Look inside for:

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

Test Dates

| OCT 11 | OCT 14 | OCT 25 |
Contact Us

The PSAT/NMSQT®

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is administered for the College Board and NMSC by Educational Testing Service (ETS). 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/NMSQT
      P.O. Box 6720
      Princeton, NJ 08541-6720
EMAIL: psat@info.collegeboard.org
FAX: 610-290-8979
PHONE: 888-477-PSAT (7728) toll free for educators in the United States only
       +1-212-237-1335 outside of the U.S.
       609-882-4118 (TTY)

HOURS: 8 a.m. to 8 p.m., ET, M–F
        7 a.m. to 8 p.m., ET,
        Wednesday, October 11; and
        Wednesday, October 25
        7 a.m. to 4 p.m., ET,
        Saturday, October 14

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

College Board Services for Students with Disabilities (SSD)

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

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

HOURS: 8 a.m. to 6 p.m., ET, M–F
FAX: 609-771-7944

If you are sending eligibility-related mail such as SSD Coordinator Forms or applications for accommodations, send to:

MAIL: College Board SSD
      P.O. Box 7504
      London, KY 40742-7504
FAX: 866-360-0114

National Merit® Scholarship Program

The PSAT/NMSQT is the route of entry to the National Merit Scholarship Program, an academic competition conducted by National Merit Scholarship Corporation (NMSC). Requirements for participation, steps in the competition, and awards offered are explained in the PSAT/NMSQT Student Guide and on NMSC’s website, www.nationalmerit.org. Further information is provided in the Guide to the National Merit® Scholarship Program.

Questions about the scholarship program not answered in the published materials should be directed to:

WEB: www.nationalmerit.org
MAIL: National Merit Scholarship Corporation
      1560 Sherman Avenue, Suite 200
      Evanston, IL 60201-4897
PHONE: 847-866-5100
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.

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Read This First

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

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

Check Materials Immediately

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

If your school selected the “Preadministration Option,” answer sheets and other materials will arrive in a separate shipment earlier than the test shipment described below. For instructions on conducting the preadministration session, turn to page 19.

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

Your school should receive the following in the test shipment:

- Shipping notice
- Packs of 5 or 25 shrinkwrapped test books
- Packs of 25 answer sheets bundled with 25 Student Answer Sheet Instructions booklets
- Supervisor Manual(s) (at least one for every 25 test books)

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

- Copies of the PSAT/NMSQT Student Guide and removable full-length practice test for distribution to students. (These will arrive earlier if your school ordered by June 30.) Separate them from the test books and ensure that no test materials are accidentally given to students ahead of test day.

- Supervisor’s kit containing the following:
  - Receiving and Returning Test Materials booklet
  - Supervisor’s Report Form (SRF)
  - Remittance envelope
  - Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
  - Bundle of 5 Supervisor’s Irregularity Report (SIR) forms
  - Gray Envelope
  - Roll of packing tape

- Prelabeled courier answer sheet return boxes

**Your school will receive the following separately, if ordered:**

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

**Keeping the test books in their shrinkwrap:**

1. Verify that you have received the correct count of test books and answer sheets.
2. Check the date printed on test books to verify that all materials are for the test day you selected:
   - Wednesday, October 11;
   - Saturday, October 14; or
   - Wednesday, October 25.

Confirm that you have received any specialized materials such as braille, MP3 audio files, and reader scripts.

If any materials are missing, or if you have not received the correct amount, contact the College Board immediately.
Administration Notes for 2017

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

2. To reduce preparation time, the answer sheet has been reduced to four pages, with a shorter personal information section. You’ll receive a Student Answer Sheet Instructions booklet with each answer sheet for use in completing some questions (such as college majors).

3. In January 2017, the College Board began using a new, streamlined process for requesting testing accommodations for students. However, all accommodations must still be approved by the College Board prior to test day. Please visit collegeboard.org/ssd for details.

4. Students testing with accommodations use the same green book as students testing without accommodations, unless they are approved for specific materials.

5. Supervisors are strongly encouraged to assign a testing room code to each testing room. If an irregularity occurs, this code will help ensure timely release of scores for your school. See page 4 for more details.

6. We continue to refine the remittance process. Please visit psat.org/remittance for more information.

7. All students will fill out the School Code on their answer sheet, not just students testing at schools other than their own.

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

Pre-Identification of Enrolled Students

Your school may be participating in a bulk registration process that includes pre-identification of eligible students. If this is the case, you will receive one Pre-ID label for each student who was included in the pre-identification file provided to the College Board, along with a memo giving Supplemental Instructions for their use. Please refer to “Planning for the Preadministration Session with Pre-ID Labels” on page 11 of this manual for further instructions for their use.
PART 1: For Supervisors

Preparing for the Test

Introduction for Supervisors

Using This Manual

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

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

- “Introduction for Associate Supervisors” (page 19).
- “Preadministration Scripts” (page 19), if students will fill out personal information on the answer sheet before test day.
- “Test Day Instructions” (page 29).
- “Nonstandard Testing Scripts” (pages 38–53), if your school will be testing students with accommodations.

The PSAT/NMSQT helps students prepare for the SAT® and provides entry to the National Merit® Scholarship Program, an academic competition conducted by National Merit Scholarship Corporation (NMSC). We depend on you and your staff to administer the test according to this manual so that all students have the same opportunity to do their best.

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

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

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

Please review the training with your staff as well.

Using the Test Ordering Site

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

The test ordering site is your source for test materials. Be sure to order sufficient test materials for students from other schools and for homeschooled students who will be taking the test at your school. They must use the test materials for that test day; no other test materials may be used.

Changing Your School’s Test Date

A school may administer the test only on the date for which test materials were ordered in the test ordering site, using the test form specified for that date.

If your test books have not yet been shipped to your school, you may switch from one test date to another by going online to collegeboard.org/school. Otherwise, call the PSAT/NMSQT office (see page ii) to request a change to your test date.

If your school cannot test on October 11, October 14, or October 25, contact the PSAT/NMSQT office immediately to learn about your options.
NOTE: Students testing on a date other than one authorized by the PSAT/NMSQT office or on a day other than that specified on their test form will not be considered for entry to the National Merit Scholarship Program, and may not receive score reports.

Entering Scholarship Programs if a Student Cannot Take the PSAT/NMSQT

If any students miss the PSAT/NMSQT due to illness, an emergency, or other extenuating circumstances, advise them to immediately contact the scholarship program(s) they wish to enter. Scholarship programs are described in the 2017 PSAT/NMSQT Student Guide.

All requests for information about another route of entry to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation (NMSC) should be mailed to NMSC (see page ii). The letter must be postmarked on or before April 1, 2018. The earlier a school official or student writes to NMSC, the more options will be available for scheduling test dates. The alternate entry request should include the student’s name and home address, the contact information of the person making the request, the name and address of the high school, and a brief explanation of why the student missed the test. If you have any questions, please call NMSC at 847-866-5100.

About the Test

The 2017 PSAT/NMSQT

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

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

Test Length

Plan for 3 hours of total (standard) testing time including breaks, plus approximately 50 minutes of procedural activities, such as seating students, handing out tests and answer sheets, and capturing demographic information. (Conducting a preadministration session will reduce this time; see “Shorten Your Test Day” on the next page).

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

Total Time, not including preadministration (45–50 minutes) and dismissal (5 minutes or more)
NOTE: Be sure to plan for the additional time it will take to test any student(s) approved for extended time. A detailed chart of the different types of timing and breaks is provided on page 41.

Shorten Your Test Day
We strongly recommend that you schedule a preadministration session prior to test day. This will make it easier to avoid rescheduling lunch, greatly reduce the time needed for pretest activities on test day, and improve the test-taking experience for your students and staff. (See “Preadministration Instructions” on page 10.)

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

Scheduling Test Day Activities
All students must take the test at the same time in the morning. (Exceptions may be made for testing students with accommodations. See “Providing Accommodations on the PSAT/NMSQT” on page 8 for more details.)

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

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

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

Receiving and Storing Test Materials
As a supervisor, you are responsible for protecting test materials against unauthorized access from the time they are delivered to your school until score reports are received. You will receive an email alert to notify you that your test materials have been shipped. Once the shipment has arrived, you must:

1. Check that you have received all cartons. If more than one carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. Refer to the instructions for receiving and returning materials included in the test shipment, which may supplement the instructions in this manual.
3. Without opening the shrinkwrap around the test books, check the covers to verify that they are the correct books for the test date you requested.
4. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, count the test books and answer sheets (still keeping them in the unopened shrinkwrap) to make sure you have received the correct quantity.
5. Contact the PSAT/NMSQT office immediately (see page ii) if the test books are for a date other than the one for which your school registered or if the number of tests and answer sheets does not match what was ordered.
6. Use the checklist on page iv of this manual to verify that you have all materials. Contact the PSAT/NMSQT office if any materials are missing.
7. If your shipment includes the PSAT/NMSQT Student Guide, remove copies of the guide and separate them from test books for immediate distribution to students. Make sure that no test books are included in the materials to be given to students before the test.
8. Reseal the boxes with packing tape, sign your name across the tape to extend across the carton, and place all test materials in secure storage. Test materials are considered to be in secure storage when they are stored in a locked area at your school where only you and designated assistants have access. No one is to open the shrinkwrapped test books until test day, when you will open them and distribute them to your associate supervisors.
9. Keep the empty, prelabeled answer sheet return box included in your test shipment. You will use it to return answer sheets after the test.
10. When you remove tests from secure storage on test day, verify the number of test books given to each associate supervisor. Distribute and collect materials individually, and in such a way that no student has access to test books except while taking the test. Students should never be allowed to transport, distribute, or collect test materials.

See “After the Test” (page 14) for instructions on how to handle test books after the test.
Preparing for the Test  Test Day Planning

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

Test Day Planning

Checklist

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

- Test taker count
  - Number of test takers from your school
  - Number of students from other schools and homeschooled students testing at your school
- Number of testing rooms
  - Standard rooms
  - Rooms with accommodations
  - Testing room codes
  - Optional codes
- Staff selection and training
- Your school’s address and six-digit code, and addresses/codes for students from other schools
- Distribution of information to students
- Preadministration
- Testing room kits
- Test day admissions

Test Taker Count

You’ll need to determine the total number of test takers—including students from other schools and any homeschooled students who will be testing at your school—before you can plan your test rooms and staffing. You’ll also need to know which students have been approved for which accommodations.

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

Test Rooms and Seating Requirements

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

Testing rooms must have adequate lighting; desks or tables with good writing surfaces and room for a test book, answer sheet, and calculator side by side; an easily visible clock; and separation from distracting noise or activities. Tablet-arm chairs must have a minimum writing surface of 12×15 inches (30×38 centimeters).

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

Each testing room should have two timepieces to prevent mistiming.

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

Testing Room Codes

If your school will be using multiple testing rooms, please take advantage of the testing room code field (box 14) on the answer sheet. Testing room codes can help you organize your test day experience and allow speedier resolution of any reported group disturbances for your school.

After you have selected the rooms in which your school will administer the test, assign each room its own unique code. These codes may be up to three-digits long. When using codes that are shorter than three digits, be sure to include leading zeros (e.g., 001, 020). The staff will then provide the testing room code to students to enter in box 14 of their answer sheets on test day.

Retain a list of the testing room codes along with the associate supervisors assigned to each room. If a group disturbance occurs, the testing room code will help identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries from ETS or NMSC related to group irregularities and help to ensure that scores for your school are released as quickly as possible.
See page 13 for information about reporting irregularities. If you are using the testing room code, mark the code in section 6 on the Supervisor’s Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

**NOTE:** If your school uses testing room codes and a group irregularity occurs, you must provide a roster of affected students on the SIR. Otherwise, scores may be held for the entire school until inquiries into the irregularity have been resolved by NMSC or ETS.

### Optional Codes

Optional codes can have your students’ paper score reports sorted for easier distribution. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. Some schools assign two-digit codes to particular counselors or specific homerooms. The optional codes are then provided to students to be entered into box 13 on their answer sheets. If optional codes are not used, the paper score reports will be returned alphabetically by students’ last names. The optional code will not appear in the reporting portal. Be sure to give associate supervisors directions for box 13 to read to students.

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

### Selecting Staff

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

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

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

- read this manual ahead of time to be thoroughly familiar with test procedures
- prepare seating plans for their assigned rooms and complete the seating plan chart on test day
- assume responsibility for test materials in an assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students
- administer the test according to the manual’s directions
- return test materials to the supervisor after students are dismissed

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

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

Neither the PSAT/NMSQT 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.

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

**Visitors**, other than authorized ETS, College Board, or NMSC test observers with proper ID, are not permitted in testing rooms during test administration or near the storage location of the test materials. **Check each observer’s government-issued identification (e.g., driver’s license) and letter of authorization from the Office of Testing Integrity before admitting the observer to testing rooms or rooms where test materials are stored.** ETS, on behalf of the College Board and NMSC, reserves the right to make an unannounced audit of your test administration before, during, or after the test.

If you have any concerns about an individual’s authorization, contact the Office of Testing Integrity at 609-406-5430 for verification before admitting the person to a testing room or storage location of test materials.
Training Your Staff

At your training session(s) for associate supervisors and proctors, stress the importance of preventing any student from having an unfair advantage. Review the regulations in this manual and communicate any local arrangements and procedures for test day. Please take advantage of the online training for your staff (see “Introduction for Supervisors” on page 1), and highlight the subjects given here.

Preparing Seating Plans

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

Security of Test Materials

Safeguard test books at all times—before, during, and after the test and during the breaks. The supervisor distributes test books to associate supervisors on test day. In the testing rooms, associate supervisors or proctors distribute the answer sheets and the test books to students. At the end of the test, they collect a test book and an answer sheet from each student and account for all test materials before dismissing students.

If a test book is missing, associate supervisors should notify the supervisor immediately. See page 68 for additional procedures.

Calculator Use

Calculators are permitted only on Section 4: Math Test – Calculator (unless a student has an approved accommodation). Icons on the answer sheet and in the test book indicate where a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See “Acceptable Calculators” (page 59).

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

Unacceptable Calculators

Students may not use:

- laptops or other computers, tablets, phones, or smartwatches
- models that can access the internet or that have wireless, Bluetooth, cellular, audio/video recording or playing, camera, or any other smartphone-type feature
- models that have a typewriter-like keypad, pen input, or stylus
- models that use electrical outlets, make noise, or have paper tape (unless approved by the College Board as an accommodation)

Prohibited Devices and Aids

During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils, erasers, and (when permitted) an acceptable calculator. See page 31 for examples of prohibited aids.

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

Directions for Administering the Test

Part 2 of this manual gives instructions for administering the test, including the scripts to be read to students, as well as instructions for monitoring the breaks. These pages may be copied for review ahead of time. All testing staff should be familiar with these instructions.

Test Monitoring Responsibilities

Staff should be ready to answer questions and help students feel confident about procedures. Remind staff not to answer questions about test content.

Staff must monitor students at all times during the administration and breaks. They should walk around the room while students enter identifying information on their answer sheets and during the test to make sure that each student is working alone and on the proper test section. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.
Staff should allow only one student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved for breaks as needed). Staff should collect the test book and answer sheet as the student leaves the room, make sure the test book is the actual test book and not a substitute, and fan the test book to make sure no pages have been removed.

Test Day Problems
Staff should know procedures for handling irregularities (see “Irregularity Chart” on pages 67–72) and notify the supervisor as soon as possible of any irregularities that occur. They should submit a Supervisor’s Irregularity Report (SIR) if instructed to do so on the Irregularity Chart.

Student ID or Social Security Number
Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 2.

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

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

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

Remind students that the close alignment between the PSAT/NMSQT and the SAT means they can prepare for the PSAT/NMSQT by accessing Official SAT® Practice on Khan Academy® for free, personalized, online practice (satpractice.org). Students who are approved for the assistive technology compatible test form can find practice tests in Word format to use with it at collegeboard.org/psat-practice--atc.

At least two weeks before the test:
- Distribute the 2017 PSAT/NMSQT Student Guide. Encourage students to read the test regulations and to take the included practice test. The Student Guide also provides sample test items and test-taking tips. Make sure that you are distributing the student guides and NOT the actual test books.
- If applicable, distribute practice test materials in appropriate nonstandard formats to students who need them.
- Distribute copies of informational flyers, which provide facts about the test. These can be downloaded from the web at psat.org/resources and photocopied for students and parents.

Before the week of the test, hold your preadministration session (see below).
- Remind students to bring the following:
  - two No. 2 pencils
  - Student ID number or Social Security number (whichever one your school will use)
  - email address (optional)

On the Monday before the test:
- Remind students of the test date and time.
- Remind students to bring the following on test day:
  - two No. 2 pencils
  - an acceptable calculator (see “Acceptable Calculators” on page 59)

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

Preadministration
If your school selected the preadministration option, your answer sheets and Supervisor Manuals will arrive in mid-September. If not, you will still receive materials at least five days before your test date, in time to schedule and hold a preadministration session.

You may conduct the session in a variety of ways (see full instructions on page 19), but preadministration sessions must be conducted in school under supervision. Under no circumstances should students be allowed unsupervised access to answer
Preparing for the Test  Providing Accommodations on the PSAT/NMSQT

sheets. Allow approximately 45–50 minutes for the preadministration session. (If your school is participating in bulk registration, your students will not have to fill out some of the fields.)

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

Testing Room Kits

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

1. Remove the test materials from storage and unpack them in a secure location. Do not remove shrinkwrap from test materials.

2. Using your test taker count and list of rooms, assign standard test takers to rooms and count out the correct amount of materials for each room. Place each room’s set of materials in its own bin or box. If you conducted a preadministration session, place the answer sheets for the students assigned to each room in that room’s bin or box.

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

3. Working with your SSD coordinator, use the NAR to assign to rooms students approved to test with accommodations. Place a copy of the NAR (with assigned students highlighted) and specific materials (if any) and answer sheets in a separate bin or box for each room.

4. Return the bins or boxes to secure storage until test day, when you will distribute them to the associate supervisors assigned to each room.

Test Day Admission

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

Providing Accommodations on the PSAT/NMSQT

Eligibility

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

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

In January 2017, the College Board began using a new, streamlined process for approving testing accommodations for students. SSD coordinators should continue to submit requests through the SSD Online system as they always have. In many cases, the process will be quicker, with fewer requests for documentation.

All alternate test formats, including large print, braille, MP3 audio, and ATC formats, are available for all test dates. Students who have been approved for one of these formats should be tested on the same date as all other students at your school.

If students test with any accommodations that are not preapproved by the College Board, scores for those students will not be reported. Students who are approved after testing may have an opportunity to receive an unofficial score report. Find more information about eligibility and accommodations at collegeboard.org/ssd.

Students interested in participating in the National Merit Scholarship Program who did not receive accommodations for which they were approved or who did not receive approval in time for the test should contact NMSC immediately.

NOTE: If a student is in need of temporary assistance for an injury such as a broken hand and requires a large-block answer sheet, contact the College Board SSD office. The accommodation must be approved by the College Board before test day.
Materials for Accommodated Testing
All students, including those who are testing with accommodations, will use the standard test books (with green covers) unless approved for another format (for example, large print or braille). The associate supervisor in a nonstandard room should test students using the scripts in this manual (see “Nonstandard Testing Scripts” on page 38). The SSD coordinator oversees testing that involves nonstandard formats.

MP3 Audio and ATC Formats
Two formats are available for students who need audio assistance with the test: MP3 audio files and assistive technology compatible (ATC) files.

Both formats are provided on USB flash drives. Encourage students using the MP3 audio format to practice using the technology with the practice USB flash drives included in your shipment. ATC users can download directions and practice tests from collegeboard.org/psat-practice-atc.

Students who have been approved for MP3 audio files or ATC files should be tested in a separate room, using the PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats. This additional manual will be sent to your school in a separate shipment with the specific alternate test formats, along with large-block answer sheets, if ordered. Confirm that all materials ordered have arrived.

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

The MP3 audio format requires 100% extended time plus an additional 45 minutes in Section 2. Testing of these students may take place over two days, but only if the school obtains permission from the College Board. For details, see the 2017 PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats.

Nonstandard Administration Report (NAR)
Close to the test date, your school’s SSD coordinator should log in to SSD Online to create and print a Nonstandard Administration Report (NAR), which contains the list of students who have College Board approval to test with accommodations. The NAR must be returned with answer sheets and the Supervisor’s Report Form. Scores will not be released until the NAR is received. A blank NAR form, if needed, can be found on page 54 of this manual.

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

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

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

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

Section Timing
Students who are approved for extended time will have a set amount of time for each section (as required of all students), as noted on the NAR. Students who are approved for extended time in reading will receive extended time for the entire test, but students who are approved for extended time only in math will receive extended time only for the Math sections (Sections 3 and 4). Be sure to review the test scripts in this manual before test day. Students who are approved for extended time will also be provided breaks between test sections.

NOTE: Students who are approved for a reader or scribe will test with 50% extended time unless they are approved for more time.

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

We strongly recommend conducting a preadministration session prior to test day. Once you receive the preadministration materials, you have the option to allow all students, including those testing with accommodations, to fill in boxes 1–10, 13 (if applicable), and 15–27 of their answer sheets ahead of time. This shortens the test day for both students and staff, and helps to create a more positive test-taking experience. Please note that students must fill out answer sheets under supervision in school.

Schools that are participating in bulk registration and that also opted in for early delivery of answer sheets and Supervisor Manuals should wait until they receive their Pre-ID labels to conduct a preadministration session. In addition to the directions below, refer to “Planning for the Preadministration Session with Pre-ID Labels” on page 11.

Planning for the Preadministration Session

1. Answer sheets are shipped to you with Student Answer Sheet Instructions booklets that include religion and college major codes. Make sure you have sufficient booklets and answer sheets for all students.

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

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

3. If you have requested College Board approval for any students to use large-block answer sheets and have not received approval by the time of your preadministration session, do not have those students participate in the session. Have them fill in boxes 1–10, 13 (if applicable), and 15–27 on test day instead.

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

5. Inform students that they will need No. 2 pencils and erasers, their Student ID numbers or Social Security numbers (depending on which your school will use), and their email addresses (optional) for the preadministration session. They will also need to know their grade point average and the highest level of education of their parents or guardians.

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

7. If testing students with non-U.S. addresses, post the appropriate country code(s). See “Codes for Countries or Regions Outside the United States and U.S. Territories” on page 60.

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

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

Full scripts and instructions for conducting the preadministration session start on page 19. Be sure associate supervisors know that all answer sheets and Student Answer Sheet Instructions booklets should be returned to you after the session so that you can return everything to secure storage. Do not remove them again until test day.
Planning for the Preadministration Session with Pre-ID Labels

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

To support this effort, your school, district, or state provided the College Board with a file containing data for your students taking the PSAT/NMSQT, which is known as “Bulk Registration.” Using that data, the College Board produced pre-identification (Pre-ID) labels to be applied to answer sheets. This will ensure accuracy of data and reduce the amount of time students spend filling in bubbles on their answer sheet.

Pre-ID Label Supplemental Instructions for PSAT/NMSQT

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

**IMPORTANT:** Your school code and name appear at the top of the Instructions. If they do not, contact PSAT/NMSQT immediately.

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Checking the Pre-ID Labels

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

![Label Example](image)

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

The data provided on the labels includes:
- first name, last name, and middle initial
- school code
- sex
- date of birth
- grade

Depending on the information that your school, district, or state provided, your labels may or may not contain the following data:
- (optional) sort
- mailing address (street, city, state, zip, and country)
- student ID or Social Security number
- race/ethnicity indicator
- email address indicator

Check the Supplemental Instructions to see which fields appear on your labels. As soon as possible after receipt, review the labels to ensure that they are correct:
- Is the school code correct?
- Do the students named attend your school?
- Is the grade level correct?

**NOTE:** The Supplemental Instructions memo, which explains the use of Pre-ID labels, is NOT the same as the Student Answer Sheet Instructions booklets, which students use to fill out some fields on the answer sheet.
Applying Labels
If you have students who don’t have labels or whose labels have incorrect information other than the address, give them a blank answer sheet and have them fill in their information during the preadministration session. If you know ahead of time that some students will have Pre-ID labels and others will not, conduct separate preadministration sessions for these two groups of students, to allow for a better experience for both staff and students. (Students from other schools and homeschooled students who are testing at your school will need to fill out blank answer sheets on test day.) If you receive labels for students who are no longer enrolled in your school, please shred or destroy the labels in a secure manner.

IMPORTANT: If labels are incorrect, do not use them. Contact the PSAT/NMSQT Office immediately.

However, if the address is the only incorrect label information, then DO use the label. Students can update their address information after testing when they go online to view their scores.

Once the labels have been verified, you should apply the labels in the shaded box on page 1 of the answer sheets (or on the last page of the large-block answer sheets).

NOTE: If you have requested, but not yet received, College Board approval for any students to use a large-block answer sheet, don’t apply their labels to answer sheets until you receive approval.

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

Preparing for the Session
Prior to the preadministration, meet as a group with the associate supervisors who will be administering the sessions. At this meeting, supply copies of the Supplemental Instructions to the associate supervisors and instruct them to update the script under “Preadministration Scripts” (page 19) in their copies of the Supervisor Manual.

Associate supervisors should amend the script based on the information listed in the Supplemental Instructions. Students do not need to fill in the fields listed on the Supplemental Instructions. Associate supervisors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. See the example below:

☑ If Address is listed on the Supplemental Instructions (for Pre-ID labels), tell students to skip boxes 6–10.
On Test Day

Maintaining Security

General School Monitoring
Plan for the following:
- monitoring of halls and restrooms
- coordination of breaks for staff while ensuring that testing rooms are never left unattended

Test Materials

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

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

Reporting Irregularities

Review the Irregularity Chart (pages 67–72) so that you and your staff will know how to handle irregularities that occur for individuals and groups of students.

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

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

See page 4 for information about using the testing room code in irregularity reporting.

Immediately inform the PSAT/NMSQT office (see “Contact Us” on page ii) if an irregularity is discovered after answer sheets have been returned. Provide your school’s six-digit code number.

ETS, on behalf of the PSAT/NMSQT Program, will review all reports of irregularities and any test scores earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure on-time score report delivery. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity. ETS also has the right to cancel PSAT/NMSQT scores if there is reason to doubt their validity (see the 2017 PSAT/NMSQT Student Guide for more information).

Copies of SIRs will be forwarded to the National Merit Scholarship Corporation (NMSC), which reserves the right to make its own judgment about a student’s participation in the National Merit Scholarship Program.

Keeping Records

Keep records of the administration on file for at least six months. Include the following:
- A copy of any submitted SIR.
- Seating plans and any list of room assignments. ETS may request a copy of the seating chart if an irregularity occurs.
- A list of testing rooms, with testing room codes (if used), and the staff assigned to them for your reference in case of inquiries from ETS or NMSC due to an irregularity.
- Tracking numbers of all shipments.
- A copy of your remittance report.
After the Test

Return Materials Immediately

Return applicable materials, including answer sheets, immediately. Materials must be returned no later than the next school day after the test administration. Failure to return answer sheets promptly may delay score reports for your students and/or prevent them from entering the National Merit Scholarship Program. Scores for answer sheets received after the release of score reports has begun will not be reported to NMSC. If you administered multiple assessments (for example, PSAT/NMSQT and PSAT 8/9), return the materials for each assessment separately as instructed. Be sure to check the packaging label to confirm you are sending the PSAT/NMSQT materials to the correct address.

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

Checklist to Organize Your Answer Sheets and Reports

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

1. Count used answer sheets for all students.
   This information is needed to complete the Supervisor’s Report Form (SRF).

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

   □ Used standard answer sheets for students from your school ________
   □ Used standard answer sheets for students not from your school, including homeschooled students (keep these answer sheets together for proper placement in the shipment) ________
   □ Used nonstandard answer sheets for accommodated students who are from your school and from other schools or homeschooled, including transcribed answer sheets (set aside these answer sheets for placing in the Nonstandard Administration Envelope) ________

   □ TOTAL number of used answer sheets returned for scoring (to enter in box 8 of the SRF) ________

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

Important notes about answer sheets for accommodated students:

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

2. Complete forms.

   □ Supervisor’s Report Form (SRF): Please complete the report entirely, including signature, with a No. 2 pencil. Do NOT use ink.

      ✶ A signature on the SRF certifies that your school administered the test properly.
      ✶ Scores will not be released to your school or NMSC unless your SRF is completed, signed, and returned with answer sheets.

   □ Nonstandard Administration Report (NAR) created and printed by the SSD coordinator through SSD Online.

      ✶ Complete the NAR.
      ✶ Set aside answer sheets of students listed on the NAR, including students not from your school.

   □ Supervisor’s Irregularity Reports (SIRs), if any (to describe your handling of irregularities as noted in the Irregularity Chart on pages 67–72).

      ✶ Review and sign any SIRs submitted by your testing room staff.
      ✶ Return any completed SIRs in the Gray Envelope that arrived with the test materials shipment.
RETURNING

Used Answer Sheets and Forms

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

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

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

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

4. Supervisor’s Report Form

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

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

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

Prelabeled Shipping Box

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

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

Print this box number and total number of boxes being sent (e.g., Box 1 of 2).
3. Pack the answer sheets and related materials in the provided prelabeled courier box(es), as indicated in the diagram, “Returning Used Answer Sheets and Forms” (page 15). Pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

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

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

**Bottom of stack:**
- Answer sheets (for standard administration) in the following order:
  - Answer sheets for students listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart on pages 67–72)
  - Standard answer sheets for students from YOUR school
  - Standard answer sheets for students from other schools and homeschooled students

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

**Shipping Instructions**
- Arrange for packages to be picked up before the end of the test day, or at the latest by the next school day after the test administration. Keep materials secure until pickup.
- If UPS does not make a regular stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
- Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual.
- If UPS is not available in your area, return materials via another traceable express courier. Record your tracking number(s).
- Do not use first-class mail or any other nontraceable method.

**NOTE:** Schools outside the United States should follow the instructions enclosed with test shipments.

Using the prelabeled courier box(es) provided with your PSAT/NMSQT 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/NMSQT**
**Pearson Processing Center**
**9200 Earhart Lane SW**
**Cedar Rapids, IA 52404**

**Checklist to Submit Payment**

1. After you’ve returned your test materials, you will complete the paperwork for submitting payment.
   - **If your school did not use fee waivers,** you can submit your online remittance immediately after returning materials.
   - **If your school used fee waivers,** wait until December to sign in to the online remittance report.
   - Sign in to collegeboard.org/school to create your remittance report. The site will automatically calculate the payment for you. If your school requested fee waivers, you will see a roster of students tested and be asked to identify students eligible for fee waivers. The number of fee waivers used must match the number of names provided. If this list of names is not submitted by January 12, 2018, your school (or responsible paying entity) will be billed for these students.
2. **Enclose appropriate payment per your remittance report.** Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible. Include all that apply:

- Check or money order payable to College Entrance Examination Board.
  - Include school code number.
  - Send a single check or money order; do not send individual checks for each student.
- Purchase order.
  - Include school code number.
  - The PSAT/NMSQT 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, a check drawn on a U.S. bank, or international wire transfer.

For an international wire transfer, please use the following information:

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

**NOTE:** Schools outside the United States (except U.S. territories and Canada) will be charged a $6 shipping surcharge for each test book ordered.

3. **Mail your payment.**

- Mail the remittance report, fee-waiver roster with the list of 11th graders who used fee waivers (if applicable), and payment in the remittance envelope provided. **Do not enclose the remittance report or payment with answer sheets.**
  - If the envelope has been lost, mail payment to:
    - PSAT/NMSQT
    - 12192 Collection Center Drive
    - Chicago, IL 60693

**NOTE:** Use this address for initial payments only; future payments should be sent to the address on the invoice.

- Some states provide special instructions to supervisors about submitting fees. Please follow any such state-specific instructions received from your state department of education.
- If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student's answer sheet to be sure that the grade level is appropriately filled in. **Your school is responsible for students who fill in their grade level incorrectly.**

**NOTE:** For more information about submitting payment, see psat.org/remittance.

**Storing Test Books**

Immediately after the test administration (unless otherwise instructed):

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

Online Scores
Scores will be available online for educators in early December and for students in mid-December, along with guidance for connecting assessment results to instruction. For all tests in the SAT Suite of Assessments, middle and high schools receive item-by-item summaries that provide data about students’ answers compared with the rest of the nation.

The College Board has developed resources to support counselors and other educators during score release. During Score Week for Counselors (December 4 through December 8), take advantage of webinars, videos, and more to help your students make the most of their PSAT/NMSQT® scores. Visit collegeboard.org/scoreweek for details.

Students will receive their percentile rank and helpful interpretative information about their scores. The combination of numerical and content-based interpretations of student performance defines what students know and can do. The information helps students and teachers identify the knowledge and skills they need to focus on to increase achievement. Students will also receive their Selection Index score, which NMSC uses as an initial screen of students who enter the National Merit Scholarship Program.

Paper Score Reports
One paper copy of each student’s score report will be delivered to the school principal soon after online reporting is available. Under no circumstances should test books, used or unused, be given to anyone until after score reports are received by the principal. Schools found in violation of this policy risk losing the ability to administer the PSAT/NMSQT in the future.

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

NOTE: Please be patient if you do not receive your school’s score reports at the same time as other schools in your area. To track your score report shipment, go to collegeboard.org/school.

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

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

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

Protecting Student Privacy
The College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT/NMSQT, they have a choice to “opt in” to Student Search Service®, which allows the College Board to provide students’ basic information to eligible colleges and universities, scholarship programs, and education opportunity programs. Information about disability, self-reported parental income, Social Security numbers, phone numbers, or actual test scores is never shared. To learn more, visit collegeboard.org/student-search-service.

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

For more information about the College Board and Khan Academy’s privacy practices, please visit:
- collegeboard.org/privacy-policy
- khanacademy.org/about/privacy-policy
PART 2: For Associate Supervisors and Proctors

Administering the Test

Introduction for Associate Supervisors

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

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

If you will be administering the test to students using accommodations, review the information beginning on page 38 before test day to determine the specific scripts to use for the students assigned to your room.

This part of the manual also includes resources that will be useful on test day, such as the section timing charts, list of acceptable calculators, and Irregularity Chart.

The PSAT/NMSQT helps students prepare for the SAT and provides entry to the National Merit Scholarship Program, an academic competition conducted by the National Merit Scholarship Corporation (NMSC). We depend on you to administer the test according to this manual so that all students have the same opportunity to do their best.

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

Preadministration Scripts

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

These instructions and scripts are for boxes 1–10, 13, and 15–27 on the answer sheet. If your school is conducting this session before test day, you may still need to guide some students through these scripts on test day—for example, students from other schools or homeschooled students may need to fill out their personal demographic information after the test on test day. Notifications in the instructions that follow will direct you to the appropriate sections of the script depending on whether you’re conducting the session before test day or on test day itself.

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

Conducting the Session

Before the session, post the following in a location visible to all students:

- six-digit school codes for your school and the schools of any other students who are participating in the preadministration session
- address of your school and addresses of any other schools that have students participating in the session
- optional code, if any (see page 5)
- three-digit country codes for any students with addresses outside the United States or U.S. territories.
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Read aloud from the scripts shaded in green that follow, to guide students through filling in the personal information in boxes 1–10, 13 (if your school uses optional codes), and 15–27. Read slowly enough to give students time to fill in their information. Pause where you see [pause] in the script to allow students time to follow instructions.
Text that appears outside of the tinted areas is intended for associate supervisors and should not be read aloud.

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

When students are ready, say:

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

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

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

Distributing Answer Sheets and Instructional Booklets

Next, say:

These are the answer sheets that you will use to mark your answers on the test. I’m also giving you booklets with information you will need to fill in some of the boxes.

Distribute answer sheets and the Student Answer Sheet Instructions booklets. Ensure that any answer sheets with Pre-ID labels go to the appropriate students. (See pages 11–12 for information about Pre-ID labels.)

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

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

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

If you are reading these scripts to students who have Pre-ID labels on their answer sheets, turn to the “Script for Pre-ID Labels” on page 24.

Then say:

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

Continuing to Guide Students Through the Identifying Information

* BOX 2–Student ID or Social Security Number: Read script (A) if your school is using Student ID numbers, or read script (B) if your school is using Social Security numbers. (Read only one option.)

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

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

OR

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

In box 2, if you know your Social Security number, fill in the bubble next to “Social Security Number.” Enter your nine-digit Social Security number, starting with the first column to the left. If you do not have a Social Security number, cannot remember it, or do not wish to give it, leave this section blank. Please look up when you are finished. [pause]
For box 3, say:

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

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

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

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

For box 4, say:

Box 4 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. It is important that you complete all parts of box 4 so that National Merit Scholarship Corporation can determine whether you meet the requirements to enter the scholarship program.

In box 4a, fill in the “Yes” bubble if you are enrolled as a high school student, traditional or homeschooled. [pause]

In box 4b, fill in the bubble next to the year in which you will complete or leave high school and enroll full time in college. For example, 11th graders who are planning to complete high school and enter college in 2019 should select 2019. Tenth graders should select the year in which they will complete high school, which in most cases will be 2020. [pause]

In box 4c, fill in the bubble next to the total number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. [pause]

In box 4d, if you are a U.S. citizen, fill in the “Yes” bubble. If you are not a U.S. citizen, fill in the “No” bubble that applies to you. Please look up when you are finished. [pause]

For box 5, say:

In box 5, fill in the appropriate bubble for the month in which you were born. Then enter your day and year of birth, and fill in the appropriate bubbles. Fill in a leading zero for your day of birth if applicable.

If you are using a large-block answer sheet, fill in the month, date, and year of your birth. [pause]

To all students, say:

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

**BOXES 6–10 - Address:** For boxes 6–10, read script (A) to students who live on a U.S. military base and/or script (B) to students who do not live on a U.S. military base. *(Read all that apply.)*

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

In box 6, “Street Address,” enter your box number or other designation. In box 7, “City,” enter “APO” or “FPO.” In box 8, find the “U.S. Territory” section, and fill in the bubble for the two-letter code. [pause]

In box 9, fill in your zip code. Leave box 10 blank. Please look up when you are finished. [pause]

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

In box 6, enter your street address:

- Include your apartment number if you have one.
- Indicate a space in your address by leaving a blank box and filling in the corresponding bubble.
- If your address has a slash mark or hyphen, write it in the box and fill in the corresponding bubble.
PART 2: For Associate Supervisors and Proctors

- Use the address abbreviations given on your answer sheet. Enter your city in box 7, and fill in your zip or postal code in box 9.
- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 8 and leave box 10 blank.
- Students who live outside the United States or its territories should leave box 8 blank and fill in the following Country Code as well as the corresponding bubbles in box 10: _________.

Please look up when you are finished. [pause]

Country codes are listed on page 60 in this manual.

For boxes 11 and 12, say:

Leave boxes 11 and 12 blank at this time.

If your school uses optional codes, share the appropriate code(s) with students (see page 5 for information on optional codes). If an optional code has only one digit, include the leading “0” in the number you give students to fill in. Homeschooled students and students from other schools should leave box 13 blank.

**BOX 13 – Optional Code:** If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). (Read only one option.)

**A** If your school uses optional codes, say:

If you do not attend this school, leave box 13 blank. Students from this school, please enter the number I have posted. [pause]

OR

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

Please also leave box 13 blank.

Now say:

Box 14 will be filled in later.

For box 15, say:

Find box 15 on page 4, or if you are using a large-block answer sheet, on page 7. Read the information about providing your email address.

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

If you indicate that the email address is your own, as cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will receive it. If you opt into Student Search Service, your email address will be added to your record.

Now say:

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

For box 16, say:

Box 16 asks if you wish to participate in the College Board’s free Student Search Service. This service can help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests, which you will provide in your answers to questions 19 through 25. Saying “Yes” to this service allows colleges, scholarship programs, and other organizations to send you information about the educational and financial aid opportunities they offer.

Educational organizations that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection. [pause]

For box 17, say:

Fill in the appropriate bubble for female or male in box 17.

For box 18, say:

Fill in your current grade level in box 18.
Please walk around the room to check that students complete their current grade level. Scores can be delayed if this information is missing or incorrect.

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for boxes 19–25. Students may need about one minute to read and complete each of the boxes 19–24. College Major, box 25, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

Now say:

Your answers to the questions in boxes 19 through 25 may be shared with colleges, scholarship programs, and other educational organizations if you chose “Yes” for Student Search Service in box 16. For this reason, we strongly encourage all students to complete this section. Your answers also will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.

NOTE: Students who do not wish to respond to boxes 19 and 20 may skip them.

For boxes 19 and 20, say:

Your answers to questions 19 and 20 will not affect your participation in the National Merit Scholarship Program. Before answering, please read the information in your Student Answer Sheet Instructions booklet.

Question 19 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause]

Box 20 asks about the languages you speak. Mark only one answer to each question. Please look up when you are finished. [pause]

For box 21, say:

In box 21, please indicate the highest level of education of your parents or guardians. Choose one parent or guardian in the first row, and select their level of education underneath, using the instructions in your booklet. If you have a second parent or guardian, do the same for that parent or guardian in the following rows. Please look up when you are finished. [pause]

For box 22, say:

In box 22, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]

For box 23, say:

In box 23, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

For box 24, say:

Box 24 asks about your interest in religiously affiliated colleges, campus-based clubs, or activities. Refer to the list of codes in your instructions booklet. Decide how to respond, then print the appropriate code and fill in the corresponding bubbles. Please look up when you are finished. [pause]

For box 25, say:

Colleges, universities, and other educational programs want to know what subject area most interests you. For box 25, your instructions booklet has a list of three-digit college major codes to select from.

Indicating your interest in a major does not mean you are choosing that major now—it just lets colleges send you information about specific programs that might fit your interests. Find the college major in your booklet that interests you the most, then enter the code number and fill in the corresponding bubbles in box 25. When you are finished, please close your instructions booklet and look up. [pause]

NOTE: Students who need large-print materials may require assistance with the college majors list.

For box 26, say:

Proceed to box 26. If this is the school you regularly attend, fill in the bubble that says, “Yes,” and enter the name and address of your school.
Administering the Test  Preadministration Scripts

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

If you are homeschooled, fill in the bubble that says, “No, I am homeschooled,” and do not enter any other information in box 26.

If this is not the school you regularly attend and you are not homeschooled, fill in the third bubble, and enter the name and address of your school.

For box 27, say:

In box 27, enter your school code. If you attend this school, I have posted our school code in the front of the room. Other school codes for anyone who needs one are also listed. If you are homeschooled, please leave box 27 blank. Please look up when you are finished. [pause]

Finishing Up

To students filling out their information BEFORE the test, on or before test day, say:

Leave the Certification Statement blank at this time.

When everyone is ready, say:

We are now finished with completing your personal information. Please close your answer sheet.

Collect the Student Answer Sheet Instructions from each student.

If Conducting on Test Day

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

If you are ready to begin the test, your students should keep their answer sheets. Go to “Distributing Test Books” on page 31.

If you have finished testing and are ready to dismiss students, turn to “Collecting Answer Sheets” on page 36.

If Conducting Before Test Day

Continue with the script and instructions below.

When all students are finished, say:

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

Collecting and Storing Answer Sheets Until Test Day

Collect all answer sheets from students. Return the answer sheets and all Student Answer Sheet Instructions booklets to your supervisor, who will store them in a secure location until test day. Dismiss students, reminding them of the time and place they should report for the test.

Script for Pre-ID Labels

For students with Pre-ID labels, say:

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

If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets that you passed out to try to locate the correct one. If you cannot locate the student’s correct answer sheet, give the student a blank answer sheet and tell them to follow your directions to fill in their information. These students should fill in all fields, even those that are skipped in this “Script for Pre-ID Labels.” Where needed, you can refer to the scripts on pages 20–24 to guide them through completing their information.

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

NOTE: The Supplemental Instructions memo, which explains the use of Pre-ID labels, is NOT the same as the Student Answer Sheet Instructions booklets, which students use to fill out some fields on the answer sheet.

For box 1, say:

Please leave box 1 blank. Your name is given on the label.
Continuing to Guide Students Through the Identifying Information with Pre-ID Labels

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

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

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

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

OR

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

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

For box 3, say:

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

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

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

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

For box 4, say:

Box 4 relates to the National Merit Scholarship Program conducted by National Merit Scholarship Corporation. It is important that you complete all parts of box 4 so that National Merit Scholarship Corporation can determine whether you meet the requirements to enter the scholarship program.

In box 4a, fill in the “Yes” bubble if you are enrolled as a high school student, traditional or homeschooled. [pause]

In box 4b, fill in the bubble next to the year in which you will complete or leave high school and enroll full time in college. For example, 11th graders who are planning to complete high school and enter college in 2019 should select 2019. Tenth graders should select the year in which they will complete high school, which in most cases will be 2020. [pause]

In box 4c, fill in the bubble next to the total number of academic years it will take you to complete grades 9 through 12. For example, if you spend one academic year in each grade without interruption, you will complete high school in four years. [pause]

In box 4d, if you are a U.S. citizen, fill in the “Yes” bubble. If you are not a U.S. citizen, fill in the “No” bubble that applies to you. Please look up when you are finished. [pause]

For box 5, say:

Make no marks in box 5. Your date of birth is given on the label.

To all students, say:

Turn to page 2 of your answer sheet (or stay on page 4 of the large-block answer sheet).
If Address appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip boxes 6–10.

**BOXES 6–10 - Address:** For boxes 6–10, read script (A) to students who live on a U.S. military base, and/or script (B) to students who do not live on a U.S. military base. *(Read all that apply.)*

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

In box 6, “Street Address,” enter your box number or other designation. In box 7, “City,” enter “APO” or “FPO.” In box 8, find the “U.S. Territory” section, and fill in the bubble for the two-letter code ______. In box 9, fill in your zip code. Leave box 10 blank. Please look up when you are finished. [pause]

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

In box 6, enter your street address:

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

Enter your city in box 7 and fill in your zip or postal code in box 9.

- Students who live in the United States or U.S. territories should fill in the state or territory bubble in box 8 and leave box 10 blank.
- Students who live outside the United States and its territories should leave box 8 blank and fill in the following Country Code as well as the corresponding bubbles in box 10: _________.

Please look up when you are finished. [pause]

Country codes are listed on page 60 in this manual.

For boxes 11 and 12, say:

Leave boxes 11 and 12 blank at this time.

If your school uses optional codes, share the appropriate code(s) with students (see page 5 for information on optional codes). If an optional code has only one digit, include the leading “0” in the number you give students to fill in. Homeschooled students and students from other schools should leave box 13 blank.

**BOX 13 - Optional Code:** If your school uses optional codes, read script (A). If your school does NOT use optional codes, read script (B). *(Read only one option.)*

**A** If your school uses optional codes, say:

If you do not attend this school, leave box 13 blank. Students from this school, please enter the number I have posted. [pause]

OR

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

Please also leave box 13 blank.

Now say:

Box 14 will be filled in later.

If Email Address appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip box 15 and proceed to box 16.

For box 15, say:

Find box 15 on page 4, or if you are using a large-block answer sheet, on page 7. Read the information about providing your email address.

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

If you indicate that the email address is your own, as cosponsor of the PSAT/NMSQT, National Merit Scholarship Corporation will receive it. If you opt into Student Search Service, your email address will be added to your record.

Now say:

Please open your Student Answer Sheet Instructions booklet. You will need to refer to the information and instructions to be able to complete some of the remaining questions. Take a minute or two to read the introduction about how providing your
For box 16, say:

Box 16 asks if you wish to participate in the College Board’s free Student Search Service.

This service can help you connect with opportunities. For example, some programs are open to students with particular backgrounds or interests, which you will provide in your answers to questions 19 through 25. Saying “Yes” to this service allows organizations to send you information about the educational and financial aid opportunities they offer.

Educational organizations that request it will receive information you provide on the answer sheet, but they will NOT receive your actual test scores or phone number. If you do not answer and previously chose to participate in this service, the College Board will continue providing your information. Please make your selection. [pause]

For boxes 17 and 18, say:

Make no marks in boxes 17 and 18. Your sex and grade level are given on the label.

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for boxes 19–25. Students may need about one minute to read and complete each of the boxes 19–24. College Major, box 25, may take more time. Allow at least five minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

Now say:

Your answers to the questions in boxes 19 through 25 may be shared with colleges, scholarship programs, and other educational organizations if you chose “Yes” for Student Search Service in box 16. For this reason, we strongly encourage all students to complete this section.

Your answers also will help ensure that tests and services are fair and useful to all students. Your responses may be used for research purposes and may be shared with your high school, school district, and state.

For boxes 19 and 20, say:

Your answers to questions 19 and 20 will not affect your participation in the National Merit Scholarship Program. Before answering, please read the information in your instructions booklet.

☐ If Racial/Ethnic Group appears in your school’s Supplemental Instructions (for Pre-ID labels), tell students to skip box 19 and proceed to box 20.

NOTE: Students who do not wish to respond to box 19 may skip it.

For box 19, say:

Question 19 asks about your racial and ethnic background. If you identify with multiple races and ethnic groups, mark all choices that apply to you. Are there any questions? [pause] Please look up when you are finished. [pause]

NOTE: Students who do not wish to respond to box 20 may skip it.

For box 20, say:

Box 20 asks about the languages you speak. Mark only one answer for each question. Please look up when you are finished. [pause]

For box 21, say:

In box 21, please indicate the highest level of education of your parents or guardians. Choose one parent or guardian in the first row and select their level of education underneath, using the instructions in your booklet. If you have a second parent or guardian, do the same for that parent or guardian in the following rows. Please look up when you are finished. [pause]

For box 22, say:

In box 22, please indicate whether you have a parent or guardian who is in the military. Read each description in your instructions booklet, and fill in the bubbles of all that apply. Please look up when you are finished. [pause]
For box 23, say:
In box 23, refer to your instructions booklet, and give your best estimate if you do not know your exact grade point average. Please look up when you are finished. [pause]

For box 24, say:
Box 24 asks about your interest in religiously affiliated colleges, campus-based clubs, or activities. Refer to the list of codes in your instructions booklet. Decide how to respond, then print the appropriate code and fill in the corresponding bubbles. Please look up when you are finished. [pause]

For box 25, say:
Colleges, universities, and other educational programs want to know what subject area most interests you. For box 25, your instructions booklet has a list of three-digit college major codes to select from.

Indicating your interest in a major does not mean you are choosing that major now—it just lets colleges send you information about specific programs that might fit your interests. Find the college major in your booklet that interests you the most, then enter the code number and fill in the corresponding bubbles in box 25. When you are finished, please close your instructions booklet and look up. [pause]

NOTE: Students who need large-print materials may require assistance with the college majors list.

For boxes 26 and 27, say:
Make no marks in boxes 26 or 27. Your school information has been provided.

If you have any students who are filling in information because of problems with labels, tell them to enter their school information in boxes 26 and 27 (provide their school code). Homeschooled students should leave box 27 blank.

⚠️ Turn to “Finishing Up” on page 24.
Test Day Instructions

Begin Here on Test Day

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

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

- today’s date _mm_ / _dd_ / _yyy_
- optional code, if any (see page 5)
- testing room code (three digits including any leading zeros), if any (see page 4)
- your school’s six-digit code
- six-digit school codes for students from other schools
- your school’s address and the school address(es) for students from other schools
- two-letter “APO” or “FPO” code (AA, AE, or AP), if applicable

Accounting for Test Materials

If a test book is missing:

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

Collecting Students’ Personal Belongings

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

Reading the Scripts

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

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

When you are ready to begin, say:

Welcome to the PSAT/NMSQT administration. This test will focus on what you’ve already been learning throughout high school. It is also a chance to practice for the SAT, to see where you might need to improve, and to qualify for scholarship programs.

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

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

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

Seating Late Arrivals

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

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

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

You may also be dismissed for:

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

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

Answer all students’ questions.

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

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

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

OR

If your school has NOT chosen to collect students’ personal belongings, say:

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

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

Then say:

Now we’re going to prepare to start the test. Please remove everything from your desk except your Number 2 pencils, erasers, and approved calculator.

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

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

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

Close all bags, and put them under your desk until the test is over. [pause]
Wait for students to finish putting items away. 

Once everyone is ready, say:

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

Walk around the room to make sure students have nothing on their desks other than pencils, erasers, calculators, and batteries.

Examples of prohibited items include the following (unless your NAR indicates that a student is allowed an item as an accommodation):

- Phones
- Audio players/recorders
- Tablets, laptops, or any other personal computing devices
- Timers
- Cameras
- Smartwatches or other wearable technology
- Pens, highlighters, and mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord. (See page 59 for a list of acceptable calculators.)

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

If most or all of the students in the room did not participate in a preadministration session, turn to page 19 now and follow the relevant instructions for having students fill in their identifying information on their answer sheets.

Continue Here if You Have Already Conducted a Preadministration Session

Distributing Answer Sheets

When students are ready, say:

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

Distribute the answer sheets that students filled in before test day. Make sure that each student receives their own answer sheet with identifying information completed. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill in boxes 2–10, 13 (if applicable), and 15–27 after testing has finished.

Then say:

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

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

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

Distributing Test Books

When everyone is ready, say:

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

Remove the shrinkwrap from the test books and give one test book to each student. Hand each student a test book personally; do not allow students to pass them to one another. Note the order in which you hand out the test books. You will need to indicate this order on the seating chart on the back of this manual. Keep one answer sheet and one test book for use in giving instructions. Make sure that no one opens a test book until told to do so. Allow enough time for students to read the information on the back cover.
When everyone is ready, say:
Print your name, school name, and school address clearly on the back of your test book. Please look up when you are finished. [pause]
Now turn your answer sheets to page 2 (or page 6 if you are using a large-block answer sheet.)

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

For boxes 11 and 12, say:
Find boxes 11 and 12. Copy the form code and test ID exactly as they appear on the back of your test book into boxes 11 and 12 on your answer sheet. For box 11, please also fill in the appropriate bubbles. Please look up when you are finished. [pause]

*BOX 14 – Testing Room Code:* Read script (A) if your school uses testing room codes or script (B) if your school does NOT use testing room codes. (Choose only one option.)

**A** If your school uses testing room codes, for box 14, say:
In box 14, write the testing room code ____; then fill in the bubbles.

**OR**

**B** If your school does NOT use testing room codes, for box 14, say:
Please leave box 14 blank.

To all students, say:
Now please find the Certification Statement on the back of your answer sheet or on page 23 if you are using a large-block answer sheet.

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

Read the statement and the paragraph of terms at the bottom, then sign your full name as you would on an official document. Under your signature, print your name and enter today’s date.

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

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

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

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

After everyone has signed the Certification Statement, say:

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

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

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

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

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

Time the Section
- Enter the start and stop times as students begin working on each section; post the times for students to see. To ensure that you have correctly calculated the stop time, refer to the appropriate timing chart at the end of this manual (pages 55–58).
- Announce the remaining time at regular intervals, as noted in the scripts. Students must be given the full time for each section as described in this manual.
- Before you call stop, verify the time with a proctor, if one is assisting you.

Monitor Students
- Walk around the room to check that everyone is working on the correct section.
- If you see any students using a pen or a mechanical pencil, advise them to switch to a No. 2 pencil immediately.
- Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- If any student marks their answers in the wrong place on the answer sheet, follow the instructions in the Irregularity Chart on page 69.
- If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and record it at a later time per the instructions on page 13.

Account for Test Books
- Account for all test books (used and unused). If a book appears to be missing, alert your supervisor immediately, and follow the procedures in “Accounting for Test Materials” on page 29.
- Use the chart on the back of this manual to record where each student is seated as well as the order in which you handed out the test books.

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

Script 1: Standard Time
The following script is for use with standard timing and breaks.

If you are testing students with accommodations that require extended time or extra breaks, review the information starting on page 38 to determine which scripts to use.

If you are testing students with extended time on only some portions of the test, you will be directed to return to the appropriate standard-time script (Script 1 or Script 4) for the other portions of the test. Start here for students testing with extended time for math only and no extra breaks.

Section 1: Reading Test
Do not admit any students who arrive at this point. They must be assigned to a different room or dismissed from testing.
Test Day Instructions  Script 1: Standard Time

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 60 minutes to work on Section 1, the Reading Test. We will take a 5-minute break when this section is finished.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

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

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

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

At the end of the break, say:

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

Section 2: Writing and Language Test

ATC Timing for Section 2

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 43), and then turn to page 35 for Section 3.

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test.

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

Take out your answer sheet, and find Section 2 on page 3 (or page 15 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

After exactly 60 minutes, say:

Stop work, and put your pencil down.

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

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

We will start testing again in exactly 5 minutes.
After 30 minutes, say:
You have 5 minutes remaining in this section.

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

For Students with Extended Time on Math Only
For students approved for 100% extended time for math, turn to Script 2, “Break Before Section 3” (page 44).
For students approved for 50% extended time for math, turn to Script 3, “Break Before Section 3” (page 47).

Section 3: Math Test – No Calculator
In rare instances, a student may have been approved to test in the standard room using a four-function calculator on this section as an accommodation. In such cases, confirm that the calculator the student uses is not a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:
Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

Take out your answer sheet, and find Section 3 on page 3 (or page 17 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

25 MINUTES
25 MINUTES STANDARD TIME
Start Time Stop Time

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

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

After exactly 25 minutes, say:
Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

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

Section 4: Math Test – Calculator
When students are ready, say:
This is the final section of the test—you’re almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using a calculator, please follow these guidelines:
- Keep it flat on your desk or hold it so that other students cannot view your work.
Test Day Instructions  

Dismissal

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

- If all students in the room have completed boxes 2–10, 13 (if applicable), and 15–27 on their answer sheets, proceed to “Collecting Answer Sheets” below.

To students who need to complete boxes 2–10, 13 (if applicable), and 15–27 on the answer sheet, say:

Please sit quietly while I dismiss the other students. I will then guide you through completing your personal information on the answer sheet. I cannot dismiss you until that information is complete.

Collecting Answer Sheets

To students whose answer sheets are complete, say:

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

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

- Inspect the answer sheet to ensure that all identifying information is complete. It is critical to check that names, school codes, grade levels, and test information have been filled in correctly to ensure accurate reporting and billing. Have students fill in any missing identifying information at this time.
- For students without Pre-ID labels, ensure that the letters written in box 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an SIR.
Before Dismissing Students

- Keep students seated until you are sure you have every student’s answer sheet and test book. (If some students are remaining to fill out boxes 2–10, 13 (if applicable), and 15–27, you may dismiss the rest of the students after all of their answer sheets and test books have been collected.)
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in two separate piles, with the exception of test books for students who were approved to write their answers in their test books (see further instructions below).
- Verify by count that you have a test book and answer sheet for each student.

After all materials are accounted for, say:

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

You will receive an email in December letting you know when your scores are available and how to access your complete score report online. You’ll also be able to link to Khan Academy for personalized SAT practice based on your specific test results.

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

For Students Who Need to Complete Answer Sheets

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

- Distribute a Student Answer Sheet Instructions booklet to each student.
- If all of the remaining students have Pre-ID labels on their answer sheets, turn to “Continuing to Guide Students Through the Identifying Information with Pre-ID Labels” on page 25.
- If any of the remaining students do not have Pre-ID labels on their answer sheets, turn to “Continuing to Guide Students Through the Identifying Information” on page 20. Have all students fill out all of the information on the answer sheet.

- When students are finished, return to “Collecting Answer Sheets” on page 36, and complete the collection of answer sheets and dismissal for these students.

After Students Leave the Room

- If you have any students with an approved College Board accommodation to write their answers in the test book, do the following:
  - Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
  - On the test book, write the student’s name, school code number, and testing room code (if any) or room number.
  - Include these test books with the used answer sheets.
- Describe any irregularities as completely as possible on an SIR.

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

Testing Students Approved for Accommodations

Read this section thoroughly before test day so that you can properly prepare for the accommodations your students have approval for, including determining which script(s) to use for the students assigned to your room.

- Prior to test day, be sure to check the Nonstandard Administration Report (NAR) to determine which accommodations each student is approved for. The NAR can be printed from SSD Online by your school’s SSD coordinator.
- Using the NAR, determine which test book each student will need. Some students may be approved for a special format (see below). Students testing with accommodations that do not require specific materials will use the same green test book as students in the standard room.
- Review page 40 of this manual to determine which script to use for the students assigned to your room. Also review the timing chart on page 41 for an overview of timing and breaks.
- On the day of testing, follow the instructions under “Test Day Instructions,” (page 29), then go to the appropriate script when instructed.

NOTE: It is very important that you provide ONLY the accommodations for which a student is approved. A student who tests with accommodations that are not approved by the College Board’s SSD Office may not receive scores.

Alternate Test Formats

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

Students who use readers or audio files in conjunction with other formats will find that the two texts may differ slightly because the script read by a reader or the one recorded on the audio file describes the figures in greater detail than in other formats.

Large Print

Students who test with large print—14 point, 20 point, or larger font—test with standard time and breaks (Script 1), unless approved for other accommodations. Students using test books with larger than 14-point print must test in a nonstandard room.

Braille

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

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

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

NOTE: If a student records answers using a braille device, see “Recording Responses,” on page 39.

Braille Graphs and Figures

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

Readers

Follow these procedures with readers:

- Assign a separate reader for each student who needs one (students may not share readers). Readers may read questions in the script as many times as a student requests, but they may not elaborate beyond what is in the script.
- Administer the test with 50% extended time (Script 3) unless a student is already approved for 100% (or more) extended time. (Use Script 2 for 100% extended time.)
Distribute any supplementary materials to the reader: a script, a regular-type test book for student and reader’s use, and additional test materials for student use as approved by the College Board (for example, braille materials).

**MP3 Audio or Assistive Technology-Compatible (ATC) Formats**

The MP3 audio and ATC formats are provided on USB flash drives and require each student to use a school-provided computer that has a USB port.

Whenever possible, students should use earphones when testing with an audio format or text-to-speech software. If earphones are not available, the student should be tested in a separate room.

**Testing MP3 Audio Users**

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

The MP3 audio format requires 100% extended time plus an additional 45 minutes in Section 2. Schools that need to test over two days should contact the College Board, as described in the *PSAT/NMSQT Supervisor Manual for MP3 Audio and ATC Formats*.

**Testing ATC Users**

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

The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, 50%, or 100%). Use the scripts as detailed under “Using These Scripts” on page 40 to test these students.

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

**Recording Responses**

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

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

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

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

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

**Differences in Breaks and Timing**

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

**NOTE:** Students approved for extended time for writing, listening, or speaking do not receive extended time on the PSAT/NMSQT.

For extended-time testing, a 5-minute break is included in the middle of the longer sections. Students may not leave the room without permission or discuss test questions during breaks. Have them place their testing materials in the middle of their desks. Electronics (other than those required for specific accommodations) must remain out of sight. Students who have been approved for extra breaks, students testing with extended time, and students using both of these accommodations have the same number of breaks, as noted in the timing chart on page 41. For students testing with standard time and extra breaks, use Script 4 as explained in “Using These Scripts” on the next page.
Nonstandard Testing Scripts  Testing Students Approved for Accommodations

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

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

NOTE: Break time does not count as testing time.

Other Accommodations
Some students may be approved for other accommodations, such as use of a colored overlay, permission for food/medication, permission to test blood sugar, use of a four-function calculator on the Math Test – No Calculator portion, or sign language interpreter for oral instructions only. These students should test with standard time and breaks (Script 1) unless approved for other accommodations that affect timing.

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

Script 1: Standard Time
Use Script 1 (starting on page 33) for students who are approved for accommodations that do not require extended time on any part of the test—for example, breaks as needed or use of braille materials.

Script 2: 100% Extended Time
Use the entire Script 2 (starting on page 42) for students who are approved for 100% extended time for reading.

Script 3: 50% Extended Time
Use the entire Script 3 (starting on page 46) for students who are approved for 50% extended time for reading.

Script 4: Standard Time with Extra Breaks
Use Script 4 (starting on page 49) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

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

Combined Scripts for Math-only Extended Time
Begin with Script 1 (page 33) for students who are approved for extended time on math only with no extra breaks. Begin with Script 4 for those who have math-only extended time with extra breaks.

- For students approved for 100% extended time for math, turn to Script 2, Sections 3 and 4 (beginning with “Break Before Section 3”) (pages 44–45).
- For students approved for 50% extended time for math, turn to Script 3, Sections 3 and 4 (beginning with “Break Before Section 3”) (pages 47–49).

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

<table>
<thead>
<tr>
<th></th>
<th>100% Extended Time*</th>
<th>50% Extended Time</th>
<th>Standard Time (Nonstandard Room)</th>
<th>Standard Time with Extra Breaks</th>
<th>Math-only 100% Extended Time</th>
<th>Math-only 50% Extended Time</th>
<th>MP3 Audio Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Script 2 (p. 42)</td>
<td>5 hours, 55 minutes</td>
<td>4 hours, 34 minutes</td>
<td>2 hours, 55 minutes</td>
<td>3 hours, 10 minutes</td>
<td>4 hours, 15 minutes</td>
<td>3 hours, 41 minutes</td>
<td>6 hours, 45 minutes (for one-day testing)</td>
</tr>
<tr>
<td>Use Script 3 (p. 46)</td>
<td>5 hours, 30 minutes</td>
<td>4 hours, 9 minutes</td>
<td>2 hours, 45 minutes</td>
<td>2 hours, 45 minutes</td>
<td>3 hours, 55 minutes</td>
<td>3 hours, 21 minutes</td>
<td>6 hours, 15 minutes</td>
</tr>
<tr>
<td>Use Script 1 (p. 33)</td>
<td>60 minutes</td>
<td>45 minutes</td>
<td>30 minutes</td>
<td>60 minutes</td>
<td>5-minute break</td>
<td>60 minutes</td>
<td></td>
</tr>
<tr>
<td>Use Script 4 (p. 49)</td>
<td>60 minutes</td>
<td>30 minutes</td>
<td>5-minute break</td>
<td>60 minutes</td>
<td>5-minute break</td>
<td>60 minutes</td>
<td></td>
</tr>
<tr>
<td>Use combined Script 1 and Script 2</td>
<td>5-minute break</td>
<td>35 minutes</td>
<td>5-minute break</td>
<td>57 minutes</td>
<td>5-minute break (if testing in one day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use combined Script 1 and Script 3</td>
<td>5-minute break</td>
<td>35 minutes</td>
<td>5-minute break</td>
<td>57 minutes</td>
<td>5-minute break (if testing in one day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use script in supplemental manual</td>
<td>5-minute break</td>
<td>35 minutes</td>
<td>5-minute break</td>
<td>57 minutes</td>
<td>5-minute break (if testing in one day)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total time (including breaks)**
- **1 Reading Test**
  - 60 minutes
  - 45 minutes
  - 5-minute break
  - 60 minutes
- **2 Writing and Language Test**
  - 70 minutes
  - 53 minutes
  - 35 minutes
  - 5-minute break (if testing in one day)
- **3 Math Test – No Calculator**
  - 50 minutes
  - 38 minutes
  - 25 minutes
  - 5-minute break
- **4 Math Test – Calculator**
  - 45 minutes
  - 34 minutes
  - 22 minutes

* Students using MP3 audio will test with 100% extended time, plus additional time for Section 2. Schools that need to test over two days should contact the SSD Office. Day 1 of two-day testing ends after Section 2. Schools testing in one day will take a break between Sections 2 and 3.
Script 2: 100% Extended Time

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

If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1 on page 33 or Script 4 on page 49 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

Instructions for Using a Scribe

If a student is using a scribe, say:

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

Section 1: Reading Test

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

Section 1: Reading Test

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

Section 1: Reading Test

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.

Section 1: Reading Test

Do not open your test book until I tell you to do so. Once we begin, you will have 2 hours to work on Section 1, the Reading Test. We will take a 5-minute break after 60 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Time starts now. Good luck.
At the end of the break, say:
Please take your seat. Do not open your test book until I tell you to do so.

When everyone is ready, say:
You will now have another 60 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

After 55 minutes (from the end of the break), say:
You have 5 minutes remaining in this section.

After exactly 60 minutes (from the end of the break), say:
Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

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

---

Section 2: Writing and Language Test

When everyone is ready, say:
Once we begin, you will have 70 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.
Be sure to mark your answers in the corresponding bubbles in Section 2 of your answer sheet. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.
Take out your answer sheet, and find Section 2 on page 3 (or page 15 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

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

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

---

For students using the ATC format with 50% extended time, turn to Script 3, “Break Before Section 3” (page 47).
For students using the ATC format with standard time and extra breaks, turn to Script 4, “Break Before Section 3” (page 51).
For students using the ATC format with standard time, no extra breaks, turn to Script 1, Section 3 (page 35).
Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 3: Math Test – No Calculator

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

When all students are ready, say:

Once we begin, you will have 50 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

Take out your answer sheet, and find Section 3 on page 3 (or page 17 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

Start Time Stop Time

50 MINUTES 100% EXTENDED TIME

After 20 minutes, say:

You have 30 minutes remaining in this section.

After 45 minutes, say:

You have 5 minutes remaining in this section.

After exactly 50 minutes, say:

Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

When everyone is ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 1 hour and 30 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 45 minutes.

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

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

Take out your answer sheet, and find Section 4 on page 3 (or page 20 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

---

**During the Break**

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

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

- **When everyone is ready, say:**
  - You will now have another 45 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

- **After 20 minutes (from the end of the break), say:**
  - You have 25 minutes remaining in this section.

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

- **After exactly 45 minutes (from the end of the break), say:**
  - Stop work, and put your pencil down. Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.
  - Congratulations—you just finished the test! Please remain in your seats until I dismiss you. I will now collect your test books. Please sit quietly.

Proceed to “Dismissal” on page 36.
Script 3: 50% Extended Time

The following script is for 50% extended time test takers. If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1 on page 33 or Script 4 on page 49 for students who have been approved to test with standard time and extra breaks). You will be instructed when to return to this script.

Instructions for Using a Scribe

If a student is using a scribe, say:

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

Section 1: Reading Test

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 1 hour and 30 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 45 minutes.

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

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet). Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.
Script 3: 50% Extended Time  Nonstandard Testing Scripts

When everyone is ready, say:

You will now have another 45 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

After exactly 45 minutes (from the end of the break), say:

Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

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

Section 2: Writing and Language Test

ATC Timing for Section 2

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 43), and then return to this page, “Break Before Section 3.”

When everyone is ready, say:

Once we begin, you will have 53 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when this section is finished.

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

Take out your answer sheet, and find Section 2 on page 3 (or page 15 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

Record start and stop times here — post for students

53 MINUTES  50% EXTENDED TIME

Start Time ___________  Stop Time ___________

After 20 minutes, say:

You have 33 minutes remaining in this section.

After 48 minutes, say:

You have 5 minutes remaining in this section.

After exactly 53 minutes, say:

Stop work, and put your pencil down. Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

Break Before Section 3

For the break, say:

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

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

At the end of the break, say:

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

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

When everyone is ready, say:

Once we begin, you will have 38 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

Take out your answer sheet, and find Section 3 on page 3 (or page 17 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

After exactly 38 minutes, say:

Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

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

Section 4: Math Test – Calculator

When everyone is ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 68 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 34 minutes.

You may use your calculator for this section; please put your calculator on your desk now. [pause] When using your calculator, please follow these guidelines:
- Keep it flat on your desk or hold it so that other students cannot view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will come over and assist you. If you do not have a backup, continue to take the test. All math questions can be answered without a calculator.

Take out your answer sheet, and find Section 4 on page 3 (or page 20 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your
answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

When everyone is ready, say:

You will now have another 34 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 19 minutes remaining in this section.

After 29 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

After exactly 34 minutes (from the end of the break), say:

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

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

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

Proceed to “Dismissal” on page 36.

Script 4: Standard Time with Extra Breaks

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

Section 1: Reading Test

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

When everyone is ready, say:

Do not open your test book until I tell you to do so. Once we begin, you will have 60 minutes to work on Section 1, the Reading Test. We will take a 5-minute break after 30 minutes.

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

During the Break

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
sure you are using a Number 2 pencil and that you fill in the entire bubble darkly and completely. If you change your response, erase it as completely as possible. If you finish before time is called, you may check your work in this section, but you may NOT turn to any other section.

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

Please turn your answer sheet to Section 1 on page 3 (or page 13 if you are using a large-block answer sheet.) Open your test book to Section 1, read the directions, and begin work. Good luck. Time starts now.

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

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

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 30 minutes to work on Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

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

You have 15 minutes remaining in this section.

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

You have 5 minutes remaining in this section.

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

Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

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

At the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so.
Section 2: Writing and Language Test

ATC Timing for Section 2

Ο Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2 (page 43), and then return to this page, "Break Before Section 3."

When everyone is ready, say:

Once we begin, you will have 35 minutes to work on Section 2, the Writing and Language Test. We will take a 5-minute break when the section is finished.

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

Take out your answer sheet, and find Section 2 on page 3 (or page 15 if you are using a large-block answer sheet). Open your test book to Section 2, read the directions, and begin work. Time starts now.

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

35 MINUTES STANDARD TIME

Start Time ___________ Stop Time ___________

After 20 minutes, say:

You have 15 minutes remaining in this section.

After 30 minutes, say:

You have 5 minutes remaining in this section.

After exactly 35 minutes, say:

Stop work, and put your pencil down.
Place your answer sheet inside the front of your test book. Close your test book, and leave it on your desk.

Break Before Section 3

For the break, say:

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

We will start testing again in exactly 5 minutes.

During the Break

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

At the end of the break, say:

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

Section 3: Math Test – No Calculator

For Students with Extended Time on Math Only

Ο For students testing with 100% extended time, turn to Script 2, Section 3 (page 44).
Ο For students testing with 50% extended time, turn to Script 3, Section 3 (page 48).

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

When everyone is ready, say

Once we begin, you will have 25 minutes to work on Section 3, the Math Test without Calculator. We will take a 5-minute break when this section is finished.

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

Take out your answer sheet, and find Section 3 on page 3 (or page 17 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These
Nonstandard Testing Scripts  
Script 4: Standard Time with Extra Breaks

student-produced answers can be shorter, but not longer, than four characters.

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

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

---

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

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

Take out your answer sheet, and find Section 4 on page 3 (or page 20 if you are using a large-block answer sheet). Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four characters.

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

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

---

Section 4: Math Test – Calculator

When everyone is ready, say:

This is the final section of the test—you’re almost done! Once we begin, you will have 45 minutes to work on Section 4, the Math Test with Calculator. We will take a 5-minute break after 23 minutes.
After 18 minutes, say:

You have 27 minutes remaining in this section, and 5 minutes until the break.

After exactly 23 minutes, say:

Stop work, and put your pencil down.
Place your answer sheet on top of the page that you are currently working on in your test book. Close your test book, and leave it on your desk.
You will now have a few minutes to stretch. Do NOT discuss test questions during the break or leave the testing room without permission.
We will start testing again in exactly 5 minutes.

**During the Break**

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

At the end of the break, say:

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

When everyone is ready, say:

You will now have another 22 minutes to work on Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off. Time starts now.

After 10 minutes (from the end of the break), say:

You have 12 minutes remaining in this section.

After 17 minutes (from the end of the break), say:

You have 5 minutes remaining in this section.

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

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

Proceed to “Dismissal” on page 36.
Completing the 2017 PSAT/NMSQT Nonstandard Administration Report (NAR)

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

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

PSAT/NMSQT®

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

Please complete the supervisor and student information. Sign and return the NAR with the answer sheets for the students listed on this report in the envelope provided.

<table>
<thead>
<tr>
<th>School Code: __________</th>
<th>School Name: __________________________________________</th>
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<tbody>
<tr>
<td>Supervisor's Name: ___________________</td>
<td>Title: ________________________________________________</td>
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<td>Telephone Number: __________</td>
<td>Fax Number: __________</td>
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<tr>
<td>Supervisor's Signature: __________________________________________</td>
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</table>

| Student's Name: __________________________________________ | Grade: __________ |
| SSD Code: __________________________________________ | Administration Date: _____ / _____ / _____ |
| College Board Approved Accommodation(s): ___________________ |

| Student's Name: __________________________________________ | Grade: __________ |
| SSD Code: __________________________________________ | Administration Date: _____ / _____ / _____ |
| College Board Approved Accommodation(s): ___________________ |

| Student's Name: __________________________________________ | Grade: __________ |
| SSD Code: __________________________________________ | Administration Date: _____ / _____ / _____ |
| College Board Approved Accommodation(s): ___________________ |
### Resources

Standard Time Section Timing Chart for the PSAT/NMSQT

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

<table>
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<th>Start Time</th>
<th>For a 60-minute section (Section 1)</th>
<th>For a 35-minute section (Section 2)</th>
<th>For a 25-minute section (Section 3)</th>
<th>For a 45-minute section (Section 4)</th>
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### 100% Extended Time Section Timing Chart for the PSAT/NMSQT

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

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<th>For a 120-minute section (Section 1)</th>
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### 50% Extended Time Section Timing Chart for the PSAT/NMSQT

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

#### STOP TIME 50% Extended Time

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<th>Start Time</th>
<th>For a 90-minute section (Section 1) 45 min. - break - 45 min.</th>
<th>For a 53-minute section (Section 2)</th>
<th>For a 38-minute section (Section 3)</th>
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Section Timing Chart for the PSAT/NMSQT, Standard Time with Extra Breaks

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

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<th>For a 35-minute section (Section 2)</th>
<th>For a 25-minute section (Section 3)</th>
<th>For a 45-minute section (Section 4) 23 min. - break - 22 min.</th>
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Acceptable Calculators

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

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

The following graphing calculators are permitted:

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<th>Sharp</th>
<th>Texas Instruments</th>
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*The use of the stylus is not permitted.
### Codes for Countries or Regions Outside the United States and U.S. Territories

(for students filling out Box 10 on the answer sheet; see sample)

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**U.S. and Territories**

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**Canada**

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**United Kingdom**

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<tr>
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<td>610 Wales</td>
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<td>635 Zambia</td>
<td>480 Zimbabwe</td>
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Commonly Asked Questions for Administering the PSAT/NMSQT with Pre-ID Labels

Q1: What do I do if my labels are incorrect?
A1: Do not apply incorrect labels (unless the address is the only incorrect information). Provide students with blank answer sheets and seat them with students who do not have labels on test day. You will be instructed to complete the preadministration session on test day for these students.

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

Q3: What do I do if I lost my Supplemental Instructions for PSAT/NMSQT?
A3: First name, last name, sex, date of birth, grade, and school code have already been supplied for all students with Pre-ID labels. Read the instructions for the preadministration session beginning on page 24 of this manual to ensure that students provide all of the necessary identifying information.

Q4: When should I apply Pre-ID labels to the answer sheets?
A4: Once you have checked your labels to ensure that they are correct and planned out the timing for your preadministration session, apply the Pre-ID labels by following the instructions found on pages 11–12.

Use your seating plan to sort the labeled answer sheets so they can be easily distributed to students.

Q5: How can I ensure that associate supervisors will provide the correct instructions to students with Pre-ID labels?
A5: Set up a session before test day with your associate supervisors where you provide them each with a copy of this manual and a photocopy of the Supplemental Instructions. Using your copy of the Supplemental Instructions, inform the associate supervisors which fields they may check off in the preadministration session “Script for Pre-ID Labels” beginning on page 24 of this manual as having already been provided on the labels. Make sure that all associate supervisors are familiar with the instructions included within this manual.

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

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

Q8: How do I administer the test if my room has some students with Pre-ID labels and some students without labels?
A8: Students with labels should be assigned to a different testing room than students without labels. If you do not have space to separate the two groups, students without labels should fill in box 1 before testing. At the conclusion of testing, follow the instructions to dismiss students whose answer sheets are complete, and then return to the preadministration instructions on page 20 for the students who need to complete their information.
Remittance Report for Schools Without Internet Access

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 and fee waiver roster (if applicable). **Once testing has completed:**

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

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

3. If you are using fee waivers, attach fee-waiver roster. **You must include the name of each student using a fee waiver.** The number of fee waivers used must match the number of names provided. If the fee-waiver roster and remittance report are not sent by January 12, 2018, fee waiver allocations will be removed and your school will be responsible for the full amount due.

4. Send remittance report, payment, and fee waiver roster (if applicable) in the remittance envelope (provided with your test shipment). See “After the Test” (page 14).

| A. Number of standard tests ordered | (A) ________ | N. Number of students tested at your school whose fees are being billed to the district/state contracts | (N) ________ |
| B. Number of standard tests borrowed from other school(s), if applicable | (B) ________ | O. Number of students tested at your school whose fees will be billed to an educational entity other than the district/state | (O) ________ |
| C. Number of standard tests loaned to other school(s), if applicable | (C) ________ | Name(s) of other paying educational entity | |
| D. Total number of standard test books | (D) ________ | P. Total number of students exempt from school's bill remittance | (P) ________ |
| \(A + B - C\) | | Q. Total number of students for whom fees are included | (Q) ________ |
| E. Total number of nonstandard tests ordered in these formats: braille, large print, MP3 audio, and ATC (don’t count large-block answer sheets, braille graphs and figures, and reader's script) | (E) ________ | R. Number of unused tests | (R) ________ |
| F. Total number of test books | (F) ________ | (Fee is waived for grades covered by EPP contracts. Fees are applied to the school or district, depending on who placed the order.) |
| \(D + E\) | | S. Free unused tests | (S) ________ |
| G. Total number of answer sheets returned for scoring | (G) ________ | T. Over order fee | (T) ________ |
| \(H + I + J + K + L\) | | U. Fees for shipping surcharge for schools outside of the U.S. | (U) ________ |
| H. 11th grade answer sheets | (H) ________ | (Does not apply to schools in U.S. territories or Canada) \([A + E] \times \$6.00\). |
| I. 10th grade answer sheets | (I) ________ | V. Total fees for students | (V) ________ |
| J. 9th grade answer sheets | (J) ________ | W. TOTAL AMOUNT DUE | (W) ________ |
| K. 8th grade answer sheets | (K) ________ | | |
| L. Other grade answer sheets | (L) ________ | | |
| M. Number of 11th grade fee waivers used | (M) ________ | | |

(A numbered list of names of students using fee waivers must be included with this report to receive credit.)

School: ____________________________ School Code: ____________________________
City: ____________________________ State or Country: ____________________________
Name: ____________________________ Phone Number: ____________________________
Title: ____________________________ Purchase Order No. (if applicable): ____________________________
Signature: ____________________________ Date: ____________________________
The Preliminary SAT/National Merit Scholarship Qualifying Test is coproduced by the College Board and National Merit Scholarship Corporation (NMSC), which will receive your scores and the information you provide on this answer sheet.

| Name | Enter your legal name, including hyphens, apostrophes, and spaces. Enter your middle initial if you have one. Fill in corresponding bubbles. Omit "Jr." or "II".
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**Student Identification**

- Student ID No.
- Social Security No.

**Mobile Number**

U.S. students only: By providing your mobile number, you agree to receive text messages from the College Board about our programs, to participate in research surveys, and/or to receive free college-planning services. Standard text messaging rates may apply. You may opt out at any time.

**Questions to Determine Entry to the National Merit® Scholarship Program**

4a. Are you enrolled as a high school student (traditional or homeschooled)?
   - Yes
   - No

4b. How many total years will you spend in grades 9-12?
   - 1 year
   - 2 years
   - 3 years
   - 4 years
   - 5 or more years

4c. When will you complete or leave high school and enroll full time in college?
   - 2018
   - 2019
   - 2020

4d. Are you a citizen of the United States?
   - Yes
   - No
   - No, but I am a U.S. lawful permanent resident (or have applied for permanent residence, the application for which has not been denied) and I intend to become a U.S. citizen at the earliest opportunity allowed by law.

National Merit Scholarship Corporation (NMSC) conducts the National Merit Scholarship Program, which is a nationwide scholarship competition open to all students who meet entry requirements. Answers you give here, in addition to your Selection Index score, will be used by NMSC in designating students who qualify to continue in the 2019 National Merit Scholarship Program as well as high-scoring participants to be recognized publicly.
You must use a No. 2 pencil. It is important that marks are dark and complete.
Do not use a mechanical pencil. If you need to change a response, erase as
completely as possible. Incomplete marks or erasures may affect your score.

The Preliminary SAT/National Merit Scholarship Qualifying Test is cosponsored by the College Board and National Merit Scholarship Corporation (NMSC),
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Student-Produced Responses: Answers must be bubbled to be scored.
You will not receive credit for anything written only in the boxes.

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**15 Email Address:** Include all letters, numbers, and symbols.

This email address is...  
- Mine  
- Parent/guardian’s

By providing your email address, you are granting the College Board and NMSQT permission to contact you via email. Your address will be added to your Student Search Service record if you opted in to this service. Parent and guardian email addresses will only be used by the College Board.

**17 Racial/Ethnic Group**

19a. Are you of Hispanic, Latino, or Spanish origin?  
- Yes  
- No

19b. What is your race?

**18 Grade Level**

- Not yet in 6th grade  
- 6th grade  
- 7th grade  
- 8th grade  
- 9th grade  
- 10th grade  
- 11th grade  
- 12th grade  
- Other

**19 Student Search Service**

Some colleges, scholarship programs, and nonprofit education organizations may request information you supply to us in order to inform you of educational opportunities and financial aid. Would you like us to supply your information for these purposes?

- Yes  
- No

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

**12 Sex**

- Female  
- Male

**20 Language Background**

20a. What language did you learn to speak first?

- A  
- B  

20b. What language do you know best?

- A  
- B  

**21 Parent’s Highest Level of Education**

Parent 1

- Level of Education

Parent 2

- Level of Education

**22 Military Relation**

- A  
- B  

**23 Grade Point Average**

- A  
- B  
- C  
- D  
- F  
- Other

**24 Religiously Affiliated Colleges**

- Yes  
- No

**25 College Major**

- Arts  
- Business  
- Engineering  
- Science  
- Social Science  
- Other

**26 School**

- Are you taking this test at the school you regularly attend?

- Yes  
- No, I am homeschooled.

- No, this is not the school I regularly attend.

Fill in the school you regularly attend below:

- School Name

- City

- State

- Country

**PLEASE DO NOT WRITE IN THIS AREA**
Irregularity Chart

<table>
<thead>
<tr>
<th>Group Irregularities</th>
<th>Procedure</th>
<th>Supervisor's Irregularity Report (SIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistiming of Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertiming</td>
<td>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections. If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted. Submit answer sheets of affected students on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy. On page 2 section 6, fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was undertimed” (for an individual). Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.</td>
</tr>
<tr>
<td>Overtiming</td>
<td>Give the full number of minutes on all the other sections. Tell students that a report will be submitted. Submit answer sheets of affected students on top of other answer sheets.</td>
<td>Note the section(s) affected and timing discrepancy. On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was overtimed” (for an individual). Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.</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 answer sheets of affected students on top of other answer sheets.</td>
<td>Note the source, length, and impact of the disturbance. On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.</td>
</tr>
</tbody>
</table>
**Group Irregularities**

**Environment (continued)**

**Interruption**

Provide clear instructions for safety of students if fire alarm, power failure, etc. occurs. Note the time, and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption, and allow the remainder for students to complete the section. Tell students that a report will be submitted. Submit answer sheets of affected students on top of other answer sheets.

- Note the source, length, and impact of the interruption. On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6c and list the affected students in section 10. Print the number of 11th graders (box 6a) and other students (box 6b) who were affected.

**Test Cancellation**

If a storm, flood, power failure, etc. necessitates cancellation of the test, call the PSAT/NMSQT office (see “Contact Us,” page ii) for instructions. Tell students that other arrangements are being requested.

- Not applicable

**Materials missing before testing**

Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond with the information on the Shipping Notice. If a test book is missing from a testing room, follow the procedures on page 29 of this manual.

- Identify students and explain circumstances. On page 2 section 6, Group Irregularities Information, fill in the circle for “Missing materials.”

**Individual Irregularities**

**Student Issues**

**Late arrival**


- Identify student On page 2 section 7, Check-in Issue, fill in the circle for “Student arrived late and was admitted to test.”

**Giving and/or receiving information**

Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual) of students who are seated nearby (or entire room, if possible), and indicate original and changed seated location on the seating chart. Tell students that a report will be submitted. Submit student’s answer sheet on top of other answer sheets. OR

- Identify students (the student providing the information and the student receiving the information) and explain circumstances. On page 2 section 7, Test Admin Issue, fill in the circle for “Student gave or received help.”

  Fill in the Yes circle indicating that student’s answer sheet was destroyed.

  OR

  Destroy answer sheet; do not submit fee for student.
<table>
<thead>
<tr>
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<th>Procedure</th>
<th>Supervisor's Irregularity Report (SIR)</th>
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<tbody>
<tr>
<td><strong>Student Issues (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prohibited aid (see page 31) or calculator use when not permitted</td>
<td>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or who uses any of the prohibited aids listed on page 31 either during the test or during breaks. (For example: cell phones, smartwatches, and MP3 players) <strong>Destroy</strong> 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 unauthorized aid.” Fill in the Yes circle indicating that student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Opening test book before test OR Working on wrong section of test book or answer sheet OR Working longer than the time permitted</td>
<td>Ask student to close test book or direct to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal. Submit student’s answer sheet on top of other answer sheets. <strong>Identify student, length of time, and affected sections.</strong> On page 2 section 7, Test Admin Issue, fill in the appropriate circle: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.” Fill in the Yes circle indicating that student’s answer sheet was destroyed.</td>
<td></td>
</tr>
<tr>
<td>Misplaced answers</td>
<td>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet and then to continue in the appropriate place. Tell student a report will be submitted. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets. <strong>Identify student; indicate which answers were misplaced and amount of time lost, if any.</strong> On page 2 section 7, Test Admin Issue, fill in the circle for “Student misplaced/misgridded answers.”</td>
<td>☑</td>
</tr>
<tr>
<td>Answers recorded in test book</td>
<td>Answers recorded in a test book may <strong>not</strong> be transferred to an answer sheet by a student or school personnel after time is called for the section. <strong>An exception may be made for students testing with 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 37).</strong> Write “Answers in test book” on the front cover, and return the book in the Gray Envelope.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Restroom use</td>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet—return them when student reenters. Do not allow extra testing time. Recheck the ID of any student who left the room for a break and is not known to you.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
## Individual Irregularities | Procedure | Supervisor's Irregularity Report (SIR)
---|---|---
### Student Issues (continued)

<table>
<thead>
<tr>
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<th>SIR</th>
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</thead>
<tbody>
<tr>
<td><strong>Student leaves during test</strong></td>
<td>If warranted, collect test book and answer sheet and permit student to leave without completing test. Tell the student that it is not possible to take the PSAT/NMSQT again this year. If student wants answer sheet scored, tell the student a report will be submitted. Submit student’s answer sheet on top of other answer sheets. <strong>OR</strong> If student does not want answer sheet scored, do not submit it. Tell the student that it is not possible to take the PSAT/NMSQT again this year; however, other testing arrangements are available for entering the National Merit Scholarship Program (see “Entering Scholarship Programs . . .” on page 2). <strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>Identify student, test section, last question number completed, and reason for leaving. <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student left early/left without permission.”</strong> Fill in the Yes circle, indicating that the student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td><strong>Disruptive behavior</strong></td>
<td>Remove disruptive student from testing room. <strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>Identify student, length of time, and affected sections. <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Student disrupted test.”</strong> Fill in the circles indicating whether the student tested with 11th graders and whether the irregularity affected other students’ ability to test. Fill in the Yes circle, indicating that the student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td><strong>Accommodations that were not approved are given</strong></td>
<td>Call SSD Office immediately for instructions.</td>
<td>Identify student, and note accommodations given and actions taken. <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Staff gave incorrect or unapproved accommodations.”</strong></td>
</tr>
<tr>
<td><strong>Approved accommodations not given</strong></td>
<td>Continue testing while you contact the SSD office for instructions. Submit student’s answer sheet on top of other answer sheets.</td>
<td>Identify student, and note actions taken. <strong>On page 2 section 7, Test Admin Issue, fill in the circle for “Staff did not give approved accommodations.”</strong> Fill in the Yes circle, indicating that the student’s answer sheet was destroyed.</td>
</tr>
</tbody>
</table>

- **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.”**
- **On page 2 section 7, Test Admin Issue, fill in the circle for “Staff gave incorrect or unapproved accommodations.”**
- **On page 2 section 7, Test Admin Issue, fill in the circle for “Staff did not give approved accommodations.”**
## Individual Irregularities

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<tbody>
<tr>
<td><strong>Illness</strong></td>
<td>Identify student, length of absence, affected section(s), and questions. &lt;br&gt;On page 2 section 7, Test Admin Issue, fill in the circle for “Student became ill.”&lt;br&gt;Fill in the <strong>Yes</strong> circle indicating that the student’s answer sheet was destroyed.</td>
</tr>
<tr>
<td>Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. Tell the student a report will be submitted. &lt;br&gt;Submit student’s answer sheet on top of other answer sheets. &lt;br&gt;<strong>OR</strong> &lt;br&gt;If student does not want answer sheet scored, do not submit it. Tell the student that it is not possible to take the PSAT/NMSQT again this year. Inform the student that other testing arrangements are available for entering the National Merit Scholarship Program (see “Entering Scholarship Programs...” on page 2). &lt;br&gt;<strong>Destroy</strong> student’s answer sheet; do not submit fee for student.</td>
<td>☑️</td>
</tr>
</tbody>
</table>

| **Student score cancellation** | Identify student. <br>On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Student score cancellation” in the COMMENTS section on page 3. <br>Fill in the **Yes** circle indicating that the student’s answer sheet was destroyed. | ☑️  | 
| Do not submit answer sheet if student requests that test not be scored. Tell student that he or she may not take the PSAT/NMSQT again this year. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test supervisor or the PSAT/NMSQT office immediately. <br>Inform student that other testing arrangements are available for entering the National Merit Scholarship Program. Tell him or her to contact NMSC at 847-866-5100 immediately after the test with any questions but not later than Nov. 15, 2017. <br>**Destroy** the student’s answer sheet; do not submit fee for student. | ☑️  | 

| **Student does not complete boxes 11 and 12 on the answer sheet** | Not applicable | ☑️  | 
| Locate student’s test book and direct student to fill in the information from the back of the book for boxes 11 (Form Code) and 12 (Test ID). <br>**OR** <br>If the student did not write his or her name on the test book, or if the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets. | ☑️  | 

| **Student score cancellation** | Identify student. <br>On page 2 section 7, Other Issue, fill in the circle for “Other” and enter “Answer sheet returned without Form Code and/or Test ID” in the COMMENTS section on page 3. | ☑️  |
# PSAT/NMSQT Supervisor Manual

## Resources

### Irregularity Chart

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<th>Individual Irregularities</th>
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</thead>
<tbody>
<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 the test with others. On test book cover, write “Defective,” identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others. For defective MP3 audio or ATC format tests, return test material in the original packaging it was shipped in, with the answer sheets.</td>
<td>☑ Identify student and describe defect. If time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report. On page 2 section 7, Issue Information, fill in the circle for “Defective Materials Issue.” Provide details in COMMENTS section on page 3.</td>
</tr>
<tr>
<td>Defective answer sheet</td>
<td>Replace defective answer sheet. Direct student to print name on new answer sheet; then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by a student or school personnel after time is called for the section. Clip both answer sheets together; place on top of other answer sheets.</td>
<td>☑ Identify student; describe defect; if time was not made up, indicate how much time was lost. On page 2 section 7, Issue Information, fill in the circle for “Defective Materials Issue.” Provide details in COMMENTS section on page 3.</td>
</tr>
<tr>
<td>Possible test question ambiguities and errors</td>
<td>Direct student to give the best possible answer. Tell student a report will be submitted. If student expresses concern after the test date, tell them to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design &amp; Development, The College Board, 250 Vesey Street, New York, NY 10281; or to send an email to: <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>. Submit student’s answer sheet on top of other answer sheets.</td>
<td>On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity. ☑ Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</td>
</tr>
</tbody>
</table>

**Student Issues (continued)**
Distribution of PSAT/NMSQT Materials

Associate Supervisor Name ____________________________________________

School Name ______________________ Room Code ________ School Code _______

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

Seating Chart

Use the diagram below to indicate how test books were distributed in your testing room.

Proctors assisting the associate supervisor may complete the seating chart(s).

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

PSAT/NMSQT Coordinator

» On the first seating chart, record your answer sheet tracking information in the space provided.
» Keep all seating charts for at least six months.

Sample Seating Chart

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

Name: ________________________________
Title: ________________________________
Date: ________________________________

Answer Sheet Tracking Numbers

____________________________________
____________________________________