Provide a fair testing environment for the PSAT™ 8/9 with:

- SECURITY REQUIREMENTS
- TESTING ROOM PROCEDURES AND INSTRUCTIONS FOR RETURNING MATERIALS
- OFFICIAL TEST SCRIPTS AND TIMING CHARTS

Testing Windows:
2015–2016

- SEPT 28 THRU JAN 29
- FEB 22 THRU MAR 4
About the College Board

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

For further information, visit collegeboard.org.

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: psat@info.collegeboard.org
PHONE: 888-477-PSAT (7728) toll free for educators in the United States only
+1-212-237-1335 outside of the U.S.
609-882-4118 (TTY)
HOURS: 8 a.m. to 7 p.m. ET, M-F
FAX: 610-290-8979

For information about procedures for testing students with disabilities, visit:

WEB: collegeboard.org/ssd

The PSAT™ 8/9

The PSAT™ 8/9 is the first exam in the SAT® Suite of Assessments. The exams serve as a “check-in” on progress, allowing students and teachers to pinpoint areas for focused practice as students progress through high school.
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Introduction

Check materials immediately

Your school should receive the following with its test shipment:

☐ Shipping Notice

☐ Test books and answer sheets in packages of 5 or 25.

☐ Supervisor’s Manuals (at least one for every 25 test books)

☐ Supervisor’s Kit:

 › PSAT 8/9 Test Shipment Memo
 › PSAT 8/9 Supervisor’s Report Form (SRF)
 › Remittance Envelope
 › Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
 › PSAT 8/9 Supervisors Irregularity Report (bundle of 5)
 › PSAT 8/9 Gray Return Envelope
 › Roll of packing tape

☐ Prelabeled Courier Answer Sheet Return Boxes

☐ Test Book Return Label(s)

NOTE: If you participate in the bulk registration process, you must use the Bulk Registration Supervisor’s Manual in place of this manual.

If you ordered nonstandard materials, your school will receive the following separately:

☐ Nonstandard test books and materials for students testing with accommodations.

NOTE: This Supervisor’s Manual includes scripts and instructions for administering the PSAT 8/9 with accommodations. See page 22.

Keeping the test books in their shrinkwrapping:

1. Verify that you have received the correct count of test books and answer sheets. Carefully fan the books inside the seal to count the number of test books enclosed.

2. Without removing the materials from the shrinkwrapping, compare the serial numbers on the test books against those on your Shipping Notice.

3. Confirm that test materials are for the testing window for which your school registered.

The PSAT 8/9 and redesigned assessments

Designed for eighth- and ninth-graders, the PSAT 8/9 will reflect the knowledge and skill areas tested by the redesigned SAT®, the PSAT/NMSQT®, and the PSAT™ 10. On the redesigned assessments, students will encounter:

» Continued emphasis on reasoning alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success.

» Greater emphasis on the meaning of words in a variety of contexts and on how word choice shapes meaning, tone, and impact.

» Focus on math that matters most, including problem solving, data analysis, algebra, and advanced mathematical concepts.

» Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores).

Facts about the test

The assessment comprises three tests and includes 2 hours and 45 minutes of actual testing time, 15 minutes of breaks, and approximately 30 to 35 minutes of administration time. Any of the following sections can contain operational or pretest items:

» Preadministration activities: 30 to 35 minutes

» Reading Test: 55 minutes

» 5-minute break

» Writing and Language Test: 30 minutes

» Math Test – No Calculator: 20 minutes

» 5-minute break

» Math Test – Calculator portion: 40 minutes

» 5-minute break

» Variable section with Reading, Writing and Language, or Math questions: 20 minutes long

» Collecting materials and dismissing students: 5 minutes
Preparing for the test

A message for supervisors
This manual is for the use of the person supervising the administration of the PSAT 8/9. In some cases, references are made to your school’s coordinator in charge of ordering materials, which may be a role that you also fill. If that role is filled by a separate person at your school, you will need to work with him or her to ensure receipt and secure storage of materials.

Please set aside time before the test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Consider providing advance copies of sections in this manual that contain specific information about test day procedures, including test administration scripts to staff who will be assisting on test day. These include: “Preadministration Instruction” pages 6–7 if you plan to have students fill out personal information on the answer sheet before test day, “On Test Day” pages 8–12, “Testing Script” (standard) pages 14–21, and “Nonstandard Testing Script” pages 22–30 if you 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 policies and procedures described in this manual could result in score cancellations. Schools that do not comply with the policies and procedures set forth in this manual may not receive score reports.

NOTE: Schools that administer the test outside the authorized testing windows may not receive score reports.

Storing and checking test materials
As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received.

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

2. Follow the instructions on your Test Shipment Memo, which may supplement these instructions.

3. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, open the plastic bags, but do not open the shrinkwrapping around the test books. Check the covers of your test books to verify that they are the correct books for the test window (fall or spring) you requested. Count the books and answer sheets to make sure you have the right quantity (bagged in quantities of 5 or 25).

4. Call, fax, or email the PSAT 8/9 office immediately (see inside front cover) if there is a discrepancy between the number of tests and answer sheets you ordered and those you received.

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

6. Reseal the boxes, sign your name across the tape, and place all test materials in locked storage in an area at your school where only you and designated staff have access. No one is to open the shrinkwrapped test books until test day when you distribute them to associate supervisors.

Using the Test Ordering site
The Test Ordering site is intended to help schools manage their PSAT 8/9 administration. After logging on at collegeboard.org/school, your school’s coordinator can register for your school’s test date, order materials, and update and track orders.

The testing window
A school may administer the test only within the testing window for which it registered, using the test form specified for that window. If you can no longer test on the original test date, you can hold on to your materials and store them in a secure location until the date you administer the test. The new test date must fall within the current testing window. To change the testing window, the school must contact the PSAT 8/9 office in time to obtain appropriate test materials.

NOTE: Schools that administer the test outside the authorized testing windows may not receive score reports.
Preparing for the Test

7. Keep the empty, prelabeled answer sheet return box(es) and the test-book label(s) included in your test shipment, along with the used cartons from your shipment. You’ll use them to return answer sheets and test books after the test.

8. When you remove tests from secure storage, count and verify the number of test books given to each associate supervisor. Distribute and collect materials in such a way that no student has access to test books except while taking the test. See page 36 for how to handle test books after the test.

Staffing assistants

Unless your school tests only a few students, you will need additional staff to assist the supervisor. Select one associate supervisor for each test room. Assign a minimum of one associate supervisor for every 34 students. For rooms with more than 34 students, assign proctors to help associates.

NOTE: 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 on the same date, even if the student is testing at a different school. In such instances, the related student’s scores are subject to cancellation.

Associate Supervisors should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate supervisor must:

» read this manual ahead of time to be thoroughly familiar with test procedures;

» assume responsibility for test materials in an assigned room;

» administer the test according to the manual’s directions;

» collect and account for test materials before dismissing students; and

» return test materials to the supervisor after students are dismissed.

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

» seat students;

» distribute and collect test materials; and

» monitor adjacent areas during rest breaks.

NOTE: During the test, visitors other than authorized ETS or College Board test observers with proper ID may not be permitted in a testing room or near the storage location of the test materials. ETS reserves the right to make an unannounced audit of your test administration before, during, or after the test.

Training your staff

At your training session for associate supervisors and proctors, please stress the need to prevent any student from gaining an unfair advantage over other students. Review the regulations in this manual and communicate any local arrangements and procedures for test day. Highlight the points that follow.

Security of test materials — Safeguard test books at all times — before, during, and after the test and during the breaks. Never leave test materials unattended during the test. At the end of the test, collect a test book and an answer sheet from each student. Account for all test materials before dismissing students.

Accounting for test materials — If a test book is found to be missing, determine the serial number of the missing book and notify the supervisor immediately. If books have already been distributed, check the desk of the student who was assigned that serial number as well as the desks of students who received the test books with serial numbers before and after the serial number of the missing book.

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 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. If the test book is still missing, report this on an Supervisor’s Irregularity Report (SIR) and ask the supervisor to contact the PSAT 8/9 office immediately. See “Reporting Irregularities” for more information about SIRs.

School code number — Post your school’s six-digit code prominently in the testing room so your students can copy it correctly on their answer sheets. If applicable, make a list of students from other schools and their school codes for your staff.

Calculator use — There are two parts to the Math Test: Math Test – No Calculator and Math Test – Calculator. Icons on the answer sheet and in the test book indicate when a calculator is allowed.
Preparing for the Test

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See page 13 for a list of allowed calculators. If students have calculators with large characters (one inch or more) or raised displays, seat them apart from other test-takers. Students may not share calculators.

Students are advised to bring their own calculators and must keep only one on the desk; any additional backup calculators must be kept under the student’s desk.

Unacceptable Calculators — Students may not use:

» laptops or other computers, tablets, cell phones, or smartphones;
» models that can access the Internet, have wireless, Bluetooth, cellular, audio/video, recording and playing, camera, or any other smartphone-type feature;
» models that have typewriter-like keypad, pen-input, or stylus; or
» models that use electrical outlets, make noise, or have paper tape.

Prohibited devices and aids — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and an acceptable calculator for the Math Test — Calculator only (unless testing with a school-approved accommodation). See page 15 for a list of prohibited aids.

Staff are encouraged to collect cell phones and smartphones to minimize the possibility of distraction during testing and resulting score cancellation due to use of prohibited devices.

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

Test day problems — Staff should know procedures for handling irregularities. They should notify the supervisor as soon as possible of any irregularities that occur and submit a report if directed to in the chart (pages 9–12).

Student ID or Social Security number — Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 14.

Optional codes — Some schools assign local codes (e.g., to correspond to particular counselors) to facilitate score report distribution or to identify different groups of students. Be sure to provide directions for answer sheet box 15d to associate supervisors to read to students.

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

Important fields for tracking answer sheets — Students need to record the Form Code, Test ID, and Test Book Serial Number in boxes 16–18 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (16) and the Test ID (17) are illustrated on the back of the test book. Students should copy the characters and (for 16) the filled circles exactly as shown. The Test Book Serial Number is located on the front cover of the test book in the upper righthand corner.

Testing students from outside your school — Ensure that your associate supervisors know the school codes for students from other schools. Visit collegeboard.org/sat-codes to look up codes. Codes for home-schooled students are listed on page 39 of this manual.

Policies for test-takers

Go over these important policies with students at orientation.

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

Marking the Answer Sheet — Correctly marking the answers is very important: marks that are too light or that do not completely fill in the circles will not scan properly and could lead to lower scores.
Preparing for the Test

No. 2 pencils with soft erasers are required. Mechanical pencils are not permitted because they may punch through the answer sheet or may have the wrong kind of lead, which will not scan properly.

Students must fill in each circle darkly and completely. If they need to erase a response, they must erase as completely as possible.

Students must mark their answers on their answer sheets—no credit is given for answers recorded in the test book (unless the school has approved this accommodation).

Information in Advance — Be sure all students are informed of testing arrangements ahead of time. Give students (including students from other schools and home-schooled students) the test date, time, location, and any special instructions relevant to your school. Also remind students of the test date and time the days leading up to the test.

What to bring on test day — Remind students to bring the following to school on test day:

» two No. 2 pencils
» an acceptable calculator (see page 13)
» Student ID number or Social Security number (optional)

Testing students from outside your school

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

» Make sure you have sufficient answer sheets and test books for that test day, as no other test may be used.
» Be prepared with their school’s six-digit code number.
» Instruct them to enter their own school’s six-digit code number, or the home-school code number, in answer sheet box 15a. (A list of state home-school codes is on page 39.)
» Complete Section 5 of the Supervisor’s Report Form. Return answer sheets for all students tested.

Scheduling the test

All students tested on-site must take the test at the same time in the morning. (Exceptions may be made for testing students with disabilities. See page 5 for more details.) If you cannot administer the test on the date you chose when ordering, the PSAT 8/9 has an extended testing window that allows flexible rescheduling of the administration. Materials will not have to be returned and reordered in the event a delay occurs.

Allow approximately 3.5 hours for test-related activities. If you are planning to administer the test to students with extended time, plan for more time accordingly. The test takes 2 hours and 45 minutes, there are 15 minutes of breaks, and you will need about 30–35 minutes before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. (Less time will be required if you have already followed the preadministration option.) After the test, you will need about five minutes to collect materials and dismiss students.

Begin testing early enough to complete testing before noon. You cannot break for lunch and then resume testing. Additional consideration might be needed for students testing with extended time. See the next page for further information.

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

Preadministration Option

Your school has the option of having students complete some of the identifying information on pages 1–5 of their answer sheets before the test date. (See the Preadministration Instructions.)

Test rooms and seating requirements

Plan to administer the test in areas that have adequate lighting; desks or tables with good writing surfaces and room for a test book, answer sheet, and calculator side by side; an easily visible clock; and separation from distracting noise or activities. Tablet-arm chairs must have a minimum writing surface of 12x15 inches (30x38 centimeters).

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

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

Make arrangements to post your school code, test date, and start and stop times in every testing room so all students can see them.

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

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

Preparing seating plans

Associate supervisors should establish a seating plan in advance and seat students accordingly. Or, if this is not possible, assign seats randomly to entering students so that friends or relatives are not seated near each other. They should not allow students to choose their own seats.

Associate supervisors must use the seating chart at the back of this manual to record the distribution of test books in their rooms for future reference. Each associate supervisor should give the chart to you after testing to be stored for six months in your records.

Providing Accommodations for the PSAT 8/9

Testing students with accommodations

Accommodations for the PSAT 8/9 do not need to be reviewed by the College Board and are decided by the student’s school. If you have students who test with accommodations, this manual provides College Board guidelines and recommendations for testing them. The school, however, is responsible for determining how to administer accommodations to your students.

Nonstandard test materials — You should receive the regular print test book for students approved by your school to test with extended time or extra break accommodations, and for students testing with accommodations in the nonstandard room who do not require other accommodated formats. This test book will have a pink cover.

If you ordered nonstandard test formats (such as large-type, Braille, and reader’s script) 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. If you ordered the MP3 format for students who require audio accommodations, or the Assistive Technology Compatible (ATC) format for students who use screen reader software, you will receive files on USB thumb drives.

NOTE: If you have students who have been school approved to use the ATC format, encourage them to become accustomed to their technology and how it interfaces with the test by reading the following file. This file is written for the SAT practice test, but the same tips apply to the PSAT 8/9.


Room Assignments — Most accommodations are administered in the nonstandard testing rooms. To follow College Board standards, assign a room and an associate supervisor separate from those used for the standard administration. Supervisors should be discreet when sending students to assigned rooms to avoid subjecting students to unnecessary attention. However, there are some accommodations that don’t affect the timing or administration of the test that can be given in the standard room. These include: permission for food or medication, use of 14-point large print, a magnifier, sign language interpreter for oral instructions, auditory amplification or FM system, a colored overlay, and approval to record answers in the test book.

Timing the Tests — Students who are approved by their school for extended time can be provided a specified amount of time for each section. The College Board has provided a nonstandard test day script (pages 22–30) based on how we test students taking the PSAT/NMSQT with extended time. You should review the script to determine if it meets 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 22 for more information about section timing.

**Seating Students** — The College Board recommends that students with very different timing be assigned to different rooms. If, however, you are testing a small number of students with different accommodations in the same room, seat students who are taking the test with 50 percent extended time, 100 percent extended time, and standard time with accommodations in separate areas of the room.

**Nonstandard Formats** — If you are testing students with accommodations such as nonstandard formats or extended time, see the nonstandard test day script for guidance.

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**Preadministration Instructions (Optional)**

During the week before the test and under supervision, schools have the option for students to fill in boxes 1–15 of their answer sheets. Students must fill out answer sheets under supervision in school.

**IMPORTANT:** If your school participates in the bulk registration option, use the Bulk Registration Supervisor’s Manual that you received with your labels to administer the preadministration option and all other testing instructions.

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### Planning for the preadministration session

1. Answer sheets are shipped to you with the test books. Remove only the answer sheets from the bags; do not open the shrinkwrapping for the test books until test day.

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 building.

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

4. Inform students that they will need No. 2 pencils with erasers, a note of their address, and their Student ID or Social Security number (optional) for the preadministration session.

5. Before distributing answer sheets, post your school’s six-digit code, address, and optional codes, if used (see page 3). If testing students in a U.S. territory or international location, post the appropriate territory or country code.

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### Conducting the session

Using the scripts in the maroon tinted boxes, ask each student to fill in personal information in boxes 1–15. Read aloud all the directions in the scripts. Read slowly enough to give students time to fill in their identifying information. Pause wherever four dots appear ( . . . ) to allow students time to follow instructions. Instructions that are separated from the scripts by a horizontal line are for you and your assistants and should not be read aloud.

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

» Students must fill in the appropriate circles for their name, address, and other personal information. If your students have “APO” or “FPO” addresses, post the two-letter code (AA, AE, or AP) that applies to them.

» Students should skip boxes 16–18 and the signature section on page 5 because these sections will be completed on test day.

**For all students, say:**

Today you will be filling out your identifying information on the PSAT 8/9 answer sheet.

Use only a No. 2 pencil. Raise your hand if you do not have one. Begin by reading the directions in the box above box 1. Then enter your name, last name first, and fill in the appropriate circles carefully. Include blanks, dashes, or apostrophes if these are part of your name. Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you finish. . . Are there any questions?

**NOTE:** Students should enter their legal names. Students with hyphens in their names should fill in the corresponding hyphen circle. If a student’s entire name does not fit in the space provided, tell the student to enter as much as possible.
For students with APO/FPO addresses, say:

Turn your answer sheet to page 2. Be careful to fill in the address circles correctly. In box 2, Street Address, enter your box number or other designation. In box 3, City, enter “APO” or “FPO.” In box 4, State, fill in the circle for AA, AE, or AP. In box 5, provide your ZIP Code.

For all other students, say:

Turn your answer sheet to page 2. Be careful to fill in the address circles correctly. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of the page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. Be sure to complete your five-digit ZIP code in box 5. Raise your hand if you have any questions.

NOTE: If a student’s entire address does not fit in the space provided, tell the student to enter as much as possible.

If you are testing students with addresses in countries other than the U.S., see page 38 for the country codes and names that students need to include in box 6.

For students with addresses outside the U.S. and U.S. territories, say:

In box 6, fill in the following Country Code ______ and the corresponding bubbles, then print the country name __________ on the line provided.

For boxes 7 and 8, say:

Now turn to page 3. In box 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, and the grade in which you took it. If you’re taking a course this year, fill in the circle for your current grade. Look up when you finish. Are there any questions?

Now turn to page 4. For box 8, give your best estimate if you do not know your exact grade average.

For boxes 9 and 10, say:

Boxes 9 and 10 help ensure that tests are fair for all students, and to conduct research. Responses to the Language questions in 10a and 10b will be used for research only and will not be included on score reports. Please fill in the appropriate circle for yourself.

For boxes 11–13, say:

Now turn to page 5. When completing box 11, “Date of Birth,” fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable. Then fill in the appropriate circles for female or male in box 12 and your current grade level in box 13.

For box 14, if your school is using Social Security numbers, say:

In box 14, fill in the circle for Social Security Number and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this box blank. Do not enter any number other than your Social Security number. Are there any questions?

If your school is using numeric Student ID numbers, say:

In box 14, fill in the circle for Student ID Number and enter your Student ID number, starting with the first column to the left. If you have letters in your Student ID number,skip them and enter only the numerals. Are there any questions?

If any home-schooled students are participating in the preadministration session, give them the correct code for box 15.

For box 15, say:

In box 15a, write in our school code ______, then fill in the circles, or, if you are home-schooled, enter the code I have given to you. In box 15b write in our school name and address. Fill in the “Yes” circle in 15c. Your score report will be sent to our school, or, if you are home-schooled, to your home.

If your school does not use optional codes, say:

Make no marks in box 15d, “Optional Code.”

If your school uses optional codes, read the directions you have prepared (see page 3). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students should leave 15d blank.

For boxes 16-18, say:

Leave boxes 16, 17, and 18 blank at this time. Also leave the signature area blank.
Collecting and Storing Answer Sheets Until Test Day

Be sure to collect all answer sheets from students and keep them in a safe place until test day.

On Test Day

Maintaining security

General Test Area Monitoring

Make sure the following take place during testing:

» Monitoring of halls and restrooms

» Coordination of breaks for staff while ensuring that testing rooms are never left unattended

Keeping the Tests Secure

Select a secure location to keep the test materials, such as a locked cabinet, closet, or vault. All test materials should remain secured until test day.

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

On test day, check the tests carefully for tampering. Once they are distributed to associate supervisors and authorized staff, the tests must remain under their surveillance at all times.

Reporting Irregularities

» Review these pages so you and your staff will know how to handle such situations for individuals and groups of students. Where you see a check mark in the chart, a Supervisor’s Irregularity Report (SIR) should be submitted.

» Schools should self-report irregularities that they think significantly affected their test administration on the SIR. 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 and neatly print all information and fill the circles completely.

ETS, on behalf of the PSAT 8/9 Program, will review all reports of irregularities and any test score earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure ontime score report delivery. Delays in responding could delay your score reports. 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. Schools should self-report irregularities that they think significantly affected their test administration on the SIR.
## Irregularity Chart

<table>
<thead>
<tr>
<th>Group Irregularities</th>
<th>Procedure</th>
<th>Irregularity Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistiming of Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too little time given</td>
<td>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✓ Note the sections(s) affected and timing discrepancy. On page 2 section 6 – fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Undertimed” (for an individual).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much time given</td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✓ Note the sections(s) affected and timing discrepancy. On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Overtimed” (for an individual).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disturbance</td>
<td>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing. Submit affected answer sheets on top of other answer sheets.</td>
<td>✓ Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/interruption.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interruption</td>
<td>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit affected answer sheets on top of other answer sheets.</td>
<td>✓ Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/interruption.”</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Test Cancellation</td>
<td>If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT 8/9 office (see page ii) for instructions. Tell students that other arrangements are being requested.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Call PSAT 8/9 office

<table>
<thead>
<tr>
<th>Individual Irregularities</th>
<th>Procedure</th>
<th>Irregularity Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-taker issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late arrival</td>
<td>See page 14.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Individual Irregularities</td>
<td>Procedure</td>
<td>Irregularity Report</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Giving and/or receiving information</td>
<td>Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted. Submit student’s answer sheet on top of other answer sheets.</td>
<td>✓ Identify students (the student providing the information and the student receiving the information) and explain circumstances. On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.” Check the Yes box indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>OR</td>
<td>Collect test book and answer sheet and dismiss any student who you are certain is giving or receiving information, or attempting to take the test for someone else. Destroy answer sheet; do not submit fee for student.</td>
<td></td>
</tr>
<tr>
<td>Prohibited aid (see page 15) 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 any of the prohibited aids listed on page 15 either during the test or during breaks. (For example: cell phones, MP3 players, and iPods.) Destroy answer sheet; do not submit fee for student.</td>
<td>✓ Identify student. On page 2 section 7, Test Admin Issue, fill in the circle for “Student used an authorized aid.” Check the Yes box indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Opening test book before test OR Working on wrong section OR Working longer than the time permitted</td>
<td>Ask student to close test book or direct to proper section of test book. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets.</td>
<td>✓ Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time was called.” Check the Yes box 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 test book and answer sheet and dismiss student. Destroy answer sheet; do not submit fee for student.</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. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>✓ Identify student; indicate which answers were misplaced and amount of time lost, if any. On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”</td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>Answers recorded in a test book may not be transferred to answer sheet by student or school personnel after time is called for the section. Exception: 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 30).</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Individual Irregularities</td>
<td>Procedure</td>
<td>Irregularity Report</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student leaves during test</td>
<td>If warranted, collect test book and answer sheet, and permit student to leave without completing test. If student wants answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets. OR If student does not want answer sheet scored, do not submit it. Destroy student's answer sheet; do not submit fee for student.</td>
<td>☑ Identify student, test section, last question number completed, and reason for leaving. On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.” Check the Yes box, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Disruptive behavior</td>
<td>Remove disruptive student from testing room. Destroy student’s answer sheet; do not submit fee for student.</td>
<td>☑ Identify student, length of time, and affected sections. On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test, causing testing to start/end late.” Check the Yes box, indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Illness</td>
<td>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. OR If student does not want answer sheet scored, do not submit it. Destroy student’s answer sheet; do not submit fee for student.</td>
<td>☑ Identify student, length of absence, affected section(s), and questions. Bubble page 2 section 7, Test Admin Issue “Student became ill.” Check the Yes box 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’s 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” on the line. Check the Yes box indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Student does not complete boxes 16–18 on the answer sheet</td>
<td>Locate student's test book using the seating chart and direct student to fill in the information from the back of the book for boxes 16 (Form Code) and 17 (Test ID); then have the student copy the Test Book Serial Number from the front of the test book in box 18. 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>Test Materials</td>
<td>Procedure</td>
<td>Irregularity Report</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Defective test book</td>
<td>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others.</td>
<td>☑ Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report. On page 2 section 7, fill in the circle for “Defective Material Issue.”</td>
</tr>
<tr>
<td>Call PSAT 8/9 office if you do not have a replacement book</td>
<td>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. Return defective MP3 Audio or ATC format in the original packaging it was shipped in, with the answer sheets.</td>
<td></td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>☑ Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, fill in the circle for “Defective Material Issue.”</td>
</tr>
<tr>
<td>Call PSAT 8/9 office if you do not have a replacement answer sheet</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 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, fill in the appropriate circle under – “Test Question Ambiguity Information.”</td>
</tr>
<tr>
<td>Call PSAT 8/9 office immediately after test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing test book</td>
<td>If test books are missing from your shipment or appear to be tampered with, immediately call PSAT 8/9 office. If a test book is missing from a testing room, follow the procedures on page 2 of this manual.</td>
<td>☑ Explain actions taken in details. On page 2 section 6, “Group Irregularities Information,” fill in the circle for “Missing materials.”</td>
</tr>
<tr>
<td>Call PSAT 8/9 office immediately.</td>
<td></td>
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</tbody>
</table>
Acceptable Calculators

All scientific calculators are acceptable. Any four-function calculator can be used (though not recommended). The following is a list of approved graphing calculators:

<table>
<thead>
<tr>
<th>Casio</th>
<th>Hewlett-Packard</th>
<th>Sharp</th>
<th>Texas Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FX-6000 series</td>
<td>CFX-9800 series</td>
<td>EL5200</td>
<td>TI-73</td>
</tr>
<tr>
<td>FX-6200 series</td>
<td>CFX-9850 series</td>
<td>EL9200 series</td>
<td>TI-80</td>
</tr>
<tr>
<td>FX-6300 series</td>
<td>CFX-9950 series</td>
<td>EL9300 series</td>
<td>TI-81</td>
</tr>
<tr>
<td>FX-6500 series</td>
<td>CFX-9970 series</td>
<td>EL9600 series*</td>
<td>TI-82</td>
</tr>
<tr>
<td>FX-7000 series</td>
<td>FX 1.0 series</td>
<td>EL9900 series</td>
<td>TI-83</td>
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<tr>
<td>FX-7300 series</td>
<td>Algebra FX 2.0 series</td>
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<td>TI-83 Plus</td>
</tr>
<tr>
<td>FX-7400 series</td>
<td>FX-CG-10 (PRIZM)</td>
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<td>TI-83 Plus Silver</td>
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<tr>
<td>FX-7500 series</td>
<td>FX-CG-20</td>
<td></td>
<td>TI-84 Plus</td>
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<tr>
<td>FX-7700 series</td>
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<td>TI-84 Plus CE</td>
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<tr>
<td>FX-7800 series</td>
<td></td>
<td></td>
<td>TI-84 Plus Silver</td>
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<tr>
<td>FX-8000 series</td>
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<td></td>
<td>TI-84 Plus C Silver</td>
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<tr>
<td>FX-8500 series</td>
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<td>TI-85</td>
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<td>FX-8700 series</td>
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<td>TI-86</td>
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<td>FX-8800 series</td>
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<td>TI-89</td>
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<tr>
<td>FX-8700 series</td>
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<td>TI-89 Titanium</td>
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<tr>
<td>FX-8750 series</td>
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<td>TI-Nspire</td>
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<td>FX-8860 series</td>
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<td>TI-Nspire CX</td>
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<td>TI-Nspire CM-C</td>
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<td>TI-Nspire CAS</td>
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<td>TI-Nspire CX CAS</td>
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<td></td>
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<td></td>
<td>TI-Nspire CM-C CAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TI-Nspire CX-C CAS</td>
</tr>
</tbody>
</table>

*The use of the stylus is not permitted.
Testing Script

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

» your school’s six-digit code __________
» your school’s address
» today’s date __________ / __________ / __________
» start time (to be filled in later)
» stop time (to be filled in later)
» break (to be filled in later)

Other Codes You May Need to Post

» optional code, if any (see page 3)
» six-digit school codes for students from other schools
» six-digit codes for home-schooled students (listed on page 39)
» 3-digit country codes for students with international addresses (listed on page 38)
» two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Seating Late Arrivals

» Students who arrive late may only join if the timed test has not begun (i.e., Section 1). Do not admit students to any room where Section 1 (or any later section) has already begun. Assign them to another room where proper supervision, complete instructions, and time allotments can be provided.

» Late students who arrive prior to the beginning of Section 1 may supply missing identifying information after the test before students are dismissed.

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

Reading the Scripts

Read aloud all the directions in the maroon tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever four dots ( . . . ) appear to allow students time to follow instructions. Instructions outside the shaded boxes are for you and your assistants 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. Testing will begin in a few minutes. First, listen carefully to the regulations and instructions that I must read. For today’s test, you may use only a number 2 pencil to mark your answer sheet. Raise your hand if you do not have one.

The only device or aid you may use is an acceptable calculator to answer math questions that allow calculator use. You may not share a calculator with another student at any time during the test administration or during breaks. Each math question can be answered without a calculator.

If you have extra No. 2 pencils, distribute them to students who need them.

Then say:

You can be dismissed from the test and your scores can be canceled if you use prohibited materials, share calculators, disobey test instructions, or misbehave during testing or breaks. The following behavior is not permitted.

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

You may also be dismissed for:

» Eating or drinking during testing
» Causing a disturbance of any kind
» Failing to follow testing procedures
» Leaving the building during the test or breaks

Are there any questions?....

Answer all students’ questions.

Then say:

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

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

» Remove everything from your desk except your pencils, erasers, and acceptable calculator…

» Remove any earplugs, which may not be worn during testing, any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper—these are all prohibited unless you are specifically approved by our school to use any additional aid…

» If you brought a backup calculator or extra batteries, get those out and put them on your desk…

» Close all bags and backpacks and put them under your desk until the test is over….

Once desks are cleared of prohibited items, say:

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

Checking for Prohibited Aids

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

» Cell phones or smartphones

» Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices

» Separate timers of any type

» Cameras or any other photographic equipment

» Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content

» Pens, highlighters, and mechanical or colored pencils

» Books, dictionaries, or references of any kind

» Compasses, rulers, protractors, or cutting devices

» Notes, pamphlets, or papers of any kind, including scratch paper

» Earplugs

» Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord

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

NOTE: Students should not be dismissed from testing if they use a mechanical pencil.

Start here if you used the preadministration option:

When ready, say:

I am going to give each of you your answer sheet. Please make sure your name appears on page 1. If you did not fill out any information on your answer sheet before today, please complete box 1 on page 1 now. You will need to complete the remaining boxes after the test.

Distribute the answer sheets that students filled in prior to test day. Make sure each student receives his or her own pregridded answer sheet. If there are students in the room who did not participate in the Preadministration Option, give them a blank answer sheet. They will need to fill out boxes 2–15 after testing has finished.

When everyone is ready, say:

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

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

When everyone is ready, say:

Print your name clearly on the back of your test book….

Now turn to page 17 to the section labeled “Completing test information and the signature area” and read the instructions for completing boxes 16-18 and the signature area. Then continue to follow instructions to the end of the test.

Start here if your school did NOT use the preadministration option:

When ready, say:

I am going to give each of you an answer sheet and test book now. When you get the test, read the back cover. It has important information about the test and marking answers. DO NOT OPEN YOUR TEST BOOK.
Remove the test materials from the plastic bags and give one answer sheet and one test book in serial-number order to each student. Keep one set of materials 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.

For pages 1 and 2, say:

Today you will be filling out your identifying information on the PSAT 8/9 answer sheet.

Print your name clearly on the back of your test book. Use only a No. 2 pencil. Raise your hand if you do not have one. . .

Begin by reading the directions in box 1. Then enter your name, last name first, and fill in the appropriate circles carefully. Include blanks, dashes, or apostrophes if these are part of your name. Make sure each mark is dark and completely fills the circle. Look up when you finish each part of the answer sheet. . . . Are there any questions?

NOTE: If a student’s entire name does not fit in the space provided, tell the student to enter as much as possible.

Now say:

Turn your answer sheet to page 2, where you will fill in your address.

For students with APO/FPO addresses, say:

In box 2, Street Address, enter your box number or other designation. In box 3, City, enter “APO” or “FPO.” In box 4, under US Territories, fill in the two-letter code I’ve posted for you, and fill in the circle. In box 5, provide your ZIP Code or postal code.

For all other students, say:

Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of this page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. Be sure to complete your five-digit ZIP code or postal code in box 5. Raise your hand if you have any questions. . . .

NOTE: If a student’s entire address does not fit in the space provided, tell the student to enter as much as possible.

If you are testing students with addresses in countries other than the U.S., see page 38 for the country codes and names that students need to include in box 6.

For students with international addresses outside the U.S. and U.S. territories, say:

In box 6, fill in the following Country Code _______ and the corresponding bubbles, then print the country name ________________ on the line provided.

For box 7, say:

Now all students turn to page three of your answer sheet. In box 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, and the grade in which you took it. If you’re taking a course this year, fill in the circle for your current grade.

Look up when you finish. . . . Are there any questions?

For boxes 8–10, say:

Now turn to page 4. For box 8, give your best estimate if you do not know your exact grade average. Box 9 and 10 help ensure that tests are fair for all students, and to conduct research. Responses to the Language questions in 10a and 10b will be used for research only and will not be included on score reports. Please fill in the appropriate circle for yourself. . . .

For boxes 11–13, say:

Now turn to page 5 of your answer sheet. When completing box 11, “Date of Birth,” fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable. Then fill in the appropriate circles for female or male in box 12 and your current grade level in box 13.

For box 14, if your school is using Social Security numbers, say:

In box 14, fill in the circle for Social Security Number and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this section blank. Do not enter any number other than your Social Security number. . . . Are there any questions?

If your school is using Student ID numbers, say:

In box 14, fill in the circle for Student ID Number and enter your Student ID number, starting with the first column to the left. If you have letters in your Student ID number, skip them and enter only the numerals. . . . Are there any questions?
For box 15, read the appropriate scripts that apply to your testing room:

For box 15, if you are testing students ONLY from YOUR school, say:

In box 15a, write in our school code, then fill in the circles. In box 15b write in your school name and address. . . . Fill in the “Yes” circle in 15c. Your score report will be sent to our school.

For box 15, if you are testing students from OTHER schools, say:

In box 15a, write in your school code, then fill in the circles. In box 15b write in your school name and address. . . . Fill in the “No” circle in 15c and enter this school’s name, city, and state. . . .

For box 15, you are testing a student who is home-schooled, say:

The code for a home-schooled student in this state is ______. Enter the code in box 15a. In 15b print the state where you live and the word “home-school” on the line for “School Name.” In 15c, fill in the “No” circle and give the name, city, and state of this school.

If your school does not use optional codes, say:

Make no marks in box 15d, “Optional Code.”

If your school uses optional codes, read the directions you have prepared (see page 3). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students should leave 15d blank.

Completely test information and the signature area

For boxes 16-18, say:

Turn your test book over. Copy the form code into box 16 and the test ID into box 17. Print the numbers in the appropriate boxes and fill in the corresponding circles exactly as they appear on the back of your book. Now turn to the front of your test book and copy the test book serial number shown in the upper right-hand corner of the front cover in box 18. Fill in the corresponding circles. It is very important that you fill these items out correctly. Errors may lead to delays in your scores. Are there any questions? . . .

For the signature area, say:

All students must complete the next portion of the answer sheet. At the bottom of page 5, please find the area labeled “Date and sign on final test day.” Read the statements at the top and bottom of this area, then fill in today’s date and sign your full name as you would on an official document. Under your signature, print your name. . . .

By signing, you are agreeing to the following conditions: You will not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including, but not limited to, email, text messages, or the Internet.

Walk around the room and ensure that all students are filling in the signature area. Also check to make sure students enter only the date the test is being administered.

Standard testing room script

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

The following scripts are for use with the red test books and standard timing.

NOTE: Turn to page 22 if you are testing students with nonstandard timing/breaks or formats such as braille, audio files, or readers.

After everyone has filled out pages 1–5 on his or her answer sheet, say:

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

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

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

SECTION 1—READING TEST

After you answer all questions, say:

Do not open your test book until I tell you to do so. You will have 55 minutes to work on Section 1, the Reading Test.

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

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

Now, turn your answer sheet to page 6. Be sure to mark your answers in the correctly numbered spaces in Section 1. Open your test book to Section 1, read the directions, and begin work.

55 MINUTES

START TIME __________ STOP TIME __________

Walk around the room to check that everyone is working on Section 1. If you see anyone using a pen or a mechanical pencil, advise him or her to switch to a No. 2 pencil immediately. Note this action on a Supervisor’s Irregularity Report (SIR).

Throughout testing, follow these procedures:

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

Time the section:
» Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time halfway through the longer sections, as noted in the scripts, and five minutes before the end of every section. This is particularly important if your room clock malfunctions.
» Before you call stop, check your watch against the time you have written down.
» Verify the time with a proctor, if available.
» Refer to the appropriate timing chart on page 31 to ensure that you have correctly calculated the stop time.

Monitor test-takers:
» Walk around the room to check that everyone is working on the correct section.
» Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
» If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 10.

After testing begins:
Account for all test books (used and unused). Use the chart on the back cover to record the serial number of each test book as distributed. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 2.

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

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

After exactly 55 minutes, say:
Stop work and put your pencil down.
Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.
You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

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

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

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

Section 2—WRITING AND LANGUAGE TEST

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

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

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

Now turn to page 6, Section 2 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 2. Open your test book to Section 2, read the directions, and begin work.

30 MINUTES

START TIME __________ STOP TIME __________
During testing:
Refer to the chart on page 31 to ensure that you have correctly calculated the stop time.

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

After 25 minutes have elapsed, say:
You have five 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.

Section 3 — MATH TEST – NO CALCULATOR
When everyone is ready, say:
You will have 20 minutes to work on Section 3, Math Test – No Calculator. Although this is a Math Test, you are NOT allowed to use a calculator on this section of the test. Please keep your calculator under your desk.

Now turn to page 6, Section 3 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 3. For the questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

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

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

20 MINUTES

START TIME ___________ STOP TIME ___________

During testing:
Refer to the chart on page 31 to ensure that you have correctly calculated the stop time.

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

After exactly 20 minutes, say:
Stop work and put your pencil down... . . .

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

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

You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly five minutes.

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

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

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

SECTION 4 — MATH TEST – CALCULATOR
When everyone is ready, say:
You will have 40 minutes to work on Section 4, Math Test – Calculator. You may have a calculator on your desk for this section. When using a calculator, follow these guidelines:

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

Then say:
Turn to page 7, Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

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

40 MINUTES

START TIME ___________ STOP TIME ___________
During the test:
Refer to the chart on page 31 to ensure that you have correctly calculated the stop time.

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

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

After exactly 40 minutes, say:
Stop work and put your pencil down. . . .
Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.
You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission.
You may not use a phone. Any phones must remain out of sight under your desks. We will start testing again in exactly five minutes.

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

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

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

SECTION 5 – VARIABLE SECTION
NOTE: All students in your school whose test books have Math in Section 5 will have the same rule for calculator use; they all will either have a Math Test – Calculator or a Math Test – No Calculator.

When everyone is ready, say:
You will have 20 minutes to work on Section 5. Your test book may have Reading, Writing and Language, or Math questions in this section. If your test book contains a Math Test for Section 5 refer to the calculator symbol at the top of your test page to determine whether you are permitted to use a calculator. If you are not permitted to use a calculator on this section, please put your calculator under your desk now.
I will now walk around the room to verify if you are permitted to have a calculator.

Walk around the room to verify that students not permitted to use a calculator place them under their desks.

Once desks have been cleared of prohibited items, say:
Turn to page 7, Section 5 of your answer sheet. Be sure to mark your answers correctly in the corresponding spaces in Section 5. For math questions labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

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

If you finish before time is called, you MAY NOT turn to any other section. Now, open your test book to Section 5, read the directions, and begin work.

START TIME __________ STOP TIME ________

During testing:
Refer to the chart on page 31 to ensure that you have correctly calculated the stop time.

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

After exactly 20 minutes, say:
Stop work and put your pencil down. . . . Place your test book on top of your answer sheet. I will now collect your test book. Please sit quietly.

Collect all test books individually from each student in the same order in which they were distributed. Verify by count that you have collected a test book for every student. Place them where students cannot access them.

After testing:
If all students in the room have completed boxes 1–15 on their answer sheets, skip to the script “When all answer sheets are complete.”
To students who need to complete boxes 2–15 on the answer sheet, say:

We will now complete your personal information on the answer sheet. All other students, please sit quietly until I collect your answer sheets.

Turn to the scripts in the Preadministration section on pages 6 and 7, and guide students through filling out boxes 2–15 on the answer sheet. When they are finished, continue with the script that follows.

When all answer sheets are complete, say:

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

Before dismissing students:

» Keep students seated until you are sure you have each student’s answer sheet and test book.

» Make sure answer sheets are not inserted in or between test books.

» Verify by count that you have a test book and answer sheet for each student.

» Verify by serial number that you have collected the test books assigned to your room.

Please ensure that items 1-18 and the signature area on the first five pages of the answer sheet are filled out completely.

After all materials are accounted for, say:

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

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

After students leave the room:

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

  › On the test book, write the student’s name, school code number, and room number.


  › Include the test books with the used answer sheets.

» Describe any irregularities on a Supervisor’s Irregularity Report.
Nonstandard Testing Script

Before beginning with Section 1 scripts, follow the instructions under “Testing Script” beginning on page 14 to orient your students, distribute testing materials, and fill out student information on the answer sheets.

Differences in Timing

Extended time test-takers will have extra breaks during testing, as follows:

» For Reading only:
  › Halfway through Section 1
  › Between Section 2 and Section 3

» For Reading and for Math only:
  › Halfway through Section 4

NOTE: If you are testing students with extra breaks, you can use this schedule as a guide for their breaks as well.

Students who normally receive extended time for reading questions at your 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 similar timing together to minimize distractions and timing errors. Track the different timing needs at the beginning of each test section.

Alternative test formats

Guide to the Nemeth Code and Braille

The Guide to the Nemeth Code lists the current version of Nemeth Code mathematical symbols with their meanings. Students taking the Braille test, or using the supplemental book of Braille math graphs and figures, may refer to the Guide during the test. The Braille Reference Information contains math reference material required for the Braille test. If a student does not read Braille but chooses to use the book of Braille math graphs and figures, you should be prepared to help the student understand the figures, since all labels and numbers in that book are in Braille. Labels and numbers given with figures can be found in corresponding locations in both the regular-type and large-type tests.

Reader's script and audio file

Please note that each reader may read to only one student during the test. When a student requires a reader to dictate test questions, a script is sent for the reader. A regular-type test is also sent for the reader’s use as a reference.

Whenever possible, students should use earphones when testing with an audio file. If earphones are not available, the student should be tested in a separate room.

Supplemental test materials (regular-type or large-type test book or book of Braille math graphs and figures), if ordered, are also provided for the student’s use.

Students can answer Reading and Writing and Language questions on the basis of the information given in the script or on the audio file alone. When questions in the Math portions refer to figures, students may refer to either the regular-type or large-type test or to the book of Braille math graphs and figures. Students who use readers or audio files in conjunction with other formats will find that the two texts differ slightly because the script describes the figures in greater detail.

Recording responses

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

» completing an answer sheet (machine-scannable or large-block)

» dictating answers to be put on the machine-scannable answer sheet by a writer

» using a Braille device (e.g., Perkins Brailler) and having answers transcribed to a machine-scannable answer sheet by the supervisor after the test. Return Braille pages with answer sheets.

» recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test. The test book with student’s name written on it must be returned with the answer sheet.

Extended breaks

Extended time test-takers will receive extra breaks between every section of the test. If you have students who need additional breaks (for example, to test blood sugar levels), provide them as requested.

Students who need extended breaks should be given twice the time of the regularly scheduled breaks.

For these school-approved accommodations, break time does not count as testing time.
NOTE: If a school-approved accommodation necessitates 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.

Instructions for using a writer

If a student is using a writer, say:

If you are using a writer, 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 writer will record on the scratch paper what you dictate.

Instructions for using audio or ATC files

Students using an MP3 audio file or ATC file will need a computer on their desks. Be sure the computer is plugged in and powered on before testing begins. Disable any access to the Internet and special word processing software.

To students using an audio file, say:

The test is recorded on your flash drive. Insert the drive into a USB port on your computer now. Select the drive or icon that appears, then double-click on the app or exe file named “start.” The media player will open and show a screen with a list of the test sections.

You will have a chance now to listen to an introduction. While listening to this introduction, you will see a timeline ribbon at the bottom of the screen that allows you to move forward and back within the track. Use the audio icon on your computer screen to adjust the volume. You will also see a list of all the tracks on the right side of the screen. To pause the playback, press the Command or Control key and the letter “p.” To go back to an earlier track in the section, press Command or Control “b.” To go forward, press Command or Control “f.”

The test questions will each be separate tracks. Once you start listening to a section of the test, the recording will automatically play each track unless you pause or go back or forward in the tracks. Are there any questions?...

Now double-click on Section 1, to hear the introduction. Press Command or Control “P” when the introduction is completed. . . .

To students using an ATC file, say:

Please insert your USB drive into a USB port on your computer, and follow the directions to start up the software. During the test, you will be reading the same directions on the screen as other students who are reading in their test books. All the directions for timing and other procedures that I read apply to you. Are there any questions?....

Nonstandard Testing Room Script

To remind all students of procedure, say:

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

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

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

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

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

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

Section 1 — READING TEST

Answer all questions about procedure.

After you answer all questions, say:

Now, open your answer sheet to page 6. Do not open your test book until I tell you to do so.

To standard time test-takers, say:

You have 55 minutes to work on Section 1, the Reading Test.

To 50% extended time test-takers, say:

You have 83 minutes to work on Section 1, the Reading Test. You will have a break after 42 minutes.
To 100% extended time test-takers, say:
You have 110 minutes to work on Section 1, the Reading Test, and you will have a break after 55 minutes.

To all students, say:
You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk.
Be sure to mark your answers correctly in the corresponding spaces in Section 1.
Open your test book to Section 1, read the directions, and begin work.

Refer to the charts at the end of this script to ensure that you have correctly calculated the stop time(s) for each group. Also record the timing for the extra breaks that extended time test-takers receive.

<table>
<thead>
<tr>
<th>55 MINUTES</th>
<th>STANDARD TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>42 MINUTES</th>
<th>50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

| 5 MINUTES | BREAK |

<table>
<thead>
<tr>
<th>41 MINUTES</th>
<th>50% EXTENDED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>START TIME</td>
<td>STOP TIME</td>
</tr>
</tbody>
</table>

<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>

| 5 MINUTES | BREAK |

<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>

Throughout the test, follow these procedures:

**Time the section:**
» Enter the start, stop, and additional break times as you begin each section; post the times for students to see.
» Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.

» Before you call any remaining time or stop, check your watch against the time you have written down.
» Verify the time with the proctor, if applicable. (If you have several groups with different timing, you may ask the proctor to help you track the timing.)

**Monitor test-takers:**
» Walk around the room to check that everyone is working on the correct section.
» Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.

**After testing begins:**
» Account for all test materials (used and unused).
» Use the chart on the back cover to record the serial number of each test book or other format as distributed.
» If a book appears to be missing, follow procedures in “Accounting for test materials” on page 2.

<table>
<thead>
<tr>
<th>After 30 minutes have elapsed, say to standard time test-takers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 25 minutes remaining in this section.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After 30 minutes have elapsed, say to 50% extended time test-takers:</th>
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</thead>
<tbody>
<tr>
<td>You have 53 minutes remaining in this section.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After 30 minutes have elapsed, say to 100% extended time test-takers:</th>
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</thead>
<tbody>
<tr>
<td>You have 80 minutes remaining in this section.</td>
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</table>

<table>
<thead>
<tr>
<th>After 42 minutes have elapsed, say to 50% extended time test-takers:</th>
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</thead>
<tbody>
<tr>
<td>Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After 42 minutes have elapsed, say to 100% extended time test-takers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission.</td>
</tr>
</tbody>
</table>

| You may not use a phone. Any phones must remain turned off and put away under your desks. We will start testing again in exactly five minutes. |

<table>
<thead>
<tr>
<th>For the break:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the break time of five minutes, and include what time students should return to their seats.</td>
</tr>
</tbody>
</table>
During the break:
» Walk around the room to check that all test books are closed and answer sheets are inside the test books.

Just before the end of the break for 50% extended time test-takers, say:
Please take your seat. Do not open your test book until I tell you to do so. You have an additional 41 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 55 minutes have elapsed, say to standard and 100% extended time test-takers:
Stop work and put your pencil down. We are going to stop for a five-minute break.

To 100% extended time test-takers, say:
You have 55 minutes remaining in this section. Put your answer sheet on the page in your test book where you are currently working.

To standard time test-takers, say:
Put your answer sheet in the front of your test book.

To standard time and 100% extended time test-takers, say:
Close your test book and leave it on your desk. You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

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

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

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

Proceed to Section 2 for standard test-takers.
To 100% extended time test-takers, say:
You have an additional 55 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 75 minutes of testing have elapsed, say to 100% extended time test-takers:
You have 35 minutes remaining in this section.

After 78 minutes of testing have elapsed, say to 50% extended time test-takers:
You have 5 minutes remaining in this section.

After exactly 83 minutes of testing have elapsed, say to 50% extended time test-takers:

You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

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

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

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

Proceed to Section 2 for 50% extended time test-takers.
After 105 minutes of testing have elapsed, say to 100% extended time test-takers:
You have 5 minutes remaining in this section.

After exactly 110 minutes of testing have elapsed, say to 100% extended time test-takers:

You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission.
room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

For the break:
» Post the break time of five minutes, and include what time students should return.

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

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

Section 2—WRITING AND LANGUAGE TEST
To all students, say:
Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

To standard time test-takers, say:
You have 30 minutes to work on Section 2, Writing and Language Test.

To 50% extended time test-takers, say:
You have 45 minutes to work on Section 2, Writing and Language Test.

To 100% extended time test-takers, say:
You have 60 minutes to work on Section 2, Writing and Language Test.

To all students, say:
Be sure to mark your answers correctly in the corresponding spaces in Section 2.
During testing, keep your answer sheet and test book flat on your desk.

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

If you finish before time is called, you MAY NOT turn to any other section. Now, open your test book in Section 2, read the directions, and begin work.

Refer to the charts at the end of this script to ensure that you have correctly calculated the stop time(s). Extended time test-takers receive a break at the end of Section 2. Be sure to record the timing for the breaks below.

<table>
<thead>
<tr>
<th>30 MINUTES</th>
<th>STANDARD TIME</th>
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<td>START TIME</td>
<td>STOP TIME</td>
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<tr>
<th>45 MINUTES</th>
<th>50% EXTENDED TIME</th>
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<td>START TIME</td>
<td>STOP TIME</td>
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</table>

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

After 15 minutes have elapsed, say to standard time test-takers:
You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say to standard time test-takers:
You have 5 minutes remaining in this section.

After 25 minutes have elapsed, say to 50% extended time test-takers:
You have 20 minutes remaining in this section.

After 25 minutes have elapsed, say to 100% extended time test-takers:
You have 35 minutes remaining in this section.

After exactly 30 minutes, say to standard time test-takers:
Stop work and put your pencil down.

Proceed to Section 3 for standard time test-takers.

After 40 minutes have elapsed, say to 50% extended time test-takers:
You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed, say to 50% extended time test-takers:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.
For the break:
» Post the break time of five minutes, and include what time students should return to their seats.

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

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

Proceed to Section 3 for 50% extended time test-takers.
After 55 minutes have elapsed, say to 100% extended time test-takers:
You have 5 minutes left in this section.

After exactly 60 minutes have elapsed, say to 100% extended time test-takers:
Stop work and put your pencil down. Place your answer sheet inside your test book and close your test book.
You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

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

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

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

Section 3—MATH TEST—NO CALCULATOR
To all students, say:
Take out your answer sheet and turn to Section 3, page 6 of your answer sheet. Do not begin work until I tell you to do so.

To standard time test-takers, say:
You have 20 minutes to work on Section 3, Math Test—No Calculator.

To 50% extended time test-takers, say:
You have 30 minutes to work on Section 3, Math Test—No Calculator.

To 100% extended time test-takers, say:
You have 40 minutes to work on Section 3, Math Test—No Calculator.

To all students, say:
Although Section 3 is a Math Test, you MAY NOT use your calculator unless you are approved by the school to use one. Please keep your calculator under your desk.

For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

During testing, keep your answer sheet and test book flat on your desk.

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

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

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

Refer to the charts at the end of this script to ensure that you have correctly calculated the stop time(s).

20 MINUTES STANDARD TIME
START TIME STOP TIME

30 MINUTES 50% EXTENDED TIME
START TIME STOP TIME

40 MINUTES 100% EXTENDED TIME
START TIME STOP TIME

After 15 minutes have elapsed, say to standard time test-takers:
You have 5 minutes remaining in this section.

After 15 minutes have elapsed, say to 50% extended time test-takers:
You have 15 minutes remaining in this section.
After 15 minutes have elapsed, say to 100% extended time test-takers:
You have 25 minutes remaining in this section.

After exactly 20 minutes, say to standard test-takers:
Stop work and put your pencil down. Put your answer sheet inside the front of your test book. Close your test book and leave it on your desk.

Proceed to Section 4 for standard time test-takers.

After 25 minutes have elapsed, say to 50% extended time test-takers:
You have 5 minutes remaining in this section.

After exactly 30 minutes have elapsed, say to 50% extended time test-takers:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

Proceed to Section 4 for 50% extended time test-takers.

After 35 minutes have elapsed, say to 100% extended time test-takers:
You have 5 minutes remaining in this section.

After exactly 40 minutes have elapsed, say to 100% extended time test-takers:
Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

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

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

When students are ready, say:
Now turn to page 7 of your answer sheet. Do not begin work until tell you to do so. Keep your answer sheet and test book flat on your desk.

To standard time test-takers, say:
You have 40 minutes to work on Section 4, Math Test – Calculator.

To 50% extended time test-takers, say:
You have 60 minutes to work on Section 4, Math Test – Calculator, and you will have a break after 30 minutes.

To 100% extended time test-takers, say:
You have 80 minutes to work on Section 4, Math Test – Calculator, and you will have a break after 40 minutes.

To all students, say:
You may have a calculator on your desk for this section. When using a calculator, follow these guidelines:

» Keep it flat on your desk or hold it so that other test-takers cannot view your work.

» Do not share or exchange your calculator.

» If you brought a backup calculator, keep it on the floor underneath your desk.

» If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test. All mathematics questions can be answered without a calculator.

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

Be sure to mark your answers in the correct rows.

For the grids labeled “Student-Produced Responses,” follow the instructions for marking your answers that are given in your test book. Answers can be shorter, but not longer, than four numerals.

Section 4 — MATH TEST – CALCULATOR

Announce the break to students who have just finished Section 3:
You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

For the break:

» Post the break time of five minutes, and include what time students should return to their seats.
If you finish before time is called, you MAY NOT turn to any other section. Now, open your test book to Section 4, read the directions, and begin work.

Refer to the charts at the end of this script to ensure that you have correctly calculated the stop time(s). Extended time test-takers receive a break halfway through the section. Be sure to record the timing for the breaks below.

### 40 MINUTES  STANDARD TIME

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
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### 30 MINUTES  50% EXTENDED TIME

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
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### 5 MINUTES  BREAK

### 30 MINUTES  50% EXTENDED TIME

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
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### 40 MINUTES  100% EXTENDED TIME

<table>
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<tr>
<th>START TIME</th>
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<table>
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<tr>
<th>START TIME</th>
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### 5 MINUTES  BREAK

### 40 MINUTES  100% EXTENDED TIME

<table>
<thead>
<tr>
<th>START TIME</th>
<th>STOP TIME</th>
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</table>

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

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

Just before the end of the break for 50% extended time test-takers, say:

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

You have an additional 30 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 35 minutes have elapsed, say to standard time test-takers:

You have 5 minutes remaining in this section.

After exactly 40 minutes, say to standard time test-takers, say:

Stop work and put your pencil down. Put your answer sheet on the page in your test book where you are currently working.

You will now have a few minutes to stretch. DO NOT discuss test questions during the break or leave the testing room without permission. You may not use a phone. Any phones must remain out of sight under your desk. We will start testing again in exactly five minutes.

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

During the break:
- Walk around the room to check that all test books are closed and answer sheets are inside the test books.
**Just before the end of the break for 100% extended time test-takers, say:**

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

You have an additional 40 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

**After 55 minutes have elapsed, say to 50% extended time test-takers:**

You have 5 minutes remaining in this section.

**After exactly 60 minutes, say to 50% extended time test-takers:**

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

**Proceed to Dismissal for 50% extended time test-takers.**

After 75 minutes have elapsed, say to 100% extended time test-takers:

You have 5 minutes remaining in this section.

**After exactly 80 minutes of testing, say to 100% extended time test-takers:**

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

**Dismissal**

Collect all test books individually from each student in the same order in which they were distributed. Verify by count that you have collected a test book for every student. Place them where students cannot access them.

**After testing:**

If all students in the room have completed boxes 1–15 on their answer sheets, skip to the script “When all answer sheets are complete.”

**To students who need to complete boxes 2–15 on the answer sheet, say:**

We will now complete your personal information on the answer sheet. All other students, please sit quietly until I collect your answer sheets.

**Turn to the scripts in the Preadministration section on pages 6 and 7, and guide students through filling out boxes 2–15 on the answer sheet. When they are finished, continue with the script below.**

**When all answer sheets are complete, say:**

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

**Before dismissing students:**

» Keep students seated until you are sure you have each student’s answer sheet and test book.

» Make sure answer sheets are not inserted in or between test books.

» Verify by count that you have a test book and answer sheet for each student.

» Verify by serial number that you have collected the test books assigned to your room.

Please ensure that items 1–15 and the signature area on the first five pages of the answer sheet are filled out completely.

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

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

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

**After students leave the room:**

» If you have any students approved to use other methods of recording answers, you must transcribe their answers to a machine-readable answer sheet, as follows:

  » If a student used a writer to record answers, check that the machine-scannable answer sheet has been completed correctly.

  » If a student recorded responses with a Braille device or wrote answers in the test book, transfer responses to a machine-scannable answer sheet.

» Ensure that the student’s identifying information is complete on the answer sheet.

» Clip the test book, Braille pages, and any scratch paper to the student’s answer sheet and give them to the supervisor with other test materials.

» Document any testing irregularities as completely as possible on an SIR.
## Section Timing Chart for PSAT 8/9

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

**STOP TIME** Standard Time

<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>
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</table>
### 50% Extended Time Section Timing Chart for PSAT 8/9

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

<table>
<thead>
<tr>
<th>Start Time</th>
<th>For a 83-minute section (Section 1) 42 mins. – break – 41 mins.</th>
<th>For a 45-minute section (Section 2)</th>
<th>For a 30-minute section (Section 3)</th>
<th>For a 60-minute section (Section 4) 30 mins. – break – 30 mins.</th>
</tr>
</thead>
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100% Extended Time Section Timing Chart for PSAT 8/9

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

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<th>For a 40-minute section (Section 3)</th>
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Return materials immediately
Return materials, including test books and answer sheets, immediately, but no later than the next school day after the test administration. Failure to return answer sheets and test books promptly may delay score reports for your school and your students. Follow the instructions in this section and in the diagram or refer to your separate Return of Materials instructions if applicable.

If you administered multiple assessments at the same time (e.g., PSAT/NMSQT and PSAT 8/9), return the material for each individual assessment separately as instructed. Be sure to check the packaging label to confirm you are sending the PSAT 8/9 material to the correct address.

Checklist to organize your materials
A. Count used answer sheets for standard and nonstandard test-takers. You will need this information to fill in your Supervisor’s Report Form (SRF).

☐ Used standard answer sheets
☐ Used nonstandard answer sheets (set aside to place in the white Nonstandard Administration Envelope)

NOTE: As you are counting, take a moment to ensure students have filled in the correct circles 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 6 of the SRF): ______

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

B. Complete forms.

☐ SRF: Please complete this 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.

NOTE: You are not required to complete or enclose a Nonstandard Administration Report as indicated in box 7 of the SRF. Follow all other instructions if you tested students with accommodations.

☐ Supervisor’s Irregularity Reports (SIRs)
  (if necessary, to describe your handling of irregularities in the chart on pages 9–12).
  › Review and sign any SIRs submitted by your testing room staff.
  › Return SIRs in the gray envelope with the answer sheet shipment.

C. Pack Answer Sheets and Related Materials in the provided prelabeled courier box(es), as follows. Please pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

Top of answer sheet return box:

☐ Supervisor’s Report Form for PSAT 8/9 Test Supervisors (SRF – must be completed in pencil and signed)

☐ Gray Envelope:
  › Defective test books, if any
  › SIRs, if any

☐ White Nonstandard Administration Envelope, if any:
  › Answer sheets (machine-scannable) for students who tested with accommodations
  › Test books for students who wrote answers in their books or used a Braille device, each clipped to the machine-scannable answer sheet on which you transcribed the student’s answers
  › Scratch paper, computer or Braille pages; clipped to corresponding answer sheets

Bottom of answer sheet return box:

☐ Answer sheets for standard administration in the following order:
  › For students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart, pages 10–11)
  › For standard test-takers, including students from other schools and home-schooled students
Returning

Used Answer Sheets and Forms

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

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

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

3. **Gray Envelope**
   Defective test books, if any, and SIRs, if any.

4. **Supervisor's Report Form**

Include:
- Machine-scannable answer sheets for students testing with accommodations.
- Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet where you transcribed the student's answers
- Scratch paper, computer or Braille pages; clip to corresponding answer sheets
- Defective test books for students testing with accommodations; clip to corresponding answer sheets

Answer Sheets (for standard administration)
- For students listed on the SIR (unless instructed to destroy)
- For standard test-takers, including students from other schools and home-schooled students.

Prelabeled Shipping Box

Note this tracking number for your records.

Please complete 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). Also print your school name and school number.

» 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.
Important:
» You must return one, and only one, answer sheet for each student, unless noted on an SIR.
» Students permitted to write their answers in the test book or using a Braille device must have their answers transcribed by a staff member to a machine-scannable answer sheet. Clip the answer sheet to the test book.
» All students whose answer sheets are returned in the White Nonstandard Administration Envelope will be considered to have used accommodations.

D. Return Answer Sheets following these mailing directions:
☐ Insert all used answer sheets and related items into the prelabeled courier box(es) provided. (See step C, on page 34.)
☐ Fill in the information at the bottom of the courier label(s):
  › School name
  › School Code
  › Address
  › City/State/Zip
  › Number of boxes (e.g., box 1 of 2)

E. Return Test Books
☐ Count the used test books. The number of used test books should match the number of used answer sheets.
☐ Insert all test books, used and unused, into the cartons that they were originally shipped in.
☐ Seal the cartons with the tape included with the test material shipment.
☐ Use the UPS test book return label(s) included with the shipments.
☐ Arrange for package(s) to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.
  › If UPS does not make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
  › Write down your UPS package tracking number(s) in the space provided on your first Seating Chart located on the back page of this manual.
  › If UPS is not available in your area, return materials via another traceable express courier. Record your tracking number(s).
  › Do not use first-class mail or any other nontraceable method.

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

Important notice about shipping
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, Iowa 52404

Checklist to submit payment
You will receive an email notification from the PSAT 8/9 program detailing how many answer sheets have been received for scoring.

A. Once you receive notification of the number of answer sheets received for processing, complete the paperwork for submitting payment:
☐ Log on to your school’s PSAT 8/9 Web page at collegeboard.org/school and create your Remittance Report.
  › The site will automatically calculate the payment for you.
  › Review a preview copy of the Remittance Report to ensure the information you entered is correct.
☐ Print two copies of the report — one to mail with your payment and one for your files.

NOTE: Schools without Internet access that ordered PSAT 8/9 test materials by phone should use the form on page 40. All other schools use the online Remittance Report.

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

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

» Check or money order payable to PSAT 8/9:
  › 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.

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

**C. Mail the Remittance Report and payment**
in the remittance envelope provided. **Do not enclose the Remittance Report or payment with answer sheets.**

» If the Remittance Envelope has been lost, mail payment to: PSAT 8/9, 12192 Collection Center Drive, Chicago, IL 60693.

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

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

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**Receiving score reports**

**Online score reports**

Score reports and interpretive materials will be available online four to six weeks after answer sheets are received for processing. Educators will receive access ahead of those students who have set up online accounts with the College Board. Beyond the scores, teachers and students will have access to more comprehensive information to connect assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools will continue to receive item-by-item summaries in the Question Analysis Report, providing information about students’ answers compared with the rest of the nation.

Students will have access to helpful interpretative information about their performance. Providing both numerical and content-based interpretations of student performance not only better defines what students know and can do but also helps students and teachers identify the knowledge and skills to focus on next to increase achievement.

**Paper Score Reports**

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

To track your score report shipment, go to collegeboard.org/school.

**Score report timing**

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

» students fail to put their correct school codes on their answer sheets;

» the number of used answer sheets received does not agree with the number of students tested that was entered on the SRF;

» supervisor neglects to sign the SRF in pencil; or

» school has not responded to a query from ETS regarding a testing irregularity.

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

**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. No information about work that students engage in will be shared without their explicit permission. No personally identifiable information is being shared between Khan Academy and College Board.

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

002 Aaland Islands
001 Afghanistan
003 Albania
005 Algeria
008 Andorra
010 Angola
011 Anguilla
012 Antigua and Barbuda
015 Argentina
016 Armenia
017 Aruba
020 Australia
025 Austria
029 Azerbaijan
035 Bahamas, The
040 Bahrain
045 Bangladesh
050 Barbados
094 Belarus
055 Belgium
056 Belize
057 Benin
060 Bermuda
063 Bhutan
065 Bolivia
069 Bosnia and Herzegovina
070 Botswana
075 Brazil
077 British Virgin Islands
081 Brunei
085 Bulgaria
593 Burkina Faso
090 Burma (Myanmar)
092 Burundi
307 Cambodia
095 Cameroon

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

106 Cape Verde
110 Cayman Islands
113 Central African Republic
114 Chad
115 Chile
457 China, People's Republic of

SPECIAL ADMINISTRATIVE REGIONS OF CHINA:
250 Hong Kong
347 Macau

210 Germany
219 Ghana
220 Greece
225 Greenland
227 Grenada
228 Guadeloupe
230 Guatemala

233 Guinea
234 Guinea-Bissau
235 Guyana
240 Haiti
597 Holy See (Vatican City)
245 Honduras
250 Hong Kong
251 Hungary
255 Iceland
260 India
265 Indonesia
270 Iran
273 Iraq
275 Ireland
277 Isle of Man
280 Israel
285 Italy
295 Jamaica
300 Japan
305 Jordan
308 Kazakhstan
310 Kenya
312 Kiribati
314 Korea, North (DPR)
315 Korea, South (ROK)
320 Kuwait
323 Kyrgyzstan
325 Laos
328 Latvia
330 Lebanon
333 Lesotho
335 Liberia
340 Libya
343 Liechtenstein
344 Lithuania
345 Luxembourg
347 Macau
348 Macedonia, The Former Yugoslav Republic of
350 Madagascar
355 Malawi
360 Malaysia
361 Maldives
363 Mali
365 Malta
368 Marshall Islands
369 Mauritania
370 Mauritius
375 Mexico
377 Midway Islands
376 Moldova
378 Monaco
379 Mongolia
380 Morocco
385 Mozambique
388 Namibia
386 Nauru
387 Nepal
390 Netherlands
396 New Caledonia
405 New Zealand
420 Nicaragua
425 Niger
430 Nigeria
433 Niue
434 Northern Ireland
435 Norway
443 Oman
445 Pakistan
447 Palau
450 Panama
455 Paraguay
460 Peru
465 Philippines
470 Poland
475 Portugal
477 Qatar
482 Reunion
483 Romania
484 Russia
487 Rwanda
486 Saint Kitts and Nevis
510 Saint Lucia
520 Saint Vincent and the Grenadines
620 Samoa (former Western Samoa)
488 San Marino
489 Sao Tome and Principe
490 Saudi Arabia
495 Scotland
497 Senegal
499 Serbia
488 Seychelles
500 Sierra Leone
505 Singapore
678 Sint Maarten (Dutch Part)
503 Slovakia
504 Slovenia
506 Solomon Islands
507 Somalia
510 South Africa
515 Spain
520 Sri Lanka
525 Sudan
530 Swaziland
535 Sweden
540 Switzerland
545 Syria
550 Tahiti
555 Taiwan
560 Tanzania
565 Thailand
567 Togo
570 Tonga
575 Trinidad and Tobago
580 Tunisia
585 Turkey
584 Turkmenistan
586 Turks and Caicos Islands
587 Tuvalu
590 Uganda
589 Ukraine
591 United Arab Emirates

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

595 Uruguay
594 Uzbekistan
596 Vanuatu
600 Venezuela
605 Vietnam
610 Wales
623 Yemen
635 Zambia
480 Zimbabwe
Codes for Home-schooled Students

We encourage you to allow home-schooled students from your community to test at your school. In Section 15a on their answer sheets, these students will need to enter the six-digit home-school code for their state. (They should not use your school’s code nor the code that home-schooled students use for the SAT Program; if they do, their score report will not be sent to them.) For example, if there are home-schooled students taking the test at your school who reside in Arizona, tell them to enter the code “990399” in Section 15a and the state where they live and “home school” in Section 15b, as shown. Also tell them to be sure to provide their home addresses correctly on their answer sheets.

Reminder: At the end of the test, fill in the circle for “Yes” in Section 5 of the Supervisor’s Report Form and include these students’ answer sheets in the count of total answer sheets returned in Section 6.

<table>
<thead>
<tr>
<th>15 SCHOOL</th>
<th>Your score report will be sent to the school you regularly attend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15a. Your School Code</td>
<td>15b. Print the name and address of the school you regularly attend.</td>
</tr>
<tr>
<td>990199 Alabama</td>
<td>991599 Indiana</td>
</tr>
<tr>
<td>990299 Alaska</td>
<td>991699 Iowa</td>
</tr>
<tr>
<td>990399 Arizona</td>
<td>991799 Kansas</td>
</tr>
<tr>
<td>990499 Arkansas</td>
<td>991899 Kentucky</td>
</tr>
<tr>
<td>990599 California</td>
<td>991999 Louisiana</td>
</tr>
<tr>
<td>990699 Colorado</td>
<td>992099 Maine</td>
</tr>
<tr>
<td>990799 Connecticut</td>
<td>992199 Maryland</td>
</tr>
<tr>
<td>990899 Delaware</td>
<td>992299 Massachusetts</td>
</tr>
<tr>
<td>990999 District of Columbia</td>
<td>992399 Michigan</td>
</tr>
<tr>
<td>991099 Florida</td>
<td>992499 Minnesota</td>
</tr>
<tr>
<td>991199 Georgia</td>
<td>992599 Mississippi</td>
</tr>
<tr>
<td>991299 Hawaii</td>
<td>992699 Missouri</td>
</tr>
<tr>
<td>991399 Idaho</td>
<td>992799 Montana</td>
</tr>
<tr>
<td>991499 Illinois</td>
<td>992899 Nebraska</td>
</tr>
<tr>
<td>992999 Nevada</td>
<td>993099 New Hampshire</td>
</tr>
<tr>
<td>993199 New Jersey</td>
<td>993299 New Mexico</td>
</tr>
<tr>
<td>993399 New York</td>
<td>993499 North Carolina</td>
</tr>
<tr>
<td>993599 North Dakota</td>
<td>993699 Ohio</td>
</tr>
<tr>
<td>993799 Oklahoma</td>
<td>993899 Oregon</td>
</tr>
<tr>
<td>993999 Pennsylvania</td>
<td>994099 Rhode Island</td>
</tr>
<tr>
<td>994199 South Carolina</td>
<td>994299 South Dakota</td>
</tr>
<tr>
<td>994399 Tennessee</td>
<td>994499 Texas</td>
</tr>
<tr>
<td>994599 Utah</td>
<td>994699 Vermont</td>
</tr>
<tr>
<td>994799 Virginia</td>
<td>994899 Washington</td>
</tr>
<tr>
<td>994999 West Virginia</td>
<td>995099 Wisconsin</td>
</tr>
<tr>
<td>995199 Wyoming</td>
<td>995499 Puerto Rico &amp; U.S. Territories</td>
</tr>
<tr>
<td>995599 Outside United States</td>
<td>995699 Inside United States</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15c. Are you taking this test at the school you regularly attend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No, the name and location of the school where I am taking this test is:</td>
</tr>
<tr>
<td>School Name</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>
Remittance Report

for Schools Without Internet Access

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

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

Once you receive the email notification of the number of answer sheets received for processing:

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

2. Attach a check or money order (payable to PSAT 8/9) 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).

| (A) Number of standard tests ordered | (B) Total number of nonstandard tests ordered (excludes large block A/S, Braille Graphs & 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 |

Name(s) of other paying educational entity: ____________________________

| (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 $4.00) |

| (R) Total fees for students (M x $10.00) |

| (S) TOTAL AMOUNT DUE (P + Q + R) |

| (T) Free unused tests (20% of line C: minimum of 10) |

| (U) Over order fee ([N – O] x $4.00) |

| (V) Fees for shipping surcharge for schools outside of the U.S. (C x $4.00) |

| (W) Total fees for students (M x $10.00) |

| (X) TOTAL AMOUNT DUE (P + Q + R) |

| (Y) Free unused tests (20% of line C: minimum of 10) |

| (Z) Over order fee ([N – O] x $4.00) |

| (AA) Fees for shipping surcharge for schools outside of the U.S. (C x $4.00) |

| (AB) Total fees for students (M x $10.00) |

| (AC) TOTAL AMOUNT DUE (P + Q + R) |

School: ____________________________  School Code: ____________________________

City: ____________________________  State or Country: ____________________________

Name: ____________________________  Phone Number: ____________________________

Title: ____________________________  Purchase Order No. (if applicable): ____________________________

Signature: ____________________________  Date: ____________________________
Notes
Distribution of PSAT 8/9 Materials

Supervisor in Charge of Room ________________________________

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 supervisor may complete the seating chart(s).

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

PSAT 8/9 Coordinator

» On the first seating chart, record your Answer Sheet tracking information in the space provided.
» Return all seating charts in the Gray Envelope. (Keep copies for at least six months)

Sample Seating Chart

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

Name: ____________________________
Title: ____________________________
Date: ____________________________

Answer Sheet Tracking Numbers

Supervisor’s Desk

Front — test-takers face this direction

Rear