances.</p> <p>On page 2 section 7, Test Admin Issue, bubble “Student removed or attempted to remove test materials.” If testing in April, note test book serial number and, if applicable, pages and sections.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring. Complete the Comments section.</p>

Irregularity	What you should do	How to fill out the IR
<b>Test book misuse/working on the wrong section</b>	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Ask student to close test book or direct them to proper section of test book or answer sheet. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.)</li> <li>▪ If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student.</li> <li>▪ Fill out an IR.</li> <li>▪ Return answer sheet with other used answer sheets.</li> </ul>	<p>If you dismiss the student, identify student, length of time (if applicable), and affected sections.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble the appropriate option: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time called."</b></p> <p>Bubble the appropriate option for "Action Taken": Warned, Dismissed, or None.</p> <p>Bubble "Yes," indicating student's answer sheet was returned for scoring.</p>
<b>Use or possession of test content through answer keys or images of test pages</b>  Call OTI immediately.	<p>If a student is observed using or distributing test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>▪ Collect the device, answer key, or other prohibited aid.</li> <li>▪ Follow procedures to dismiss the student from the testing room:               <ul style="list-style-type: none"> <li>– If possible, check student ID and inform student you must write up the incident and their scores will be canceled.</li> <li>– Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> </ul> </li> <li>▪ Before returning any devices to the student, the test coordinator should:               <ul style="list-style-type: none"> <li>– Determine if images of test content were captured and/or distributed.</li> <li>– Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>– After collecting evidence, ensure any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>▪ Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.</li> </ul>	<p><b>On page 2 section 7, Test Admin Issue, bubble "Student gave or received help" or "Student used a phone or other prohibited electronic device, or it made noise." Describe the incident and any evidence in detail in the Comments section.</b></p> <p>Bubble "Dismissed," indicating student was dismissed.</p> <p>Bubble "Yes," indicating student's answer sheet was returned for scoring.</p>

Irregularity	What you should do	How to fill out the IR
<b>Noises or disturbances made by prohibited electronic devices</b>	<p><b>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Follow the instructions in “Observed with prohibited electronic devices.”</li> </ul> <p><b>If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</li> <li>▪ The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.</li> <li>▪ You don’t need to complete an IR for a warning.</li> </ul>	<p>An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for “Disturbance.”)</p> <p>If you dismiss the student, identify them and note the source, length, and impact of the disturbance.</p> <p><b>On page 2 section 7, bubble “Student used a phone or other prohibited device, or it made noise.” Fill in the circle indicating whether the irregularity affected other students’ ability to test. If you dismiss the student, bubble “Dismissed.” Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</b></p>
<p><b>Observed with prohibited electronic devices</b></p> <p>Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student you must write up the incident, their scores will be canceled, and the device will be returned. The student is not eligible to take the PSAT 8/9 again this testing period.</li> <li>▪ If test content is detected on the device, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student.</li> </ul> <p><b>Test coordinator:</b> If you suspect that the device was used to share test information, immediately call PSAT 8/9 Support.</p>	<p>Note that the device was observed and/or in use. Provide the student’s name.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble “Student used a phone or other prohibited electronic device, or it made noise.”</b></p> <p><b>Bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</b></p> <p><b>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</b></p>
<p><b>Calculator misuse/prohibited aids</b></p> <p>(Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Prohibited Devices and Aids on page 18), either during the test or during breaks:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ Tell the student a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test.</li> <li>▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited electronic devices.”</li> </ul>	<p>If you dismiss the student, fill out the IR. Identify student.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble “Student used an unauthorized aid.”</b></p> <p><b>Bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</b></p> <p><b>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</b></p>

Irregularity	What you should do	How to fill out the IR
<p><b>Disruptive behavior or sharing information</b></p> <p>↪</p> <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p>Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual), and use it to indicate original and changed seat locations.</p> <p>OR</p> <p>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions:</p> <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content through answer keys or images of test pages” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores will be canceled.</li> <li>▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.</li> </ul> <p><b>Test coordinator:</b> Keep the student in your charge until you have spoken to PSAT 8/9 Support.</p>	<p>Note the type of infraction and explain the circumstances completely. For copying and communications infractions, identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. If student disrupted testing, identify student, length of time, and affected sections.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble “Student gave or received help,” “Student disrupted test,” or “Student failed to follow any other test administration regulations.”</b></p> <p><b>Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected, fill in the testing room code in box 6b on page 2 and list the affected students in section 10. If you dismiss the student, bubble “Dismissed.”</b></p> <p><b>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</b></p>
<b>Misadministration</b>		
<p><b>Seating requirements not followed</b></p>	<p>See Seating Requirements on page 11. If these regulations aren’t followed, fill out the IR.</p>	<p><b>On page 2 section 6, Group Irregularities Information, bubble “Seating requirements not followed.”</b></p> <p><b>Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<p><b>Staff incorrectly permitted student to use accommodations</b></p> <p>↪</p> <p>Call PSAT 8/9 Support.</p>	<p>Continue testing while you contact PSAT 8/9 Support for instructions.</p>	<p>Identify student, and note accommodations given and actions taken.</p> <p><b>On page 2 section 7, Testing Staff Issue, fill in the circle for “Staff incorrectly permitted student to use accommodation(s).”</b></p>
<p><b>Staff did not provide correct accommodation(s)</b></p> <p>↪</p> <p>Call PSAT 8/9 Support.</p>	<p>Continue testing while you contact PSAT 8/9 Support for instructions.</p>	<p>Identify student.</p> <p><b>On page 2 section 7, Testing Staff Issue, bubble “Staff did not provide correct accommodation(s).”</b></p>

Irregularity	What you should do	How to fill out the IR
<p><b>Disturbance, such as loud and incessant noise, excessive heat or cold, or other distractions</b></p> <p></p> <p>Call PSAT 8/9 Support if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>▪ If evacuation is required, refer to “Interruption” earlier in this chart.</li> <li>▪ Note stop time and inform students that the testing time will be adjusted.</li> <li>▪ Once testing resumes, adjust testing time.</li> <li>▪ Tell students to contact <a href="mailto:psathelp@info.collegeboard.org">psathelp@info.collegeboard.org</a> if they feel they were affected.</li> <li>▪ If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.</li> </ul>	<p>Note the source, length, and impact of the disturbance.</p> <p><b>On page 2 section 6, bubble “Disturbance/Interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<b>Undertiming</b>	<ul style="list-style-type: none"> <li>▪ If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>▪ Allow the full number of minutes on all other sections. Don't go back to any sections that have already been completed.</li> </ul>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p><b>On page 2 section 6, bubble “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, bubble “Test was undertimed” (for an individual). For a group, fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
<b>Overtiming</b>	Give the full number of minutes on all other sections.	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p><b>On page 2 section 6, bubble “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, bubble “Test was overtimed” (for an individual). For a group, fill in the testing room code in box 6b and list the affected student(s) in section 10.</b></p>
<p><b>Testing staff issues</b></p> <p></p> <p>If staff actions potentially have caused a misadministration, call PSAT 8/9 Support.</p>	<p>In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call PSAT 8/9 Support immediately.</p>	<p>Note the impact of the issue and the section(s) affected.</p> <p><b>Bubble page 2 section 6 (for a group), or page 2 section 7, Testing Staff Issue (for individual irregularities)—choose correct issue from list. For a group, fill in the testing room code in box 6b and list the affected students in section 10. Complete the Comments section.</b></p>

Irregularity	What you should do	How to fill out the IR
<b>Student Issues</b>		
<b>Student changing from standard to accommodated</b>	When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 34.	No IR is needed.
<p><b>Excessive breaks</b></p> <p>This irregularity does not apply to students approved for “breaks as needed.”</p> <p></p> <p>Call PSAT 8/9 Support if there is a security concern.</p>	<ul style="list-style-type: none"> <li>▪ Ask the student the reason for excessive breaks (is the student ill?).</li> <li>▪ If the student is ill, follow the instructions in this chart under “Illness.”</li> <li>▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>▪ Have the room or hall monitor check where the student is going during breaks.</li> </ul>	<p>Note the student’s name.</p> <p><b>On page 2 section 7, Other Issue, bubble “Other.” Provide details in the Comments section on page 3.</b></p>
<b>Illness</b>	<ul style="list-style-type: none"> <li>▪ Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them to the student when student reenters. Do not allow extra testing time.</li> <li>▪ If an answer sheet becomes soiled, for example, due to illness or bleeding, inform the student it can’t be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets in accordance with local biohazard protocols. For April administrations, return soiled test books in plastic, if possible.</li> <li>▪ If student does not want answer sheet scored or if the answer sheet is soiled and the student does not continue with a new answer sheet, tell the student that it is not possible to take the PSAT 8/9 again this testing period.</li> <li>▪ If illness results in a disturbance, see instructions for “Disturbance.”</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ If a student is unable to continue and the school will be hosting a makeup administration, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the makeup day.</li> </ul>	<p>Identify student, length of absence, affected section(s), and questions.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble “Student became ill.”</b></p> <p><b>If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide any additional information in the Comments section on page 3.</b></p> <p><b>If applicable, bubble “Yes,” indicating the student’s answer sheet was returned for scoring. (Fill this in if the answer sheet was returned, even if it won’t be scored because of a student request to cancel scores.)</b></p>
<b>Answers placed incorrectly on answer sheets</b>	<ul style="list-style-type: none"> <li>▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>▪ If no extra answer sheets are available, follow the procedures under “Insufficient number of answer sheets” earlier in this chart.</li> <li>▪ Tell student to print their name on new answer sheet and then continue in the appropriate place.</li> <li>▪ Important: After the test is over, have the student grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back. Make sure both answer sheets have these items completed.</li> </ul>	<p>Identify student; indicate which answers were misplaced and amount of time lost, if any.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble “Student misplaced/misgridded answers.”</b></p>

Irregularity	What you should do	How to fill out the IR
<p><b>Answers written in test book, but not recorded on answer sheet</b></p>  <p>Call PSAT 8/9 Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.</p>	<ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to answer sheet.</li> <li>▪ Monitor them to make sure they're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section").</li> <li>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	<p>Note on the IR the reason why the student wrote the answers in the test book. (No credit is given for answers recorded in the test book without an approved accommodation). Return the student's answer sheet with other answer sheets, and retain the test book for your records unless testing in April. (For April administrations, write "Answers in Test Book" on the cover of the test book, clip it to the corresponding answer sheet, and return both with the other answer sheets.)</p> <p><b>On page 2 section 7, Test Admin Issue, bubble "Student recorded answers in book without approved accommodation."</b></p>
<p><b>Calculator malfunction</b></p>	<ul style="list-style-type: none"> <li>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time.</li> <li>▪ If the student decides to cancel, inform them it's not possible to take the PSAT 8/9 again this testing period.</li> </ul>	<p>Document the malfunction on the IR.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble "Student had a calculator malfunction." If applicable, also bubble "Student requested score cancellation." Provide any additional information in the Comments section on page 3.</b></p> <p><b>Bubble "Yes," indicating the student's answer sheet was returned for scoring (fill this in even for answer sheets that won't be scored).</b></p>
<p><b>Student score cancellation</b></p>	<p>If the student requests their test not be scored, tell them they may not take the PSAT 8/9 again this testing period. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test coordinator or PSAT 8/9 Support immediately.</p>	<p>Identify student.</p> <p><b>On page 2 section 7, Test Admin Issue, bubble "Student requested score cancellation." Enter any additional information in the Comments section on page 3.</b></p> <p><b>Bubble "Yes," indicating the student's answer sheet was returned for scoring.</b></p>
<p><b>Student does not complete fields A–C on the answer sheet</b></p>	<ul style="list-style-type: none"> <li>▪ Locate the student's test book and direct them to fill in the information from the back of the book for fields A (Form Code) and B (Test ID).</li> <li>▪ Field C should be left blank unless testing in April.</li> <li>▪ If testing in April, also direct student to fill in the information from the front of the test book for field C (Test Book Serial Number).</li> </ul>	<p>No IR is needed.</p>
<p><b>Test question ambiguity</b></p> 	<p>Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>.</p>	<p><b>On page 3 section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity.</b></p> <p>Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number.</p>

## Glossary of Terms

**50% extended time:** An accommodation that gives a student time and one-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® (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.

**Assistive technology-compatible (ATC):** A digital version of the test for use with screen readers and other assistive technology; delivered on a flash drive.

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

**Coordinator Report Form (CRF):** Scannable form used by the test coordinator to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

**Delayed score:** A score report delayed by an issue resolved too late to include the score in on-time reporting.

**EL:** English learner.

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

**Extended breaks:** An accommodation that gives students 10-minute breaks rather than 5-minute breaks.

**Extra breaks:** An accommodation that gives students a break halfway through longer sections and a break after every section.

**Form Code:** A 7-character code, printed on the back of the test book, that identifies the PSAT 8/9 test form the student is taking. For the test to be scored correctly, the Form Code on the student’s answer sheet must match the code on the test book.

**Grid:** (verb) To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

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

**Irregularity Report (IR):** Scannable form used to document any irregularities that occur.

**Large-block answer sheet:** A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

**Makeup test:** An administration offered to students who miss an original administration of the test.

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

**Misconduct:** Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

**Monitor (hall monitor or room monitor):** Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

**MP3 audio:** An alternate test format that delivers an audio version of the test. (Student listens to the test.)

**Office of Testing Integrity (OTI):** An ETS department in charge of test security that investigates reported security breaches.

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

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

**Reader:** A member of the testing staff who reads the test aloud to the student. This must be completed in a 1-to-1 environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

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

**School code (AI code):** A 6-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. Sometimes referred to as a CEEB code.

**Score hold:** A temporary hold on the release of not yet reported scores. If ETS suspects 1 or more students' scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is investigated. The scores may be for an individual student, a testing room, or an entire school.

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

**Small-group testing:** An accommodation where students test with a small number of test takers.

**Student-produced response question:** A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

**Student score report:** The score report students get after taking the PSAT 8/9. It is provided in both paper and online formats and is also shared with the school and, if applicable, the district and/or state.

**Test coordinator:** The staff member responsible for managing the test site and staff and 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 7-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 3-digit code assigned by the test coordinator to each test room. (While not required, use of testing room codes is strongly encouraged.) It allows timely identification of answer sheets related to any reported irregularities. Test coordinators give the code to proctors, and students fill in this code on their answer sheet.

**Writer/scribe:** A staff member who transcribes answers onto the answer sheet for a student 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 \_\_\_\_\_

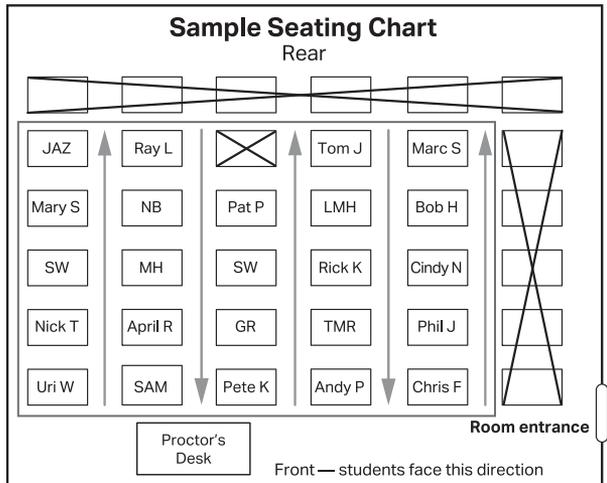
Testing Room Code \_\_\_\_\_ School Code \_\_\_\_\_

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 border each other.
2. Indicate the position of the proctor's desk or table if it's not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the occupied seats in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. **September–March testing:** For each occupied seat, write the name or initials of the student assigned to that seat. **April testing:** For each occupied seat, write the serial number of the test book assigned to that seat, and, if time allows, the student's name. (The sample to the right depicts what the chart should look like for September–March testing.)
7. For each row, draw directional arrows to indicate how the books were distributed.
8. If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat the student was moved to and complete an Irregularity Report explaining the reason for the change.



**Print the name and title of the person completing this seating chart below:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## PSAT 8/9 Coordinator

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least 6 months.

Answer Sheet Tracking Numbers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rear**


Proctor's Desk

Front — students face this direction

