PSAT™ 8/9

Supervisor Manual

Look inside for:

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

Fall Testing Window
SEPT 25 THRU JAN 26

Spring Testing Window
FEB 26 THRU APR 27
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 www.collegeboard.org.

Contact Us

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 8/9
P.O. Box 6720
Princeton, NJ 08541-6720
EMAIL: psat8/9@info.collegeboard.org
PHONE: 888-477-PSAT (7728) toll free for educators in the United States only
+1-212-237-1335 outside of the U.S.
609-882-4118 (TTY)
HOURS: 8 a.m. to 8 p.m. ET, M–F
FAX: 610-290-8979

For information about procedures for testing students with disabilities:

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

Office of Testing Integrity:

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

The PSAT 8/9

The PSAT™ 8/9 is the first test in the SAT Suite of Assessments. It serves as a “check-in” on progress, allowing students and teachers to pinpoint areas for focused practice as students progress through high school. See the Introduction for more information.

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Read This First

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

⚠️ Urgent/Important
📞 Contact by phone
🔐 Procedures or information for providing accommodations to students with disabilities
🔒 Security requirement

Check Materials Immediately

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

⚠️ If your school selected the “Preadministration Option,” answer sheets and Supervisor Manuals will arrive in a separate shipment earlier than the test shipment described below. For instructions on conducting the preadministration session, turn to page 18.

🔒 Do not remove any items from their shrinkwrap at this time.

Your school will receive the following separately, if ordered:

- Accommodated test books and materials for students testing with alternate test formats
- PSAT 8/9 Supervisor Manual(s) for MP3 Audio and ATC Formats

**NOTE:** This manual includes scripts and instructions for administering the PSAT 8/9 with accommodations. See page 8.

Keeping the test books in their shrinkwrap:

1. Verify that you have received the correct count of test books and answer sheets.
2. Confirm that test materials are for the testing window that your school registered for.
3. Contact the PSAT 8/9 office immediately if the number of test books or answer sheets does not match the number you ordered or to order additional materials (see page ii for contact information).
4. Confirm that you have received any specialized materials such as braille, MP3 audio files, and reader scripts.

⚠️ Do not photocopy answer sheets for any purpose.

Your school should receive the following in the test shipment:

- Shipping notice
- Packs of 5 or 25 shrinkwrapped test books
- Packs of 25 answer sheets
- PSAT 8/9 Supervisor Manual(s) (at least one for every 25 test books)
- Supervisor’s kit:
  - PSAT™ 8/9 Receiving and Returning Test Materials booklet
  - PSAT 8/9 Supervisor’s Report Form (SRF)
  - Remittance Envelope
  - Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
  - Bundle of 5 PSAT 8/9 Supervisor’s Irregularity Report (SIR) forms
  - PSAT 8/9 Gray Envelope
  - Roll of packing tape
- Prelabeled courier answer sheet return boxes
Administration Notes for 2017-18

1. The 2017-18 PSAT 8/9 Supervisor Manual contains two parts:
   - Part 1: For Supervisors covers everything supervisors need to do before, during, and after the test administration.
   - Part 2: For Associate Supervisors and Proctors includes preadministration scripts, standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day. All resources, such as the list of approved calculators and the Irregularity Chart, have been grouped at the end of this section for easy reference.

2. This PSAT 8/9 Supervisor Manual and the policies it contains cover the entire academic year 2017-18. The test forms will still differ for the Fall 2017-18 and Spring 2018 testing windows.

3. To reduce preparation time, the answer sheet has been reduced to four pages, with a shorter personal information section.

4. As in 2016-17, students who test with accommodations that do not require specific materials will use the same red test book as students testing without accommodations.

5. Supervisors are strongly encouraged to assign a testing room code to each testing room. These codes may be up to three digits long. When using codes that are shorter than three digits, be sure to include leading zeros (e.g., 001, 020). If an irregularity occurs, this code will help ensure timely release of scores for your school. See page 4 for more details.

6. Students testing at the school they regularly attend will fill out the school code (box 17) on their answer sheet, as will students testing at schools other than their own.

Pre-Identification of Enrolled Students

Your school may be participating in a bulk registration process that includes pre-identification of eligible students. If this is the case, you will receive one Pre-ID label for each student who was included in the pre-identification file provided to the College Board, along with a Supplemental Instructions memo explaining the use of the labels. Please refer to “Planning for the Preadministration Session with Pre-ID Labels” on page 9 of this manual for further instructions for their use.

If your school is not participating in pre-identification of enrolled students, turn to “Part 1 for Supervisors” on page 1.
PART 1: For Supervisors

Preparing for the Test

Introduction for Supervisors

Using This Manual
This manual is your guide for supervising the administration of the PSAT 8/9 at your school and for creating the best possible environment for your students on test day. If someone else is in charge of ordering materials, you’ll need to work together to order the correct quantity, ensure receipt, and arrange secure storage.

Set aside time before test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Give staff who will be assisting on test day advance copies of the scripts and other relevant sections. These include:

- “Introduction for Associate Supervisors” (page 18).
- “Preadministration Scripts” (page 18).
- “Test Day Instructions” (page 25).
- “Script 1: Standard Time” (page 29).
- “Accommodated Testing Scripts” (page 33), if your school will be testing students with accommodations.

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 the policies and procedures described in this manual could result in score cancellations. Schools that do not comply with these policies and procedures may not be allowed to administer the PSAT 8/9 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.

Online Training
In late August, you received an email with instructions for required online training. The training covers the fundamental aspects of administering the PSAT 8/9, including:

- planning and staffing to support the test administration
- understanding assessment sections and timing
- administering the assessment with accommodations
- ensuring test material security
- managing and reporting testing issues and irregularities
- packaging and returning your test materials
- following the remittance process

Please review the training with your staff as well.

Using the Test Ordering Site
Sign in at collegeboard.org/school to order additional tests, update and track your test material orders, and calculate your remittance once test materials have been returned. See psat.org/important-dates for ordering deadlines.

Be sure to order sufficient test materials for students from other schools and homeschooled students who will be taking the test at your school. They must use the test materials for that testing window; no other test materials may be used.

Changing Your School’s Test Date
A school may administer the PSAT 8/9 only during the testing window (fall or spring) that it registered for, using the test form specified for that window. If you can no longer test on the original test date, you may hold on to your materials and store them in a secure location until a date within your testing window when you can administer the test. If you registered for the fall testing window, the new test date must fall between September 25, 2017, and January 26, 2018. If you registered for the spring testing window, the new test date must fall between February 26, 2018, and April 27, 2018.

NOTE: Students taking the test outside the authorized testing window may not receive score reports.
**About the Test**

**The 2017-18 PSAT™ 8/9**

Designed for eighth and ninth graders, the PSAT 8/9 assesses the same knowledge and skills as the SAT®, the PSAT/NMSQT®, and the PSAT™ 10, including:

- A clear and strong focus on the knowledge and skills that are most important for college and career readiness and success.
- An emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.
- A 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.

**Test Length**

The assessment includes a Reading Test, a Writing and Language Test, and a Math Test that has a portion to be taken without a calculator and a portion to be taken with a calculator. The table lists total testing times for standard and most accommodated test administrations. Plan for an additional 30–35 minutes of procedural activities, such as seating students, handing out tests and answer sheets, and capturing demographic information. (Conducting a preadministration session will reduce this time; see “Shorten Your Test Day.”)

After the test, allot time for associate supervisors or proctors to collect each answer sheet and test book and to dismiss students. This may take 5 minutes or more, depending on the number of students in the testing room. If any students were unable to fill out the identifying information on pages 1, 2, and 4 of the answer sheet before the test administration, they must do so before they are dismissed. This may take an additional 30–35 minutes.

**NOTE:** Be sure to plan for the additional time it will take to test any student(s) with extended time. A detailed chart of the different types of timing and breaks is provided on page 36.

<table>
<thead>
<tr>
<th>Total Time, not including preadministration (30–35 minutes) and dismissal (5 minutes or more)</th>
<th>Total Testing Time Including Breaks</th>
<th>Total Testing Time (Not Including Breaks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Time</strong></td>
<td>2 hours, 35 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td><strong>100% Extended Time</strong></td>
<td>5 hours, 15 minutes</td>
<td>4 hours, 50 minutes</td>
</tr>
<tr>
<td><strong>50% Extended Time</strong></td>
<td>4 hours, 3 minutes</td>
<td>3 hours, 38 minutes</td>
</tr>
<tr>
<td><strong>Standard Time with Extra Breaks</strong></td>
<td>2 hours, 50 minutes</td>
<td>2 hours, 25 minutes</td>
</tr>
<tr>
<td><strong>Math-Only 100% Extended Time</strong></td>
<td>3 hours, 45 minutes</td>
<td>3 hours, 25 minutes</td>
</tr>
<tr>
<td><strong>Math-Only 50% Extended Time</strong></td>
<td>3 hours, 15 minutes</td>
<td>2 hours, 55 minutes</td>
</tr>
</tbody>
</table>

If you are testing students using the MP3 audio format, your school may need to test these students over two days. See the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats*.

**Shorten Your Test Day**

We strongly recommend that you schedule a preadministration session before test day. This will make it easier to avoid rescheduling lunch, greatly reduce the time needed for pretest activities on test day, and improve the test-taking experience for your students and staff. (See “Preadministration Instructions,” page 9.)

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

**Scheduling Test Day Activities**

All students tested on-site must take the test at the same time in the morning. (Exceptions may be made for testing students with accommodations. See “Providing Accommodations on the PSAT 8/9” on page 8 for more details.)

Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted.
Receiving and Storing Test Materials

As supervisor, you are responsible for protecting test materials against 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. Check that you have received all cartons. If more than one carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).

2. Refer to the instructions for receiving and returning materials included in the test shipment, which may supplement the instructions in this manual.

3. Without opening the shrinkwrap around the test books, check the covers to verify that they are the correct books for your requested testing window (PSAT 8/9, fall 2017-18 or spring 2018).

4. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, count the test books and answer sheets (still keeping them in the unopened shrinkwrap) to make sure you have received the correct quantity.

5. Contact the PSAT 8/9 office immediately (see page ii) if the test books are NOT for the correct 2017-18 PSAT 8/9 testing window or if the number of test books and answer sheets does not match what was ordered.

6. Use the checklist on page v of this manual to verify that you have all materials. Contact the PSAT 8/9 office if any materials are missing.

7. Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage. Secure storage means materials 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 on test day, 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. Students should never be allowed to transport, distribute, or collect test materials.

See “After the Test” (page 13) 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.

Test Day Planning

Checklist

Here’s a quick checklist to help you plan ahead of time for test day (more information on each item follows):

- Test taker count
  - Number of test takers from your school
  - Number of students from other schools and homeschooled students testing at your school
- Number of testing rooms
  - Standard rooms
  - Rooms for testing with accommodations
- Testing room codes
- Optional codes
- Staff selection and training
- Your school’s address and six-digit code, and addresses/codes for students from other schools
- Distribution of information to students
- Preadministration
- Testing room kits
- Test day admissions
Test Taker Count
You'll need to determine the total number of test takers—including students from other schools and any homeschooled students who will be testing at your school—before you can plan your testing rooms and staffing. You'll also need to know which students have been approved by the school for which accommodations.

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

Testing Rooms and Seating Requirements
Determine the number of rooms needed to contain all test takers while maintaining the correct minimum distance between them. Students testing with accommodations that may distract other test takers (such as MP3 audio) must be tested in separate rooms. Use different rooms for standard time, standard time with extra breaks, and the different variations of extended time. If you are holding a preadministration session, plan to test any students who do not have a chance to participate in the session (including students from other schools and homeschooled students) in a separate room from those who do.

Testing rooms must 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).

Seats in testing rooms must have at least four feet between them (measured from center of desk to center of desk). All students must face the same direction. Round tables are not permitted for testing.

Each testing room should have two timepieces to prevent mistiming.

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.

Testing Room Codes
If your school will be using multiple testing rooms, please take advantage of the testing room code field (box 21) on the answer sheet. Testing room codes can help organize your test day experience and allow speedier resolution of any reported group disturbances for your school.

After you have selected the rooms in which your school will administer the test, assign each room its own unique code. These codes may be up to three digits long. Include leading zeros with codes shorter than three digits (e.g., 001, 020). The staff will then provide the testing room code to students to enter in box 21 of their answer sheets on test day.

Keep a list of the testing room codes along with the associate supervisors assigned to each room. If a group disturbance occurs, the testing room code will help identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries from ETS and help ensure that scores for your school are released as quickly as possible.

See page 12 for information about reporting irregularities. If you are using the testing room code, mark the code in Section 6b 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 uses testing room codes and a group irregularity occurs, a roster of affected students must be included on the SIR. Otherwise scores may be held for the entire school until inquiries into the irregularity have been resolved by ETS.

Optional Codes
Use optional codes to have your students’ paper score reports sorted for easier distribution. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. 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 18 on their answer sheets. If optional codes are not used, the paper score reports will be returned sorted by grade level and then alphabetically by student last name. The optional code will not appear in the reporting portal. Be sure to give associate supervisors directions for box 18 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.

Selecting Staff
Most schools will need additional staff to assist the supervisor. Select one associate supervisor for each testing room. Add room proctors for each room if needed: for 35–50 students, add one proctor; for every additional 50 students, add an additional proctor.

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

Associate supervisors should be current or retired teachers, counselors, administrators, or other educators familiar with test administration. Associate supervisors must:

- read this manual ahead of time to be thoroughly familiar with test procedures
- prepare seating plans for their assigned rooms
- assume responsibility for test materials in an assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students
- administer the test according to the manual's directions
- return test materials to the 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 the associate supervisors. Proctors will not administer the test but may:

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

Neither the PSAT 8/9 supervisor nor any associate supervisor or proctor may be a member of the household or immediate family of a student taking the test in the same testing window, even if the student is testing at a different school. In such instances, the related student's scores are subject to cancellation.

Preparing for the Test
No one involved with paid coaching or test prep for College Board tests may serve on the staff administering the PSAT 8/9 in any capacity.

Visitors, other than authorized ETS or College Board test observers with proper ID, are not permitted in testing rooms during test administration or near the storage location of the test materials. Check each observer's government-issued identification (e.g., driver's license) and letter of authorization from the Office of Testing Integrity before admitting the observer to 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 or storage location of test materials.

Training Your Staff
At your training session(s) for associate supervisors and proctors, stress the importance of preventing any student from having an unfair advantage. 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 “Introduction for Supervisors,” page 1), and highlight the subjects given here.

Preparing Seating Plans
Have associate supervisors establish their seating plans in advance. Seating should not be arranged in any predictable order (e.g., alphabetical). If for some reason advance creation of seating plans is not possible, associate supervisors should assign seats randomly to students as they enter so that friends or relatives are not seated near each other. Students must not be allowed to choose their own seats. We recommend that associate supervisors use the seating chart at the back of this manual to record the seating in their rooms for future reference.

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 rooms, associate supervisors or proctors distribute the answer sheets and the test books to students. At the end of the test, they collect a test book and an answer sheet from each student and account for all test materials before dismissing students.
If a test book is missing, associate supervisors should notify the supervisor immediately. See page 61 for additional procedures.

Calculator Use
Calculators are permitted only on Section 4: Math Test – Calculator (unless a student has a school-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 53.

Students are advised to bring their own calculators and must keep only one on their desks; any backup calculators must be kept under their desks. If students have calculators with large (characters of one inch or more) or raised displays, they should be seated apart from other test takers. Students may not share calculators. Students who have received school approval to use a four-function calculator on Section 3 should be seated in a room for accommodated testing. Graphing and scientific calculators are not allowed as part of this accommodation.

Unacceptable Calculators
Students may not use:

- laptops or other computers, tablets, phones, or smartwatches
- models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording or 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 school 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, erasers, and (when permitted) an acceptable calculator. See pages 26–27 for examples of prohibited aids.

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

Directions for Administering the Test
Part 2 of this manual gives instructions for administering the test, including 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. All testing staff should be familiar with these instructions.

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.

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

Test Day Problems
Staff should know procedures for handling irregularities (see “Irregularity Chart,” pages 61–65) 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 2.

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

Codes and Information for Test Day
Give each associate supervisor their testing room code, if any (see page 4), optional codes (if applicable), your school code and address, and the school codes and school addresses for any students from other schools. Codes for other schools can be found at collegeboard.org/satcodes.
Information for Students

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

At least two weeks before the test:

- Distribute copies of informational flyers, which provide facts about the test. These can be downloaded from the web at psat.org/8-9-resources and photocopied to distribute to students and parents. Refer students who have further questions about the test to the PSAT 8/9 Student Guide available with the other resources online.

Before the week of the test, hold your preadministration session (see below).

- Remind students to bring the following:
  - two No. 2 pencils
  - Student ID number or Social Security number (whichever one your school will use)

Several school days before the test:

- Remind students of the test date and time.
- Remind students to bring the following on test day:
  - two No. 2 pencils
  - an acceptable calculator (see “Acceptable Calculators,” page 53)

Give this information to all students from other schools and any homeschooled students who will be testing at your school. In addition, remind these students to bring a current and valid school- or government-issued photo ID that includes their name and signature.

Preadministration
If your school selected the preadministration option, your answer sheets and Supervisor Manuals will arrive in a separate shipment before test day. (See psat.org/important-dates for details.) You may conduct the session in a variety of ways (see full instructions on page 18), but preadministration sessions must be conducted in school under supervision. Under no circumstances should students be allowed unsupervised access to answer sheets. Allow approximately 30–35 minutes for the preadministration session. (If your school is participating in bulk registration, your students will not have to fill out some of the fields.)

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

Testing Room Kits
As close to the test day as possible, we recommend that you create kits for your testing rooms:

1. Remove the test materials from storage and unpack them in a secure location. Do not remove shrinkwrap from test materials.
2. Using your test taker count and list of rooms, assign standard test takers to rooms and count out the correct amount of materials for each room. Place each room’s set of materials in its own bin or box. If you conducted a preadministration session, place the answer sheets for the students assigned to each room in that room’s bin or box.
3. Assign students with accommodations to rooms. Place a list of assigned students’ accommodations and specific materials (if any) and answer sheets in a separate bin or box for each room.
4. Return the bins and boxes to secure storage until test day, when you will distribute them to the associate supervisors assigned to each room.

Test Day Admission
Arrange to notify students about their designated rooms for test day as they arrive at school. 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. If you do not have enough staff to assign a proctor to direct students, consider posting a list of students’ assigned testing rooms at each entrance of your school. 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.
Providing Accommodations on the PSAT 8/9

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

Materials for Accommodated Testing

All students who take the PSAT 8/9, including those who are testing with accommodations, will use the standard test books (with red covers) unless approved by the school for another format (for example, large print or braille). The associate supervisor in a room with accommodations should test students using the scripts in this manual (see “Accommodated Testing Scripts,” starting on page 33).

If your school ordered accommodated test formats (such as large-type, braille, MP3 audio, and assistive technology compatible [ATC] formats), they will be shipped to the PSAT 8/9 coordinator. Confirm that all materials ordered have arrived. Students who have been approved by the school to use one of these formats should be tested within the same testing window as all other students at your school.

MP3 Audio and ATC Formats

If your school ordered the MP3 audio format for students who require audio accommodations, or the ATC format for students who use screen reader software, you will receive files on USB flash drives.

Students who require MP3 audio or ATC formats should be tested in a separate room, using the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats. This additional manual will be sent to your school with the MP3 audio and/or ATC tests, along with large-block answer sheets if ordered.

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 collegeboard.org/psat-practice-atc.

If you are testing students with MP3 audio or ATC formats, read the 2017-18 PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats as soon as you receive it.

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 2017-18 PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats.

Room Assignments

Students who are taking the test with extended time, extra or extended breaks, use of a four function calculator on the Math Test – No Calculator section, or other accommodations not listed in the next paragraph should be assigned a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet to avoid subjecting students to unnecessary attention.

Please note that some accommodations don’t affect the timing or administration of the test and can be given in a standard testing room. These include preferential seating; wheelchair access; permission for food or medication; use of a large-block answer sheet, 14-point large print, a magnifier, a sign language interpreter for oral instructions, auditory amplification or FM system, or a colored overlay; and recording answers in the test book. If a student has been approved by the school for one of these accommodations, and has NOT been school-approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

**NOTE:** Students cannot share a reader or other assistant; a separate reader must be assigned to each student using the reader’s script format.

Seating Students

Assign students with different timings to different rooms. Students testing with accommodations that would be distracting to other test takers must also be seated in different rooms.

Section Timing

Students who are approved by the school for extended time will have a specified amount of time for each section. The College Board has provided accommodated test day scripts (pages 37–48) based on how we test students taking the PSAT/NMSQT with extended time. You should review the scripts to determine whether they meet your needs. We recommend that you give students their full amount of extended time on each section, even if they stop work before time is called. Refer to page 35 for more information about section timing.
NOTE: Students testing with extended time for reading should receive extended time on the entire PSAT 8/9. Students testing with extended time only in math will receive extended time only for the Math sections (Sections 3 and 4). The College Board recommends that students testing with a reader or scribe be allowed to test with 50% extended time unless they are approved by the school to test with more time.

Preadministration Instructions

We strongly recommend conducting a preadministration session before test day. Once you receive the preadministration materials, you have the option to allow all students, including those testing with accommodations, to fill in boxes 1–18 of their answer sheets ahead of time. This shortens the test day for both students and staff and helps create a more positive test-taking experience. Please note that students must fill out answer sheets under supervision in school.

Schools that are participating in bulk registration and that also opted in for early delivery of answer sheets and Supervisor Manuals should wait until they receive their Pre-ID labels to conduct a preadministration session. In addition to the directions that follow, refer to “Planning for the Preadministration Session with Pre-ID Labels.”

Planning for the Preadministration Session

1. Remove the shrinkwrap from the answer sheets only; do not open the shrinkwrap around the test books until test day.

If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. See page 1 for instructions on ordering more materials. Photocopied answer sheets will not be scored.

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. Be sure to provide large-block answer sheets to students approved by the school to use them.

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

NOTE: If you have prelabeled answer sheets, be sure to organize them by the testing room assignments you have made.

4. Inform students that they will need No. 2 pencils and erasers, their addresses, and their Student ID numbers or Social Security numbers (depending on which your school will use) for the preadministration session. They will also be asked to provide their grade point average.

5. Determine how optional codes, if used (see page 4), will be provided to students.

6. If testing students with non-U.S. addresses, post the appropriate country code(s). See “Codes for Countries or Regions Outside the United States and U.S. Territories” on page 54.

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

8. Plan to post your school’s address and six-digit code as well as the addresses and codes of any schools with students who will be testing at your school.

Full scripts and instructions for conducting the preadministration session start on page 18. Be sure associate supervisors know to return all answer sheets to you after the session, so that you can return everything to secure storage. Do not remove them again until test day.

Planning for the Preadministration Session with Pre-ID Labels

The College Board and your school, district, or state department of education are working together to ensure the accuracy of PSAT 8/9 student registration data, thereby enhancing the quality of the score and skill data provided to educators and students.

To support this effort, your school, district, or state provided the College Board with a file containing data for your students taking the PSAT 8/9, which is known as “Bulk Registration.” Using that data, the College Board produced the pre-identification (Pre-ID) labels to be applied to answer sheets. Students with Pre-ID labels will not have to complete certain sections of the answer sheet. This will ensure accuracy of data and reduce the amount of time students spend filling in bubbles on their answer sheet.
Pre-ID Label Supplemental Instructions for PSAT 8/9

The Supplemental Instructions for PSAT 8/9, enclosed with your Pre-ID label shipments (see below for a sample), lists all of the answer sheet fields that are given on the student labels. Retain your Instructions and keep it with this manual for use with your school's answer sheets.

Your school code and name appears at the top of the Instructions. If they do not, contact PSAT 8/9 immediately.

Checking the Pre-ID Labels

The labels will be sorted as directed by the file provider: either alphabetically by grade or by an optional sort code (labeled “Sort”). As noted above, the shipment includes a Supplemental Instructions memo indicating the fields provided on the labels. The label will look like this:

```
School Code: 010525
School Name: BRILLIANT HIGH SCHOOL
Supplemental Instructions for PSAT 8/9
Dear Coordinator:
Thanks for administering the PSAT™ 8/9. For your convenience, we’ve provided the enclosed Pre-ID labels, which include student names and other basic information. You can apply the labels to the PSAT 8/9 answer sheets ahead of time so that students won’t need to fill out the following fields on the answer sheet.

− Name (1)
− Student ID Number/Social Security Number (2)
− Date of Birth (4)
− Street Address (5)
− City (6)
− State (7)
− Zip or Postal Code (8)
− Country Code (9)
− Sex (10)
− Grade Level (11)
− Racial/Ethnic Group (13)
− School (17)

Please use the list above to prepare for using the labels. Direct your testing staff to find the instructions in the Supervisor Manual for preadministration with Pre-ID labels. Your staff should check off the directions for the fields that are included on the labels, indicating that those fields can be skipped. They must read all other directions to students who are filling out their identifying information on the answer sheets.

The enclosed labels may already be sorted per your district or state’s instructions. Please note the Sort field on each label.

Thank you for your participation,
The College Board
```

The data provided on the labels includes:

- first name, last name, and middle initial
- school code
- sex
- date of birth
- grade

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

- (optional) sort
- mailing address (street, city, state, zip, and country)
- student ID or Social Security number
- race/ethnicity indicator

Check the Supplemental Instructions to see which fields appear on your labels. Students will not need to fill in the corresponding box(es) on the answer sheet.

As soon as possible after receipt, review the labels to ensure that they are correct:

- Is the school code correct?
- Do the students named attend your school?
- Is the grade level correct?

Applying Labels

If you have students who don’t have labels or whose labels have incorrect information other than the address, you’ll need to give them a blank answer sheet and have them fill in their information during the preadministration session. If you know ahead of time that some students will have Pre-ID labels and others won’t, conduct separate preadministration sessions for these two groups of students, to allow for a better experience for both staff and students. (Students from other schools and homeschooled students who are testing at your school will need to fill out blank answer sheets on test day.) If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.

On the labels, some data fields may be shortened or represented by an indicator (“Y” or “N”) to express whether data was provided. The complete information will be captured in the barcode on the label.

If labels are incorrect, do not use them. Contact the PSAT 8/9 office immediately. However, if the address is the only incorrect information on the label, then DO use the label. Students over the age of 13 can update their address information after testing when they go online to view their scores.
Once the labels have been verified, you should apply them in the shaded box on page 1 of the answer sheets (or on the last page of the large-block answer sheets).

**NOTE:** Don’t apply students’ labels to large-block answer sheets until you know which students have school approval to test with this accommodation.

Place the label as accurately as possible so that it falls exactly within the box. Be sure to organize your labeled answer sheets by alphabetizing them within testing room groups before returning them to their boxes and securely storing them.

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**Preparing for the Session**

Prior to the preadministration, meet as a group with the associate supervisors who will be administering the sessions. At this group meeting, supply copies of the *Supplemental Instructions* to the associate supervisors and instruct them to update the script under “Completing Identifying Information with Pre-ID Labels” (page 22) in their copy of the *Supervisor Manual*. Associate supervisors should amend the script based on the information listed in the *Supplemental Instructions*. Students do not need to fill in the fields listed on the *Supplemental Instructions*. Associate supervisors should find the boldface instructions above the sections to be read out loud to students. They should place a check mark next to each instruction that indicates a section of the answer sheet that can be skipped. See the example below:

- **If Address is listed on the Supplemental Instructions, tell students to skip boxes 5–9.**
On Test Day

Maintaining Security

General School Monitoring
Plan for the following:

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

Test Materials

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

Immediately inform the PSAT 8/9 office if you have not received or cannot locate your test materials by the Monday before the week of your testing.

Reporting Irregularities

Review the Irregularity Chart (pages 61–65) so that you and your staff will know how to handle irregularities that occur for individuals and groups of students.

- 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 while the associate supervisor writes a detailed report of the incident.
- Submit a Supervisor’s Irregularity Report (SIR) when instructed on the Irregularity Chart. 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.

- Schools should self-report on the SIR irregularities that they think significantly affected their test administration.
- See page 4 for information about using the testing room code in irregularity reporting.
- Immediately inform the PSAT 8/9 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.

ETS, on behalf of the PSAT 8/9 Program, will review all reports of irregularities and any test scores earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure on-time score report delivery. 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.

Keeping Records

Keep records of the administration on file for at least six months. Include the following:

- A copy of any submitted SIR.
- Seating plans (if used) and any list of room assignments. The seating chart may be helpful if ETS needs to investigate an irregularity.
- A list of testing rooms, with testing room codes (if used), and the staff assigned to them for your reference in case of inquiries from ETS due to an irregularity.
- Tracking numbers of all shipments.
- A copy of your remittance report.
After the Test

Return Materials Immediately

Return applicable materials immediately, including answer sheets. Materials must be returned no later than the next school day after the test administration. **Failure to return answer sheets promptly may delay score reports for your students.** If you administered multiple assessments (for example, PSAT/NMSQT and PSAT 8/9), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm you are sending the PSAT 8/9 materials to the correct address.

If your school ordered PSAT 8/9 materials for multiple testing sessions, please return all materials once testing has concluded at your school. All PSAT 8/9 materials must be returned in a single shipment using the provided carton(s).

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

Checklist to Organize Your Answer Sheets and Reports

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

1. **Count used answer sheets for all students.**
   This information is needed to complete your Supervisor’s Report Form (SRF). Include in your count:
   - Used standard answer sheets for students from your school __________
   - Used standard answer sheets for students not from your school, including homeschooled students (keep these answer sheets together for proper placement in the shipment) __________
   - Used answer sheets for accommodated students who are from your school and from other schools or homeschooled, including transcribed answer sheets (set aside these answer sheets for placing in the Nonstandard Administration Envelope) __________

**NOTE:** As you are counting, spot-check that students have filled in the correct bubbles for name, grade level, and school code. This is essential to receive correct reports and for third-party billing, when applicable.

**TOTAL** number of used answer sheets returned for scoring (to enter in box 9 of the SRF): __________

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

**Important notes about answer sheets for accommodated students:**

- Students permitted to write their answers in the test book or who use a braille device **must** have their answers transcribed by a staff member to a machine-scannable answer sheet. Make sure the answer sheet is clipped to the test book.
- All students whose answer sheets are returned in the Nonstandard Administration Envelope will be considered to have used accommodations.
- Only include the answer sheets of homeschooled students or students from other schools in the Nonstandard Administration Envelope if they tested with accommodations.

2. **Complete forms.**
   - **Supervisor’s Report Form** (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.
   - **Supervisor’s Irregularity Reports** (SIRs), if any (to describe your handling of irregularities as noted in the Irregularity Chart on pages 61–65).
     - Review and sign any SIRs submitted by your testing room staff.
     - Return any completed SIRs in the Gray Envelope with the test materials shipment.
Used Answer Sheets and Forms

Assemble materials as shown, then place the answer sheets in the bottom of the box. Add other materials in the sequence given.

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 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**

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

White Nonstandard Administration Envelope—Include:
- Large-block and machine-scannable answer sheets for students testing with accommodations
- Test books for students approved by the school to write answers in their books—clip to the machine-scannable answer sheet where you transcribed the student’s answers
- Scratch paper, computer or braille pages—clip to corresponding answer sheets
- Defective test books for students testing with accommodations—clip to corresponding answer sheets

Answer Sheets (for standard administration)
- For students listed on the SIR (unless instructed to destroy)
- For students from your school
- For students from other schools and homeschooled students

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Prelabeled Shipping Box

Note this tracking number for your records.

- 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.

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UPS Return Label

Pearson Return Label

Print your school name, school code number, and full address.

Print this box number and total number of boxes being sent (e.g., Box 1 of 2).
3. Pack the answer sheets and related materials in the provided prelabeled courier box(es), as indicated in the diagram, “Returning Used Answer Sheets and Forms.” Pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

**Bottom of answer sheet return box:**
- □ Answer sheets for standard administration in the following order (top to bottom):
  - Answer sheets for students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart, pages 61–65)
  - Answer sheets for students from YOUR school
  - Answer sheets for students from other schools and homeschooled students

**Middle of answer sheet return box:**
- □ White Nonstandard Administration Envelope, if any:
  - Answer sheets for students who tested with accommodations
  - Test books for students who wrote answers in their books or used a braille device; each test book must be clipped to the machine-scannable answer sheet on which you transcribed that student’s answers
  - Scratch paper, computer or braille pages; clipped to corresponding answer sheets
  - Defective test books for students who tested with accommodations (clip to corresponding answer sheets)

**Top of answer sheet return box:**
- □ Supervisor’s Report Form (SRF), completed and signed in No. 2 pencil
- □ Gray Envelope, if applicable, including:
  - Defective standard test books, if any
  - SIRs, if any

Once all answer sheets and forms are packed as described above, seal boxes and fill in the information requested on the label(s).

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**Shipping Instructions**

- □ 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 notes space provided on the seating chart located on the back 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 United States should follow the instructions enclosed with test shipments.

- Using the prelabeled courier box(es) provided with your PSAT 8/9 test materials is the only way to ensure that your answer sheets will be correctly returned and processed.

If you must use another courier, return materials to:

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

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**Checklist to Submit Payment**

1. Once you’ve 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.
   - □ Preview a 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 8/9 test materials by phone should use the “Remittance Report for Schools Without Internet Access” form on page 56. All other schools use the online remittance report.
2. **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. Include all that apply:
   - 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 8/9 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, a check drawn on a U.S. bank, or international wire transfer.
   - For international wire transfer, please use the following information:
     - Bank: Bank of America
     - Chicago, IL
     - SWIFT# BOFAUS3N
     - Beneficiary: College Entrance Examination Board
     - A/C # 003936829491
     - ABA # 026009593

3. **Mail your payment.**
   - 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 8/9
     - 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’s 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 and homeschooled students) in locked storage.
   - Destroy all unused answer sheets.

### Score Reports

#### Online Scores
For information about when scores will be available online, see [psat.org/important-dates](http://psat.org/important-dates). Educators will receive access ahead of those students (over the age of 13) who have set up online accounts with the College Board. For all tests in the SAT Suite of Assessments, middle and high schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.
Students will have access to helpful interpretative information about their scores. The combination of numerical and content-based interpretations of student performance better defines what students know and can do. The information 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 score report will be mailed and delivered to the school principal soon after online reporting is available. Access codes will be provided on the paper reports. Educators also will have an online dashboard at k12reports.collegeboard.org 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.

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

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

The following common errors may delay score reporting:

- The number of used answer sheets received does not match the number of students tested as entered on the SRF.
- The supervisor fails to grid the correct school code on the SRF or neglects to sign it in pencil.
- The school has not responded to a query from ETS regarding a testing irregularity.

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

### Appropriate Uses of Scores and Reports

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

### Protecting Student Privacy

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

For more information about the College Board’s and Khan Academy’s privacy practices, please visit:

- www.collegeboard.org/privacy-policy
- www.khanacademy.org/about/privacy-policy
PART 2: For Associate Supervisors and Proctors

Administering the Test

Introduction for Associate Supervisors

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

This part of the manual includes the required scripts for preadministration, standard test administration, and accommodated test administration. If you will be administering the test to students testing with accommodations, you may also receive other scripts, instructions, and materials depending on the nature of the accommodation.

If you will be administering the test to students using accommodations, review the information beginning on page 33 before test day to determine the specific scripts to use for the students assigned to your room.

Following the scripts, we have provided resources that will be useful on test day, such as the section timing charts, list of acceptable calculators, and Irregularity Chart.

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

Failure to follow the policies and procedures described in this manual could result in score cancellations. We appreciate the efforts you and your colleagues make to ensure a test administration that is efficient, secure, and fair for all students.

Preadministration Scripts

The PSAT 8/9 answer sheet includes important information and questions for students to complete. To reduce time and stress on test day, you can use the scripts in this section to conduct a preadministration session. Having students complete the non-test portions of the answer sheet before test day will allow your school to schedule an earlier lunch and improve the test-taking experience for everyone.

These instructions and scripts are for boxes 1–18 on the answer sheet. If your school is conducting this session before test day, you may still need to guide some students through these scripts on test day—for example, students from other schools or homeschooled students may need to fill out their personal demographic information after the test on test day. Notifications in the instructions that follow will direct you to the appropriate sections of the script depending on whether you’re conducting the session before test day or on test day itself.

NOTE: If students using accommodations are part of the session, be prepared to offer any assistance that might be needed.

Conducting the Session

Before distributing answer sheets, post the following in a place visible to all students:

- your school’s address and the school address(es) for students from other schools
- optional code, if any (see page 4)
- your school’s six-digit code
- six-digit school codes for students from other schools
- three-digit country codes for students with international addresses (listed on page 54)
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Read aloud from the scripts shaded in red that follow, to guide students through filling in the personal information in boxes 1–18. Read slowly enough to give students time to fill in their information. Pause where you see [pause] in the script to allow students time to follow instructions.

Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.

Students must fill in the appropriate bubbles for their names, addresses, and other personal information.
If you are conducting this session BEFORE test day, students should skip boxes 19–21 and the signature section because those will be completed on the day they take the test.

When students are ready, say:

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

You will need to use a Number 2 pencil. Raise your hand if you don’t have one.

Provide No. 2 pencils to students who don’t have them.

Distributing Answer Sheets

Next, say:

These are the answer sheets that you’ll use to mark your answers on the test.

Distribute answer sheets. Ensure that any answer sheets with Pre-ID labels go to the appropriate students. (See pages 9–11 for information about Pre-ID labels.)

To students who are using large-block answer sheets, say:

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

Some of the boxes that follow have alternative scripts to read depending on various criteria such as the location of your school. When you see multiple choices with lettered options (for example, A and B), read the prompts silently before choosing which script to read.

If you are reading these scripts to students who have Pre-ID labels on their answer sheets, turn to “Completing Identifying Information with Pre-ID Labels” on page 22.

Then say:

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

Continuing to Guide Students Through the Identifying Information

**BOX 2 – Student ID or Social Security Number:**

Read script (A) to students if your school is using Student ID numbers, or read script (B) to students if your school is using Social Security numbers. (Read only one option.)

A

If your school is using Student ID numbers, for box 2, say:

In box 2, fill in the bubble next to “Student ID Number,” and enter your Student ID, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. Please look up when you are finished. [pause]

OR

B

If your school is using Social Security numbers, for box 2, say:

In box 2, if you know your social security number, fill in the bubble next to “Social Security Number.” Enter your nine-digit Social Security number, starting with the first column to the left. If you don't have a Social Security number, can't remember it, or don't wish to give it, leave this section blank. Please look up when you are finished. [pause]

For box 3, say:

Box 3 asks for your mobile number. Please leave it blank if your mobile phone is not a U.S. number.

If you have a U.S. mobile number, read the information in box 3 about providing your number. The College Board will not share your mobile number with other organizations. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. You may be asked by the College Board to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes.
Standard text-messaging rates apply. You may also opt out at any time. If you agree to these terms, enter your number in the boxes, beginning with the area code, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

For box 4, say:

In box 4, fill in the appropriate bubble for the month in which you were born. Then enter your day and year of birth, and fill in the appropriate bubbles. Fill in a leading zero for your day of birth if applicable. If you are using a large-block answer sheet, fill in the month, day, and year of your birth. [pause]

To all students, say:

Next you’ll fill in your address. If you are using a standard answer sheet, turn to page 2 (or stay on page 3 if you are using a large-block answer sheet).

*BOXES 5–9 - Address: For boxes 5–9, read script (A) to students who live on a U.S. military base and/or script (B) to students who do not live on a U.S. military base. (Read all that apply.)

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

In box 5, “Street Address,” enter your box number or other designation. In box 6, “City,” enter “APO” or “FPO.” In box 7, find the “U.S. Territory” section, and fill in the bubble for the two-letter code . In box 8, fill in your zip code. Leave box 9 blank. Please look up when you are finished. [pause]

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

In box 5, enter your street address:

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

Enter your city in box 6, and fill in your zip or postal code in box 8.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 7 and leave box 9 blank.
- Students who live outside the United States or its territories should leave box 7 blank and fill in the following Country Code as well as the corresponding bubbles in box 9: _________.

Please look up when you are finished. [pause]

Country codes are listed on page 54 in this manual.

Now say:

If you are using a standard answer sheet, turn to the last page to continue filling out your information. If you are using a large-block answer sheet, continue with page 5.

For box 10, say:

Fill in the appropriate bubble for female or male in box 10. [pause]

For box 11, say:

Fill in your current grade level in box 11. [pause]

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

For box 12, say:

In box 12, give your best estimate if you don’t know your exact grade point average. Please look up when you are finished. [pause]

NOTE: Students who don’t wish to respond to boxes 13 and 14 may skip them.
For boxes 13 and 14, say:

Your answers to questions 13 and 14 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 school, school district, and state.

Box 13 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause]

Box 14 asks about the languages you speak. Mark only one answer for each question. Please look up when you are finished. [pause]

For box 15, say:

In box 15, please indicate whether you have a parent or guardian who is in the military. Read each description, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For box 16, say:

Proceed to box 16. If this is the school you regularly attend, fill in the bubble that says, “Yes,” and enter the name and address of your school.

If you have students who are not from your school, say:

If you are homeschooled, fill in the bubble that says, “No, I am homeschooled,” and do not enter any other information in box 16.

If this is not the school you regularly attend and you are not homeschooled, fill in the third bubble, and enter the name and address of your school. Please look up when you are finished. [pause]

For box 17, say:

In box 17, enter your school code. If you attend this school, I have posted our school code in the front of the room. Other school codes for anyone who needs one are also posted. If you are homeschooled, please leave box 17 blank. Please look up when you are finished. [pause]

Make sure that students who are NOT homeschooled fill out the information in box 17. This is required for score reporting.

*BOX 18 – Optional Code: If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). (Read only one option.)

A If your school uses optional codes, say:

If you don't attend this school, leave box 18 blank. Students from this school, please enter the number I have posted. [pause]

OR

B If your school does NOT use optional codes, say:

Please leave box 18 blank.

Finishing Up

If Conducting on Test Day

You need to return to the correct part of the test day scripts, as follows:

If you are ready to begin the test, your students should keep their answer sheets. Go to “Distributing Test Books” on page 27.

If you have finished testing and are ready to dismiss students, return now to “Collecting Answer Sheets” on page 32.

If Conducting Before Test Day

Continue with the script and instructions below.

For boxes 19–21, say:

Leave boxes 19, 20, and 21 blank at this time. Also leave the signature area blank.

When all students are finished, say:

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

Collecting and Storing Answer Sheets Until Test Day

Collect all answer sheets from students. These should be returned to your supervisor, who will store them in a secure location until test day. Dismiss students, reminding them of the time and place they should report for the test.
Completing Identifying Information with Pre-ID Labels

For information on planning for test day with Pre-ID labels, see page 9.

For students with Pre-ID labels, say:

Please check the label on page 1 of your answer sheet (or the back of the large-block answer sheet). It will show your name and a few other pieces of information about you and our school. First, please confirm that your legal last name and first name are correctly printed on the label. Next, check that the school code listed matches the one I have posted. Next, check your date of birth, which is marked with the letters “DOB.” Also check that your sex and grade are correctly noted. Raise your hand if you see any incorrect information on your label. [pause]

If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets that you passed out to try to locate the correct one. If you can’t locate their correct answer sheet, give them a blank answer sheet and tell them to follow your directions to fill in their identifying information. These students should fill in all fields, even those that are skipped in this script for Pre-ID labels. Where needed, you can refer to the scripts on pages 18–21 to guide them through completing their information.

IMPORTANT: If a Pre-ID label is correct except for the address, do NOT give the student a blank answer sheet. Have the student continue to use the answer sheet with the Pre-ID label. Students over age 13 can update their address information when they create a College Board account to view their scores online. Some fields on the label, such as street address, may display only a limited number of characters.

For box 1:

Please leave box 1 blank. Your name is given on the label.

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

☐ If Student ID already appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip box 2.

*A BOX 2 – Student ID or Social Security Number:

If you are not skipping box 2, read one of the options for box 2: read script (A) to students if your school is using Student ID numbers, or read script (B) to students if your school is using Social Security numbers. (Read only one option.)

A

If your school is using Student ID numbers, for box 2, say:

In box 2, fill in the bubble next to “Student ID Number,” and enter your Student ID, starting with the first column to the left. If you have letters in your ID number, skip them and only enter the numerals. Please look up when you are finished. [pause]

OR

B

If your school is using Social Security numbers, for box 2, say:

In box 2, if you know your social security number, fill in the bubble next to “Social Security Number.” Enter your nine-digit Social Security number, starting with the first column to the left. If you don't have a Social Security number, can't remember it, or don't wish to give it, leave this section blank. Please look up when you are finished. [pause]

For box 3, say:

Box 3 asks for your mobile number. Please leave box 3 blank if your mobile phone is not a U.S. number.

If you have a U.S. mobile number, read the information in box 3 about providing your number. The College Board will not share your mobile number with other organizations. The College Board will use it to contact you when your scores are ready and to tell you about college-planning services you might want. You may be asked by the College Board to participate in research surveys. By providing your number, you agree to receive text messages from the College Board for these purposes.

Standard text-messaging rates apply. You may also opt out at any time.

If you agree to these terms, enter your number in the boxes, beginning with the area code, and fill in the appropriate bubbles. Please look up when you are finished. [pause]
For box 4, say:

Make no marks in box 4. Your date of birth is given on the label.

☐ If Address appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip boxes 5–9.

*BOXES 5–9 - Address: For boxes 5–9, read script (A) to students who live on a U.S. military base, and/or script (B) to students who do not live on a U.S. military base. *(Read all that apply.)*

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

If you are using a standard answer sheet, turn to page 2 (or stay on page 3 of the large-block answer sheet). In box 5, “Street Address,” enter your box number or other designation. In box 6, “City,” enter “APO” or “FPO.” In box 7, find the “U.S. Territory” section, and fill in the bubble for the two-letter code ______. In box 8, fill in your zip code. Leave box 9 blank. Please look up when you are finished. [pause]

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

If you are using a standard answer sheet, turn to page 2 (or stay on page 3 of the large-block answer sheet).

In box 5, enter your street address:

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

Enter your city in box 6, and fill in your zip or postal code in box 8.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 7 and leave box 9 blank.

☐ Students who live outside the United States and its territories should leave box 7 blank and fill in the following Country Code as well as the corresponding bubbles in box 9: _________.

Please look up when you are finished. [pause]

Country codes are listed on page 54 in this manual.

To all students, say:

If you are using a standard answer sheet, turn to the last page to continue filling out your information. If you are using a large-block answer sheet, continue with page 5.

For boxes 10 and 11, say:

Make no marks in boxes 10 and 11. Your sex and grade level are given on the label.

For box 12, say:

In box 12, give your best estimate if you don’t know your exact grade point average. Please look up when you are finished. [pause]

Now say:

Your answers to the questions in boxes 13 and 14 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 school, school district, and state.

☐ If Racial/Ethnic Group already appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip box 13 and proceed to box 14.

NOTE: Students who do not wish to respond to box 13 may choose to leave it blank.

For box 13, say:

Box 13 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause] Please look up when you are finished.

NOTE: Students who do not wish to respond to box 14 may leave it blank.
For box 14, say:

Box 14 asks about the languages you speak. Mark only one answer for each question. Please look up when you are finished. [pause]

For box 15, say:

In box 15, please indicate whether you have a parent or guardian who is in the military. Read each description, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For boxes 16 and 17, say:

Make no marks in boxes 16 or 17. Your school information has been provided.

If you have any students who are filling in information because of problems with labels, tell them to enter their school information in boxes 16 and 17 (provide their school code(s) and address(es)). Homeschooled students should leave box 17 blank.

*BOX 18 – Optional Code: If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). (Read only one option.)

A If your school uses optional codes, say:

If you don’t attend this school, leave box 18 blank. Students from this school, please enter the number I have posted. [pause]

OR

B If your school does NOT use optional codes, say:

Please leave box 18 blank.

Turn to “Finishing Up” on page 21.
Test Day Instructions

Begin Here on Test Day

If you are testing students with either MP3 audio or ATC format, turn now to your supplementary manual and begin with the section, “Test Day Instructions.”

Use the scripts below for all other students. If you are testing students with accommodations, you will be instructed to turn to the accommodated testing scripts. Before distributing test materials, post the following in a place visible to all students:

- your school’s address and the school address(es) for students from other schools
- today’s date (month, day, and year) ___ / ___ / ___
- optional code, if any (see page 4)
- testing room code, if any (see page 4); when using codes that are shorter than three digits, include leading zeros (e.g., 001, 020)
- your school’s six-digit code
- six-digit school codes for students from other schools
- three-digit country codes for students with international addresses (listed on page 54)
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Collecting Students’ Personal Belongings

At its own discretion, your school may choose to collect and store students’ personal belongings (such as phones, other electronic devices, and/or backpacks) for the duration of the test. In these instances, provide a method for students to tag their property, and be sure devices are powered off before collection. Tell students to take out any snacks or drinks that they may have brought for the breaks, and place them under their desks. Also tell students to keep their calculator and No. 2 pencils with erasers.

Seating Late Arrivals

- Students who arrive late may only join if the timed test (i.e., Section 1) has not begun. Assign them to another room where proper supervision, complete instructions, and correct time allotments can be provided.
- Late students who arrive before the beginning of Section 1 may supply missing identifying information after the test, before being dismissed.
- Never allow a student to test who has had an opportunity to communicate with students who have completed some or all of the test.

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 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 8/9 Supervisor’s Irregularity Report (SIR). See “Reporting Irregularities” on page 12 for more information about SIRs.

Reading the Scripts

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

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 8/9 administration. This test will focus on what you’ve already been learning in school. It gives you a chance to see where you might need to improve during high school.

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

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

Distribute No. 2 pencils to any students who need them.
Then say:

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

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

You may also be dismissed for:

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

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

Answer all students’ questions.

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

### A If your school has chosen to collect students’ personal belongings, say:

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

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

At this time, if you have a phone, or any other electronic device in your possession, you must completely power it off and put it away until the test is over. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation.

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

**Then say:**

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

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

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

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

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

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

Wait for students to finish putting items away.

**Once everyone is ready, say:**

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

Walk around the room to make sure students have nothing on their desks other than pencils, erasers, calculators, and batteries, unless approved by the school for an accommodation.

**Examples of prohibited items include the following (unless a school-approved accommodation):**

- Phones
- Audio players/recorders
PART 2: For Associate Supervisors and Proctors

Begin Here on Test Day

Test Day Instructions

Tablets, laptops, or any other personal computing devices
Timers
Cameras
Smartwatches or other wearable technology
Pens, highlighters, and mechanical or colored pencils
Books or references of any kind
Compasses, rulers, protractors, or cutting devices
Papers of any kind, including scratch paper
Earplugs
Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord. (See page 53 for a list of acceptable calculators.)

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

If most or all of the students in the room did not participate in a preadministration session, turn to pages 18–24 now and follow the relevant instructions for having students fill in boxes 1–18 on their answer sheets.

Continue Here if You Have Already Conducted a Preadministration Session

Distributing Answer Sheets

When students are ready, say:

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

Distribute the answer sheets that students filled in before test day. Make sure each student receives their own answer sheet with identifying information complete. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill in boxes 2–18 after testing has finished.

Then say:

Please check to make sure your correct legal name and date of birth appear on the answer sheet. Raise your hand if you have the wrong answer sheet.

If you were not here when we filled out the information on pages 1, 2, and 4, please fill in your full legal name in box 1 now. You’ll be given time to complete the remaining boxes after the test. [pause]

If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you are unable to do so, give them blank answer sheets and direct them to complete box 1.

Distributing Test Books

When everyone is ready, say:

I am now going to give you your test books. When you receive your test book, do not open it. Turn it over and read the back cover. It has important information about the test and how to properly mark your answers.

Remove the shrinkwrap from the test books and give one test book to each student. Hand each student a test book personally; do not allow students to pass them to one another. We recommend that you note the order in which you hand out the test books, and indicate this order on the seating chart on the back of this manual. 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 and other requested information clearly on the back of your test book. Please look up when you are finished. [pause]

Now turn to the back of your answer sheet or page 9 if you are using a large-block answer sheet.

Completing Test Book Information and the Signature Area

The following instructions are important for ensuring valid scores. All students must fill in the test book information and the signature area on the answer sheet.

For boxes 19 and 20, say:

Find boxes 19 and 20. Copy the form code and test ID exactly as they appear on the back of your test book into boxes 19 and 20 on your answer sheet. For box 19, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]
**BOX 21 – Testing Room Code:** Read script (A) if your school uses testing room codes or script (B) if your school does NOT use testing room codes. (Read only one option.)

A If your school uses testing room codes, for box 21, say:

In box 21, write the testing room code ____; then fill in the bubbles.

OR

B If your school does NOT use testing room codes, for box 21, say:

Please leave box 21 blank.

To all students, say:

All students must read and agree to the statements in the area labeled “Date and sign on test day” on the back of the answer sheet or on page 23 of the large-block answer sheet. By signing here, you are agreeing not to share any specific test question with anyone, in any form of communication, including email, text message, online posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction.

Read the statements at the top and bottom of this area, then sign your full name as you would on an official document. Under your signature, print your name and write in today’s date.

Put your pencil down when you are finished.

Walk around the room and check that all students are filling in the signature area (even if they are approved by the school to write answers in their test books). Also check to make sure students correctly enter today’s date.

**NOTE:** If a student is using a scribe as an accommodation, have the scribe print the student’s name and encourage the student to sign. The scribe may sign if the student is unable to do so.

When everyone is ready, say:

Please put your calculators and extra batteries under your desk now. You may not use them until Section 4.

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

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

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

Answer any student questions about testing procedures. Be familiar with the procedures in the following section.

To begin testing your students, use Script 1 on the next page for standard timing and breaks. Review the information starting on page 33 if you have students testing with accommodations that affect timing and breaks. Page 35 indicates which scripts to use for different timings.

**Throughout the Test, Follow These Procedures**

Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, use your phone, or do any other task unrelated to the test administration.

**Time the Section**

- Enter the start and stop times as students begin working on each section; post the times for students to see. To ensure that you have correctly calculated the stop time, refer to the appropriate timing chart at the end of this manual (pages 49–52).

- Announce the remaining time at regular intervals, as noted in the scripts. Students must be given the full time for each section as described in this manual.

- Before you call stop, verify the time with a proctor, if you have one assisting you.

**Monitor Students**

- Walk around the room to check that everyone is working on the correct section.

- If you see any students using a pen or a mechanical pencil, advise them to switch to a No. 2 pencil immediately.

- 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 any student marks their answers in the wrong place on the answer sheet, follow the instructions in the Irregularity Chart on page 62.

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 per the instructions on page 12.

**Account for Test Books**
- Account for all test books (used and unused). If a book appears to be missing, alert your supervisor immediately and follow procedures in “Accounting for Test Materials,” page 25.
- The College Board recommends using the chart on the back of this manual to record where each student is seated as well as the order in which you handed out the test books.

**During Breaks**
- Post the break time of 5 minutes, and include what time students should return to their seats.
- Walk around the room to check that all test books are closed and answer sheets are inside test books.
- Students may not use phones during breaks for any reason. If they haven’t been collected, phones must remain powered off and put away until the test is completely over.
- Students may eat and drink during breaks, as long as they placed their food and beverages under their desks before the start of the test, as instructed. Do not allow students to access their personal belongings until after the test.
- If students ask, they may go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

**Script 1: Standard Time**

Use the following script for students testing with standard timing and breaks.

⚠️ If you are testing students with accommodations, review the information starting on page 33 to determine which scripts to use.

**Section 1: Reading Test**

⚠️ 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. Once we begin, you will have 55 minutes to work on

Section 1, the Reading Test. We will take a 5-minute break when this section is finished.

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

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

Please find Section 1 on page 3 of your answer sheet (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 MINUTES STANDARD TIME</td>
</tr>
<tr>
<td>Start Time _____ Stop Time _____</td>
</tr>
</tbody>
</table>

After 30 minutes, say:

You have 25 minutes remaining in this section.

After 50 minutes, say:

You have 5 minutes remaining in this section.

After exactly 55 minutes, say:

Stop work, and put your pencil down.
Place 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.
We will start testing again in exactly 5 minutes.

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

You may not use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over.
**Test Day Instructions  Script 1: Standard Time**

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

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

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

**Section 2: Writing and Language Test**

**ATC Timing for Section 2**

- Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 38), then turn to this page for Section 3.

- **When everyone is ready, say:**

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

  > Be sure to mark your answers in the corresponding bubbles in Section 2 of your answer sheet. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

  > Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

**For Students with Extended Time on Math Only**

- **For students testing with 100% extended time for math, turn to Script 2, “Break Before Section 3” (page 38).**

- **For students testing with 50% extended time for math, turn to Script 3, “Break Before Section 3” (page 42).**

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

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

- **When everyone is ready, say:**

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

  > Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test unless you have an accommodation to use a four-function calculator. Otherwise, please keep your calculator under your desk.

  > Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

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

**30 MINUTES STANDARD TIME**

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
</table>

**After 15 minutes, say:**

You have 15 minutes remaining in this section.

**After 25 minutes, say:**

You have 5 minutes remaining in this section.

**After exactly 30 minutes, say:**

Stop work, and put your pencil down.

Keep your answer sheet and test book flat on your desk.

**After 10 minutes, say:**

You have 10 minutes remaining in this section.
After 15 minutes, say:
You have 5 minutes remaining in this section.

After exactly 20 minutes, say:
Stop work, and put your pencil down.
Place 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.
We will start testing again in exactly 5 minutes.

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

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

Section 4: Math Test – Calculator

When everyone is ready, say:
This is the final section of the test—you’re almost done! Once we begin, you will have 40 minutes to work on Section 4, the Math Test with Calculator. You may use your calculator for this section; please put your calculator on your desk now. [pause] When using a calculator, please follow these guidelines:
• Keep it flat on your desk or hold it so that other students cannot view your work.
• Do not share or exchange your calculator with anyone else.
• If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
• If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you don’t have a backup, continue to take the test. All math questions can be answered without a calculator.
Take out your answer sheet, and find Section 4 on page 3 (or page 18 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.
If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Now, please open your test book to Section 4, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

40 MINUTES STANDARD TIME
Start Time _________ Stop Time _________

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

After 35 minutes, say:
You have 5 minutes remaining in this section.

After exactly 40 minutes, say:
Stop work, and put your pencil down.
Close your answer sheet so that page 1 is on top.
Close your test book, and place it on top of your answer sheet.
Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Dismissal

Collecting Test Books
Collect each student’s test book in the same order in which the books were distributed. Put them where students cannot access them.

If all students in the room have completed boxes 2–18 on their answer sheets, proceed to “Collecting Answer Sheets” on the following page.

To students who need to complete boxes 2–18 on the answer sheet, say:
Please sit quietly while I dismiss the other students. I will then guide you through completing your
personal information on the answer sheet. I cannot dismiss you until that information is complete.

Collecting Answer Sheets

To students whose answer sheets are complete, say:

I will now collect your answer sheets. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets. For each student, before moving on to the next person, do the following:

- Inspect the answer sheet to ensure that items 1–21 and the signature area on pages 1, 2, and 4 of the answer sheet are filled out completely. Have students fill in any missing identifying information at this time.
- For students without Pre-ID labels, ensure that the letters written in box 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
- For students without Pre-ID labels, check that box 17 is properly filled out with the student’s school code.

Before Dismissing Students

- Keep students seated until you are sure you have every student's answer sheet and test book. (If some students are remaining to fill out boxes 2–18, you may dismiss the rest of the students after all of their answer sheets and test books have been collected.)
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in two separate piles, with the exception of test books for students who were approved by the school to write their answers in their test books (see further instructions below).
- Verify by count that you have a test book and answer sheet for each student.

After all materials are accounted for, say:

In just a moment, I’m going to let you go. Remember: you must not, under any circumstances, take any test questions from the testing room or discuss them with anyone through any means, including email, text messages, or the internet.

Your school will let you know when your scores are available and how to access your complete score report online if you are at least 13 years old. If you are over age 13, you’ll also be able to link to Khan Academy for personalized practice based on your specific test results.

The test administration is now over. Congratulations again, and thank you for your participation and for all of your hard work. You are now free to collect your belongings and leave the room.

For Students Who Need to Complete Answer Sheets

For any students who remain because they need to complete their personal information on the answer sheets, do the following:

- If all of the remaining students have Pre-ID labels on their answer sheets, turn to “Continuing to Guide Students Through the Identifying Information with Pre-ID Labels” on page 22.
- If any of the remaining students do not have Pre-ID labels on their answer sheets, turn to “Continuing to Guide Students Through the Identifying Information” on page 19. Have all students fill out all of the information on the answer sheet.

- When students are finished, return to “Collecting Answer Sheets” on this page, and complete the collection of answer sheets and dismissal for these students.

After Students Leave the Room

- If you have any students with an accommodation 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 testing room code (if any) or room number.
  - Include these test books with the used answer sheets.
- Describe any irregularities as completely as possible on an SIR.

Once the above is completed, follow instructions as provided by your supervisor for handling test materials at the conclusion of testing.
Accommodated Testing Scripts

Testing Students with Accommodations

Read this section thoroughly before test day if you are testing students with accommodations. Determine which script(s) to use for the students assigned to your room. On test day itself, for most accommodated students (except MP3 audio and ATC users), you will start by following “Test Day Instructions” on page 25. Then, for Section 1, you will turn to the appropriate script, as detailed in “Using These Scripts” on page 35. The timing chart on page 36 provides an overview of timing and breaks. Some students will need a combination of standard and extended timing. You will be instructed when and where to turn to the appropriate script.

Students testing with accommodations that do not require specific materials will use the same red test book as students testing without accommodations. College Board approval is not required for use of accommodations on the PSAT 8/9. However, if students want to apply to the College Board for accommodations, they can use them on other College Board tests.

NOTE: Provide ONLY the accommodations for which a student is approved by the school. A student who tests with accommodations that are not approved by the school may not receive scores.

Alternate Test Formats

Some students may use one or more alternate test formats, such as large print, braille, MP3 audio, or assistive technology compatible (ATC) format, braille math graphs and figures, and reader’s scripts.

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 in other formats.

Large Print

Students who test with large print—14 point, 20 point, or larger font—test with standard time and breaks (Script 1), unless approved by the school for other accommodations.

Braille

Students who test with braille have standard time and breaks (Script 1) unless they are using other accommodations. Braille is in Unified English Braille (UEB), with Nemeth Code for math. Make sure that each student who is testing with braille receives the Guide to the Nemeth Code and the Braille Reference Information.

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

A regular-type test book is included with each braille test for your use as a reference. A reader’s script is also included in case the student asks to have a question read.

NOTE: If a student records answers using a braille device, see “Recording Responses,” on page 34.

Braille Graphs and Figures

Some students testing with a reader or MP3 audio may require the accommodation of Braille Graphs and Figures, for use with the Math Test.

Readers

Follow these procedures with readers:

- Assign a separate reader for each student who needs one (students may not share readers). Readers may read questions in the script as many times as a student requests, but they may not elaborate beyond what is in the script.
- Administer the test(s) with 50% extended time unless a student is already testing with 100% (or more) extended time. (Use Script 2 for 100% extended time.)
- Distribute any supplementary materials to the reader: a script, a regular-type test book for student’s and reader’s use, and additional test materials for student use as approved by the school (for example, braille materials).

MP3 Audio or Assistive Technology-Compatible (ATC) Formats

The MP3 audio and ATC formats are provided on USB flash drives and require each student to use a school-provided computer that has a USB port.
Whenever possible, students should use earphones when testing with an audio format. If earphones are not available, the student should be tested in a separate room.

**Testing MP3 Audio Users**

Use the MP3 audio format instructions and scripts in the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats* (supplementary manual) on test day, but keep this full-length manual on hand in case you need to refer to policies not covered in the supplementary manual. Read the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats* as soon as you receive it with the test materials.

⚠️ 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 8/9 Supervisor Manual for MP3 Audio and ATC Formats*.

**Testing ATC Users**

Use the instructions in the supplementary manual for setup and test-day activities, but switch to this manual for Sections 1 through 4 of the test itself. Return to the supplementary manual for the collection of materials after the test.

⚠️ The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they normally receive (standard, 50%, or 100%). Use the scripts as detailed under “Using These Scripts” (page 35) to test these students.

Students will need to open each section of the test before you begin that section, and doing so requires them to enter the password provided inside the ATC packaging.

**Recording Responses**

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

- **Writer/Scribe.** Students will dictate all answers to be put on the machine-scannable answer sheet by a scribe. Students who test with a scribe test with 50% extended time (Script 3) unless they have already been approved for 100% (or more) extended time. (Use Script 2 for 100% extended time.)

- **Braille Writer** (for example, Perkins Braille). Answers must be transcribed by the supervisor after the test (return braille pages with answer sheets).

- **Record Responses in Test Book.** The student will record all answers in the test book. The school must transfer the responses to the machine-scannable answer sheet after the test.

- **Recording Answers on an Enlarged (Large-Block) Answer Sheet.**

**Differences in Breaks and Timing**

Students who normally receive extended time for reading questions at school should receive the extended time on all sections of the test. Other students may have school approval that applies to just the Math Test (Sections 3 and 4). Arrange to seat students with different timing in separate rooms to minimize distractions and timing errors. Track the different timing needs at the beginning of each test section.

For extended-time testing, a 5-minute stretch break is included in the middle of the longer sections. Students may not leave the room without permission or discuss test questions during breaks. Have them place their testing materials in the middle of their desks. Electronics (other than those required for specific accommodations) must remain out of sight.

Students who are testing with extra breaks, students testing with extended time, and students using both of these accommodations have the same number of breaks, as noted in the timing chart on page 36. For students testing with standard time and extra breaks, use Script 4 as explained in “Using These Scripts” (page 35).

**Students who are testing with extended breaks** should be given breaks that are twice as long as the standard breaks. They receive the same number of breaks as standard test takers. (Use Script 1, but give 10-minute breaks instead of 5.)

**Students who are testing with breaks as needed** should be provided breaks as requested. (Use Script 1 unless the student has other accommodations that affect timing.)

**NOTE:** Break time does not count as testing time.

**Other Accommodations**

Some students may be approved by the school for other accommodations, such as use of a colored overlay, permission for food/medication, permission to test blood sugar, use of a four-function calculator on the Math Test – No Calculator portion, or use of a sign language interpreter for oral instructions only. These students should test with standard time and breaks (Script 1) unless they have other accommodations that affect timing.
Breaking for Lunch or Two-Day Testing  
If a school-approved accommodation requires breaking for lunch or for the day, wait until students have completed a section before stopping testing. Collect all test materials and answer sheets, and store them in a secure, locked location until you resume testing.

Using These Scripts  
The accommodated test scripts for the PSAT 8/9 are divided into three categories based on the type of accommodation a student needs. An overview of timing is given in the chart on the next page.

Script 1: Standard Time  
Use Script 1 (starting on page 29) for students testing with accommodations that do not require extended time on any part of the test—for example, breaks as needed or use of braille materials.

Script 2: 100% Extended Time  
Use the entire Script 2 (starting on page 37) for students testing with 100% extended time for reading.

Script 3: 50% Extended Time  
Use the entire Script 3 (starting on page 41) for students testing with 50% extended time for reading.

Script 4: Standard Time with Extra Breaks  
Use Script 4 (starting on page 45) for students who receive standard time on some or all sections of the test and are testing with extra breaks.

Script for MP3 Audio Format  
If testing students with the MP3 audio format, use the script in the supplementary PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats.

Combined Scripts for Math-Only Extended Time  
Begin with Script 1 (page 29) for students who are testing with extended time only on math with no extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.

- For students testing with 100% extended time for math, turn to Script 2, “Break Before Section 3” (page 38), and continue with that script for Sections 3 and 4.
- For students testing with 50% extended time for math, turn to Script 3, “Break Before Section 3” (page 42), and continue with that script for Sections 3 and 4.

Use the chart that follows as a visual aid as you prepare to test the students in your room.
## Overview of Extended Timing and Extra Breaks

<table>
<thead>
<tr>
<th></th>
<th>100% Extended Time</th>
<th>50% Extended Time</th>
<th>Standard Time (Accommodated 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><strong>Total time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including breaks)</td>
<td>5 hours, 15 minutes</td>
<td>4 hours, 3 minutes</td>
<td>2 hours, 35 minutes</td>
<td>2 hours, 50 minutes</td>
<td>3 hours, 45 minutes</td>
<td>3 hours, 15 minutes</td>
</tr>
<tr>
<td>(without breaks)</td>
<td>4 hours, 50 minutes</td>
<td>3 hours, 38 minutes</td>
<td>2 hours, 25 minutes</td>
<td>2 hours, 25 minutes</td>
<td>3 hours, 25 minutes</td>
<td>2 hours, 55 minutes</td>
</tr>
<tr>
<td><strong>Reading Test</strong></td>
<td>55 minutes</td>
<td>42 minutes</td>
<td>55 minutes</td>
<td>28 minutes</td>
<td>55 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td>5-minute break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing and Language Test</strong></td>
<td>60 minutes</td>
<td>45 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Test – No Calculator</strong></td>
<td>40 minutes</td>
<td>30 minutes</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>40 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Test – Calculator</strong></td>
<td>40 minutes</td>
<td>30 minutes</td>
<td>40 minutes</td>
<td>20 minutes</td>
<td>40 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>5-minute break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For details on testing with the MP3 audio format (including possible two-day testing), see the PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats.*
Script 2: 100% Extended Time

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

If you are testing students with math-only extended time, turn to the appropriate standard time script (Script 1 on page 29 or Script 4 on page 45 for students who are testing with standard time and extra breaks). You will be instructed when to return to this 100% extended time script.

Instructions for Using a Scribe

If a student is using a scribe, say:

If you are using a scribe, your answers will be recorded as you dictate them, and any corrections will be made as you direct. If you want to review your work, your answers will be read to you. If you need to use scratch paper to work out math problems, the scribe will record on the scratch paper what you dictate.

Section 1: Reading Test

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

When everyone is ready, say:

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

Be sure to mark your answers in the corresponding bubbles in Section 1 of your answer sheet.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>55 MINUTES</th>
<th>100% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Time</td>
<td>Stop Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-MINUTE BREAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Time</td>
</tr>
</tbody>
</table>

After 30 minutes, say:

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

After 50 minutes, say:

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

After exactly 55 minutes, say:

Stop work, and put your pencil down.

Place 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.

We will start testing again in exactly 5 minutes.

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

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

During the Break

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

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

When everyone is ready, say:

You will now have another 55 minutes to work on 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. Time starts now.

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

You have 30 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work, and put your pencil down.
Place 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.
We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 2: Writing and Language Test

When everyone is ready, say:

Once we begin, you will have 60 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.
Be sure to mark your answers in the corresponding bubbles in Section 2 of your answer sheet. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

During the Break

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

For students using ATC files with 50% extended time, turn to Script 3, “Break Before Section 3” (page 42).
For students using ATC files with standard time and extra breaks, turn to Script 4, “Break Before Section 3” (page 46).
For students using ATC files with standard time, no extra breaks, turn to Script 1, Section 3 (page 30).

Break Before Section 3

For the break, say:

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

During the Break

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

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

Section 3: Math Test – No Calculator

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

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test unless you have an accommodation to use a four-function calculator. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

After 15 minutes, say:

You have 25 minutes remaining in this section.

After 35 minutes, say:

You have 5 minutes remaining in this section.

After exactly 40 minutes, say:

Stop work, and put your pencil down.
Place 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. We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

When everyone is ready, say:

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

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

- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you don’t have a backup, continue to take the test. All math questions can be answered without a calculator.
Accommodated Testing Scripts  
*Script 2: 100% Extended Time*

Take out your answer sheet, and find Section 4 on page 3 (or page 18 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 40 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. Time starts now.

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

You have 20 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work, and put your pencil down. Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

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

I will now collect your test books. Please sit quietly.

Proceed to “Dismissal,” on page 31.

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

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 MINUTES</td>
<td>100% EXTENDED TIME</td>
</tr>
</tbody>
</table>

**5-MINUTE BREAK**

<table>
<thead>
<tr>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 MINUTES</td>
<td>100% EXTENDED TIME</td>
</tr>
</tbody>
</table>

After 20 minutes, say:

You have 60 minutes remaining in this section, and 20 minutes until the break.

After 35 minutes, say:

You have 45 minutes remaining in this section, and 5 minutes until the break.

After exactly 40 minutes, say:

Stop work, and put your pencil down.

Place 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.

We will start testing again in exactly 5 minutes.
Script 3: 50% Extended Time

The following script is for 50% extended time test takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1 on page 29 or Script 4 on page 45 for students testing with standard time and extra breaks). You will be instructed when to return to this script.

Instructions for Using a Scribe

If a student is using a scribe, say:

If you are using a scribe, your answers will be recorded as you dictate them, and any corrections will be made as you direct. If you want to review your work, your answers will be read to you. If you need to use scratch paper to work out math problems, the scribe will record on the scratch paper what you dictate.

Section 1: Reading Test

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

<table>
<thead>
<tr>
<th>Time</th>
<th>50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 MINUTES</td>
<td>Start Time ______  Stop Time ______</td>
</tr>
<tr>
<td>5-MINUTE BREAK</td>
<td></td>
</tr>
<tr>
<td>41 MINUTES</td>
<td>Start Time ______  Stop Time ______</td>
</tr>
</tbody>
</table>

After 22 minutes, say:

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

After 37 minutes, say:

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

After exactly 42 minutes, say:

Stop work, and put your pencil down.
Place 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.
We will start testing again in exactly 5 minutes.

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

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

During the Break

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

At the end of the break, say:

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

You will now have another 41 minutes to work on 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. Time starts now.

After 21 minutes (from the end of the break), say:

You have 20 minutes remaining in this section.

After 36 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

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

Stop work, and put your pencil down.

Place 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.

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 2: Writing and Language Test

ATC Timing for Section 2

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 38) and then return to “Break Before Section 3” on this page.

When everyone is ready, say:

Once we begin, you will have 45 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the corresponding bubbles in Section 2 of your answer sheet. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After 25 minutes, say:

You have 20 minutes remaining in this section.

After 40 minutes, say:

You have 5 minutes remaining in this section.

After exactly 45 minutes, say:

Stop work, and put your pencil down.

Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
Section 3: Math Test – No Calculator

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

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test unless you have an accommodation to use a four-function calculator. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

Place 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.

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

When everyone is ready, say:

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

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

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

Take out your answer sheet, and find Section 4 on page 3 (or page 18 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.
If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

<table>
<thead>
<tr>
<th>RECORD START AND STOP TIMES HERE — POST FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 MINUTES 50% EXTENDED TIME</td>
</tr>
<tr>
<td>Start Time _________  Stop Time _________</td>
</tr>
</tbody>
</table>

**5-MINUTE BREAK**

<table>
<thead>
<tr>
<th>30 MINUTES 50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Time _________  Stop Time _________</td>
</tr>
</tbody>
</table>

**During the Break**

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

<table>
<thead>
<tr>
<th>At the end of the break, say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please take your seat. Do not open your test book until I tell you to do so.</td>
</tr>
</tbody>
</table>

**When everyone is ready, say:**

You will now have another 30 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. Time starts now.

<table>
<thead>
<tr>
<th>After 15 minutes (from the end of the break), say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 15 minutes remaining in this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After 25 minutes (from the end of the break), say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 5 minutes remaining in this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After exactly 30 minutes (from the end of the break), say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop work, and put your pencil down.</td>
</tr>
<tr>
<td>Close your answer sheet so that page 1 is on top.</td>
</tr>
<tr>
<td>Close your test book, and place it on top of your answer sheet.</td>
</tr>
<tr>
<td>Congratulations—you just finished the test! Please remain in your seats until I dismiss you.</td>
</tr>
<tr>
<td>I will now collect your test books. Please sit quietly.</td>
</tr>
</tbody>
</table>

**Proceed to “Dismissal” on page 31.**
Script 4: Standard Time with Extra Breaks

The following script is for students who have an accommodation for extra breaks with no extended time or math-only 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

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

When everyone is ready, say:

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

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 12 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.

After 15 minutes, say:

You have 40 minutes remaining in this section, and 13 minutes until the break.

After 23 minutes, say:

You have 32 minutes remaining in this section, and 5 minutes until the break.

After exactly 28 minutes, say:

Stop work, and put your pencil down. Place 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.

We will start testing again in exactly 5 minutes.

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

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

During the Break

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 27 minutes to work on 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. Time starts now.

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

You have 12 minutes remaining in this section.

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

You have 5 minutes remaining in this section.
After exactly 27 minutes (from the end of the break), say:

Stop work, and put your pencil down.
Place 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.
We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

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

Section 2: Writing and Language Test

ATC Timing for Section 2

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 38), then return to “Break Before Section 3” on this page.

When everyone is ready, say:

Once we begin, you will have 30 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

Be sure to mark your answers in the corresponding bubbles in Section 2 of your answer sheet. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

Take out your answer sheet, and find Section 2 on page 3 (or page 14 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

Break Before Section 3

For the break, say:

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

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
Section 3: Math Test – No Calculator

For Students with Extended Time on Math Only

Caution: For students testing with 100% extended time, turn to Script 2, Section 3 (page 39).

Caution: For students testing with 50% extended time, turn to Script 3, Section 3 (page 43).

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

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are NOT allowed to use a calculator on this section of the test unless you have an accommodation to use a four-function calculator. Otherwise, please keep your calculator under your desk.

Take out your answer sheet, and find Section 3 on page 3 (or page 16 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

After 10 minutes, say:

You have 10 minutes remaining in this section.

After 15 minutes, say:

You have 5 minutes remaining in this section.

After exactly 20 minutes, say:

Stop work, and put your pencil down.

Place 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.

We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

When everyone is ready, say:

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

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

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

Take out your answer sheet, and find Section 4 on page 3 (or page 18 if you are using a large-block answer sheet). Be sure to mark your answers in...
the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, 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 characters.

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

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

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

We will start testing again in exactly 5 minutes.

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

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

When everyone is ready, say:
You will now have another 20 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. Time starts now.

After 10 minutes (from the end of the break), say:
You have 10 minutes remaining in this section.

After 15 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 20 minutes (from the end of the break), say:
Stop work, and put your pencil down.
Close your answer sheet so that page 1 is on top.
Close your test book, and place it on top of your answer sheet.
Congratulations—you just finished the test! Please remain in your seats until I dismiss you.
I will now collect your test books. Please sit quietly.

Proceed to “Dismissal” on page 31.
### Resources

**Standard Time Section Timing Chart for the PSAT 8/9**

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

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 55-minute section (Section 1)</th>
<th>For a 30-minute section (Section 2)</th>
<th>For a 20-minute section (Section 3)</th>
<th>For a 40-minute section (Section 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>:00</td>
<td>:55</td>
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### 100% Extended Time Section Timing Chart for the PSAT 8/9

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

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### 50% Extended Time Section Timing Chart for the PSAT 8/9

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

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Section Timing Chart for the PSAT 8/9, Standard Time with Extra Breaks

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

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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 section can be solved without a calculator; however, students may find using a calculator helpful on some questions.

On the Math Test – Calculator section, all scientific calculators and most graphing calculators (see list) are permitted. A four-function calculator is acceptable but not recommended.

The following graphing calculators are permitted:

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*The use of the stylus is not permitted.
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(for students filling out Box 9 on the answer sheet; see sample)

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</tr>
<tr>
<td>527</td>
<td>Suriname</td>
</tr>
<tr>
<td>530</td>
<td>Swaziland</td>
</tr>
<tr>
<td>535</td>
<td>Sweden</td>
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<tr>
<td>540</td>
<td>Switzerland</td>
</tr>
<tr>
<td>545</td>
<td>Syria</td>
</tr>
<tr>
<td>550</td>
<td>Tahiti</td>
</tr>
<tr>
<td>555</td>
<td>Taiwan</td>
</tr>
<tr>
<td>556</td>
<td>Tajikistan</td>
</tr>
<tr>
<td>560</td>
<td>Tanzania</td>
</tr>
<tr>
<td>565</td>
<td>Thailand</td>
</tr>
<tr>
<td>567</td>
<td>Togo</td>
</tr>
<tr>
<td>570</td>
<td>Tonga</td>
</tr>
<tr>
<td>575</td>
<td>Trinidad and Tobago</td>
</tr>
<tr>
<td>580</td>
<td>Tunisia</td>
</tr>
<tr>
<td>585</td>
<td>Turkey</td>
</tr>
<tr>
<td>584</td>
<td>Turkmenistan</td>
</tr>
<tr>
<td>586</td>
<td>Turks and Caicos Islands</td>
</tr>
<tr>
<td>587</td>
<td>Tuvalu</td>
</tr>
<tr>
<td>590</td>
<td>Uganda</td>
</tr>
<tr>
<td>589</td>
<td>Ukraine</td>
</tr>
<tr>
<td>591</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>595</td>
<td>Uruguay</td>
</tr>
<tr>
<td>594</td>
<td>Uzbekistan</td>
</tr>
<tr>
<td>596</td>
<td>Vanuatu</td>
</tr>
<tr>
<td>600</td>
<td>Venezuela</td>
</tr>
<tr>
<td>605</td>
<td>Vietnam</td>
</tr>
<tr>
<td>610</td>
<td>Wales</td>
</tr>
<tr>
<td>623</td>
<td>Yemen</td>
</tr>
<tr>
<td>635</td>
<td>Zambia</td>
</tr>
<tr>
<td>480</td>
<td>Zimbabwe</td>
</tr>
</tbody>
</table>

**UNITED KINGDOM**

- 180 England
- 277 Isle of Man
- 434 Northern Ireland
- 495 Scotland
- 610 Wales
Q1: What do I do if my labels are incorrect?
A1: Do not apply incorrect labels (unless the address is the only incorrect information). Provide students with blank answer sheets and seat them with students who do not have labels on test day. You will be instructed to complete the preadministration session on test day for these students.

Q2: What information was provided on my school's bulk registration file?
A2: Some of the information that has been provided on behalf of your students is printed directly on the label. Other information is shortened or represented by an indicator (for example, “Y” or “N” to indicate whether or not a field was provided). Any information that isn’t represented fully on the label is encoded in the barcode. Check the Supplemental Instructions provided in your Pre-ID label shipment to see a list of all the information that has already been provided on behalf of your students.

Q3: What do I do if I lost my Supplemental Instructions for PSAT 8/9?
A3: First name, last name, sex, date of birth, grade, and school code have already been supplied for all students with Pre-ID labels. Read the instructions for the preadministration session beginning on page 18 of this manual to ensure that students provide all of the necessary identifying information.

Q4: When should I apply Pre-ID labels to the answer sheets?
A4: Once you have checked your labels to ensure that they are correct and planned out the timing for your preadministration session, apply the Pre-ID labels by following the instructions found on pages 10–11.

The College Board recommends using your seating plan to sort the labeled answer sheets so they can be easily distributed to students.

Q5: How can I ensure that associate supervisors will provide the correct instructions to students with Pre-ID labels?
A5: Set up a session before test day with your associate supervisors where you provide them each with a copy of this manual and a photocopy of the Supplemental Instructions. Using your copy of the Supplemental Instructions, inform the associate supervisors which fields they may check off in the preadministration session instructions beginning on page 22 of this manual as having already been provided on the labels. Make sure that all associate supervisors are familiar with the instructions in this manual.

Q6: What should I do if a student finds that their label is incorrect during the preadministration session?
A6: Check the student’s label. The student may use the label if their address is incorrect as long as the other information is correct. If any information other than the address is incorrect, the student will have to provide all of their identifying information on test day. On test day, the student should be assigned to a separate testing room where other students without Pre-ID labels are seated, if possible.

Q7: If students have incorrect labels on test day, should they be dismissed from testing?
A7: No. Check to make sure that the labels are incorrect. If any information other than the address is incorrect, provide the students with blank answer sheets, instruct them to provide their names in box 1, and let them know that they will need to provide the rest of their identifying information after testing has completed.

Q8: How do I administer the test if my room has some students with Pre-ID labels and some students without labels?
A8: Students with labels should be assigned to a different testing room than students without labels. If you do not have space to separate the two groups, students without labels should fill in box 1 before testing. At the conclusion of testing, follow the instructions to dismiss students whose answer sheets are complete and then return to the preadministration instructions on page 18 for the students who need to complete their information.
Remittance Report for Schools Without Internet Access

Keep your Shipping Notice: Use 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 the 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 13).

| (A) Number of standard tests ordered | (B) Total number of tests ordered in these formats: braille, large print, MP3 audio, and ATC (don’t count large-block answer sheets, braille graphs and figures, and reader’s script) | (C) Total number of test books (A + B) | (D) Total number of answer sheets returned for scoring (E + F + G + H + I) | (E) 9th grade answer sheets | (F) 8th grade answer sheets | (G) 7th grade answer sheets | (H) 6th grade answer sheets | (I) Other grade answer sheets | (J) Number of students tested at your school whose fees are being billed to the district/state contracts | (K) Number of students tested at your school whose fees will be billed to an educational entity other than the district/state | (L) Total number of students exempt from school’s bill remittance (J + K) | (M) Total number of students for whom fees are included (D – L) | (N) Number of unused tests (C – D) | (O) Free unused tests (20% of line C: minimum of 10) | (P) Over order fee ([N – O] x $4.00) | (Q) Fees for shipping surcharge for schools outside of the U.S. (C x $6.00) | (R) Total fees for students (M x $10.00) | (S) TOTAL AMOUNT DUE (P + Q + R) |
|-----------------------------------|-------------------------------------------------|-------------------------------|--------------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------------|------------------------------------------------|--------------------------------|--------------------------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| (A)______                          | (B)______                                        | (C)______                     | (D)______                      | (E)______                   | (F)______                  | (G)______                  | (H)______                  | (I)______                  | (J)______                             | (K)______                             | (L)______                             | (M)______                             | (N)______                              | (O)______                              | (P)______                              | (Q)______                              | (R)______                              | (S)______                              |

Name(s) of other paying educational entity: ____________________________

School: ____________________________

City: ____________________________

Name: ____________________________

Title: ____________________________

Signature: ____________________________

School Code: ____________________________

State or Country: ____________________________

Phone Number: ____________________________

Purchase Order No. (if applicable): ____________________________

Date: ____________________________

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

(Does not apply to schools in U.S. territories or Canada).

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

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

You must use a No. 2 pencil. It is important that marks are dark and complete. Do not use a mechanical pencil. If you need to change a response, erase as completely as possible. Incomplete marks or erasures may affect your score.

<table>
<thead>
<tr>
<th>Name</th>
<th>Enter your legal name, including hyphens, apostrophes, and spaces. Enter your middle initial if you have one. Fill in corresponding bubbles. Omit &quot;Jr.&quot; or &quot;III.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name (Family Name)</td>
<td>first 25 letters</td>
</tr>
<tr>
<td>First Name</td>
<td>first 16 letters</td>
</tr>
</tbody>
</table>

**PART 2: For Associate Supervisors and Proctors**
To show a space, leave a blank box and fill in a blank bubble. 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>Street Address</th>
<th>Include apartment number, if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WV, WY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zip or Postal Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

This space has been intentionally left blank.
You must use a No. 2 pencil. It is important that marks are dark and complete. Do not use a mechanical pencil. If you need to change a response, erase as completely as possible. Incomplete marks or erasures may affect your score.

<table>
<thead>
<tr>
<th>Section</th>
<th>Complete Mark</th>
<th>Incomplete Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A B C D</td>
<td>33 A B C D</td>
</tr>
<tr>
<td>2</td>
<td>A B C D</td>
<td>34 A B C D</td>
</tr>
<tr>
<td>3</td>
<td>A B C D</td>
<td>35 A B C D</td>
</tr>
<tr>
<td>4</td>
<td>A B C D</td>
<td>36 A B C D</td>
</tr>
<tr>
<td>5</td>
<td>A B C D</td>
<td>37 A B C D</td>
</tr>
<tr>
<td>6</td>
<td>A B C D</td>
<td>38 A B C D</td>
</tr>
<tr>
<td>7</td>
<td>A B C D</td>
<td>39 A B C D</td>
</tr>
<tr>
<td>8</td>
<td>A B C D</td>
<td>40 A B C D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Student-Produced Responses</th>
<th>You will not receive credit for anything written only in the boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>41</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 4</th>
<th>Student-Produced Responses</th>
<th>You will not receive credit for anything written only in the boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>101</td>
<td>102</td>
</tr>
</tbody>
</table>
PART 2: For Associate Supervisors and Proctors

10 Sex
○ Female ○ Male

11 Grade Level
○ Not yet in 6th grade ○ 6th grade ○ 9th grade ○ 7th grade ○ 10th grade ○ 8th grade ○ Above 10th grade

12 Grade Point Average
Cumulative 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 (63 – 66)
- D- (60 – 62)
- E or F (below 60)

13 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.)

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

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)

14 Language Background
What language did you learn to speak first? (Mark only one.)
○ English only ○ English and another language ○ Another language

What language do you know best? (Mark only one.)
○ English only ○ English and another language about the same ○ Another language

15 Military Relation
(Mark all that apply.)
○ I have a parent/guardian who is in the National Guard or the Reserves ○ I have a parent/guardian who is on active duty in the U.S. Military ○ Neither of my parents/guardians have a current military connection

16 School
Are you taking this test at the school you regularly attend?
○ Yes. ○ No, I am homeschooled. ○ No, this is not the school I regularly attend.

Fill in the school you regularly attend below:

School Name:
City:
State:
Country:

17 School Code

18 Optional Code

19 Form Code
Copy and grid as on back of test book.

20 Test ID
Copy from back of test book.

21 Testing Room Code

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

DATE AND SIGN ON TEST DAY

Today, I am taking one step on my path to college. I confirm I am the person listed on the answer sheet and pledge to follow the test regulations and guidelines.

Signature:

Print 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.
## 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>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 answer sheets of affected students on top of other answer sheets.</td>
<td><strong>Note the section(s) affected and timing discrepancy.</strong> <strong>On page 2 Section 6, fill in the circle for “Undertiming” (for a group), or page 2 Section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in Section 10.</strong></td>
</tr>
<tr>
<td><strong>Overtiming</strong></td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit answer sheets of affected students on top of other answer sheets.</td>
<td><strong>Note the section(s) affected and timing discrepancy.</strong> <strong>On page 2 Section 6, fill in the circle for “Overtiming” (for a group), or page 2 Section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in Section 10.</strong></td>
</tr>
</tbody>
</table>

### Environment

| **Disturbance** | 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 answer sheets of affected students on top of other answer sheets. | **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.** |
| **Interruption** | 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 answer sheets of affected students on top of other answer sheets. | **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.** |

### Test Cancellation

| **Call PSAT 8/9** | If a storm, flood, power failure, etc., requires cancellation of the test, call the PSAT 8/9 office (see “Contact Us,” page ii) for instructions. Tell students that other arrangements are being requested. | **Not applicable.** |

### Missing Materials

<p>| <strong>Missing test book</strong> | If test books are missing from your shipment or appear to be tampered with, immediately call the PSAT 8/9 office. If a test book is missing from a testing room, follow the procedures on page 25 of this manual. Call PSAT 8/9 office immediately if materials cannot be located. | <strong>Explain actions taken in detail.</strong> <strong>On page 2 Section 6, Group Irregularities Information, fill in the circle for “Missing materials.”</strong> |</p>
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late arrival</td>
<td>See “Test Day Instructions,” page 25.</td>
<td>Identify student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 Section 7, Check-In Issue, fill in the circle for “Student arrived late.”</td>
</tr>
<tr>
<td>Giving and/or receiving information</td>
<td>Change the seat of any students suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. We recommend keeping a seating chart (see back cover of this manual) of students who are seated nearby (or entire room, if possible), and indicating original and changed seated location on the seating chart. Tell students that a report will be submitted.</td>
<td>Identify students (the student providing the information and the student receiving the information) and explain circumstances.</td>
</tr>
<tr>
<td></td>
<td>Submit students’ answer sheets on top of other answer sheets.</td>
<td>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student gave or received help.”</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>Giving and/or receiving information</td>
<td>If you are certain a 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 student answer sheet—do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Prohibited aid (see pages 26–27) or calculator use when not permitted</td>
<td>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or who uses any of the prohibited aids listed on pages 26–27 either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players.) Destroy student answer sheet—do not submit fee for student.</td>
<td>Identify student.</td>
</tr>
<tr>
<td></td>
<td>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student used an unauthorized aid.”</td>
<td>Fill in the Yes circle indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Opening test book before test</td>
<td>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.</td>
<td>Identify student, length of time, and affected sections.</td>
</tr>
<tr>
<td>OR</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 appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Include the length of time.</td>
</tr>
<tr>
<td>Working on wrong section of test book or answer sheet</td>
<td>OR</td>
<td>Fill in the Yes circle indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>OR</td>
<td>If the student continues to keep test book open, to work on wrong section, or to work after time is called, collect the test book and answer sheet and dismiss the student. Destroy student answer sheet—do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Working longer than the time permitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”</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>Answers recorded in test book</td>
<td>Answers recorded in a test book may not be transferred to an answer sheet by student or school personnel after time is called for the section. <strong>Exception:</strong> Students testing with school-approved accommodations that include permission to record answers in the test book. In these cases, school personnel must transfer answers from the test book to the answer sheet and return with other answer sheets (see page 32). 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 testing room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet—return them when student reenters. Do not allow extra testing time. Recheck the ID of any student who left the room for a 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. If student wants answer sheet scored, tell student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. Destroy student answer sheet—do not submit fee for student.</td>
<td>Identify student, test section, last question number completed, and reason for leaving. <strong>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”</strong> 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 answer sheet—do not submit fee for student.</td>
<td>Identify student, length of time, and affected sections. <strong>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student disrupted test.”</strong> Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Illness</td>
<td>Permit student to leave testing room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. Destroy student answer sheet—do not submit fee for student.</td>
<td>Identify student, length of absence, affected section(s), and questions. <strong>On page 2 Section 7, Test Admin Issue, fill in the circle for “Student became ill.”</strong> Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Student score cancellation</td>
<td>Do not submit answer sheet if student requests that test not be scored. Destroy student answer sheet—do not submit fee for student.</td>
<td>Identify student. **On page 2 Section 7, Other Issue, fill in the circle for “Other” and enter “Student score cancellation” in the COMMENTS section on page 3. Fill in the Yes circle, indicating that student’s answer sheet was destroyed.</td>
</tr>
</tbody>
</table>

*Student Issues (continued)*
<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Supervisor’s Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not complete boxes 19–20 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 19 (Form Code) and 20 (Test ID). OR 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>Not applicable.</td>
</tr>
<tr>
<td>Student does not complete boxes 19–20 on the answer sheet</td>
<td>Identify student. On page 2 Section 7, Other Issue, fill in the circle for “Other” and enter “Answer sheet returned without Form Code, Test ID.” in the COMMENTS section on page 3.</td>
<td></td>
</tr>
<tr>
<td>Staff did not provide correct accommodation(s)</td>
<td>Continue testing. Contact PSAT 8/9 office (see “Contact Us,” page ii) for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td></td>
</tr>
<tr>
<td>Staff did not provide correct accommodation(s)</td>
<td>Identify student. On page 2 Section 7, Testing Staff Issue, fill in the circle for “Staff did not provide correct accommodation(s).”</td>
<td></td>
</tr>
<tr>
<td>Staff incorrectly permitted student to use accommodation(s)</td>
<td>Continue testing. Contact PSAT 8/9 office (see “Contact Us,” page ii) for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td></td>
</tr>
<tr>
<td>Staff incorrectly permitted student to use accommodation(s)</td>
<td>Identify student. On page 2 Section 7, Testing Staff Issue, fill in the circle for “Staff incorrectly permitted student to use accommodation(s).”</td>
<td></td>
</tr>
<tr>
<td>Defective test book or audio format</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 the test with others. On test book cover, write “Defective,” 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. For defective MP3 audio or ATC format tests, return test material in the original packaging it was shipped in, with the answer sheets. Identify student and 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.” Provide details in the COMMENTS section on page 3.</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 the 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. 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.” Provide details in the COMMENTS section on page 3.</td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Issues (continued)</strong></td>
<td></td>
<td></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 to send an email to: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Indicate name and address of student who reported ambiguity or error, form, section, and test question number. On page 3 Section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.</td>
</tr>
<tr>
<td>Call PSAT 8/9 office immediately after test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distribution of PSAT 8/9 Materials

Associate Supervisor Name ____________________________

School Name ____________________________ Room No. ____________ 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 associate 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 adjoin each other.
2. Indicate the position of the associate 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 student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat to which the student was moved.

PSAT 8/9 Coordinator

On the first seating chart, record your answer sheet tracking information in the space provided. Keep all of your school’s seating charts for your records.

Sample Seating Chart

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

Name: ____________________________
Title: ____________________________
Date: ____________________________

Answer Sheet Tracking Numbers

_________________________________
_________________________________

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

Name: ____________________________
Title: ____________________________
Date: ____________________________

Answer Sheet Tracking Numbers

_________________________________
_________________________________