Spring 2017

PSAT™ 10
Supervisor Manual

Look inside for:
- SECURITY REQUIREMENTS
- STANDARD AND NONSTANDARD TEST SCRIPTS
- TESTING ROOM PROCEDURES
- INSTRUCTIONS FOR RETURNING MATERIALS

Test Window:
FEB 21 THRU APR 14
Some testing may be authorized during a different window.
Contact Us

The PSAT™ 10

As one of the assessments in the College Board’s SAT® Suite of Assessments, the PSAT™ 10 is designed to measure the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development. Educational Testing Service (ETS) administers the PSAT 10 for the College Board. If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

WEB:  collegeboard.org/administering
MAIL:  PSAT 10
       P.O. Box 6720
       Princeton, NJ 08541-6720
EMAIL:  psat10@info.collegeboard.org
FAX:  610-290-8979

College Board Services for Students with Disabilities (SSD)

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

WEB:  collegeboard.org/ssd
MAIL:  The College Board
       Services for Students with Disabilities
       P.O. Box 6226
       Princeton, NJ 08541-6226
EMAIL:  ssd@info.collegeboard.org
PHONE:  844-255-7728 (toll free for educators
        with SSD inquiries only)
        212-713-8333 (local)
        609-882-4118 (TTY)

About the College Board

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

For further information, visit collegeboard.org.

© 2017 The College Board. College Board, Advanced Placement Program, AP, Student Search Service, SAT, and the acorn logo are registered trademarks of the College Board. PSAT is a trademark owned by the College Board. All non-College Board trademarks are the property of their respective owners. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.
Contents

Introduction
iv Check Materials Immediately
iv The 2017 PSAT 10

Preparing for the Test
1 A Message for Supervisors
2 Storing and Checking Test Materials
2 Selecting Assistants
3 Training Your Staff
5 Information for Test-Takers
5 Scheduling the Test
6 Test Rooms and Seating Requirements
6 Test Day Planning
6 Preparing Seating Plans
7 Testing Students from Other Schools and Home-Schooled Students

Providing Accommodations on the PSAT 10
7 Eligibility
8 Room Assignments

Preadministration Instructions
9 Planning for the Preadministration Session
10 Conducting the Session

On Test Day
13 Maintaining Security
13 Reporting Irregularities
14 Irregularity Chart

Test Day Instructions
19 Begin Here on Test Day
21 Standard Testing Script
26 Acceptable Calculators

Nonstandard Testing Scripts
27 Testing Students Approved for Accommodations
29 Overview of Nonstandard Timing and Breaks
30 Script 1: 100% Extended Time
34 Script 2: 50% Extended Time
37 Script 3: Standard Time with Extra Breaks
42 Section Timing Charts
46 Completing the 2017 PSAT 10 Nonstandard Administration Report (NAR)

After the Test
47 Return Materials Immediately
47 Checklists to Organize Your Materials
48 Returning Used Answer Sheets and Forms (Diagram)
49 Checklist to Submit Payment
50 Storing Test Books
50 Receiving Score Reports
51 Appropriate Uses of Scores and Reports
52 Codes for Countries or Regions Outside the U.S. States/Territories
53 School Field
54 Remittance Report for Schools Without Internet Access
Introduction

If your school chose to participate in the “Preadministration Option,” test books and other materials will arrive in a separate shipment prior to test day. For instructions on conducting the preadministration session, turn to page 9.

Check Materials Immediately
Your school should receive the following in the test shipment:

- Shipping Notice
- Plastic bags with packs of 5 or 25 shrinkwrapped test books
- Plastic bags with packs of 25 answer sheets and flyers listing religion and college major codes
- PSAT 10 Supervisor Manuals (at least one for every 25 test books)

**NOTE:** This manual includes scripts and instructions for administering the PSAT 10 with accommodations. See page 27.
- Copies of the PSAT 10 Student Guide and removable full-length practice test for distribution to students
- Supervisor’s Kit containing the following:
  - PSAT 10 Instructions for Receiving and Returning Test Materials
  - PSAT 10 Supervisor’s Report Form (SRF)
  - Remittance Envelope
  - Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
  - Bundle of 5 PSAT 10 Supervisor’s Irregularity Report (SIR) forms
  - Gray Envelope
  - Roll of packing tape
- Prelabeled courier answer sheet return boxes

Your school will receive the following separately, if ordered:

- Nonstandard test books and materials for students testing with alternate test formats
- PSAT 10 Supervisor Manual(s) for MP3 Audio and ATC Formats

Keeping the test books in their shrinkwrapping:
1. Verify that you have received the correct count of test books and answer sheets.
2. Check that the test books all say “PSAT 10” and “Spring 2017” on them.
3. Confirm that you have received any specialized materials such as Braille, MP3 Audio files, and Reader Scripts.

The 2017 PSAT 10
The PSAT 10 assesses the same knowledge and skills as the SAT, the PSAT/NMSQT, and the PSAT™ 8/9. On the assessment, students will encounter:

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

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

- **Urgent**
- **Contact by phone**
- **SSD** Procedures or information for providing accommodations to students with disabilities
- **Security requirement**
Changes to the PSAT 10 Administration for 2017

For the test supervisor, the following aspects of administration will change (from the 2016 PSAT 10 administration):

1. The answer sheet has changed slightly. There are additional fields and questions for students and the email question has been simplified.
2. Students who test with accommodations that do not require specific materials will test with the same orange test book as students in the standard room.
3. Supervisors are encouraged to assign a two-digit testing room code to each of the rooms where testing will occur. If an irregularity occurs, this code will help ensure timely release of scores for your school. See below for more details.
4. The methods by which school codes and homeschool codes are captured has changed. See “School Field” on page 53 for more details.
5. Supervisors may submit their remittance once testing has completed.

New Testing Room Code
The 2017 PSAT 10 answer sheet includes a new field in box 23, Testing Room Code, that is highly recommended for schools administering the test in multiple testing rooms. The testing room code can help organize your test day experience and allow speedier resolution for inquiries into any reported group disturbances for your school.

After you have selected the rooms where the test will be administered, assign each room its own unique two-digit code. Decide which code is applied to which room and make a list for your records. Assign each associate supervisor to a room and provide them with their testing room code so that students can grid it in box 23 of their answer sheets on test day.

Retain a list of the testing room codes along with the associate supervisors assigned to each room. In the event that a group disturbance occurs, the testing room code(s) and roster of affected students will be used to identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries from ETS related to group irregularities and help ensure that scores for your school are released in a timely way. Without the testing room code, the whole school’s reports may be placed on hold until the disturbance has been investigated.

Reporting Irregularities
See page 13 for information about reporting irregularities. If you are using the testing room code, mark the code in section 6 on the Supervisor’s Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

NOTE: If your school decides to use testing room codes and a group irregularity occurs, a roster of impacted students must also appear on the SIR, otherwise scores may be held for the entire school until inquiries into the irregularity have been resolved by ETS.
Preparing for the Test

A Message for Supervisors

This manual is for use in supervising the administration of the PSAT 10 at your school. You may also fill the role of coordinator in charge of ordering materials. If that role is filled by a separate person at your school, you will need to work with him or her to ensure receipt and secure storage of materials.

We depend on you and your staff to administer the test according to this manual so that all students have the same opportunity to do their best.

Failure to follow policies and procedures described in this manual could result in score cancellations. Schools that do not comply with the policies and procedures set forth in this manual may not be allowed to administer the PSAT 10 in the future and may be held responsible for damages and costs incurred by the College Board or our administrative partner, Educational Testing Service (ETS), as a result. We appreciate the efforts you and your staff make to ensure a test administration that is efficient, secure, and fair for all students.

Facts About the Test

The assessment includes a Reading Test, a Writing and Language Test, and a Math Test that has a portion to be taken with a calculator and a portion to be taken without a calculator. For standard timing, plan for 2 hours and 45 minutes of testing and 10 minutes of breaks. We estimate 45–50 minutes should be devoted to preadministration activities, such as seating students, handing out tests and answer sheets and capturing demographic information. (See “Shorten Your Test Day” below.)

Shorten Your Test Day

We strongly recommend that you schedule a preadministration session for your test-takers. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 9.)
Use the Test Ordering Site

The Test Ordering site is intended to help schools manage their PSAT 10 administration. If you are not responsible for ordering test materials for your school, you should work with your school’s ordering coordinator to ensure that enough materials have been ordered for your administration. After signing in to collegeboard.org/school, you can order additional tests, update and track your test material orders and calculate your remittance once test materials have been returned. Return to the website to ensure that all materials have been ordered by the applicable deadline.

Changing Your School’s Test Date

A school may administer the test only during the testing window for which it registered, using the test form specified for that window. If you can no longer test on the original test date specified when you ordered the tests, you can hold on to your materials and store them in a secure location until the date you administer the test. The new test date must fall within the current testing window, which is February 21 to April 14 unless otherwise specified in your state or district contract.

NOTE: Schools that administer the test on a date outside the authorized testing window for their contract may not receive score reports.

Storing and Checking Test Materials

As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received. You will receive an email alert to notify you that your test materials have been shipped.

Once the shipment has arrived, you must:

1. Make sure that you have received all cartons.
   If more than one carton was used for your shipment, each will show its number and the total number of cartons sent (e.g., 1 of 3, 2 of 3, 3 of 3).

2. Follow the instructions on your PSAT 10 Instructions for Receiving and Returning Test Materials, which may supplement these instructions.

3. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, open the plastic bags, but do not open the shrinkwrapping around the test books. Check the covers of your test books to verify that they are the correct books for the Spring 2017 test window. Count the books and answer sheets to make sure you have the right quantity.

4. Contact the PSAT 10 office immediately (see inside front cover) if the test books are for a test other than the one your school is registered for or if the number of tests and answer sheets do not match what was ordered.

5. Use the checklist on page iv of this manual to verify that you have all materials. Contact the PSAT 10 office if any materials are missing.

6. Remove the PSAT 10 Student Guides to distribute to students prior to test day for their information and preparation for testing.

7. Reseal the boxes with ordinary packing tape, sign your name across the tape, and place all test materials in secure storage. Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors.

8. Keep the empty, prelabeled answer sheet return box included in your test shipment. You will use it to return answer sheets after the test.

9. When you remove tests from secure storage, count and verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. See “After the Test” (page 47) for instructions on how to handle test books after the test.

NOTE: When student score reports arrive, you will be returning test books to students.

Selecting Assistants

Most schools will need additional staff to assist the supervisor. Select one associate supervisor for each test room. For each room, add room proctors if needed: for 35–50 students, add one proctor; for every additional 50 students, add an additional proctor.
Preparing for the Test

Neither the PSAT 10 supervisor nor any associate supervisor or proctor may be a member of the household or immediate family of a student taking the test on the same date, even if the student is testing at a different school. In such instances, the related student’s scores are subject to cancellation.

Neither the PSAT 10 supervisor nor any associate supervisor or proctor may participate in any coaching activity that addresses the content of secure College Board tests.

Associate supervisors should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate is expected to:

- read this manual ahead of time to be thoroughly familiar with test procedures;
- assume responsibility for test materials in an assigned room, including distributing, accounting for, collecting, and counting before dismissing students;
- administer the test according to the manual’s directions; and
- return test materials to the supervisor after students are dismissed.

Proctors may be members of the school’s staff or other adults who have been trained to help you and associate supervisors. Proctors do not administer the test but may:

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

Visitors, other than authorized ETS or College Board test observers with proper ID, are not permitted in a testing room during the test or near the storage location of the test materials. Check the observer’s College Board or ETS identification, government-issued identification (e.g., driver’s license), and letter of authorization from the Office of Testing Integrity prior to admittance to any testing rooms or rooms where test materials are stored.

ETS, on behalf of the College Board, reserves the right to make an unannounced audit of your test administration before, during, or after the test. If you have any concerns about an individual’s authorization, contact the Office of Testing Integrity at 609-406-5430 for verification before admitting the person to a testing room.

Training Your Staff

At your training session for associate supervisors and proctors, please stress the need to prevent any student from having an unfair advantage over other students. Review the regulations in this manual and communicate any local arrangements and procedures for test day. Please take advantage of the online training for your staff (see “Preparing for the Test,” page 1), and highlight the following:

Security of test materials — Safeguard test books at all times — before, during, and after the test and during the breaks. The supervisor distributes test books to associate supervisors on test day. In the testing room, the associate supervisor distributes the answer sheets and the test books to students. At the end of the test, he or she collects a test book and an answer sheet from each student and accounts for all test materials before dismissing students.

Accounting for test materials — If a test book is missing, notify the supervisor immediately. If books have already been distributed, check the desk of the student who was assigned the test book as well as the desks of students at surrounding desks.

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a PSAT 10 Supervisor’s Irregularity Report (SIR). See “Reporting Irregularities” on page 13 for more information about SIRs.

Calculator use — Calculators are permitted only on the Math Test – Calculator (unless a student has an approved accommodation). Icons on the answer sheet and in the test book indicate where a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See “Acceptable Calculators,” (page 26) for a list of acceptable graphing calculators.

Students are advised to bring their own calculators and must keep only one on their desk; any additional backup calculators must be kept under the student’s desk. If students have calculators with large (characters of one inch or more) or raised displays, seat them apart.
from other test-takers. Students may not share calculators. Students who have received College Board approval to use a four-function calculator on the Math Test – No Calculator should be seated in the nonstandard room. Graphing and scientific calculators are not allowed as part of this accommodation.

Unacceptable calculators — Students may not use:
- laptops or other computers, tablets, cellphones, smartwatches, or smartphones;
- models that can access the Internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type feature;
- models that have a typewriter-like keypad, pen-input, or stylus;
- models that use electrical outlets, make noise, or have paper tape (unless approved by the College Board as an accommodation).

Prohibited devices and aids — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and (when permitted) an acceptable calculator. See page 20 for a list of prohibited aids.

Staff are encouraged to collect cell phones and smartphones for storage during the test to minimize the possibility of a distraction during testing and score cancellations resulting from use of prohibited devices.

Directions for administering the test — Staff should be familiar with the Test Scripts section and the scripts to be read to students, as well as instructions for monitoring the breaks. (These pages may be copied for review ahead of time.)

Test monitoring responsibilities — Staff should be ready to answer questions and to 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, or engage in any activity unrelated to the test administration.

Test day problems — Staff should know procedures for handling irregularities (see “Irregularity Chart,” page 14) and notify the supervisor as soon as possible of any irregularities that occur. They should submit a Supervisor’s Irregularity Report (SIR) if instructed to do so on the Irregularity Chart.

Student ID or Social Security number — Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 19.

NOTE: Social Security numbers are optional and should only be collected if used by the state, district, or school.

Optional Codes — Schools that wish to have their students’ paper score reports sorted for easier distribution may select optional codes. Some schools assign two-digit codes to particular counselors or particular home rooms. The optional codes are then provided to students to be gridded in box 22 on their answer sheets. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. If codes are not used, the paper score reports will be returned alphabetically by student last name. The optional code will not appear in the reporting portal. Be sure to provide directions for answer sheet box 22 to associate supervisors to read to students.

NOTE: If you assign optional codes, score reports will be sorted by grade level, your optional codes, and then alphabetically by student last name.

New for 2017: Testing Room Codes — See page v for more information about testing room codes.

Important fields for tracking answer sheets — Students need to record the Form Code and Test ID in boxes 24 and 25 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (24) and the Test ID (25) are illustrated on the back of the test book. Students should copy the characters exactly as shown and (for 24) fill in the corresponding circles.

Testing students from outside your school — Ensure that your associate supervisors know the school codes for students from other schools. These can be found at collegeboard.org/satcodes. Notify students from other schools or home-schooled students that they are required to present an acceptable photo ID to be admitted to the testing area. To be acceptable, the ID must be a current government-issued or school-issued photo ID that includes the student’s name and signature. Examples of acceptable ID include a driver’s license, school ID card with photograph, or current passport.
Preparing for the Test

Information for Test-Takers

Information in advance — Be sure all students are informed of testing arrangements and receive preparation materials ahead of time. Give students the test date, time, location, and any special instructions relevant to your school. Also remind students of the test date and time on the Monday before the test.

At least two weeks prior to the test, distribute the following materials:

- the 2017 PSAT 10 Student Guide. Encourage students to read the test regulations and take the practice test included with the Student Guide. The Student Guide also provides sample test items and test-taking tips.
- if applicable, distribute practice test materials in appropriate nonstandard formats to students who need them.

Remind students that they can access Khan Academy® for free, personalized, online SAT practice. It can be used to prepare for the PSAT 10 because of the close alignment of the tests. Tailored to each student’s strengths and weaknesses, the program was developed with actual test items from the College Board (satpractice.org).

Students who are approved for the Assistive Technology Compatible or MP3 Audio test formats can find links to a practice test in these formats at collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-test.

Remind students of what to bring on test day:

- two No. 2 pencils
- an acceptable calculator (see “Acceptable Calculators,” page 26)
- Student ID number or Social Security number (optional)
- email address (optional)

Give students from other schools or home-schooled students testing at your school this information and remind them to bring a photo ID.

Policies for Test-Takers

Go over these important policies with students at orientation.

Admission to the test — Students from other schools or home-schooled students are required to present an acceptable photo ID to be admitted to the testing area.

Taking the test — Students may not share test questions with anyone during or after the test. They may not work on any section other than the one currently being timed, and they may not look ahead or back in the test book. When time ends, students may not continue working. Students must take the entire test, since skipping a section will adversely affect their scores and may cause scores to be delayed. Students also may not go to their lockers or leave the building during breaks.

Marking the answer sheet — Correctly marking the answers is very important; marks that are too light or that do not completely fill in the circles will not scan properly and could lead to lower scores.

- No. 2 pencils and soft erasers are required. Mechanical pencils are not permitted because they may punch through the answer sheet or may have the wrong kind of lead, which will not scan properly.
- Students must fill in each circle darkly and completely. If they need to erase an answer, they must erase as completely as possible.
- Students must mark their answers on their answer sheets — no credit is given for answers recorded in the test book (unless College Board approval has been given for this accommodation).

Scheduling the Test

The test takes 2 hours and 45 minutes, and you will need about 45–50 minutes before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. To improve the test-day experience, we highly recommend conducting a preadministration session, which will greatly reduce the time needed for pretest activities on test day.

All students tested on-site must take the test at the same time in the morning. (Exceptions may be made for testing students with disabilities. See “Providing Accommodations on the PSAT 10” on page 7 for more details.)

Begin testing early enough to complete testing before lunchtime. You cannot break for lunch and then resume testing. Testing at any other time is not permitted. If testing students who are approved for 50% or 100% extended time, you may conduct an extended break so that those students may eat lunch without leaving the testing room.

After the test, you will need about five minutes to individually collect answer sheets and test books and dismiss students.
Preparing for the Test

Check the school calendar to prevent disruptive activities — such as a fire drill, unrelated announcements on the public address system, or band practices next to the testing room(s) — from taking place during the testing period.

Preadministration session:
Your school can have students complete some of the identifying information on pages 1–5 and 8 of their answer sheets before the test date as detailed in the “Preadministration Instructions” section (page 9).

**NOTE:** Schools participating in the bulk registration process should use the PSAT 10 Supervisor Manual for Bulk Registration and should wait until they receive their Pre-ID labels to conduct a preadministration session.

**Test Rooms and Seating Requirements**
Plan to administer the test in areas that have adequate lighting; desks or tables with good writing surfaces and room for a test book, answer sheet, and calculator side by side; an easily visible clock; and separation from distracting noise or activities. Tablet-arm chairs must have a minimum writing surface of 12×15 inches (30×38 centimeters). **Round tables are prohibited for testing.**

Select rooms in which you can provide seats with a required distance of four feet between students (measured from center of desk to center of desk). All students must face the same direction.

Each testing room should have two timepieces to prevent mistiming. If there is no clock, announce the time remaining for each test section at regular intervals to help students pace themselves.

**Test Day Planning**
See page v for information about using the new testing room code when planning for your testing rooms.

When training your testing staff, make sure that each associate supervisor is given a list containing their two-digit testing room code, if any, the optional code (if applicable), as well as the school codes for any students who may be testing from outside your school.

Ensure that you have notified students of the room that they are to report to on test day. We recommend assigning a proctor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students to the right room. If you do not have enough staff to assign a proctor to help direct students, you may want to post a list at each entrance of your school directing students to their assigned testing room. If you do post a list, please do so in a way that does not call attention to students who may be testing in accommodated rooms.

Make arrangements to post school codes (for any students from other schools), test date, and start and stop times in every testing room so all students can see them.

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

Several days before the test, make sure rooms are properly heated or cooled, all lights and clocks are working, and the general conditions are satisfactory. Remove (or cover) any display that might provide assistance to students during the test.

Students approved for accommodations that do not require specific materials will test with the same orange test books as students in standard rooms. The regular-type test book with a pink cover that was available for the 2016 PSAT 10 administration is no longer being used. See “Nonstandard Testing Scripts” on page 27.

**Preparing Seating Plans**
Associate supervisors should establish a seating plan in advance and seat students accordingly. They should be sure not to arrange seating in any predictable order (e.g., alphabetical). If advance seating plans are not possible, associate supervisors should assign seats randomly to entering students so that friends or relatives are not seated near each other. **They should not allow students to choose their own seats.** Associate supervisors may use the seating chart at the back.
Providing Accommodations on the PSAT 10

Eligibility
To receive accommodations (such as extended time, a braille format of the test, a large-block answer sheet, or other assistance), students with documented disabilities must submit a request for accommodations to the College Board’s Services for Students with Disabilities (SSD) office.

All accommodations must be approved prior to test day. Your school’s SSD Coordinator can submit requests for accommodations online. The application should be made early — the review process takes approximately seven weeks when document review is required. To ensure a decision, the request must be made by the SSD request deadline (see collegeboard.org/ssd).

If students test with any accommodations that are not preapproved by the College Board, scores for those students will not be reported. Students who are approved after testing may have an opportunity to receive an unofficial score report, but the answer sheets of ANY students, including those of unapproved students, will not be returned at the student’s or school’s request. Find more information about eligibility and accommodations at collegeboard.org/ssd.

NOTE: If a student is in need of temporary assistance for an injury such as a broken hand, the accommodation must have been cleared through the College Board SSD office.

Nonstandard Test Materials
All students, including students who are testing with accommodations, will test with the standard orange test books unless approved for another format (for example, large print or braille test form). The associate supervisor in the nonstandard room should test these students using the scripts in this manual (see “Nonstandard Testing Scripts,” page 27).

Two formats are available for students who need audio and/or visual assistance with the test: MP3 Audio format and Assistive Technology Compatible (ATC) format. Students approved to test with an audio cassette will automatically receive the MP3 Audio format, unless a different accommodation is requested.
Both formats are provided on USB flash drives. Encourage students using the MP3 Audio format to practice using the technology with the practice USB flash drives included in your shipment. ATC users can download directions and practice tests from this area: collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-test-assistive-technology.

IMPORTANT: Review the Nonstandard Testing Scripts section of this manual (page 27) before test day, so that you are prepared for testing students with accommodations.

The SSD Coordinator will test students who have been approved for MP3 Audio format or ATC format in a separate room, following additional instructions in the PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats, which is shipped with the specific alternate test formats, along with large block answer sheets, if ordered. Confirm that all materials have arrived.

The same seating requirements that apply to standard testing rooms apply to nonstandard testing rooms. See page 6 for more information.

NOTE: The pink regular print test book, which was available in the 2016 PSAT 10 administration, is no longer in use. Students testing with 50% or 100% extended time, extra breaks, or small group setting (who are not using other nonstandard test formats) should be tested using a standard test book.

Students who have been approved for alternate test formats should be tested on the same date as all other students at your school.

Nonstandard Administration Report (NAR)

The SSD Coordinator at your school has access to the College Board SSD Online system, from which he or she can create and print the list of students with College Board approval to test with accommodations. Close to the test date, the SSD Coordinator should log in to SSD Online to create and print a NAR for the test date. The NAR must be returned with answer sheets, along with the Supervisor’s Report Form. Scores may not be released until the NAR is received. See page 46 of this manual for a paper NAR (if needed).

Room Assignments

Students with disabilities who are taking the test with extended time, extra or extended breaks, small groups, or other accommodations not listed below must be assigned a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet when sending students to assigned rooms to avoid subjecting students to unnecessary attention.

Please note that some accommodations may be provided in the standard test room. These include: preferential seating, wheelchair access, use of a large-block answer sheet, permission for food or medication, use of 14-point large print test book, a magnifier, sign language interpreter for oral instructions, auditory amplification or FM system, a colored overlay, and approval to record answers in the test book. If a student is approved for one of these accommodations, and is NOT approved for another accommodation that would require a separate setting, assign the student to the standard test room. If you have a question about room assignments for a specific accommodation, contact the SSD office.

Some accommodations do not include extended time, but still require a separate room. Some examples are a smaller testing environment with fewer distractions, extended breaks, or use of a four-function calculator on the Math Test – No Calculator section. These students will be tested with standard timing, using the nonstandard scripts in this manual.

Be sure to review the test scripts in this manual before test day.

NOTE: Students cannot share a reader or other assistant; a separate reader must be assigned to each student testing with a reader.

Assign students with different timings and accommodations to different rooms. To minimize distraction, standard time students should be seated in a separate room from others who are receiving extended time.
Section Timing

Students who are approved for extended time will have a set amount of time for each section (as required of all other students), as noted on the NAR. Extended time applies only to the related portion of the assessment. For example, a student with extended time for the Math Test must receive standard time for both the Reading and the Writing and Language Tests. However, a student who is approved for extended time in reading will receive extended time for the entire test. Be sure to review the test scripts in this manual before test day.

NOTE: Students who are approved for extended time will also be provided breaks between test sections.

Give students their full amount of approved time on each section, even if they stop work before time is called.

Preadministration Instructions

Once schools receive their preadministration materials, schools have the option for all students, including students testing with accommodations, to fill in boxes 1–22 and 27 of their answer sheets before test day. Students must fill out answer sheets under supervision in school. It is highly recommended that schools conduct this preadministration session prior to test day.

If your school participates in the Bulk Registration process, use the Supervisor Manual for Bulk Registration to administer the Pre-ID label information session and all other testing instructions.

Planning for the Preadministration Session

1. Answer sheets are shipped to you with the flyers that list religion and college major codes.

2. You may decide to distribute answer sheets in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Do not allow students to take the answer sheets out of the room.

3. If you have requested College Board approval for any students to use large-block answer sheets and have not received approval by the time of your preadministration session, do not have those students participate in the session. Arrange for them to instead fill in boxes 1–22 and 27 on test day.

4. You must organize the answer sheets in a way that ensures students receive their own answer sheets on test day. We recommend that you assign each student to a test room and note the test room number (or other room identifier) on a container. Once students have completed the identifying information on their answer sheets, store the answer sheets securely in the appropriate containers for their assigned test rooms.

5. Inform students that they will need No. 2 pencils and erasers, their Student ID numbers or Social Security numbers (optional), and their email addresses (optional) for the preadministration session.

6. Before distributing answer sheets and flyers, post optional codes, if used (see page 4). If testing students in an international location, post the appropriate country code. See “Codes for Countries or Regions Outside the U.S. States/Territories” on page 52.

7. If your students have “APO” or “FPO” addresses, post the two-letter code (AA, AE, or AP) that applies to them.

8. Distribute a flyer of religion and college major codes and an answer sheet to each student.

If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. See page 2 for instructions on ordering more materials. Photocopied answer sheets may not be scored.
### Conducting the Session

Using the scripts in the orange-tinted boxes, instruct each student to fill in personal information in boxes 1–22 and 27. Read aloud all the directions in the scripts. Read slowly enough to give students time to fill in their identifying information. Pause wherever the dots ( . . . ) appear, to allow students time to follow instructions. Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes. **Do not deviate from these directions or answer any questions regarding the content of the test.** In some cases, you will have more than one choice of scripts to read. Please read the bullet points ahead of these to ensure that you read the applicable script.

Students must fill in the appropriate circles for their names, addresses, and other personal information.

Students should skip boxes 23–26 and the Certification Statement on the answer sheet because these sections will be completed on test day.

**When students are ready, say:**

At this time you will be filling out your identifying information on the PSAT 10 answer sheet. As we proceed, look up when you finish each part of the answer sheet. . . .

Use only a Number 2 pencil. Raise your hand if you do not have one.

Provide Number 2 pencils to students who do not have them.

**Then say:**

Begin by reading the directions in box 1 on page 1 of your answer sheet. Then enter your legal name, starting with your last name, and fill in the appropriate circles carefully. If your name is too long for the number of spaces available, enter as many letters as the space will allow. Include blanks, hyphens, and/or apostrophes if these are part of your name. Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished. . . . Are there any questions?

**For all students, say:**

Open your answer sheet to page 2, and move on to boxes 2 through 5. You must complete your home address in boxes 2 through 5 and fill in the corresponding circles correctly.

---

### Choose the correct script below:

- For students with APO/FPO addresses, OR
- For all other students.

**To students with APO/FPO addresses, for boxes 2-5, say:**

In box 2, Street Address, enter your box number or other designation. In box 3, City, enter “APO” or “FPO.” In box 4, State, fill in the circle for the two-letter code I have posted for you. In box 5, provide your 5-digit ZIP Code. Look up when you are finished. . . .

**To all other students, for boxes 2-5, say:**

In box 2, enter your street number. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of this page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. If your entire address doesn’t fit, fill in as much of it as possible. Be sure to complete your 5-digit ZIP or postal code in box 5. Raise your hand if you have any questions. Look up when you are finished. . . .

**Choose the correct script below:**

- For U.S. students, OR
- For students with addresses outside the U.S. or U.S. territories (see page 52 for codes).

**To U.S. students, for box 6, say:**

Make no marks in box 6.

**To students with addresses outside the U.S. and U.S. territories, for box 6, say:**

In box 6, fill in the following Country Code _____ and the corresponding circles. Look up when you are finished. . . .

**For boxes 7a–7d, to all students, say:**

In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take, and the grade in which you took it or plan to take it. If you’re taking a course this year, fill in the circle for your current grade. You may fill in all circles on a given line that apply. Look up when you are finished. . . . Are there any questions?
For box 8, say:
Box 8 asks if you wish to participate in the College Board's Student Search Service®, a free service that provides names of students to eligible educational organizations. Fill in the “Yes” circle in box 8 to let colleges, universities, scholarship programs, and educational opportunity organizations know that you are interested in receiving information about the educational and financial aid opportunities they offer. Colleges, universities, and scholarship programs that request it will receive information you provide to the College Board. They will NOT receive your actual test scores or telephone numbers. If you do not answer and previously opted in to participate in this service, the College Board will continue providing your information. You will have an opportunity to print your email address in a later section. Look up when you are finished.

For boxes 9–15, say:
Boxes 9 through 15 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students.

Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service, your information may also be shared with colleges, scholarship programs, and other educational organizations. For this reason, it is important that as many students as possible complete this section.

For boxes 9 and 10 say:
In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. Look up when you are finished.

Are there any questions?

Students may leave boxes 9 and 10 blank if they do not wish to respond.

For boxes 11 and 12, say:
Box 11 on your answer sheet asks your religion. Refer to the flyer of religion and college major codes. Print the appropriate code number for your religion in box 11 and fill in the corresponding circles. Also use the flyer for completing box 12. Find the college major that interests you the most. Enter the code number and fill in the corresponding circles in box 12. Look up when you are finished.

Encourage students to select a major so they can receive relevant information about it.

NOTE: Students with visual impairment may need assistance using the flyer. Be prepared to look up the major code and religious preference code selected by the student.

For box 13, say:
For box 13, give your best estimate if you do not know your exact grade average. Look up when you are finished.

For box 14, say:
In box 14, please indicate the highest level of education of your parents or guardians. There are two columns, one for each parent or guardian. Choose a parent/guardian in the left column and his or her level of education underneath, and then do the same for your second parent/guardian in the right column. Look up when you are finished.

For box 15, say:
In box 15, please indicate if you have a parent or guardian who is in the military. Read each description, and fill in the circles of all that apply. Look up when you are finished.

For boxes 16–18, say:
When completing box 16, “Date of Birth,” fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable.

Then fill in the appropriate circles for female or male in box 17 and your current grade level in box 18. Look up when you are finished.

Choose the correct script that follows:
- If your school uses Student ID numbers, OR
- If your school uses Social Security numbers (next page).

If your school uses Student ID numbers, for box 19, say:
In box 19, fill in the circle next to “Student ID Number” and enter your Student ID number, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. Look up when you are finished.
Preadministration Instructions

If your school uses Social Security numbers, for box 19, say:

In box 19, fill in the circle next to “Social Security Number” and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this section blank. Do not enter any number other than your Social Security number. Look up when you are finished. . . . Are there any questions?

Choose the correct script below:

- For U.S. students, OR
- For non-U.S. students.

To U.S. students only, for box 20, say:

Box 20 asks for your cell phone number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 10; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. The College Board will not share your mobile number with other organizations.

If you agree to these terms, print your mobile number in the boxes, beginning with the area code, and fill in the appropriate circles. Look up when you are finished. . . .

To non-U.S. students, for box 20, say:

Box 20 applies only to students in the United States. Make no marks in box 20.

For box 21, say:

In box 21, fill in the circle to indicate whether or not you are taking this test at the school you regularly attend. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are home-schooled, fill in the circle that says “No, I am homeschooled” and do not enter any other information in box 21. If this is not the school you regularly attend and you are not home-schooled, fill in the third circle and provide the name, address, and code of your school below. Look up when you are finished. . . .

If you are testing students who are from another school, make sure they fill out the information in box 21. This is required for proper reporting.

Choose the correct action below:

- If your school does not use optional codes, OR
- If your school uses optional codes, continue with the instructions below the script.

If your school does not use optional codes, say:

Make no marks in box 22, “Optional Code.”

If your school does use optional codes, read the directions you have prepared (see “Optional Codes,” page 4). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students should leave box 22 blank.

For box 27, say:

Move on to box 27 by turning to the last page of your answer sheet. If you would like to receive information from the College Board via email, including information about your scores once they release online, write in your email address and fill in the corresponding circles in box 27. This will allow them to contact you about opportunities. Be sure to indicate if this is your email address or a parent’s/guardian’s address. If one of the email endings listed matches yours, fill in the circle for it, then just fill in only the part of your address that comes before the ending you selected. Look up when you are finished. . . .

Ending the Session

1️⃣ If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 21.

1️⃣ If you are conducting this preadministration session BEFORE test day, continue here.

For boxes 23–26, say:

Leave boxes 23, 24, 25, and 26 blank at this time. Also leave the Certification Statement blank.

When all students are finished, say:

Thank you for your cooperation. We will now collect your answer sheet from you. Sit quietly, and do not talk.

Collecting and Storing Answer Sheets Until Test Day

Be sure to collect all answer sheets and flyers from students. Ensure that answer sheets are organized by test room so that you can distribute them to the correct students on test day. Return all the answer sheets to a secure, locked location. Do not remove them again until test day. Dismiss students, reminding them of the time and place they should report for the test.
On Test Day

Maintaining Security

General School Monitoring — Make sure the following take place during testing:

- Monitoring of halls and restrooms
- Coordination of breaks for staff while ensuring that testing rooms are never left unattended

Test Materials — Select a secure location with limited access to keep the test materials, such as a locked cabinet, closet, or vault. On test day, check the test books carefully for tampering. Once tests are distributed to associate supervisors and authorized staff, the tests must remain under their surveillance at all times and must be accounted for during all phases of testing. All test materials should remain secured until test day.

Reporting Irregularities

If an irregularity occurs, follow the resolution path detailed in the Irregularity Chart. If the associate supervisor is alone in the room, the irregularity should be noted briefly until a proctor or supervisor can monitor the room so a detailed report of the incident can be written.

Review the Irregularity Chart so you and your assistants will know how to handle irregularities that occur for individuals and groups of students.

Submit a Supervisor’s Irregularity Report (SIR) as instructed on the following pages. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form, neatly print all information, and fill the circles completely.

Immediately inform the PSAT 10 office (see “Contact Us,” page ii) if an irregularity is discovered after answer sheets have been returned. Provide your school’s six-digit code number. To ensure the timely return of score reports, be sure to respond to all queries from ETS regarding test irregularities.

See page v for information about using the testing room code in irregularity reporting. If you are using the testing room code, mark the code in section 6 on the Supervisor’s Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

ETS, on behalf of the PSAT 10 Program, will review all reports of irregularities and any test scores earned under questionable circumstances. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity. ETS also has the right to cancel PSAT 10 scores if there is reason to doubt their validity (see the 2017 PSAT 10 Student Guide for more information).
## Irregularity Chart

<table>
<thead>
<tr>
<th>Group Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mistiming of Sections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertiming</td>
<td>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✔️ Note the section(s) affected and timing discrepancy On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7 Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Overtiming</td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✔️ Note the section(s) affected and timing discrepancy On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7 Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disturbance</td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected answer sheets on top of other answer sheets.</td>
<td>✔️ Note the source, length, and impact of the disturbance On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Interruption</td>
<td>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test, and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✔️ Note the source, length, and impact of the interruption On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</td>
</tr>
<tr>
<td>Test Cancellation</td>
<td>If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT 10 office (see “Contact Us,” page ii) for instructions. Tell students that other arrangements are being requested.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Call PSAT 10 office.
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-taker Issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Late arrival              | See “Test Day Instructions” page 19. | ✚ Identify student  
|                           |           | On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.” |
| Giving and/or receiving information | Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted. Submit student’s answer sheet on top of other answer sheets. | ✚ Identify students (the student providing the information and the student receiving the information) and explain circumstances.  
On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.” Fill in the Yes circle indicating that student’s answer sheet was destroyed. |
|                           | OR        |                                       |
|                           | If you are certain the student is giving or receiving information, or attempting to take the test for someone else, collect test book and answer sheet, and dismiss the student. Destroy answer sheet; do not submit fee for student. |                                       |
| Prohibited aid (see page 20) or calculator use when not permitted | Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or any of the prohibited aids listed on page 20 either during the test or during breaks. (For example: cell phones, smartwatches, MP3 players, and iPods.) Destroy answer sheet; do not submit fee for student. | ✚ Identify student  
On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.” Fill in the Yes circle indicating that student’s answer sheet was destroyed. |
| Opening test book before test OR Working on wrong section of test book or answer sheet OR Working longer than the time permitted | Ask student to close test book or direct to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets. | ✚ Identify student, length of time, and affected sections.  
On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Fill in the Yes circle indicating that student’s answer sheet was destroyed. |
<p>|                           | OR        |                                       |
|                           | If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss student. Destroy answer sheet; do not submit fee for student. |                                       |</p>
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, then to continue in the appropriate place. Tell student a report will be submitted. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>☑ Identify student; indicate which answers were misplaced and amount of time lost, if any. On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/ misgridded answers.”</td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>Answers recorded in a test book may not be transferred to answer sheet by student or school personnel after time is called for the section. An exception may be made for students testing with approved accommodations that include permission to record answers in the test book. Write “Answers in test book” on the front cover and return the book in the Gray Envelope.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Student leaves during test</td>
<td>If warranted, collect test book and answer sheet and permit student to leave without completing test. Tell student that he or she may not take the PSAT 10 test again this year. If student wants answer sheet scored, tell student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. OR If student does not want answer sheet scored, do not submit it. Destroy student’s answer sheet; do not submit fee for student.</td>
<td>☑ Identify student, test section, last question number completed, and reason for leaving. On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/ left without permission.” Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from testing room. Destroy student’s answer sheet; do not submit fee for student.</td>
<td>☑ Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test, causing testing to start/end late.” Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Accommodations given that were not approved</td>
<td>Continue testing while you contact the SSD office for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td>☑ Identify student, and note accommodation given and actions taken. On page 2 section 7, Test Admin Issue, fill in the circle for “Staff gave incorrect, unapproved or no accommodations.”</td>
</tr>
</tbody>
</table>

Call SSD Office immediately for instructions.
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved accommodations not given</td>
<td>Advise the student that they have not received accommodations for which they were approved.</td>
<td>☑ Identify student, and note actions taken.</td>
</tr>
<tr>
<td></td>
<td>Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 2 section 7, Test Admin Issue, fill in the circle for “Staff did not give approved accommodations.”</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td></td>
<td>If student does not want answer sheet scored, do not submit it. Collect the test book and answer sheet. Tell student that he or she may not take the PSAT 10 test again this year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destroy student’s answer sheet; do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Illness</td>
<td>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted.</td>
<td>☑ Identify student, length of absence, affected section(s), and questions.</td>
</tr>
<tr>
<td></td>
<td>Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.”</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td></td>
<td>If student does not want answer sheet scored, do not submit it. Tell student that he or she may not take the PSAT 10 test again this year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destroy student’s answer sheet; do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Student score cancellation</td>
<td>Do not submit answer sheet if student requests that test not be scored. Tell student that he or she may not take the PSAT 10 test again this year. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test supervisor or the PSAT 10 office immediately.</td>
<td>☑ Identify student.</td>
</tr>
<tr>
<td></td>
<td>Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Student score cancellation” on the line.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td></td>
<td>If student does not want answer sheet scored, do not submit it. Tell student that he or she may not take the PSAT 10 test again this year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destroy student’s answer sheet; do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Student does not complete boxes 24 and 25 on the answer sheet</td>
<td>Locate student’s test book and direct student to fill in the information from the back of the book for boxes 24 (Form Code) and 25 (Test ID).</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>☑ Identify student.</td>
</tr>
<tr>
<td></td>
<td>If the student did not write his or her name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</td>
<td>On page 2 section 7, Other Issue, fill in the circle for “Other&quot; and enter “Answer sheet returned without Form Code and/or Test ID.”</td>
</tr>
<tr>
<td>Possible test question ambiguities and errors</td>
<td>Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design &amp; Development, The College Board, 250 Vesey Street, New York, NY 10281; or send an email to: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>.</td>
<td>☑ On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</td>
</tr>
<tr>
<td>Individual Irregularities</td>
<td>Procedure</td>
<td>Supervisor’s Irregularity Report (SIR)</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Defective test book</td>
<td>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. On test book cover, write &quot;Defective,&quot; identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others. Return defective MP3 Audio or ATC format, in the original packaging it was shipped in, with the answer sheets.</td>
<td>Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report. On page 2 section 7, Issue Information, fill in the circle for “Defective Material Issue.”</td>
</tr>
<tr>
<td>Call PSAT 10 if you do not have a replacement book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, Issue Information, fill in the circle for “Defective Material Issue.”</td>
</tr>
<tr>
<td>Call PSAT 10 if you do not have a replacement answer sheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials missing before testing</td>
<td>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond with the information on the Shipping Notice.</td>
<td>Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing Materials.”</td>
</tr>
<tr>
<td>Call OTI immediately.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Test Day Instructions

Begin Here on Test Day

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

- today’s date \[\text{Month} \quad \text{Day} \quad \text{Year}\]
- start time (to be filled in later)
- stop time (to be filled in later)
- break (to be filled in later)
- optional code, if any (see “Optional Codes,” page 4)
- testing room code (see page v)
- six-digit school codes for students who attend other schools
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Collecting Students’ Phones, Devices, and/or Backpacks

If your school has chosen to collect phones, watch alarms, smartwatches, handheld computers, (any other electronic devices), and/or backpacks, collect them from students prior to testing. Be sure to provide a method for students to tag their property (such as sticky notes and plastic sandwich bags). Devices should be powered off or silenced prior to collection. Store items in a secure location. Advise students that their property will be returned to them after testing. The collection and storage processes are at the discretion of the school.

Seating Late Arrivals

- Students who arrive late may only join if the timed test has not begun (i.e., Section 1). Do not admit students to any room where Section 1 (or any later section) has already begun. Assign them to another room where proper supervision, complete instructions, and time allotments can be provided.
- Late students who arrive prior to the beginning of Section 1 may supply missing identifying information after the test before students are 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.

Reading the Scripts

Read aloud all the directions in the orange-tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever the dots ( . . . ) appear to allow students time to follow instructions. Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes.

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

When you are ready to begin, say:

Welcome to the PSAT 10 administration. Testing will begin in a few minutes. Please listen carefully to the regulations and instructions that I must read. Please hold any questions you may have until I prompt you to ask them. For today’s test, you may use only a Number 2 pencil to mark your answer sheet. Raise your hand if you do not have one. The only device or aid you may use is an acceptable calculator to answer math questions that allow calculator use. You may not share a calculator with another student at any time during the test administration or during breaks.

If you have extra Number 2 pencils, distribute them to students who need them.

Then say:

The PSAT 10 has policies that are designed to give each of you an equal opportunity to show your abilities. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:

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

You may also be dismissed for:

- Eating or drinking during testing unless approved as an accommodation
Causing a disturbance of any kind
Failing to follow testing procedures
Leaving the building during the test or breaks

Are there any questions? . . .

Answer all students’ questions.

Then say:

Please listen carefully to the following information about phones and other electronic equipment. The use of phones and other prohibited electronic devices at any time is prohibited.

If you have not collected phones, devices, and/or backpacks, read the following script.

Say:

At this time, if you still have a phone, watch alarm, smartwatch, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test room. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

Please allow time for students to put away any of these devices.

Then say:

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

- Remove everything from your desk except your pencils, erasers, and acceptable calculator . . .
- Remove any earplugs, which may not be worn during testing, any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper—these are all prohibited unless you are approved by the College Board to use a specific additional aid . . .
- If you brought a backup calculator or extra batteries, get those out and put them on your desk . . .
- Close all bags and backpacks and put them under your desk until the test is over . . .

Once desks are cleared of prohibited items, say:

I will take a moment now to look around and make sure you will be using an approved calculator . . .

Walk around the room to make sure no one has the following prohibited aids on his or her desk.

- Cell phones or smartphones
- Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- Pens, highlighters, and mechanical or colored pencils
- Books, dictionaries, or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Notes, pamphlets, or papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord (unless approved as an accommodation)

If unauthorized devices or aids are displayed, have students remove them from their desks. If a student has a mechanical pencil, give him or her a No. 2 pencil.

NOTE: Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly.

If you have not yet conducted a preadministration session, conduct one now by turning to “Conducting the Session” on page 10.

If you have already conducted a preadministration session, continue below.

Distributing Preadministration Answer Sheets

When students are ready, say:

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

Distribute the answer sheets that students filled in prior to test day. Make sure each student receives his or her own pregridded answer sheet. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill out boxes 2–22 and 27 after testing has finished.

Then say:

Please double-check to make sure your correct legal name and date of birth appears on the answer sheet. Raise your hand if you have the wrong answer sheet. If you have not filled out identifying information on pages 1 through 5, and page 8, complete box 1 on page 1 now. You will need to complete the remaining boxes after the test.
If there are students in the room who have the wrong answer sheet, collect the sheets and try to resolve the discrepancy. If unable to do so, give them blank answer sheets and direct them to complete box 1.

**Distributing Test Books**

Then say:

You will now be given a test book. When you get your test book, read the back cover. It has important information about the test and marking answers. Do not open your test book. . . .

Remove the test books from the plastic bags and give one test book to each student. _Keep one answer sheet and one test book for use in giving instructions._ Make sure that no one opens a test book until told to do so. Allow enough time for students to read the information on the back cover.

When everyone is ready, say:

Print your name, school name, and school code clearly on the back of your test book. . . .

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

Students must fill out required information and the Certification Statement on the answer sheet to ensure proper scoring.

Choose the correct script below:

- If your school uses testing room codes, OR
- If your school does not use testing room codes.

If your school uses testing room codes, for box 23, say:

In box 23, write the testing room code ____, then fill in the circles.

If your school does NOT use testing room codes, for box 23, say:

Make no marks in box 23.

For boxes 24 and 25, say:

Find boxes 24 and 25 on your answer sheet. Turn over your test book to the back side. Copy the form code and Test ID exactly as they appear on the back of your test book into boxes 24 and 25 on your answer sheet. Print the numbers and fill in the corresponding circles on your answer sheet exactly as they appear on the back of your book. Look up when you are finished. . . .

For box 26, say:

Make no marks in box 26.

For the Certification Statement, say:

Find the Certification Statement. Copy the requested statement and sign your full name as you would on an official document. Next to your signature, print your name and enter today’s date. The statement must be made in your own handwriting style, and it is required. If you don’t complete it, your scores may be delayed or canceled. The quality of your writing will not be evaluated, and it will not affect your score.

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

**NOTE:** Students may copy the statement in their own writing: cursive is not required.

Walk around the room to collect the flyers listing religion and college major codes. As you do so, check that all students are writing the Certification Statement (even if they are approved to write answers in their test books). Also check to make sure students enter only the date the test is being administered.

**Standard Testing Script**

The following scripts are for use with standard timing.

**NOTE:** _If you are testing students with accommodations, turn to “Begin Nonstandard Testing Here” on page 29 to use the nonstandard scripts. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate portions of the test._

When everyone is ready, say:

You may not share or exchange calculators at any time. Please put your calculators and extra batteries under your desk now. You will not use them until Section 4.

During the test, keep your answer sheet and test book flat on your desk. If you find a defect with either, raise your hand at that time. I will walk around the room to check your progress. I will also keep the official time for the test.
Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed sections of the test. . . .

Throughout Testing, Follow These Procedures:
Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.

Time the section:
- Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time at regular intervals, as noted in the scripts. This is particularly important if your room clock malfunctions. Students must be given the full time for each section as displayed in this manual.
- Refer to the timing chart on page 42 to ensure that you have correctly calculated the stop time.
- Before you call stop, check your watch against the time you have written down.
- Verify the time with the proctor, if applicable.

Monitor test-takers:
- Walk around the room to check that everyone is working on the correct section.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 16.
- If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and record it at a later time.

After testing begins:
Account for all test books (used and unused). Use the chart on the back cover of this manual to record where each student is seated. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 3.

Section 1—Reading Test

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

After you answer all questions, say:
Do not open your test book until I tell you to do so. You will have 60 minutes to work on Section 1, the Reading Test.

Be sure to mark your answers correctly in the corresponding spaces in Section 1.

During the test, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

If you finish before time is called, you may NOT turn to any other section.

Now, turn your answer sheet to page 6. Be sure to mark your answers correctly in the corresponding spaces in Section 1. Open your test book to Section 1, read the directions, and begin work.
For the break:
Allow a 5-minute rest break between sections 1 and 2. If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of test-takers be allowed to leave the room.

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the front of test books.

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

Section 2—Writing and Language Test

ATC Timing for Section 2
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 Nonstandard Script 1, page 31, for Section 2, then return to this page for Section 3.

When everyone is ready, say:
You will have 35 minutes to work on Section 2, the Writing and Language Test. If you finish before time is called, you may NOT turn to any other section.

You are not allowed to use a calculator on this section of the test. Please keep your calculator under your desk.

Now turn to Section 2 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 2. Open your test book to Section 2, read the directions, and begin work.

During testing:
Record the start and stop time and post for all students to see. Refer to the timing chart on page 42 to ensure that you have correctly calculated the stop time.

After 15 minutes, say:
You have 20 minutes remaining in this section.

After 30 minutes, say:
You have 5 minutes remaining in this section.

After exactly 35 minutes, say:
Stop work and put your pencil down. . . . Keep your answer sheet and test book flat on your desk.

For students with extended time on math only:

- For students approved for 100% extended time for math, switch to Script 1 for Sections 3 and 4, beginning at “Break Before Section 3” on page 32.
- For students approved for 50% extended time for math, switch to Script 2 for Sections 3 and 4, beginning at “Break Before Section 3” on page 35.

Section 3—Math Test—No Calculator
In very rare instances, you may be asked by the College Board to test a student in the standard room who is approved to use a four-function calculator on this section as an accommodation. In such cases, please add “unless preapproved to use a calculator on this portion of the test by the College Board” to the second sentence in the script below.

When everyone is ready, say:
You will have 25 minutes to work on Section 3, Math Test—No Calculator. Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test. Please keep your calculator under your desk.

Now turn to Section 3 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 3. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

If you finish before time is called, you may NOT turn to any other section.

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

During testing:
- Record the start and stop time and post for all students to see. Refer to the timing chart on page 42 to ensure that you have correctly calculated the stop time.
- Check that calculators are not on students’ desks (unless calculator use on this section is an accommodation approved by the College Board).
After 20 minutes, say:
You have 5 minutes remaining in this section.

After exactly 25 minutes, say:
Stop work and put your pencil down. . .
Put your answer sheet inside the front of your test book.
Close your test book and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly 5 minutes.

For the break:
Allow a 5-minute rest break between sections 3 and 4. If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of test-takers be allowed to leave the room.

During the break:
Walk around the room to check that all test books are closed and that all answer sheets are inside the front of test books.

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

Section 4—Math Test – Calculator
When students are ready, say:
You will have 45 minutes to work on Section 4, the Math Test with Calculator. You may now place your calculator on your desk. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All math questions can be answered without a calculator.

Turn to Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

If you finish before time is called, you may NOT turn to any other section. Now, open your test book to Section 4, read the directions, and begin work.

During the test:
Record the start and stop time and post for all students to see. Refer to the timing chart on page 42 to ensure that you have correctly calculated the stop time.

During the test:
You have 25 minutes remaining in this section.

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

After exactly 45 minutes, say:
Stop work and put your pencil down. Close your answer sheet so page 1 is facing on top. Close your test book as well. Keep your answer sheet separate from your test book. I will now collect your test books.

Dismissal
Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them. If all the students in the room have completed boxes 2–22 and 27 on their answer sheets, proceed to “Collecting and Checking Answer Sheets.”

To students who need to complete boxes 2–22 and 27 on the answer sheet, say:
We will now complete your personal information on the answer sheet. All other students, please sit quietly until I collect your answer sheets.

Turn to “Conducting the Session” (page 10), and guide students through filling out boxes 2–22 and 27 on the answer sheet. When students are finished, continue with “Collecting and Checking Answer Sheets,” which follows.

Collecting and Checking Answer Sheets
When all answer sheets are complete, say:
I will now collect your answer sheets. Please sit quietly until I dismiss you.
For each student, before moving on to the next person, do the following:

- Collect the student’s answer sheet.
- Check to see that all the identifying information on the answer sheet is complete.
- Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- For students from other schools, check that box 21 is properly filled out with the student’s school code.

**Before dismissing students:**

- Keep students seated until you are sure you have each student’s answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.

⚠️ It is critical to check that names, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing.

**After all materials are accounted for, say:**

Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the Internet.

The test administration is now over. Thank you for your participation.

**After students leave the room:**

- If you have any students approved to write their answers in the test book, do the following:
  - Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
  - On the test book, write the student’s name, school code number, and room number.
  - Include the test books with the used answer sheets.
- Describe any irregularities on an SIR.
Acceptable Calculators

Students should be familiar with the operation of their calculators and know when the calculator can be used effectively. All questions on the Math Test – Calculator can be solved without a calculator; however, using a calculator on some questions may be helpful to students.

On the Math Test – Calculator portion, all scientific calculators are permitted. A four-function calculator is acceptable but not recommended.

Approved Graphing Calculators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EL-5200</td>
<td>EL-9200 series</td>
<td>EL-9300 series</td>
<td>EL-9600 series</td>
<td>EL-9600 series*</td>
<td>EL-9900 series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>DateXX DS-883</td>
<td>Micronta</td>
<td>Smart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The use of the stylus is not permitted.
Nonstandard Testing Scripts

Testing Students Approved for Accommodations
Before test day, review the information on these pages about test formats and determine the specific scripts to use for the students assigned to your room. Accommodated students who require testing with accommodations that do not require specific materials will test with the same orange test book as students in the standard room.

On Test Day
Turn to page 19 and follow the “Test Day Instructions” to prepare for testing. You will be instructed when to turn to the appropriate nonstandard testing script.

Alternate Test Formats
Some students may be approved for alternate test formats, such as large print, braille, MP3 Audio format, or Assistive Technology Compatible format. Supplemental test materials may also be approved, such as braille math graphs and figures and reader script.

Some students may use a reader or MP3 Audio format in conjunction with another test format. When questions in the Math Test refer to figures, students may refer to either the regular-type or large-type test or if approved, to the book of braille math graphs and figures. Students who use readers or audio files in conjunction with other formats will find that the two texts differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than given in other formats.

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

To supplement each braille test, a regular-type test book is included for your use as a reference. A reader’s script has also been sent in case the student asks to have a question read. Each student should have a copy of the Guide to the Nemeth Code and a braille math reference book. Note that if a student records answers using a braille device, you must ensure that the answers are printed out and transcribed to a regular answer sheet before you return the test materials.

Readers
Follow these procedures with readers:

- Assign a separate reader for each student who needs one (readers may not be shared).
- Administer the test(s) with 50% extended time unless a student is already approved for 100% (or more) extended time.
- Distribute any supplemental materials to the reader: a script if the student requires dictation of test questions, a regular-type test book for student’s and reader’s use, and additional test materials for student use as approved by the College Board (for example, braille materials).

Using the PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats
If you are testing students with MP3 Audio or ATC formats, read the PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats as soon as you receive it with the test materials.

Set Up Computers Before Test Day:
These formats require use of a computer with a USB port. Use the instructions in the Supervisor Manual for MP3 Audio and ATC Formats (supplemental manual) to help you set up and test the computers your students will be using. Perform this set up before test day to avoid delaying the start of testing.

Testing ATC Users:
Use the instructions for set up in the supplemental manual, then return to this manual for all other test day activities and scripts.

NOTE: The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, 50%, or 100%). Use the scripts as detailed under Using These Scripts, page 28, to test these students.

Testing MP3 Audio Format Users:
You will need to use the MP3 Audio format instructions and scripts in the supplemental manual on test day. Keep this standard Supervisor Manual on hand in case you need to refer to policies not covered in the supplemental manual.
IMPORTANT: The MP3 Audio format requires 100% extended time plus an additional 45 minutes in Section 2. Testing of these students may take place over two days. For details, see the PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats.

Recording Responses
Some students may need accommodations relating to the recording of answers. These accommodations may include the following methods:

- Dictating answers to be put on the machine-scannable answer sheet by a scribe.
- Using a braille device (for example, Perkins Brailler) and having answers transcribed by the supervisor after the test. (Return braille pages with answer sheets.)
- Recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test.
- Recording responses on an enlarged (large-block) answer sheet.

Differences in Breaks and Timing
Students who have different timing should be tested in separate rooms, to minimize distraction. For extended time testing, a stretch break is required in the middle of the longer sections as designated in the scripts. Give these test-takers a 5-minute stretch break, during which time they may not leave the room or discuss test questions. Have them place their testing materials in the middle of their desks. Electronics must remain out of sight under the desks.

Students who are approved for extended time for reading receive extended time on all sections of the test. Other students may have approval that applies to just the Math Test (Sections 3 and 4). Students who are approved for extended time in only writing, listening, or speaking will not receive extended time for the PSAT 10. (They will test standard timing.) Arrange to seat students with similar timing together to minimize distractions and timing errors. Track the different timing needs in the spaces provided at the beginning of each test section in the scripts.

Students who are approved for extra breaks will already have extra breaks if testing with extended time. For students testing with standard time and extra breaks, use Script 3 as explained in “Using These Scripts.”

Students who are approved for extended breaks should be given twice the time of the regularly scheduled breaks. They receive the same number of breaks as standard test takers.

Students who are approved for breaks as needed should be provided breaks as requested.

NOTE: Break time does not count as testing time.

Using These Scripts
The test scripts for the PSAT 10 are divided into three categories based on the type of accommodation a student is registered for. An overview of timing is given in the chart on the next page.

Standard Time for Accommodated Students
Use the Standard Testing Script (starting on page 21) for students who are approved for accommodations that do not require extended time on any part of the test, for example, breaks as needed or use of braille materials. Also start with the Standard Testing Script for ATC users who do not have approval for extended time (you will be instructed to turn to the 100% extended time script for Section 2).

Script 1 – 100% Extended Time Script
Use Script 1 (starting on page 30) for students who are approved for 100% extended time for reading.

Script 2 – 50% Extended Time Script
Use Script 2 (starting on page 34) for students who are approved for 50% extended time for reading.

Script 3 – Standard Time with Extra Breaks
Use Script 3 (starting on page 37) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

Combined Scripts for Math-only Extended Time
Begin with the Standard Testing Script (page 21) for students who are approved for extended time on Math only.

- For students approved for 100% extended time for math, switch to Script 1 (pages 32–34) for Sections 3 and 4.
- For students approved for 50% extended time for math, switch to Script 2 (pages 35–37) for Sections 3 and 4.

Use the chart that follows as a visual aid as you prepare to test the students in your room.

Scripts for MP3 Audio Format
If testing students with the MP3 Audio format, use the scripts in the supplemental manual PSAT 10 Supervisor Manual for MP3 Audio and ATC Formats.
Overview of Nonstandard Timing and Breaks

<table>
<thead>
<tr>
<th>1</th>
<th>Reading Test</th>
<th>100% Extended Time</th>
<th>50% Extended Time</th>
<th>Standard Time (Nonstandard Room)</th>
<th>Standard Time with Extra Breaks</th>
<th>Math-only 100% Extended Time</th>
<th>Math-only 50% Extended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading Test</td>
<td>60 minutes</td>
<td>45 minutes</td>
<td>60 minutes</td>
<td>30 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>60 minutes</td>
<td>5-minute break</td>
<td>60 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 minutes</td>
<td>45 minutes</td>
<td>30 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Writing and Language Test | 70 minutes | 53 minutes | 35 minutes | 35 minutes | 35 minutes | 35 minutes |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>35 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>35 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Math Test – No Calculator | 50 minutes | 38 minutes | 25 minutes | 25 minutes | 50 minutes | 38 minutes |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>25 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>25 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Math Test – Calculator | 45 minutes | 34 minutes | 45 minutes | 23 minutes | 45 minutes | 34 minutes |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>45 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td>45 minutes</td>
<td>5-minute break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Begin Nonstandard Testing Here

To remind students of procedure, say:

You may work on only one section at a time. If you finish a section before time is called, check your work on that section. Be sure to mark your answer sheet properly. Make sure you use a Number 2 pencil. Fill in the entire circle darkly and completely. Carefully mark only one answer for each question. Do not make any stray marks on your answer sheet. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

You may use the test book for scratch work, but unless you are approved to do so, do not mark your answers in your test book — only answers marked on the answer sheet will be read. After time has been called, you may not transfer answers from your test book to your answer sheet or fill in circles.

During testing, keep your answer sheet and test book flat on your desk. If you find a defect with either, raise your hand at that time. I will walk around the room to check your progress.

I will also keep the official time for the test, and I will let you know periodically how much time you have left in each section.

Remember, after the test has ended, no one may leave the room until I announce dismissal. If you have any questions about testing procedures, please ask them now. I cannot answer questions during the timed section of the test.

Answer all questions about procedure, then say:

Do not open your test book until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.
Throughout the Test, Follow These Procedures:

**Time the section:**
- Enter the start, stop, and additional break times as you begin each section; post the times for students to see.
- Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.
- Before you call any remaining time or stop, check your watch against the time you have written down.
- Refer to the appropriate timing chart (beginning on page 42) to ensure that you have correctly calculated the stop time(s) for each group. Also record the timing for the extra breaks that extended time test-takers receive.

**Monitor test-takers:**
- Walk around the room to check that everyone is working on the correct section.
- Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.
- Make sure that students who are using a largeblock answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 16.
- If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and record it at a later time.

**After testing begins:**
Account for all test materials (used and unused). Use the chart on the back cover of this manual to record where each student is seated. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 3.

---

**Script 1: 100% Extended Time**

The following script is for 100% extended time test-takers. If testing students with math-only extended time, use the Standard Script for Sections 1 and 2, beginning on page 22, and return to this script when instructed.

**Section 1 – Reading Test**

<table>
<thead>
<tr>
<th>100% EXTENDED TIME</th>
<th>60 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

**5-MINUTE BREAK**

<table>
<thead>
<tr>
<th>100% EXTENDED TIME</th>
<th>60 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

**After you answer all questions, say:**
Now, open your answer sheet to page 6. You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1.

**To test-takers, say:**
You will have 2 hours to work on Section 1, Reading, and you will have a break after 60 minutes. Open your test book to Section 1, read the directions, and begin work.

**During testing:**
Record the start and stop times and post the times for students to see. Refer to the timing chart (page 43) at the end of this script to ensure that you have correctly calculated the stop time.

**After 30 minutes have elapsed, say:**
You have 1 hour and 30 minutes remaining in this section and 30 minutes until the break.

**After 55 minutes have elapsed, say:**
You have 1 hour and 5 minutes remaining in this section, and 5 minutes until the break.

**After 60 minutes have elapsed, say:**
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.
### Section 2 — Writing and Language Test

**When everyone is seated, say:**

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

If you finish before time is called, you may NOT turn to any other section. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet.

Be sure to mark your answers correctly in the corresponding spaces in Section 2.

#### Timing Chart

<table>
<thead>
<tr>
<th>100% EXTENDED TIME</th>
<th>70 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>START TIME</strong></td>
<td><strong>STOP TIME</strong></td>
</tr>
</tbody>
</table>

**To test-takers, say:**

You will have 1 hour and 10 minutes to work on Section 2, Writing and Language. We will have a 5-minute break when the section is over. Now, open your test book to Section 2, read the directions, and begin work.

**During testing:**

Record the start and stop times and post them for all students to see. Refer to the timing chart on page 43 to ensure that you have correctly calculated the stop time(s).

- **After 20 minutes have elapsed, say:** You have 50 minutes remaining in this section.
- **After 50 minutes have elapsed, say:** You have 20 minutes remaining in this section.
- **After 65 minutes have elapsed, say:** You have 5 minutes remaining in this section.
- **After exactly 70 minutes have elapsed, say:** Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.
Nonstandard Testing Scripts

Script 1: 100% Extended Time

For students using ATC files with 50% extended time, switch to Script 2, page 35, to continue at “Break Before Section 3.”

For students using ATC files with standard time, no extra breaks, switch to the Standard Testing Script, page 23, to continue with Section 3.

For students using ATC files with standard time and extra breaks, switch to Script 3, page 38, to continue at “Break Before Section 3.”

Break Before Section 3

For the break, say:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

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

Section 3 — Math Test – No Calculator

NOTE: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.

When all students are seated, say:
Take out your answer sheet and turn to Section 3. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These Student-Produced answers can be shorter, but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use your calculator unless you are approved to use a basic, four-function calculator as an accommodation. Please keep your calculator under your desk.

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.

To test-takers, say:
You will have 50 minutes to work on Section 3, the Math Test – No Calculator. We will have a 5-minute break after the section is over. Now, turn to Section 3 in your test book, read the directions, and begin work.

During testing:
- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 43 to ensure that you have correctly calculated the stop time.
- Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 20 minutes have elapsed, say:
You have 30 minutes remaining in this section.

After 45 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 50 minutes have elapsed, say:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

For the break, say:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

For the break:
Post the break time of 5 minutes, and include what time students should return to their seats.
During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

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

Section 4—Math Test—Calculator

When everyone is ready, say:
You may have a calculator on your desk for this section. Please place your calculator in the center of your desk.

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Now turn to Section 4 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

Do not begin work until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart on page 43 to ensure that you have correctly calculated the stop and break time(s).

After 20 minutes have elapsed, say:
You have 70 minutes remaining in this section and 25 minutes until the break.

After 40 minutes have elapsed, say:
You have 50 minutes remaining in this section and 5 minutes until the break.

After 45 minutes have elapsed, say:
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so. You have an additional 45 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 20 minutes have elapsed (from the break), say:
You have 25 minutes remaining in this section.

After 40 minutes have elapsed (from the end of the break), say:
You have 5 minutes remaining in this section.

To test-takers, say:
You will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes. Now, open your test book to Section 4, read the directions, and begin work.
Testing has concluded. Proceed to Dismissal, on page 40, and follow the instructions to collect and check materials before dismissing students.

Script 2: 50% Extended Time
The following script is for 50% extended time test-takers. If testing students with math-only extended time, use the Standard Testing Script for Sections 1 and 2, beginning on page 22, and return to this script when instructed.

Section 1 – Reading Test

When everyone is ready, say:
Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk.
If you finish before time is called, you may NOT turn to any other section.

To test-takers, say:
You will have 1 hour and 30 minutes to work on Section 1, and you will have a break after 45 minutes. Open your test book to Section 1, read the directions, and begin work.

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart (page 44) to ensure that you have correctly calculated the stop time.

After 30 minutes have elapsed, say:
You have 60 minutes remaining in this section and 15 minutes until the break.

After 40 minutes have elapsed, say:
You have 50 minutes remaining in this section, and 5 minutes until the break.

After 45 minutes have elapsed, say:
Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk. You will now have a few minutes to stretch.
Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so. You have an additional 45 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 30 minutes have elapsed (from the break), say:
You have 15 minutes remaining in this section.

After 40 minutes have elapsed (from the break), say:
You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed (from the break), say:

For the break, say:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.
For the break:
Post the break time of 5 minutes, and include what
time students should return to their seats.

During the break:
Walk around the room to check that all test books
are closed and answer sheets are inside the test
books.

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

Section 2 — Writing and Language Test

ATC Timing for Section 2
To allow enough time to navigate Section 2,
students using ATC files must be given 100%
extended time on Section 2. For these students,
turn back to Script 1, page 31, for Section 2, then
return to this page for Section 3.

When everyone is seated, say:
Now turn to Section 2 of your answer sheet. Do not
begin work until I tell you to do so. Keep your answer
sheet and test book flat on your desk.

If you finish before time is called, you may NOT turn to
any other section. Make sure you use a Number 2 pencil.
It is very important that you fill in the entire circle
darkly and completely. If you change your response,
erase it as completely as possible. It is very important
that you follow these instructions when filling out your
answer sheet.

Be sure to mark your answers correctly in the
corresponding spaces in Section 2.

50% EXTENDED TIME  53 MINUTES
START TIME ________  STOP TIME _________

Now, say:
You will have 53 minutes to work on Section 2, Writing
and Language. We will have a 5-minute break after the
section is over. Now, open your test book to Section 2,
read the directions, and begin work.

During testing:
Record the start and stop times and post them
for all students to see. Refer to the timing chart
(page 44) to ensure that you have correctly
calculated the stop time.

After 20 minutes have elapsed, say:
You have 33 minutes remaining in this section.

After 48 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 53 minutes have elapsed, say:
Stop work and put your pencil down. Place your answer
sheet inside the front of your test book and close your
test book.

Break Before Section 3

For the break, say:
You will now have a few minutes to stretch. Do NOT
discuss test questions during the break or leave the
testing room without permission. You may not use a
phone. Any phones must remain turned off and put
away under your desks. We will start testing again in
exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books
are closed and answer sheets are inside the test
books.

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

Section 3 — Math Test – No Calculator

NOTE: If a student has College Board approval to
use a four-function calculator on this portion of the
Math Test as an accommodation, be sure to confirm
that the calculator he or she uses is not a scientific
or graphing calculator.

When all students are seated, say:
Take out your answer sheet and turn to Section 3. Do
not begin work until I tell you to do so. Be sure to mark
your answers in the correct rows. For the grids labeled
“Student-Produced Responses,” follow the instructions
for marking your answers that are given in your test
book. These student-produced answers can be shorter,
but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use
your calculator unless you are approved to use a basic,
four-function calculator as an accommodation. Please
keep your calculator under your desk.

During testing, keep your answer sheet and test book flat
on your desk. Make sure you use a Number 2 pencil. It is
very important that you fill in the entire circle darkly
and completely. If you change your response, erase it as
completely as possible. It is very important that you
follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.

Section 4 — Math Test – Calculator

When everyone is ready, say:
You may have a calculator on your desk for this section. Please place your calculator in the center of your desk.

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Now turn to Section 4 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

Do not begin work until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.
Script 3: Standard Time with Extra Breaks

Use this script to test students who have been approved for extra breaks with no extended time. If you are testing students with math-only extended time, you will be instructed when to turn to the appropriate extended time script.

Section 1 — Reading Test

When everyone is ready, say:
Open your answer sheet to Section 1. Do not begin work until I tell you to. You may not use a calculator on this section. Please keep your calculator under your desk.

If you finish before time is called, you may NOT turn to any other section. The standard time for Section 1, Reading, is 60 minutes. We will stop for a 5-minute break after 30 minutes. Now open your test book to Section 1, read the directions, and begin work.

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart on page 45 to ensure that you have correctly calculated the stop time(s).

After 15 minutes have elapsed, say:
You have 45 minutes remaining in this section and 15 minutes until the break.

After 25 minutes have elapsed, say:
You have 35 minutes remaining in this section and 5 minutes until the break.

After exactly 34 minutes have elapsed, say:
Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Testing has concluded. Proceed to “Dismissal” on page 40 and follow instructions to collect and check materials before dismissing students.
Nonstandard Testing Scripts

Section 2 — Writing and Language Test

ATC Timing for Section 2
To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, switch to Script 1, page 31, for Section 2, then return to page 39 for Section 3.

STANDARD TIME 35 MINUTES

When everyone is ready, say:
You will have 35 minutes to work on Section 2, Writing and Language. We will have a 5-minute break after the section is over. Now, open your test book to Section 2, read the directions, and begin work.

During testing:
Record the start and stop times and post them for all students to see. Refer to the timing chart on page 45 to ensure that you have correctly calculated the stop time(s).

After 20 minutes have elapsed, say:
You have 15 minutes remaining in this section.

After 30 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 35 minutes have elapsed, say:
Stop work and put your pencil down.

Break Before Section 3
For the break, say:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

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

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

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

Script 3: Standard Time with Extra Breaks

Nonstandard Testing Scripts

Section 3 — Math Test – No Calculator

If Testing Students with Extended Time for Math Only
For 100% extended time, turn to Script 1, Section 3 - Math Test - No Calculator,” on page 32.
For 50% extended time, turn to Script 2, “Section 3 - Math Test - No Calculator,” on page 35.

NOTE: If a student has College Board approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.

Now, say

Take out your answer sheet and turn to Section 3. Do not begin work until I tell you to do so. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

Although Section 3 is a math test, you may NOT use your calculator unless you are approved to use a basic, four-function calculator as an accommodation. Please keep your calculator under your desk.

During testing, keep your answer sheet and test book flat on your desk. Make sure you use a Number 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase it as completely as possible. It is very important that you follow these instructions when filling out your answer sheet. If you finish before time is called, you may NOT turn to any other section.

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 20 minutes have elapsed, say:
You have 5 minutes remaining in this section.

After exactly 25 minutes have elapsed, say:
Stop work and put your pencil down. Put your answer sheet inside the front of your test book and close your test book.

For the break:
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly 5 minutes.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

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

Section 4 — Math Test – Calculator

When everyone is ready, say:
You may have a calculator on your desk for this section. Please place your calculator in the center of your desk. . . .

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- Do not share or exchange your calculator.
- If you brought a backup calculator, keep it on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

To test-takers, say:

You will have 25 minutes to work on Section 3, the Math Test – No Calculator. We will have a 5-minute break when the section is over. Now, turn to Section 3 in your test book, read the directions, and begin work.

During testing:

- Record the start and stop times and post them for all students to see. Refer to the timing chart on page 45 to ensure that you have correctly calculated the stop time(s).
Now turn to Section 4 of your answer sheet. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

Do not begin work until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.

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

During the break:
Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so. You have an additional 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 10 minutes have elapsed (from the break), say:
You have 35 minutes remaining in this section and 13 minutes until the break.

After 17 minutes have elapsed (from the break), say:
You have 5 minutes remaining in this section.

After exactly 22 minutes have elapsed (from the break), say:
Stop work and put your pencil down. Close your test book and place it on top of your answer sheet. I will now collect your test book. You will need to keep your answer sheet for the moment. Please sit quietly until I am finished collecting the test books.

Testing has concluded. Continue to “Dismissal,” and follow instructions to collect and check materials before dismissing students.

Dismissal
Collect all test books individually from each student in the same order in which they were distributed. Place them where students cannot access them. If all the students in the room have completed boxes 1–22 and 27 on their answer sheets, skip to the script “When all answer sheets are complete.”

To students who need to complete boxes 2–22 and 27 on the answer sheet, say:
We will now complete your personal information on the answer sheet. All other students, please sit quietly until I collect your answer sheets.

Turn to “Preadministration Instructions” (page 9), and guide students through filling out boxes 2–22 and 27 on the answer sheet. When they are finished, continue with the script on the next page.
<table>
<thead>
<tr>
<th>When all answer sheets are complete, say:</th>
<th>After all materials are accounted for, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will now collect your answer sheets. Please sit quietly until I dismiss you.</td>
<td>Remember, you must not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text message, or the Internet. This test administration is now over. Thank you for your participation.</td>
</tr>
</tbody>
</table>

For each student, before moving on to the next person, do the following:

- Collect the student’s answer sheet.
- Check to see that all the identifying information on the answer sheet is complete.
- Ensure that the letters in “NAME” (box 1) correspond to the filled circles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- For students from other schools, check that box 21 is properly filled out with the student’s school code.

**Before dismissing students:**

- Keep students seated until you are sure you have collected all test materials (by count) and that you have an answer sheet for each student.
- Make sure answer sheets are not inserted in or between test books.
- Verify by count that you have a test book and answer sheet for each student.

⚠️ **It is critical to check that names, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing.**

**After students leave the room:**

If you have any students approved to write their answers in the test book, do the following:

- Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
- On the test book, write the student’s name, school code number, and room number.
- Include the test books with the used answer sheets.

Document any testing irregularities as completely as possible on a Supervisor’s Irregularity Report.
## Standard Section Timing Chart for the PSAT 10

**NOTE:** All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 60-minute section (Section 1)</th>
<th>For a 35-minute section (Section 2)</th>
<th>For a 25-minute section (Section 3)</th>
<th>For a 45-minute section (Section 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:00</td>
<td>:35</td>
<td>:25</td>
<td>:45</td>
</tr>
<tr>
<td>:01</td>
<td>:01</td>
<td>:36</td>
<td>:26</td>
<td>:46</td>
</tr>
<tr>
<td>:02</td>
<td>:02</td>
<td>:37</td>
<td>:27</td>
<td>:47</td>
</tr>
<tr>
<td>:03</td>
<td>:03</td>
<td>:38</td>
<td>:28</td>
<td>:48</td>
</tr>
<tr>
<td>:04</td>
<td>:04</td>
<td>:39</td>
<td>:29</td>
<td>:49</td>
</tr>
<tr>
<td>:05</td>
<td>:05</td>
<td>:40</td>
<td>:30</td>
<td>:50</td>
</tr>
<tr>
<td>:06</td>
<td>:06</td>
<td>:41</td>
<td>:31</td>
<td>:51</td>
</tr>
<tr>
<td>:07</td>
<td>:07</td>
<td>:42</td>
<td>:32</td>
<td>:52</td>
</tr>
<tr>
<td>:08</td>
<td>:08</td>
<td>:43</td>
<td>:33</td>
<td>:53</td>
</tr>
<tr>
<td>:09</td>
<td>:09</td>
<td>:44</td>
<td>:34</td>
<td>:54</td>
</tr>
<tr>
<td>:10</td>
<td>:10</td>
<td>:45</td>
<td>:35</td>
<td>:55</td>
</tr>
<tr>
<td>:11</td>
<td>:11</td>
<td>:46</td>
<td>:36</td>
<td>:56</td>
</tr>
<tr>
<td>:12</td>
<td>:12</td>
<td>:47</td>
<td>:37</td>
<td>:57</td>
</tr>
<tr>
<td>:15</td>
<td>:15</td>
<td>:50</td>
<td>:40</td>
<td>:60</td>
</tr>
<tr>
<td>:16</td>
<td>:16</td>
<td>:51</td>
<td>:41</td>
<td>:61</td>
</tr>
<tr>
<td>:17</td>
<td>:17</td>
<td>:52</td>
<td>:42</td>
<td>:62</td>
</tr>
<tr>
<td>:18</td>
<td>:18</td>
<td>:53</td>
<td>:43</td>
<td>:63</td>
</tr>
<tr>
<td>:19</td>
<td>:19</td>
<td>:54</td>
<td>:44</td>
<td>:64</td>
</tr>
<tr>
<td>:25</td>
<td>:25</td>
<td>:60</td>
<td>:50</td>
<td>:70</td>
</tr>
<tr>
<td>:26</td>
<td>:26</td>
<td>:01</td>
<td>:51</td>
<td>:71</td>
</tr>
<tr>
<td>:27</td>
<td>:27</td>
<td>:02</td>
<td>:52</td>
<td>:72</td>
</tr>
<tr>
<td>:28</td>
<td>:28</td>
<td>:03</td>
<td>:53</td>
<td>:73</td>
</tr>
<tr>
<td>:29</td>
<td>:29</td>
<td>:04</td>
<td>:54</td>
<td>:74</td>
</tr>
<tr>
<td>:30</td>
<td>:30</td>
<td>:05</td>
<td>:55</td>
<td>:75</td>
</tr>
<tr>
<td>:31</td>
<td>:31</td>
<td>:06</td>
<td>:56</td>
<td>:76</td>
</tr>
<tr>
<td>:32</td>
<td>:32</td>
<td>:07</td>
<td>:57</td>
<td>:77</td>
</tr>
<tr>
<td>:33</td>
<td>:33</td>
<td>:08</td>
<td>:58</td>
<td>:78</td>
</tr>
<tr>
<td>:34</td>
<td>:34</td>
<td>:09</td>
<td>:59</td>
<td>:79</td>
</tr>
<tr>
<td>:35</td>
<td>:35</td>
<td>:10</td>
<td>:60</td>
<td>:80</td>
</tr>
<tr>
<td>:36</td>
<td>:36</td>
<td>:11</td>
<td>:61</td>
<td>:81</td>
</tr>
<tr>
<td>:37</td>
<td>:37</td>
<td>:12</td>
<td>:62</td>
<td>:82</td>
</tr>
<tr>
<td>:39</td>
<td>:39</td>
<td>:14</td>
<td>:64</td>
<td>:84</td>
</tr>
<tr>
<td>:40</td>
<td>:40</td>
<td>:15</td>
<td>:65</td>
<td>:85</td>
</tr>
<tr>
<td>:44</td>
<td>:44</td>
<td>:19</td>
<td>:69</td>
<td>:89</td>
</tr>
<tr>
<td>:45</td>
<td>:45</td>
<td>:20</td>
<td>:70</td>
<td>:90</td>
</tr>
<tr>
<td>:50</td>
<td>:50</td>
<td>:25</td>
<td>:75</td>
<td>:95</td>
</tr>
<tr>
<td>:51</td>
<td>:51</td>
<td>:26</td>
<td>:76</td>
<td>:96</td>
</tr>
<tr>
<td>:52</td>
<td>:52</td>
<td>:27</td>
<td>:77</td>
<td>:97</td>
</tr>
<tr>
<td>:57</td>
<td>:57</td>
<td>:32</td>
<td>:82</td>
<td>:102</td>
</tr>
<tr>
<td>:58</td>
<td>:58</td>
<td>:33</td>
<td>:83</td>
<td>:103</td>
</tr>
<tr>
<td>:59</td>
<td>:59</td>
<td>:34</td>
<td>:84</td>
<td>:104</td>
</tr>
</tbody>
</table>
### 100% Extended Time Section Timing Chart for the PSAT 10

**NOTE:** All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 120-minute section (Section 1) 60 mins. - break - 60 mins.</th>
<th>For a 70-minute section (Section 2)</th>
<th>For a 50-minute section (Section 3)</th>
<th>For a 90-minute section (Section 4) 45 mins. - break - 45 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:00 :00</td>
<td>:10 :50</td>
<td>:45 :45</td>
<td></td>
</tr>
<tr>
<td>:01</td>
<td>:01 :01</td>
<td>:11 :51</td>
<td>:46 :46</td>
<td></td>
</tr>
<tr>
<td>:02</td>
<td>:02 :02</td>
<td>:12 :52</td>
<td>:47 :47</td>
<td></td>
</tr>
<tr>
<td>:04</td>
<td>:04 :04</td>
<td>:14 :54</td>
<td>:49 :49</td>
<td></td>
</tr>
<tr>
<td>:05</td>
<td>:05 :05</td>
<td>:15 :55</td>
<td>:50 :50</td>
<td></td>
</tr>
<tr>
<td>:06</td>
<td>:06 :06</td>
<td>:16 :56</td>
<td>:51 :51</td>
<td></td>
</tr>
<tr>
<td>:07</td>
<td>:07 :07</td>
<td>:17 :57</td>
<td>:52 :52</td>
<td></td>
</tr>
<tr>
<td>:08</td>
<td>:08 :08</td>
<td>:18 :58</td>
<td>:53 :53</td>
<td></td>
</tr>
<tr>
<td>:09</td>
<td>:09 :09</td>
<td>:19 :59</td>
<td>:54 :54</td>
<td></td>
</tr>
<tr>
<td>:10</td>
<td>:10 :10</td>
<td>:20 :00</td>
<td>:55 :55</td>
<td></td>
</tr>
<tr>
<td>:11</td>
<td>:11 :11</td>
<td>:21 :01</td>
<td>:56 :56</td>
<td></td>
</tr>
<tr>
<td>:12</td>
<td>:12 :12</td>
<td>:22 :02</td>
<td>:57 :57</td>
<td></td>
</tr>
<tr>
<td>:15</td>
<td>:15 :15</td>
<td>:25 :05</td>
<td>:00 :00</td>
<td></td>
</tr>
<tr>
<td>:16</td>
<td>:16 :16</td>
<td>:26 :06</td>
<td>:01 :01</td>
<td></td>
</tr>
<tr>
<td>:17</td>
<td>:17 :17</td>
<td>:27 :07</td>
<td>:02 :02</td>
<td></td>
</tr>
<tr>
<td>:18</td>
<td>:18 :18</td>
<td>:28 :08</td>
<td>:03 :03</td>
<td></td>
</tr>
<tr>
<td>:20</td>
<td>:20 :20</td>
<td>:30 :10</td>
<td>:05 :05</td>
<td></td>
</tr>
<tr>
<td>:26</td>
<td>:26 :26</td>
<td>:36 :16</td>
<td>:11 :11</td>
<td></td>
</tr>
<tr>
<td>:30</td>
<td>:30 :30</td>
<td>:40 :20</td>
<td>:15 :15</td>
<td></td>
</tr>
<tr>
<td>:34</td>
<td>:34 :34</td>
<td>:44 :24</td>
<td>:19 :19</td>
<td></td>
</tr>
<tr>
<td>:35</td>
<td>:35 :35</td>
<td>:45 :25</td>
<td>:20 :20</td>
<td></td>
</tr>
<tr>
<td>:36</td>
<td>:36 :36</td>
<td>:46 :26</td>
<td>:21 :21</td>
<td></td>
</tr>
<tr>
<td>:44</td>
<td>:44 :44</td>
<td>:54 :34</td>
<td>:29 :29</td>
<td></td>
</tr>
<tr>
<td>:45</td>
<td>:45 :45</td>
<td>:55 :35</td>
<td>:30 :30</td>
<td></td>
</tr>
<tr>
<td>:50</td>
<td>:50 :50</td>
<td>:60 :40</td>
<td>:35 :35</td>
<td></td>
</tr>
</tbody>
</table>
50% Extended Time Section Timing Chart for the PSAT 10

**NOTE:** All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 90-minute section (Section 1)</th>
<th>For a 53-minute section (Section 2)</th>
<th>For a 38-minute section (Section 3)</th>
<th>For a 68-minute section (Section 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>:00 :45</td>
<td>:45 :45</td>
<td>:53 :38</td>
<td>:34 :34</td>
</tr>
<tr>
<td>10:06</td>
<td>:06 :51</td>
<td>:51 :59</td>
<td>:00 :45</td>
<td>:40 :42</td>
</tr>
<tr>
<td>10:07</td>
<td>:07 :52</td>
<td>:52 :01</td>
<td>:01 :46</td>
<td>:41 :42</td>
</tr>
<tr>
<td>10:11</td>
<td>:11 :56</td>
<td>:56 :05</td>
<td>:05 :50</td>
<td>:45 :45</td>
</tr>
<tr>
<td>10:15</td>
<td>:15 :00</td>
<td>:00 :09</td>
<td>:09 :54</td>
<td>:49 :49</td>
</tr>
<tr>
<td>10:17</td>
<td>:17 :02</td>
<td>:02 :11</td>
<td>:11 :56</td>
<td>:51 :51</td>
</tr>
<tr>
<td>10:36</td>
<td>:36 :21</td>
<td>:21 :30</td>
<td>:30 :15</td>
<td>:70 :70</td>
</tr>
<tr>
<td>10:41</td>
<td>:41 :26</td>
<td>:26 :35</td>
<td>:35 :20</td>
<td>:75 :75</td>
</tr>
</tbody>
</table>
Section Timing Chart for the PSAT 10, Standard Time with Extra Breaks

**NOTE:** All times are “minutes after the hour.”

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 60-minute section (Section 1) 30 mins. - break - 30 mins.</th>
<th>For a 35-minute section (Section 2) 30 mins. - break - 30 mins.</th>
<th>For a 25-minute section (Section 3) 30 mins. - break - 30 mins.</th>
<th>For a 45-minute section (Section 4) 35 mins. - break - 35 mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:30 :30</td>
<td>:35 :25</td>
<td>:30 :23</td>
<td>:25 :22</td>
</tr>
<tr>
<td>:05</td>
<td>:35 :35</td>
<td>:40 :30</td>
<td>:35 :28</td>
<td>:30 :27</td>
</tr>
<tr>
<td>:10</td>
<td>:40 :40</td>
<td>:45 :35</td>
<td>:40 :33</td>
<td>:35 :32</td>
</tr>
<tr>
<td>:15</td>
<td>:45 :45</td>
<td>:50 :40</td>
<td>:45 :38</td>
<td>:40 :37</td>
</tr>
</tbody>
</table>
Completing the 2017 PSAT 10 Nonstandard Administration Report (NAR)

Your school’s SSD Coordinator should have gone to SSD Online to create and print the NAR that lists the names and SSD Codes of your students who are approved for accommodations. If you have additional students who have been approved by the College Board and can test with the materials you have available, your school’s SSD Coordinator should create and print an additional NAR and attach it to the original report. Follow the instructions provided on the NAR for completing it. Please note that students cannot test with accommodations unless they are approved prior to test day. An answer sheet submitted with an eligibility request form will not be scored.

If your school’s SSD Coordinator cannot print the up-to-date NAR from SSD Online, or you need to add students who test at, but do not attend, your school, you may use the blank form below. Copy it as needed.

### PSAT™ 10

**Services for Students with Disabilities (SSD)**  
**PSAT 10 Nonstandard Administration Report (NAR)**

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided. (See the next section of this Supervisor Manual for more detailed return instructions.)

<table>
<thead>
<tr>
<th>School Code: ____________________</th>
<th>School Name: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s Name: ____________________</td>
<td>Title: ____________________</td>
</tr>
<tr>
<td>Telephone Number: ___________</td>
<td>Fax Number: ___________</td>
</tr>
<tr>
<td>Supervisor’s Signature: ____________________</td>
<td></td>
</tr>
<tr>
<td>Student’s Name: ____________________</td>
<td>Grade: ____________________</td>
</tr>
</tbody>
</table>
| SSD Code: ____________________ | Administration Date: _______ / _______ / _______
| College Board Approved Accommodation(s) ____________________ |
| Student’s Name: ____________________ | Grade: ____________________ |
| SSD Code: ____________________ | Administration Date: _______ / _______ / _______
| College Board Approved Accommodation(s) ____________________ |
| Student’s Name: ____________________ | Grade: ____________________ |
| SSD Code: ____________________ | Administration Date: _______ / _______ / _______
| College Board Approved Accommodation(s) ____________________ |
| Student’s Name: ____________________ | Grade: ____________________ |
| SSD Code: ____________________ | Administration Date: _______ / _______ / _______
| College Board Approved Accommodation(s) ____________________ |
After the Test

Return Materials Immediately

Return applicable materials immediately, including answer sheets, but no later than the next school day after the test administration. **Failure to return answer sheets promptly may delay score reports for your students.** School and district reporting may also be delayed. If you administered multiple assessments (e.g., PSAT 10 and PSAT 8/9), return the material for each individual assessment separately as instructed. Be sure to check the packaging label to confirm you are sending the PSAT 10 material to the correct address.

If you placed more than one order of PSAT 10 materials for multiple dates, return materials after each testing session has been completed. If you placed a single order of PSAT 10 materials, return all the materials after the last date of testing, in a single shipment.

⚠️ **Do not return photocopied answer sheets to the College Board for scoring. Photocopied answer sheets may not be scored.**

Checklists to Organize Your Materials

Only return answer sheets that contain answers. Discard blank answer sheets and answer sheets for students who completed identifying information but did not test.

A. **Count used answer sheets for all test-takers.**

You will need this information to fill in boxes 6-9 on your Supervisor’s Report Form (SRF) (see “B. Complete forms,” in the next column).

**NOTE:** As you are counting, **take a moment to ensure students have filled in the correct circles for name and grade level, and for students from other schools, the school code. This is essential to receive correct reports and for third-party billing, when applicable.**

- Used standard answer sheets for students from your school __________
- Used standard answer sheets for students not from your school, including home-schooled students __________ (for box 6 on the SRF)

☐ Used answer sheets, including transcribed answer sheets (see below) for nonstandard test-takers __________ (set aside these answer sheets for placing in the Nonstandard Administration Envelope)

**TOTAL** number of used answer sheets returned for scoring.

_____________ (for box 9 on the SRF)

⚠️ **You must return one, and only one, answer sheet for each student unless noted on the NAR or on the SIR (e.g., misplaced answers).**

**Important Notes About Answer Sheets for Nonstandard Test-takers:**
- Students approved to write their answers in the test book must have their answers transcribed by a staff member to a machinescannable answer sheet. Clip the answer sheet to the test book.
- All students whose answer sheets are returned in the Nonstandard Administration Envelope will be considered to have used accommodations.
- Do not include the answer sheets of home-schooled students or students from other schools in the Nonstandard Administration Envelope unless they tested with approved accommodations.

B. **Complete forms.**

- **SRF:** Please complete the report entirely, including signature, with a No. 2 pencil. **DO NOT USE INK.**
  - A signature on the SRF certifies that your school administered the test properly.
  - Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.
- **Nonstandard Administration Report (NAR)** created and printed by the SSD Coordinator through SSD Online.
  - Complete the NAR.
  - Set aside answer sheets of students listed on the NAR, including students from other schools.
Used Answer Sheets and Forms

Assemble and pack materials 1–4 in the sequence shown.

1. **Answer sheets**
   (for standard administration)
   See box at right for details

2. **White Nonstandard Administration Envelope**
   Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the White Nonstandard Administration Envelope.

3. **Gray Envelope**
   Include only materials listed to the right in this envelope. If you do not have any of these materials, do not return the Gray Envelope.

4. **Supervisor’s Report Form**

---

**Gray Envelope**
Include:
- Defective test books, if any
- SIR(s) if any

**Nonstandard Administration Envelope**
Include:
- Nonstandard Administration Report (NAR)
- Large-block and machine-scannable answer sheets for students listed on the NAR
- Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet where you transcribed the student’s answers
- Scratch paper, computer or braille pages; clip to corresponding answer sheets
- Defective test books for students listed on the NAR; clip to corresponding answer sheets

---

**Answer Sheets**
(for standard administration)
- For students listed on the SIR (unless instructed to destroy)
- For standard test takers from your school, as well as students from other schools and home-schooled students

---

**Prelabeled Shipping Box**

- Use the prelabeled courier return box(es) that came with your test materials.
- Keep answer sheets flat; do not damage the edges or use rubber bands, tape, or staples. Do not wrap them in anything and do not include filler or additional packing materials.

---

**UPS Return Label**
Print your school name, school code, and full address.
Print this box number and total number of boxes being sent (e.g., Box 1 of 2).
☐ SIR(s), if any (to describe your handling of irregularities as noted in the Irregularity Chart on page 14).

- Review and sign any SIRs submitted by your testing room staff.
- Be sure to return any completed SIRs with your answer sheets.

C. Pack the answer sheets and related materials in the provided prelabeled courier box(es), as follows.

See the “Returning Used Answer Sheets and Forms” diagram (page 48) for packing instructions. Please pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

Top of stack:

- Supervisor’s Report Form (SRF) (must be completed in pencil and signed)
- Gray Envelope, if applicable, including:
  - Defective standard test books, if any
  - SIRs, if any

Middle of stack:

- White Nonstandard Administration Envelope, if any:
  - Nonstandard Administration Report (NAR)
  - Answer sheets (large-block) for students listed on the NAR
  - Answer sheets (machine-scannable) for students listed on the NAR
  - Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet on which you transcribed the student’s answers
  - Scratch paper, computer or braille pages; clip to corresponding answer sheets
  - Defective test books for students listed on the NAR; clip to corresponding answer sheets

Bottom of stack:

- Answer sheets (for standard administration) in the following order:
  - Answer sheets for students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart)
  - Standard answer sheets for students from YOUR school
  - Standard answer sheets for students from other schools, and home-schooled students

D. Return Answer Sheets following these mailing directions:

- Insert all used answer sheets and related items into the prelabeled courier box(es) provided. (See above.)
- Fill in the information requested on the label(s).
- Arrange for packages to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.
- If UPS does not make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
- Write down your UPS package tracking number(s) in the space provided on your first Seating Chart located on the back page of this manual.
- If UPS is not 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.

NOTE: Schools outside the U.S. should follow the instructions enclosed with test shipments.

Using the prelabeled courier box(es) provided with your PSAT 10 test materials is the only way to ensure that your answer sheets will be correctly returned and processed. If you must use another courier, return materials to:

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

Checklist to Submit Payment

A. Once you have returned your test materials, complete the paperwork for submitting payment.

- Sign in to collegeboard.org/school and create your Remittance Report.
- The site will automatically calculate the payment for you.
- Review a preview copy of the Remittance Report to ensure the information you entered is correct.
- Print two copies of the report — one to mail with your payment and one for your files.
NOTE: Schools without Internet access that ordered PSAT 10 test materials by phone should use the “Remittance Report for Schools Without Internet Access” form on page 54. All other schools use the online Remittance Report.

B. Enclose appropriate payment per your Remittance Report. Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible.

NOTE: Schools outside the U.S. (except U.S. Territories and Canada) will be charged a $4 shipping surcharge for each test book ordered.

☐ Check or money order payable to “College Entrance Examination Board”; include school code number. (Send a single check or money order; do not send individual checks for each student.)

☐ Purchase order; include school code number. The PSAT 10 federal ID number is 13-1623965.

☐ Explanation of payment by an outside source (for example, school district office or State Department of Education). Advise the office that will be paying some or all of your fees to include your school code number on its check, money order, or purchase order. Once answer sheets have been processed, the College Board may reach out if there is a discrepancy between what was processed and what was remitted.

☐ Schools outside the United States: Pay test fees in U.S. dollars, without deducting any exchange fee, by either International Money Order or a check drawn on a U.S. bank.

C. Mail the Remittance Report and payment in the remittance envelope provided. Do not enclose the Remittance Report or payment with answer sheets. If the envelope has been lost, mail payment to: PSAT 10, 12192 Collection Center Drive, Chicago, IL 60693. (Note: Use this address for initial payments only; future payments should be sent to the address on the invoice.)

☐ Some states provide special instructions to supervisors about submitting fees. Please follow any such state-specific instructions received from your State Department of Education.

☐ If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student’s answer sheet to be sure that the grade level is appropriately filled in. Your school is responsible for students who fill in their grade level incorrectly.

Storing Test Books

☐ Immediately after the test administration (unless otherwise instructed):

☐ Organize test books to facilitate return to students with their score reports.

☐ Make sure that no answer sheets have been put in test books.

☐ Place all used and unused test books (including those used by students from other schools) in locked storage.

☐ Destroy all unused answer sheets.

Receiving Score Reports

Online Scores

You and your students will have access to scores online six to eight weeks after your answer sheets are received for scoring. Beyond the scores, teachers and students will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students’ answers compared with the rest of the nation. Students will receive their percentile rank, comparing their performance to the performance of students across the country. In addition, students will have access to other helpful interpretative information about their performance. Providing both numerical and content-based interpretations of student performance not only better defines what students know and can do but also helps students and teachers identify the knowledge and skills to focus on next to increase achievement.

Paper Score Reports

One paper copy of each student’s report will be mailed to the school principal six to eight weeks after answer sheets are received for processing. Access codes will be provided on the paper reports. Educators also will have an online dashboard to help them share scores with students, along with instructions and recommendations for doing so. To track your score report shipment, go to collegeboard.org/school.

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.
Score reporting may be delayed for a number of reasons including these common errors:

- the number of used answer sheets received does not agree with the number of students tested that was entered on the Supervisor’s Report;
- supervisor fails to grid the correct school code on the Supervisor’s Report or neglects to sign it in pencil; or
- school has not responded to a query from ETS regarding a testing irregularity.

Please make sure that students fill out their answer sheets correctly and that the information on the Supervisor’s Report is complete and correct.

### Appropriate Uses of Scores and Reports

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

### Protecting Student Privacy

The College Board makes every effort to protect a student’s privacy. When a student takes a College Board assessment such as the PSAT 10 they have a choice to “opt in” to Student Search Service. If the student says yes, this enables the College Board to provide that student’s basic information to eligible colleges and universities, scholarship programs, and certain higher education enrichment opportunities.

While the College Board recommends that students take advantage of our free and low cost practice tools in order to help them do their best on test day, it is our strict policy NOT to sell student information to test preparation companies, nor are such companies affiliated with the College Board.

- To read our recommended precautions if your students receive unsolicited calls from persons identifying themselves as belonging to a test preparation company, see the *PSAT 10 Student Guide*.

- To learn more about our Student Search Service policy, go to [student.collegeboard.org/student-search-service](https://student.collegeboard.org/student-search-service).

- Khan Academy and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. No information about work that students engage in will be shared without their explicit permission. No personally identifiable information is being shared between Khan Academy and College Board.

Students who choose to connect their Khan Academy and College Board accounts will benefit from additional personalization possible through the use of their actual PSAT 10 results, but this linking is entirely student-driven, can be severed at any time, and does not involve the transfer of any personally identifiable information.
Codes for Countries or Regions Outside the U.S. States/Territories
(for students filling out Section 6 of the answer sheet; see sample below)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Aaland Islands</td>
<td>113</td>
<td>Central African Republic</td>
<td>234</td>
<td>Guinea-Bissau</td>
</tr>
<tr>
<td>001</td>
<td>Afghanistan</td>
<td>114</td>
<td>Chad</td>
<td>235</td>
<td>Guyana</td>
</tr>
<tr>
<td>003</td>
<td>Albania</td>
<td>115</td>
<td>Chile</td>
<td>240</td>
<td>Haiti</td>
</tr>
<tr>
<td>005</td>
<td>Algeria</td>
<td>457</td>
<td>China, People’s Republic of</td>
<td>597</td>
<td>Holy See (Vatican City)</td>
</tr>
<tr>
<td>008</td>
<td>Andorra</td>
<td></td>
<td></td>
<td>245</td>
<td>Honduras</td>
</tr>
<tr>
<td>010</td>
<td>Angola</td>
<td></td>
<td></td>
<td>250</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>011</td>
<td>Anguilla</td>
<td></td>
<td></td>
<td>251</td>
<td>Hungary</td>
</tr>
<tr>
<td>012</td>
<td>Antigua and Barbuda</td>
<td></td>
<td></td>
<td>255</td>
<td>Iceland</td>
</tr>
<tr>
<td>015</td>
<td>Argentina</td>
<td></td>
<td></td>
<td>260</td>
<td>India</td>
</tr>
<tr>
<td>016</td>
<td>Armenia</td>
<td></td>
<td></td>
<td>265</td>
<td>Indonesia</td>
</tr>
<tr>
<td>017</td>
<td>Aruba</td>
<td></td>
<td></td>
<td>270</td>
<td>Iran</td>
</tr>
<tr>
<td>020</td>
<td>Australia</td>
<td></td>
<td></td>
<td>273</td>
<td>Iraq</td>
</tr>
<tr>
<td>025</td>
<td>Austria</td>
<td></td>
<td></td>
<td>275</td>
<td>Ireland</td>
</tr>
<tr>
<td>029</td>
<td>Azerbaijan</td>
<td></td>
<td></td>
<td>277</td>
<td>Isle of Man</td>
</tr>
<tr>
<td>035</td>
<td>Bahamas, The</td>
<td>120</td>
<td>Colombia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>040</td>
<td>Bahrain</td>
<td>122</td>
<td>Comoros</td>
<td></td>
<td></td>
</tr>
<tr>
<td>045</td>
<td>Bangladesh</td>
<td>630</td>
<td>Congo, Democratic Republic of (Kinshasa)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>050</td>
<td>Barbados</td>
<td>125</td>
<td>Congo, Republic of (Brazzaville)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>054</td>
<td>Belarus</td>
<td>126</td>
<td>Cook Islands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>055</td>
<td>Belgium</td>
<td>130</td>
<td>Costa Rica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>056</td>
<td>Belize</td>
<td>290</td>
<td>Côte d’Ivoire (former Ivory Coast)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>058</td>
<td>Benin</td>
<td>133</td>
<td>Croatia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>060</td>
<td>Bermuda</td>
<td>135</td>
<td>Cuba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>065</td>
<td>Bhutan</td>
<td>665</td>
<td>Curacao</td>
<td></td>
<td></td>
</tr>
<tr>
<td>069</td>
<td>Bosnia and Herzegovina</td>
<td>140</td>
<td>Cyprus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>070</td>
<td>Botswana</td>
<td>142</td>
<td>Czech Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>076</td>
<td>Brazil</td>
<td>150</td>
<td>Denmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>077</td>
<td>British Virgin Islands</td>
<td>153</td>
<td>Djibouti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>081</td>
<td>Brunei</td>
<td>154</td>
<td>Dominica</td>
<td></td>
<td></td>
</tr>
<tr>
<td>085</td>
<td>Bulgaria</td>
<td>155</td>
<td>Dominican Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>593</td>
<td>Burkina Faso</td>
<td>165</td>
<td>Ecuador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>090</td>
<td>Burma (Myanmar)</td>
<td>170</td>
<td>Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>092</td>
<td>Burundi</td>
<td>175</td>
<td>El Salvador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>307</td>
<td>Cambodia</td>
<td>180</td>
<td>England</td>
<td></td>
<td></td>
</tr>
<tr>
<td>095</td>
<td>Cameroon</td>
<td>183</td>
<td>Equatorial Guinea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>182</td>
<td>Eritrea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>184</td>
<td>Estonia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>185</td>
<td>Ethiopia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>187</td>
<td>Faeroe Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>190</td>
<td>Fiji</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>195</td>
<td>Finland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>France</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>203</td>
<td>French Guiana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>202</td>
<td>French Polynesia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>204</td>
<td>Gabon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>205</td>
<td>Gambia, The</td>
<td></td>
<td>208</td>
<td>Georgia, The</td>
</tr>
<tr>
<td></td>
<td>206</td>
<td>Gambia, The</td>
<td></td>
<td>209</td>
<td>Georgia, The</td>
</tr>
<tr>
<td></td>
<td>210</td>
<td>Germany</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>215</td>
<td>Ghana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>217</td>
<td>Gibraltar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>220</td>
<td>Greece</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>225</td>
<td>Greenland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>227</td>
<td>Grenada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>228</td>
<td>Guadeloupe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>230</td>
<td>Guatemala</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>233</td>
<td>Guinea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>234</td>
<td>Guinea-Bissau</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>235</td>
<td>Guyana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>Haiti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>245</td>
<td>Holy See (Vatican City)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>250</td>
<td>Hong Kong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>251</td>
<td>Hungary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>255</td>
<td>Iceland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>260</td>
<td>India</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>265</td>
<td>Indonesia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>270</td>
<td>Iran</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>273</td>
<td>Iraq</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>275</td>
<td>Ireland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>277</td>
<td>Isle of Man</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>280</td>
<td>Israel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>285</td>
<td>Italy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>295</td>
<td>Jamaica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>300</td>
<td>Japan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>305</td>
<td>Jordan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>308</td>
<td>Kazakhstan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>310</td>
<td>Kenya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>312</td>
<td>Kiribati</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>314</td>
<td>Korea, North (DPR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>315</td>
<td>Korea, South (ROK)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>686</td>
<td>Kosovo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>320</td>
<td>Kuwait</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>323</td>
<td>Kyrgyzstan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>325</td>
<td>Laos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>328</td>
<td>Latvia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>330</td>
<td>Lebanon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>333</td>
<td>Lesotho</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>335</td>
<td>Liberia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>340</td>
<td>Libya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>343</td>
<td>Liechtenstein</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>344</td>
<td>Lithuania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>345</td>
<td>Luxembourg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>347</td>
<td>Macau</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>348</td>
<td>Macedonia, The Former Yugoslav Republic of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>350</td>
<td>Madagascar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>355</td>
<td>Malawi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>360</td>
<td>Malaysia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>361</td>
<td>Maldives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>363</td>
<td>Mali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>365</td>
<td>Malta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>368</td>
<td>Marshall Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>366</td>
<td>Martinique</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>369</td>
<td>Mauritania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>370</td>
<td>Mauritius</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>375</td>
<td>Mexico</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>107</td>
<td>Micronesia, Federated States of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>377</td>
<td>Midway Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>376</td>
<td>Moldova</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>378</td>
<td>Monaco</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>379</td>
<td>Mongolia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>383</td>
<td>Montenegro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>381</td>
<td>Montserrat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>380</td>
<td>Morocco</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>385</td>
<td>Mozambique</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>388</td>
<td>Namibia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>386</td>
<td>Nauru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>387</td>
<td>Nepal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>390</td>
<td>Netherlands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>396</td>
<td>New Caledonia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>405</td>
<td>New Zealand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>420</td>
<td>Nicaragua</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>425</td>
<td>Niger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>430</td>
<td>Nigeria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>Niue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>434</td>
<td>Northern Ireland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>435</td>
<td>Norway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>443</td>
<td>Oman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>445</td>
<td>Pakistan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>447</td>
<td>Palau</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>611</td>
<td>Palestine, State of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>450</td>
<td>Panama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>451</td>
<td>Papua New Guinea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>455</td>
<td>Paraguay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>460</td>
<td>Peru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>465</td>
<td>Philippines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>470</td>
<td>Poland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>475</td>
<td>Portugal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>477</td>
<td>Qatar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>482</td>
<td>Reunion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>483</td>
<td>Romania</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>484</td>
<td>Russia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>487</td>
<td>Rwanda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>488</td>
<td>Saint Kitts and Nevis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>521</td>
<td>Saint Lucia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>522</td>
<td>Saint Vincent and the Grenadines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>620</td>
<td>Samoa (former Western Samoa)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>489</td>
<td>Sao Tome and Principe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>490</td>
<td>Saudi Arabia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>495</td>
<td>Scotland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>497</td>
<td>Senegal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>499</td>
<td>Serbia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>498</td>
<td>Seychelles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>Sierra Leone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>505</td>
<td>Singapore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>678</td>
<td>Sint Maarten (Dutch Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>503</td>
<td>Slovakia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>504</td>
<td>Slovenia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>506</td>
<td>Solomon Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>507</td>
<td>Somalia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>510</td>
<td>South Africa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>515</td>
<td>Spain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>520</td>
<td>Sri Lanka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>525</td>
<td>Sudan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>527</td>
<td>Suriname</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CANADA**
650 Alberta
651 British Columbia
653 Manitoba
654 New Brunswick
643 Newfoundland
644 Northwest Territories
645 Nova Scotia
652 Nunavut
646 Ontario
647 Prince Edward Island
648 Quebec
649 Saskatchewan
626 Yukon Territory

<table>
<thead>
<tr>
<th>Code</th>
<th>Country</th>
<th>Code</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>Cape Verde</td>
<td>110</td>
<td>Cayman Islands</td>
</tr>
</tbody>
</table>

**UNITED KINGDOM**
180 England
277 Isle of Man
434 Northern Ireland
495 Scotland
610 Wales

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Dutch Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>503</td>
<td>Slovakia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>504</td>
<td>Slovenia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>Solomon Islands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>507</td>
<td>Somalia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>South Africa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>515</td>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>Sri Lanka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>525</td>
<td>Sudan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>527</td>
<td>Suriname</td>
<td></td>
<td></td>
</tr>
<tr>
<td>595</td>
<td>Uruguay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>594</td>
<td>Uzbekistan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>596</td>
<td>Vanuatu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>Venezuela</td>
<td></td>
<td></td>
</tr>
<tr>
<td>605</td>
<td>Vietnam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>Wales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>623</td>
<td>Yemen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>635</td>
<td>Zambia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>480</td>
<td>Zimbabwe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**School Field**

The School field has been updated this year. The changes are reflected in the scripting provided for test day. This overview will give you and your associate supervisors additional background on how the field should be filled out by students who attend your school; students who may be visiting from other schools; and home-schooled students. The applicable homeschool code will be applied for any students that grid, “No, I am homeschooled,” based on the address the student grids on the answer sheet.

**IMPORTANT:** The school code you grid on the Supervisor Report will be used for all students that fill in the “Yes” circle for box 21. Make sure you grid the correct code on the form. Mistakes may lead to score reporting delays and billing issues.

---

A. **Students testing in the schools they regularly attend**, fill in the “Yes” circle on their answer sheet for this question. No further information is needed.

B. **Homeschooled students** fill in the “No, I am homeschooled” circle. No further information is needed.

C. **Students being hosted from nearby schools** fill in the circle marked “No, the name, location, and code of the school I regularly attend is:” and write in the information for their school in the lines provided. These students will also need to grid the School Code for the school they regularly attend in the field provided.

⚠️ Please ensure that students from other schools complete the school field properly, to ensure delivery of scores.

---

![School Field Image](image-url)
# Remittance Report for Schools Without Internet Access

**Keep your Shipping Notice:** You will need it to fill out this report.

This form is only for use by schools without Internet access. All other schools must go to collegeboard.org/school to automatically calculate and create their Remittance Report. **Once testing has completed:**

1. Complete the form below. Refer to boxed information in upper right side of final Shipping Notice to confirm number of tests ordered (line A below).

2. Attach a check or money order (payable to College Entrance Examination Board) or purchase order. To ensure proper credit of payment, indicate your school code number on the check or purchase order.

3. Send Remittance Report and payment in the remittance envelope (provided with your test shipment). See “After the Test” (page 47).

<table>
<thead>
<tr>
<th>(A) Number of standard tests ordered</th>
<th>(B) Number of standard tests borrowed from other school(s), if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Number of standard tests borrowed from other school(s), if applicable</td>
<td></td>
</tr>
<tr>
<td>Schools borrowed from</td>
<td></td>
</tr>
<tr>
<td>(C) Number of standard tests loaned to other school(s), if applicable</td>
<td></td>
</tr>
<tr>
<td>Schools loaned to</td>
<td></td>
</tr>
<tr>
<td>(D) Total number of standard test books ($A + B - C$)</td>
<td></td>
</tr>
<tr>
<td>(E) Total number of nonstandard tests ordered (excludes large block A/S, Braille Graphs &amp; Figures, and Reader’s Script)</td>
<td></td>
</tr>
<tr>
<td>(F) Total number of test books ($D + E$)</td>
<td></td>
</tr>
<tr>
<td>(G) Total number of answer sheets returned for scoring ($H + I + J + K$)</td>
<td></td>
</tr>
<tr>
<td>(H) 10th grade answer sheets</td>
<td></td>
</tr>
<tr>
<td>(I) 9th grade answer sheets</td>
<td></td>
</tr>
<tr>
<td>(J) 8th grade answer sheets</td>
<td></td>
</tr>
<tr>
<td>(K) Other grade answer sheets</td>
<td></td>
</tr>
<tr>
<td>(L) Number of students tested at your school whose fees are being billed to the district/state contracts</td>
<td></td>
</tr>
</tbody>
</table>

(M) Number of students tested at your school whose fees will be billed to an educational entity other than the district/state

Name(s) of other paying educational entity |

(N) Total number of students exempt from school’s bill remittance ($L + M$) |

(O) Total number of students for whom fees are included ($G - N$) |

(P) Number of unused tests ($F - G$) |

(Fee is waived for grades covered by EPP contracts. Fees are applied to the school or district, depending on who placed the order) |

(Q) Free unused tests (20% of line F: minimum of 10) |

(R) Over order fee ([P - Q] x $4.00) |

(S) Fees for shipping surcharge for schools outside of the U.S. |

(Does not apply to schools in U.S. territories or Canada) ([A + E] x $4.00). |

(T) Total fees for students ($O x $15.00) |

(U) TOTAL AMOUNT DUE ($R + S + T) |

---

School: ____________________________
City: ____________________________
Name: ____________________________
Title: ____________________________
Signature: _________________________

School Code: ____________________________
State or Country: ____________________________
Phone Number: ____________________________
Purchase Order No. (if applicable): ____________________________
Date: ____________________________

54
### PSAT™ 10

- Use a No. 2 pencil only. Print the requested information in the boxes for each item.
- Fill in the matching circle below what you write in each box. Erase errors completely.

### NAME

Enter your legal name, including hyphens, apostrophes, and spaces. Enter your middle initial if you have one. Omit “Jr.” or “III.”

<table>
<thead>
<tr>
<th>Last Name (Family Name) - first 35 letters</th>
<th>First Name - first 20 letters</th>
<th>M.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

© 2016 The College Board. College Board, Advanced Placement, AP, and Student Search Service are registered trademarks of the College Board. PSAT is a trademark owned by the College Board.
**HOME ADDRESS**
- To show a space, leave a blank box and fill in a blank circle.
- See address abbreviations below, if needed.
- If your address contains a fraction (e.g., 5 1/2), write it like this

<table>
<thead>
<tr>
<th>2 STREET ADDRESS (include apartment number, if applicable)</th>
<th>3 CITY</th>
<th>4 STATE</th>
<th>5 ZIP OR POSTAL CODE</th>
</tr>
</thead>
</table>

| 6 COUNTRY CODE | Complete if your address is outside of the U.S. states/territories listed in Section 4. |

**STREET ADDRESS ABBREVIATIONS**
- Apartment APT
- Avenue AVE
- Boulevard BLVD
- Circle CIR
- Court CT
- Drive DR
- East E
- Expressway EXPY
- First 1ST
- Fort FT
- Fourth 4TH
- Heights HTS
- Highway HWY
- Mount MT
- North N
- Northeast NE
- Northwest NW
- Park Park
- Parkway Pk
- Place PL
- Post Office PO
- Road RD
- Route RT
- Second 2ND
- South S
- Southeast SE
- Southwest SW
- Square SQ
- Street ST
- Terrace TER
- Third 3RD
- West W
# COURSE TAKING QUESTIONS

## 7a. MATH
Indicate which math courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement® (AP®), or dual enrollment course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>Before 9th Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Honors</th>
<th>AP</th>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Math Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Math Course(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 7b. ENGLISH/LANGUAGE ARTS
Indicate which English/language arts courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement (AP), or dual enrollment course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>Before 9th Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Honors</th>
<th>AP</th>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other English Course(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 7c. SCIENCE
Indicate which science courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement (AP), or dual enrollment course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>Before 9th Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Honors</th>
<th>AP</th>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Science Course(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 7d. SOCIAL STUDIES
Indicate which social studies courses you have taken or plan to take and the grade in which you took them or plan to take them. Also indicate whether you have taken an honors, Advanced Placement (AP), or dual enrollment course.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>None</th>
<th>Before 9th Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Honors</th>
<th>AP</th>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government or Civics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Social Studies Course(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QUESTIONS TO HELP THE COLLEGE BOARD HELP YOU

Your answers to the following questions will help the College Board ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state. If you are participating in Student Search Service® your information may also be shared with colleges, scholarship programs, and other educational organizations.

#### 8 STUDENT SEARCH SERVICE®

Some colleges, scholarship programs, and nonprofit education organizations may request information you supply to us in order to inform you of educational opportunities and financial aid.

Would you like us to supply your information for these purposes?

- Yes
- No

If you do not answer and previously opted in to participate in this service, we will continue providing your information.

#### 9 RACIAL/ETHNIC GROUP

Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races. (You may mark all that apply.)

9a. Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Cuban
- Yes, Mexican
- Yes, Puerto Rican
- Yes, another Hispanic, Latino, or Spanish origin

9b. What is your race?

- American Indian or Alaska Native
- Asian (including Indian subcontinent and Philippines origin)
- Black or African American (including Africa and Afro-Caribbean origin)
- Native Hawaiian or other Pacific Islander
- White (including Middle Eastern origin)

#### 10 LANGUAGE BACKGROUND

10a. What language did you learn to speak first? (Mark only one.)

- English only
- English and another language
- Another language

10b. What language do you know best? (Mark only one.)

- English only
- English and another language about the same
- Another language

#### 11 RELIGION

Mark all that apply.

- I have a parent/guardian who is on Active Duty in the U.S. Military
- I have a parent/guardian who is in the National Guard or the Reserves
- Neither of my parents/guardians have a current military connection

#### 12 COLLEGE MAJOR

Select a code as instructed by the testing staff in your room.

#### 13 GRADE AVERAGE

Cumulative high school average for all academic subjects. (Mark only one.)

- A+ (97–100)
- A (93–96)
- A- (90–92)
- B+ (87–89)
- B (83–86)
- B- (80–82)

- C+ (77–79)
- C (73–76)
- C- (70–72)
- D+ (67–69)
- D (65–66)
- E or F (below 65)

#### 14 PARENT’S HIGHEST LEVEL OF EDUCATION

Tell us the highest level of education of your parent/guardian. If you have two parents/guardians, indicate the level of education for your other parent/guardian in the second column.

- Mother or female guardian
- Father or male guardian
- Grade school
- Some high school
- High school diploma or equivalent
- Vocational or trade school
- Some college
- Associate or two-year degree
- Bachelor’s or four-year degree
- Some graduate or professional school
- Graduate or professional degree

- Mother or female guardian
- Father or male guardian
- Grade school
- Some high school
- High school diploma or equivalent
- Vocational or trade school
- Some college
- Associate or two-year degree
- Bachelor’s or four-year degree
- Some graduate or professional school
- Graduate or professional degree

#### 15 MILITARY RELATION

Mark all that apply.
CERTIFICATION STATEMENT

Copy the statement below and officially sign your name (and by signing, you agree to the provisions indicated in the statement).

I hereby agree to the terms set forth in the guidelines and regulations and certify that I am the person whose name, address, and signature appear on this answer sheet.

Student Signature

Student Printed Name

Date

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

You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

CAUTION  Grid answers for the remainder of Section 3 below, as directed in your test book.

Student-Produced Responses  ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.
Reminder: If you erase, do so completely.

**CAUTION**

**Grid answers for the remainder of Section 4 below, as directed in your test book.**

**Student-Produced Responses**

ONLY ANSWERS THAT ARE GRIDDED WILL BE SCORED. YOU WILL NOT RECEIVE CREDIT FOR ANYTHING WRITTEN IN THE BOXES.

**SPECIAL QUESTIONS**

1
2
3
4
5
6
7
8
Distribution of PSAT 10 Materials

Associate Supervisor Name ________________________________

School Name ____________________________ Room Code ________ School Code _________________

Type of seating chart: Single chart _____ OR Section _____ of _____ sections in large testing room.

Seating Chart

Use the diagram below to indicate how test books were distributed in your testing room. Proctors assisting the supervisor may complete the seating chart(s).

1. For large rooms, use a separate form for each area of the room and indicate where areas abut each other.
2. Indicate the position of the supervisor’s desk or table if it is not at the front of the room.
3. Indicate the location of the entrance doors.
4. Draw a boundary line around the group of seats occupied in the room or your assigned area.
5. Draw a large X to cross out any unused area outside the boundary. Draw an X through any unused seats within the boundary.
6. For each occupied seat, write the name or initials of the student assigned to that seat.
7. For each row, draw directional arrows to indicate the direction in which the books were distributed.
8. If any test-taker is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the test-taker was moved and complete a Supervisor’s Irregularity Report explaining the reason for the change.

PSAT 10 Coordinator

- On the first seating chart, record your Answer Sheet tracking information in the space provided.
- Keep all seating charts for at least six months.

Sample Seating Chart

Print the name and title of the person completing this seating chart below:

Name: ________________________________
Title: ________________________________
Date: ________________________________

Answer Sheet Tracking Numbers (see p. 48)

Supervisor’s Desk

Front — test-takers face this direction