



**PSAT™ 10**

**Spring 2023**

**PSAT™ 10**

# Coordinator Manual

## Look inside for:



SECURITY REQUIREMENTS



TESTING ROOM PROCEDURES



STANDARD AND ACCOMMODATED  
TEST SCRIPTS



INSTRUCTIONS FOR  
RETURNING MATERIALS

## Test Dates

**FEB 21**  
THRU  
**MAR 24**

**APR 12**  
THRU  
**APR 28**

# About College Board

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

## Contact Us

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### PSAT 10 Support

If you have a question about the information in this manual or about an unusual testing situation not covered here, or in the case of missing or damaged materials other than actual test books/formats, contact:

**WEB:** [collegeboard.org/psat-10-administering](https://collegeboard.org/psat-10-administering)

**MAIL:** PSAT 10

P.O. Box 6720

Princeton, NJ 08541-6720

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

**HOURS:** 9 a.m.–6 p.m. ET, M–F

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### Office of Testing Integrity (OTI)

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

**PHONE:** 833-435-7684 (U.S.)

+1-609-406-5430 outside of the U.S.

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

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

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

**MAIL:** College Board

Services for Students with Disabilities

P.O. Box 6226

Princeton, NJ 08541-6226

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

**PHONE:** 844-255-7728 (toll free for U.S. educators with SSD inquiries only)

+1-212-713-8333 outside of the U.S.

**HOURS:** 8 a.m.–6 p.m. ET, M–F

**FAX:** 609-771-7944

Send eligibility-related mail such as SSD coordinator forms or applications for accommodations to:

**MAIL:** College Board SSD

P.O. Box 7504

London, KY 40742-7504

**FAX:** 866-360-0114

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# Introduction to the PSAT 10 Manual

The *PSAT™ 10 Coordinator Manual* covers the same topics as in prior years, but with a modified organization, as explained in this section.

The manual is split into 4 parts followed by an Appendix. Each part covers procedures for particular members of the testing staff.

- **Part 1: For Test Coordinators** focuses on the planning and coordinating of the entire administration, from understanding the basics of the assessment, to assembling a staff, ensuring the proper use and security of test materials, assigning rooms, and overseeing test day.
- **Part 2: For Staff Administering Accommodations** gives the information needed to prepare for administering accommodations. Information is given for specific accommodations, including approved support staff, testing aids, computer set up, and how to manage timing and breaks.
- **Part 3: For All Proctors** tells staff how to set up their room for testing (whether standard or accommodated), gives testing policies and procedures to follow, and includes instructions for conducting a preadministration session, if applicable.
- **Part 4: Test Day Scripts** provides 5 scripts to testing room staff for administering the PSAT 10. Most students will be tested with Script 1: Standard Time. Accommodations that affect timing or breaks, or that involve computer-based formats, will call for the accommodated scripts. See *Using Accommodated Scripts* on page 46 for more information.

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

Work with your school's Services for Students with Disabilities (SSD) coordinator or appropriate staff to use the information in Part 2 to prepare for testing students with accommodations.

All proctors should read Part 3 carefully.

- Proctors in the standard room will be able to seamlessly move from pretest activities in Part 3 through the opening script in Part 4, proceeding straight through Script 1: Standard Time to dismissal and after the test activities.
- Proctors assigned to administer the test to students with accommodations will use Part 3, and they will also need to gather information from Part 2 to guide their preparations and determine what script or scripts to use. On test day, they'll use Part 4, starting with *Begin Here on Test Day* and proceeding to the appropriate script(s) for their room when instructed in the manual.

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## Appendix Resources

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

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## Typographical Icons

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



*Contact by phone*



*Procedures or information for providing accommodations to students with disabilities*



*Security requirement*

# PART 1:

## For Test Coordinators

This manual is your guide for supervising the administration of the PSAT 10 at your school and for creating the best possible environment for your students on test day.

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### Important Changes and Reminders

College Board has made the following changes for this school year.

1. The “Master Student List” is now referred to as the “Schoolwide Student List.”
2. College Board will introduce a redesigned Nonstandard Administration Report (NAR) for 2022-23, but policies and procedures regarding the NAR will remain largely unchanged from previous administrations.
3. Test book logistics:
  - ◆ Instead of the date, test books for February and March have a **teardrop** on the cover (to the right of “Important Reminders”).
  - ◆ Test books for April have a **sun**.

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### Testing Basics

As part of the SAT® Suite of Assessments, the PSAT 10 measures the skills and knowledge that current research shows are essential for college and career readiness and success. The PSAT 10 covers the same content areas as the PSAT/NMSQT®. Both the PSAT/NMSQT and PSAT 10 serve as a check-in on student progress to help pinpoint areas for development.

### Standardized Testing

Uniform procedures are essential to a standardized testing program. To ensure comparable scores, all testing staff must follow the same testing procedures and give instructions exactly as they appear in this manual.

Please ensure that you and all testing staff comply with all applicable laws, including those relating to discrimination and any local health or safety guidelines. By strictly following College Board policies and procedures, you give students the best guarantee of fair testing and the best possible test day experience.

### Test Sections and Timing

The PSAT 10 is composed of the following sections, which you must administer in order unless explicitly instructed otherwise by College Board.

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

Time allotted:

- 60 minutes for the Reading Test
- 35 minutes for the Writing and Language Test

**Math:** Includes multiple-choice and student-produced response questions (math questions that require the student to arrive at and record an answer rather than select a multiple-choice answer). Divided into 2 portions: 1 that permits calculator use and 1 that doesn't.

Time allotted:

- 25 minutes for the Math Test – No Calculator
- 45 minutes for the Math Test – Calculator

### Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board SSD Online system, SSD coordinators can manage student requests and approvals for accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. See *Overseeing Accommodated Testing* on page 40 for more information.

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### Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students. See *Plan Your Staff* on page 11.

## PSAT 10 Coordinator

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

Online training is provided for all PSAT 10 coordinators. Be sure to complete it well before test day.

## SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to request accommodations and certain English learner (EL) supports through the SSD Online portal. In addition, the SSD coordinator works with the test coordinator to administer accommodated testing. SSD coordinators should collaborate with district and school EL coordinators to determine which students will use EL supports, if applicable, and ensure requests are submitted.

As part of the testing staff, the SSD coordinator accesses, verifies, and prints the Nonstandard Administration Report (NAR) and assists the PSAT 10 coordinator in ordering materials and in determining testing rooms and staff needed for administering the test with accommodations.

All testing materials, including accommodated materials, are shipped to the PSAT 10 coordinator; however, the SSD coordinator can assist in ensuring the secure storage and timely return of materials for scoring.

Students may be approved for accommodations that require assistance from support staff such as human readers to read aloud the test questions, sign language interpreters for test directions, or scribes to record responses. The SSD coordinator can assist the PSAT 10 coordinator in identifying appropriate staff in these cases.

For students approved to use the pre-recorded audio format, the SSD coordinator plays a significant role in gaining and granting access to the streaming application (through SSD Online).

## Proctors

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

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

## Hall and Room Monitors

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

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

## PSAT 10 Test Materials

### Manual and Scripts

This *PSAT 10 Coordinator Manual* includes instructions both for the coordinator and the testing staff. It should be distributed to every staff member who will either be overseeing testing or administering the test on test day.

### Test Books and Answer Sheets

The PSAT 10 test books have covers with orange accents. The book cover displays the test name and important notes for the student.

Standard answer sheets have a matching orange color. You may also have some large-print answer sheets with an orange title. These have dark gray type and answer squares in place of bubbles.

### Alternate Formats for Some Accommodations

All students, including those testing with accommodations, will use the standard test books unless approved by College Board for an alternate test format. See *Materials Provided for Accommodated Testing* on page 114 for a list of available formats.

For students testing with a human reader, pre-recorded audio, Assistive Technology–Compatible (ATC), or braille format, you'll receive test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC." Make sure to distribute these subtitled test books to the appropriate students to use for reference along with their approved format. (You can't substitute a standard test book for use with these 4 formats.)

## Rosters

To manage testing at your school, we recommend that you develop a Schoolwide Student List of test takers for the PSAT 10 as explained in *Compile a List of Students* on page 8. Also, each proctor will need a room roster.

Keep copies of both the Schoolwide Student List and proctors' room rosters. You're not required to return your Schoolwide Student List to College Board. If an irregularity or discrepancy occurs, you may need the list to respond to inquiries from Educational Testing Service (ETS®) or College Board during an investigation.



## Forms and Reporting

Review the reports and forms you will be using to manage your test administration.

### Nonstandard Administration Report (NAR)

Your SSD coordinator has access to the NAR, which lists students approved for accommodations and EL students using time and one-half. Several days before test day, print copies of the NAR and distribute them to proctors.

The proctor should note their own name on the NAR, make a copy, and give it to the test coordinator to return with answer sheets.

### Seating Chart

Proctors will record test book serial numbers on the chart on the back of this manual (along with students' names if time permits). This task can be completed during Section 1 (the Reading Test).

### PSAT 10 Irregularity Report (IR)

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school

can call PSAT 10 Support ahead of test day to request additional copies.

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

Submitting an IR may result in your school's scores being placed on hold. If ETS suspects 1 or more students' scores may be invalid, ETS places the scores on hold to prevent them from being released while the issue is investigated. The scores may be for an individual student, a testing room, or an entire school. Please respond to all communications from OTI and College Board Test Security as they work to quickly release your scores.

### Coordinator Report Form (CRF)

You'll receive a CRF with your testing materials. Use this form to report the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting and billing.

## Test Coordinator's Checklist

Use this checklist to make sure you've accomplished all the tasks covered in Part 1 (and Part 2 if applicable) of this manual. It shows you where to find more information in this manual or online.

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

### THREE TO FOUR WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Complete the online test coordinator training. (We'll email you instructions for accessing it.)	<a href="https://professionaltraining.collegeboard.org">professionaltraining.collegeboard.org</a>
<input type="checkbox"/> Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 8
<input type="checkbox"/> Identify students testing and create a Schoolwide Student List.	Build Your Schoolwide Student List for Testing on page 8
<input type="checkbox"/> Distribute copies of the <i>PSAT 10 Student Guide</i> . Encourage students to visit <a href="https://psat.org/psat-10-prepare">psat.org/psat-10-prepare</a> to get ready for test day.	Prepare Your Students on page 19
<input type="checkbox"/> Identify EL students who need time and one-half and work with the SSD coordinator to submit requests in SSD Online.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Work with your SSD coordinator to review the NAR to ensure it includes all students testing with accommodations, including EL time and one-half support.	Accessing the NAR to Determine Room Needs for Students with Accommodations on page 8 <b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>



Activity	Where to Learn More
<input type="checkbox"/> Check the test ordering site to make sure you've ordered materials for all students who will test at your school.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> Check with your SSD coordinator to make sure you've ordered materials for students who are approved for accommodations and might have been added to the NAR since your initial order.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Estimate how many standard and accommodated rooms you'll need based on the number of students testing. Identify which rooms in your facility can be used for testing.	Plan Your Space on page 8
<input type="checkbox"/> Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 11
<input type="checkbox"/> Work with the SSD coordinator to identify any students who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 11
<input type="checkbox"/> Create room rosters by assigning students to testing rooms. Assign testing room codes and note them on the room rosters.	Build Your Room Rosters on page 12
<input type="checkbox"/> Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Plan activities for students who won't be testing.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Plan your preadministration session.	Prepare Your Preadministration Session on page 23
<input type="checkbox"/> Make sure computers are provided in testing rooms for students approved to use them.	Plan for Computer Usage on page 40
<input type="checkbox"/> If you have students approved for pre-recorded audio (MP3 via streaming), work with the SSD coordinator to make sure the streaming application has been installed and tested on all computers being used for testing.	Set Up Computers for Pre-recorded Audio on page 42

### TWO WEEKS BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> Check the test ordering site to track your test materials shipment.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> Schedule and conduct staff training.	Train Your Staff on page 15
<input type="checkbox"/> If you've received your preadministration materials, help staff conduct your preadministration session.	Prepare Your Preadministration Session on page 23 Conduct the Preadministration Session on page 54
<input type="checkbox"/> Update Schoolwide Student List and room rosters as necessary to include newly enrolled students and any additional approved accommodations or EL supports needed.	Build Your Room Rosters on page 12
<input type="checkbox"/> Plan test day schedule.	Build Your Plan for Testing on page 13
<input type="checkbox"/> Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 15

## ONE WEEK BEFORE THE TEST DATE

Activity	Where to Learn More
<input type="checkbox"/> If you haven't received your test materials yet, check the test ordering site to track your test shipment. Call PSAT 10 Support if you don't see confirmation of shipment.	<b>Test ordering site:</b> <a href="https://ordering.collegeboard.org">ordering.collegeboard.org</a>
<input type="checkbox"/> If you haven't already done so, distribute copies of the <i>PSAT 10 Student Guide</i> to students. Double-check the covers before you hand out the guide to make sure you aren't distributing actual test books.	Prepare Your Students on page 19
<input type="checkbox"/> Have your SSD coordinator review and print your NAR to make sure you have accounted for all students approved to test with accommodations and EL time and one-half support.	<b>SSD Online:</b> <a href="https://collegeboard.org/ssdonline">collegeboard.org/ssdonline</a>
<input type="checkbox"/> Revise room rosters if needed.	Build Your Room Rosters on page 12
<input type="checkbox"/> Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 18
<input type="checkbox"/> If EL students are providing their own word-to-word dictionaries, collect the dictionaries and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 18
<input type="checkbox"/> Download and print any necessary printed directions or ATC scripts from SSD Online.	Prepare to Test Students with English Learner Supports on page 18 Download Scripts for ATC Users on page 42
<input type="checkbox"/> Notify students of when and where to report on test day.	Prepare Your Students on page 19
<input type="checkbox"/> Post testing room assignments.	Post Testing Room Assignments on page 14
<input type="checkbox"/> Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 15
<input type="checkbox"/> If applicable, update Schoolwide Student List and room rosters as necessary to include any homeschooled students or students from other schools.	Build Your Room Rosters on page 12
<input type="checkbox"/> Help staff conduct your preadministration session if you haven't already.	Prepare Your Preadministration Session on page 23 Conduct the Preadministration Session on page 54
<input type="checkbox"/> Review room assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 16
<input type="checkbox"/> Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 19
<input type="checkbox"/> Check test materials within 24 hours of receipt.	Prepare Your Materials on page 21
<input type="checkbox"/> Review facility preparation with custodial staff.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 36
<input type="checkbox"/> Have staff test the equipment to be used for pre-recorded audio or ATC testing.	Prepare Computers for Testing on page 42
<input type="checkbox"/> Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 21
<input type="checkbox"/> Ensure testing room arrangements align with seating policies.	Plan Your Space on page 8

**ON TEST DAY**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Complete your testing room packets for proctors. Add test books to the packets for proctors.	Count and Distribute Test Materials on page 26
<input type="checkbox"/> Post any revised testing room assignments and room assignments for nontesting students.	Manage Admission to the Testing Area on page 27
<input type="checkbox"/> Distribute testing room packets to proctors.	Equip Testing Rooms on page 26
<input type="checkbox"/> Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 16
<input type="checkbox"/> If administering the pre-recorded audio format, work with the SSD coordinator and proctors to confirm the test is downloaded for each test taker.	Set Up Computers for Pre-recorded Audio on page 42
<input type="checkbox"/> Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 15
<input type="checkbox"/> Admit students to the testing area/rooms. We recommend you annotate your Schoolwide Student List or have staff annotate room rosters as students check in.	Manage Admission to the Testing Area on page 27
<input type="checkbox"/> Maintain security in your school and support testing staff while testing is in progress.	The Test Coordinator's Role During Testing on page 28
<input type="checkbox"/> Report test administration irregularities, if any.	Report Test Administration Irregularities on page 29

**AFTER TESTING IS COMPLETED**

<b>Activity</b>	<b>Where to Learn More</b>
<input type="checkbox"/> Collect materials from proctors.	Collect Testing Materials on page 30
<input type="checkbox"/> Identify students for makeup testing.	Prepare for Makeup Testing on page 30
<input type="checkbox"/> Prepare materials for return.	Prepare Documentation on page 31
<input type="checkbox"/> Make copies of key forms and store securely.	Store Materials for Your Records on page 36
<input type="checkbox"/> Return test materials. This includes returning all test books.	Return Materials on page 36
<input type="checkbox"/> Submit payment.	Submit Payment on page 39

# Before Test Day Tasks and Information

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

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## Prepare Yourself

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

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## Build Your Schoolwide Student List for Testing

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

To create your Schoolwide Student List, choose any tabular format (e.g., spreadsheet) you can easily copy information into from your source list(s). A Sample Schoolwide Student List is provided under Test Coordination at [psat.org/downloads](https://psat.org/downloads). Note you'll likely need to divide the list up into room rosters and print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

You may want to consider including a column to record the following for each student:

- Last Name
- First Name
- M.I. (middle initial)
- Date of Birth
- SSD or Student ID Number
- Attendance (P=present, A=absent, M=moved, X=denied entry)
- Testing Room (3-digit code or room name)
- Accommodated (Y/N)
- EL Support Type
- Language (for EL support)
- Staff Assigned

## Compile a List of Students

You'll need to determine the total number of test takers who will test at your school before you plan your test rooms and staffing. You'll also need to know which students have been approved by College Board for which accommodations or who will test with EL supports.

Create a Schoolwide Student List of all students eligible for testing—standard and accommodated.

1. Pull the list of eligible students from your school's student information system or work with your district assessment coordinator to get the list. Closer to test day, you may need to add any newly eligible students, including students who have recently transferred to your school.
2. If you're asked to test students who don't attend your school, make sure these students are accounted for as part of the Schoolwide Student List.
3. Ask your SSD coordinator to print a copy of the NAR and make sure you've accounted for students testing with accommodations or supports in your Schoolwide Student List.
4. Make sure your Schoolwide Student List indicates the support type and languages for any students testing with EL supports.

## Accessing the NAR to Determine Room Needs for Students with Accommodations

The NAR for the PSAT 10 includes the names and SSD numbers of all students testing with accommodations and English learners testing with time and one-half. Before test day, the SSD coordinator can access the NAR in SSD Online to help you organize testing for students with accommodations. (The test coordinator can also request access to SSD Online so they can access the NAR.)

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## Plan Your Space

You'll need to work with the school administration and facilities staff to determine how best to use your available space to support the test administration.

## Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely.

## Evaluate Rooms for Testing

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

## Identify the Number of Rooms You Need for Testing

- Use the Schoolwide Student List to determine the number of standard and accommodated testing rooms needed.
- Also refer to the NAR as you determine how many accommodated testing rooms you'll need. The NAR will indicate the approved accommodation(s) for each student. It also will include EL students testing with time and one-half. This information will help you determine the number and types of accommodated rooms required.
- If you're holding a preadministration session, plan to test any students who didn't participate in the session in a separate room from those who did.

## Facility Requirements

To prepare for test day, you will need:

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

## Testing Room Requirements

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

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

## Room Selection Tips and Recommendations

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

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**IMPORTANT:** *If your school is staggering start times for testing, assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.*

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## Seating Requirements

The following are seating requirements for all testing rooms:

- Chairs must have backs.
- Seats must face the same direction.
- Chairs must be placed directly behind those in the preceding row.
- Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
- Staff access to every student must be unimpeded.
- At tables, students must be seated at least 3 feet apart (measured from the center of the table) and facing the same direction. You can seat 2 students at a table that's 6 feet or longer.
- Large, smooth writing surfaces, preferably desks or tables, must be provided.
- Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

The following seating arrangements are not allowed:

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

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

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## Standard and Accommodated Testing Rooms

Your NAR should be printed from SSD Online by your school's SSD coordinator. It will list all students testing with accommodations and EL students testing with time and one-half. The table that follows provides an overview of some of the most common accommodations. Check your NAR to ensure that all students with approved accommodations or supports are identified correctly.

Students approved for the accommodations listed under Standard Room(s) in the table can test in a standard room, as long as they have no other accommodations that need to be provided. Students taking the test with accommodations listed under Accommodated Room(s) in the table must be assigned a room and a proctor separate from those used for the standard administration. Test coordinators should be discreet when communicating room assignments to avoid subjecting students to unnecessary attention.

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

Students without accommodations or supports test in a standard room using standard orange test books.

As you assign students to rooms, remember the following:

- Students who require different timing or breaks must be tested in separate rooms.
- Students with the same type of timing may be seated together. EL students receiving time and one-half can be seated with other time and one-half students as long as they use the same testing schedule (e.g., same breaks).
- An additional testing room is required if a student's accommodations would disturb other students or if the student is approved for an accommodation that requires one-to-one testing. Students approved for breaks as needed, a human reader, or a scribe must test in a one-to-one setting.
- A computer must be provided for students approved for use of pre-recorded audio and ATC formats. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 40.

### GUIDE FOR TESTING WITH ACCOMMODATIONS

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



**IMPORTANT:** *Students testing with extended time for reading or as an EL support receive extended time on the entire assessment.*

**SSD** *Any student approved for extended time for writing, listening, or speaking only on other College Board tests does not receive extended time on the PSAT 10. These students will test in the standard room with standard time unless they have other accommodations that can't be provided in the standard room.*

## Plan Your Staff

The number of each staff position you need depends on the number of students testing and whether that number includes students testing with accommodations that require separate rooms.

### Identify Staff for Testing

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

- Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.
- If you're testing students approved for accommodations or EL time and one-half support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.
- If your school is staggering the testing of multiple groups, you'll need additional testing staff to support each group. Consider assigning proctors to help with other duties when they are finished testing their own groups.

### Assign Staff to Testing Rooms

Starting with the number of testing rooms you previously identified, determine testing room assignments for staff who will administer the test (proctors) or act as monitors. If you'll be using additional staff to administer the pre-recorded audio format, work with the SSD coordinator or appropriate school staff to give testing staff access to the application in advance.

### Staff Policies

To qualify for the test administration team, individuals must be high school graduates, at least 18 years old, speak English fluently, and possess the same level of integrity and maturity expected of a member of the school staff. They should reflect the diversity of the students being tested and act in a fair, courteous, nondiscriminatory, and professional manner.

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

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

When making staff assignments, adhere to these policies:

- If a staff member has a child or member of their household taking the PSAT 10 at any test site during the same testing period, they must not take a role that gives them access to test books before test day. At a minimum, this includes the roles of test coordinator and SSD coordinator. For PSAT 10, the testing periods are February–March and April. **When this policy is not followed, the related student's scores are subject to cancellation.**
- Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their household, the scores will be canceled.

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

### Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor. A human reader or scribe can serve as proctor in their room because they are testing just 1 student in a one-to-one setting.

### Room Monitors Needed

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

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



**FOR EACH STANDARD TESTING ROOM**

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

**FOR EACH ACCOMMODATED TESTING ROOM**

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

Additional staff may be needed for students testing with accommodations. Work with your SSD coordinator to determine how many additional monitors will be needed for these students.

**Hall Monitors Needed**

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

**NUMBER OF HALL MONITORS NEEDED**

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

**Support Staff Needed for Accommodated Testing**

Work with the SSD coordinator to check your dashboard in SSD Online for students approved for any of the following support staff:

- Human readers
- Scribes
- Sign language interpreters (for test directions)
- Other support staff (e.g., aide, nurse)

Support staff must meet the same requirements as all other staff. No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc.

**Build Your Room Rosters**

Once you have your room assignments for staff, create a roster for each testing room that each proctor can use to record attendance on test day. Proctors testing students with accommodations will also use the room roster to plan for using the appropriate script(s) on test day and to make other preparations for administering accommodations in their room.

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

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

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

**Assign Students to Testing Rooms**

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their accommodations listed on your NAR.
  - ◆ Remember that students testing in the same room must have the same testing schedule.
  - ◆ Some students with accommodations may also test in a standard testing room.
  - ◆ Students may require testing in small groups. Generally, small groups should consist of 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.

- Add each student's testing room assignment to your Schoolwide Student List.
- On your Schoolwide Student List and your room rosters, indicate students' specific accommodations and identify any EL students testing with time and one-half.

## Create Individual Room Rosters

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

- Divide your Schoolwide Student List into individual room rosters for students testing in standard and accommodated testing rooms, using the NAR to guide you.
- In addition to individual room rosters for accommodated testing rooms, provide a copy of the relevant pages of the NAR to each proctor for their room. The proctor will need to record which accommodations each student tested with next to the student's name on the NAR. Proctors testing students using the pre-recorded audio format will need each student's SSD number as well.
- Note the testing room code on each room roster (if your school is using testing room codes).

## Update and Finalize Your Room Rosters

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

## Build Your Plan for Testing

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

### Finalize Your School's Test Date

Schools select a PSAT 10 administration date in the test ordering site. If it turns out you can't test on this date, hold onto your materials and store them in a secure location until you can administer the test. If your school selected a date between February and March, you can test anytime during the testing period. Similarly, if your school selected an April test date, you can test anytime during the testing period. For specific test dates and any updates, see [sat.org/suite-info](https://sat.org/suite-info). We recommend picking the earliest date possible to account for potential makeup testing, which must take place within 2 weeks of the primary test date and be completed within these time frames.

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

## Plan for Preadministration

The PSAT 10 answer sheet lets students provide information about themselves. We strongly recommend that you schedule a preadministration session to give students time before test day to provide this information. This will reduce the time needed for pretest activities on test day and improve the test-taking experience for your students and staff.

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

- Filling out the personal information fields may take up to 45 minutes. If you choose to complete the personal information fields on test day and doing so takes longer than expected, you must still give students the full amount of time for each of the test sections and breaks.
- You may decide to hold preadministration sessions in any number of ways (for example, in a class, in an assembly for students taking the test, or in small groups). Don't let students take the answer sheets out of the room. All activities related to answer sheets must take place under school supervision.
- If you know ahead of time that some students will have pre-ID labels and others won't, plan to conduct separate preadministration sessions for these groups to ensure a better experience for both staff and students.
- Part 3 of this manual includes detailed instructions and scripts for conducting the session. Scripts for the preadministration questions also appear in the test day scripts (for any students who don't attend a session before test day). Directions for fields 1–8 appear before the scripts for the timed test, while directions for the other fields appear after the test.

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

## Plan Training Sessions

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

See Train Your Staff on page 15 for a list of topics your staff should review prior to testing.

## Plan Your Test Day Schedule

On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.

As you plan your schedule, you can review the Overview of Timing and Breaks for the timing of the test. It shows the total timing with breaks and without, as well as timing for various accommodations you may provide.

- Be sure to plan for the additional time it will take to test any student(s) approved for extended time.
- Students using the pre-recorded audio format will test over 2 days.
- Select a start time that allows for the full time for testing within a typical school-day morning. Begin testing early enough to complete testing before lunchtime. For standard testing, you may not break for lunch and then resume testing. Testing at any other time of day is not permitted unless otherwise authorized by College Board.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if you're administering both SAT School Day and PSAT 10, the group of SAT School Day testers could begin first, with PSAT 10 testers starting at a later time.)
- If your school is testing groups of students at different times:
  - ◆ All testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.
  - ◆ Consider multi-day test takers and students with extended time when assigning testing groups. College Board recommends assigning students testing with extended time to the earliest testing group.

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

## Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. If you're using a central check-in, you'll need to designate a waiting area where students can assemble before testing and to inform staff and students of the location.

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

## Post Testing Room Assignments

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

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

**SSD** *Be sure to post room assignments in a way that doesn't call attention to students testing in accommodated rooms.*

## Plan for Breaks

Students may have snacks and drinks in supervised designated areas during scheduled breaks in testing. Before test day, designate 1 or more areas near the testing rooms to use for this purpose. In general, you should avoid allowing snacks in the testing room unless local health and safety guidelines require it. In particular, food and drinks should never be allowed near testing materials unless a student has an approved accommodation.

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

## Plan for Makeup Testing

Plan ahead for testing students who aren't able to test when you administer the PSAT 10. Makeup testing requires that you follow all of the same policies as those for the primary testing day. If students requiring a makeup test have participated in a preadministration session, securely store their prelabeled or pregridded answer sheets (i.e., with filled-in responses) with their test materials until you hold the makeup test. The makeup test date must fall within the testing period and should occur no later than 2 weeks after your primary test date.

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

- Compile the list of students taking the makeup test.
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- Prepare for administering any accommodations required.
- After testing, return materials following procedures in After the Test Tasks and Information on page 30.

## Plan for Off-Site Testing

Most schools participating in PSAT 10 administrations will use their school as the test location. However, some schools, due to space restrictions, may need to plan for 1 or more off-site testing locations. The school (AI) code is common across all of your school's testing locations.

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

## Manage Test Day Impacts

Administering the PSAT 10 will affect how your school normally operates. Plan ahead to ensure the day will go smoothly for those who are testing and those who aren't.

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

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

### Establish a Signaling System

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

## Minimize Distractions

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

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

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

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

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## Train Your Staff

Part 2, for accommodated rooms, and Parts 3 and 4 of this manual give instructions for the proctor to administer the test, including the scripts to be read to students and instructions for monitoring breaks. Share copies of the manual for review ahead of time. All testing staff should be familiar with these instructions.

### Hold Training Sessions

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

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

Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator, mobile phone, and other electronic devices policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room



- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering applicable accommodations

## Share Role and Room Assignments

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

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

## Maintain Security

Because electronic devices, including smartwatches and mobile phones, can be used to record test questions and answers or to bring answer keys into the testing room, College Board strictly prohibits such devices.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). **Consequences for possessing prohibited devices include dismissal, score cancellation, and confiscation of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from future College Board assessments.** Refer to the Irregularity Chart for direction on how to address students caught using prohibited devices and aids. An IR must be completed for all incidents.

## Inform Staff of Policies


Make sure your staff understands and follows these policies:

- Prepare testing rooms by covering up or removing any instructional material, such as maps and charts.
- Follow scripts exactly and minimize confusion by giving students ample opportunity to ask questions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.

- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students don't access calculators, phones, or prohibited aids during breaks.

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

- Don't leave test materials unattended by testing staff under any circumstances.
- Make sure test materials aren't removed from the room.
- Don't allow any student to eat or drink during testing unless they have an approved accommodation.

 *Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to PSAT 10 Support. See the Irregularity Chart for more information.*

## Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff. See Check Student Desks for Prohibited Items on page 66 for a list of prohibited devices and aids.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score cancellation. Some alarms are set to sound even when the device is turned off.
- Before testing begins, students have 1 more chance to turn off and turn in their phones and other electronic devices if they haven't already.
- **Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should confiscate the device, inspect the device for test-related content, and dismiss the student.** (Refer to the Irregularity Chart for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.

- Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations. Contact the Office of Testing Integrity (OTI) immediately for further instructions if a device has been confiscated and test content is detected on the device.

### Device Collection Procedures

Students must power off and turn in all phones, wearable technology (e.g., smartwatches or fitness trackers), and other electronic devices before beginning to test. It's important for students to feel confident that their devices are safe and will be returned to them promptly at the end of testing. Depending on your school policy, you must follow 1 of these 2 options for adhering to College Board policy requiring collection of devices:

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

**IMPORTANT:** *If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.*

For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 60.

### Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If the student uses the EpiPen, follow your school's emergency procedures (e.g., call 911).

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may have College Board approval to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone. For more information, see Use of Medical Devices on page 60.

### Students with Service Animals

Students are encouraged to request accommodations for both service animals, such as guide dogs, and emotional support animals. Service animals may be permitted without an accommodation so long as they're trained and the student can explain what service the animal provides. Don't admit untrained emotional support animals that haven't been approved as an accommodation. Contact the SSD office for further information.

## Test Monitoring Responsibilities

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

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

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

## Seating Policies

Have proctors follow these procedures:

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

## Calculator Policies and Guidelines

Calculators may only be used on the Math Test – Calculator portion of the test, unless a student is approved to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion. Students may have calculators on their desks only when working on the Math Test – Calculator questions. Calculator covers should be stored under desks during testing.

General policies are as follows:

- All questions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test – Calculator portion of the PSAT 10.

- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in the Acceptable Calculators list in the Appendix, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need the proctor's permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.

## Monitoring Equipment Use

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

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

**SSD** *Students approved to use a calculator on the Math Test – No Calculator questions must use a basic 4-function calculator on this section. (Percentage and square root functions are allowed.) Confirm that the calculators aren't more advanced models (scientific or graphing calculators).*

## Calculator Malfunction

Students should raise their hand if their calculators malfunction before or during the test. Allow them to use an acceptable backup calculator or insert the batteries they brought and continue to test.

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

## Prepare to Test Students with English Learner Supports

College Board provides supports for English learners approved by their school to use them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include time and one-half on the entire test, translated test directions, and permission to use an approved word-to-word bilingual dictionary. (Students using the time and one-half EL support must be entered in SSD Online.) Scores are scholarship reportable. Students can use any of the supports alone or in combination with one another.

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

## Provide Translated Test Directions and Dictionaries

No preapproval or request is required to use translated test directions or word-to-word dictionaries.

- Print the translations and review the list of approved dictionaries available at [psat.org/psat-10-resources](https://psat.org/psat-10-resources) so you can obtain copies for test day. No translations or dictionaries will be shipped with the test materials.
- Students may supply their own dictionaries; however, you should confirm any dictionaries are on the approved list and plan to collect them for your review a few days before testing. This is an important precaution to minimize the chances of dictionaries being used to bring written notes or test aids into the testing room.
- Store translated test directions and/or dictionaries securely until you're ready to assemble testing room packets for proctors.

## Prepare for Extended Time EL Support

Requests for EL students testing with time and one-half must be entered in SSD Online in advance of the deadline. These students will be listed on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with time and one-half on the entire test as long as no other accommodations are being administered that would require different timings or breaks.

## Prepare to Test with Accommodations

Testing students with approved accommodations requires careful planning by the test coordinator and SSD coordinator, as well as preparation for the staff who will be administering the accommodations. Part 2 of this manual contains the details you and the staff will need to prepare for delivering accommodations successfully. Your proctors should read the sections that relate to the specific accommodations they're providing in their rooms. Part 4 includes 5 scripts for standard and accommodated timing. Downloadable standalone scripts for ATC users are available from SSD Online.

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being canceled.



To help ensure students testing in your school receive reportable scores, only provide testing accommodations to students if they are listed on the NAR or the SSD Online dashboard. If you can't find a student's name in either place, call the SSD office for assistance.

Students with accommodations must adhere to all standard testing administrative procedures, requirements, and timing regulations unless otherwise approved as an accommodation.

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

**IMPORTANT:** *If students test with any accommodations not preapproved by College Board, scores for those students will not be reported.*

**SSD** Find more information about eligibility and accommodations at [collegeboard.org/ssd](https://collegeboard.org/ssd).

## Prepare Your Students

Inform students of testing arrangements and distribute preparation materials ahead of time. Give students the test date, time, location, and any special instructions relevant to your school. Let the students know the lengths of the various test sections and breaks so that students are prepared for test day. Also remind students of what they should and should not bring into the testing room.

### Inform Students About the PSAT 10

About 3–4 weeks before the test:

- Meet with students, including those with accommodations, to go over important information for test day. Let them know about their schedules. If your school is conducting an extended break for students testing with double time, remind those students to bring a lunch to the testing room. For all other students, lunch won't take place until after testing ends for the day. Be sure to inform any students approved for the pre-recorded audio format that they will be testing over 2 days.
- Distribute copies of the *PSAT 10 Student Guide*. Encourage students to read the Terms and Conditions in the guide and online at [cb.org/psat10-terms](https://collegeboard.org/psat10-terms). The student guide also provides sample test questions and test-taking tips. **Make sure you distribute the student guide and not the actual test books.**
- Remind students to review and discuss privacy and test guidelines given in the *PSAT 10 Student Guide* with their parents before test day.

- Remind students to access Khan Academy® ([satpractice.org](https://satpractice.org)) for free, personalized online practice tailored to each student's strengths and areas where they may need help. Students can find additional practice materials, including 2 full-length practice tests, at [psat.org/psat-10-practice](https://psat.org/psat-10-practice).

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

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

### When and Where to Report

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

### What to Bring on Test Day

Tell all students testing at your school (including homeschooled and students from other schools, if applicable) to bring the following on test day:

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils.
- Acceptable calculator (for the Math Test – Calculator portion of the test only).
- Earphones, if using an ATC or pre-recorded audio format.
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend.
- For any student who uses an epinephrine auto-injector (e.g., EpiPen), a clear bag for storing it under their desk during testing.
- For students approved to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

We also recommend that students bring:

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

## What Not to Bring on Test Day

Students may not have items listed under Check Student Desks for Prohibited Items on page 66 (except in the case of College Board–approved accommodations for specific aids).

## Marking the Answer Sheet

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

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

## Important Reminders for ATC and Pre-recorded Audio Users

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

- Students using pre-recorded audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're familiar with and comfortable using. Wired earphones must be used – Bluetooth capabilities are not allowed.
- Students using either format should practice to become familiar with the software before testing. For tips and practice tests, go to [collegeboard.org/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10](https://collegeboard.org/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10).
- Pre-recorded audio users should know how much testing time they'll have and that they'll be testing over 2 days.
- The ATC format will be administered with the same approved timing as a paper test format with 1 exception: Section 2 requires double time.
- Students use ATC and pre-recorded audio formats to access test questions, but still must record their answers on an answer sheet (or another method according to an approved accommodation).

## Inform Families About the PSAT 10

We suggest you inform students' families of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them know about Official SAT Practice on Khan Academy. Make them aware of additional privacy policies and Terms and Conditions as described in the *PSAT 10 Student Guide* so they can discuss them with their child.

## Protecting Student Privacy

We are committed to protecting student data.

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

When students take a College Board assessment such as the PSAT 10, they have the option to participate in Student Search Service™. If they decide to opt in, College Board will share information from the optional assessment questionnaires (such as college major) and from information shared on College Board's college planning website, as well as score ranges for College Board assessments with eligible colleges, scholarship, and other nonprofit education programs. These education organizations may contact students who may be a good fit for their programs by mail or email. The service is free to students; education organizations contacting students pay College Board for the service. To learn more, visit [studentsearchservice.org](https://studentsearchservice.org).

Students can link their Khan Academy and College Board accounts to get a personalized practice plan based on their PSAT 10 results. Account linking is entirely student driven, and students can unlink their accounts at any time. Khan Academy and College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. College Board and Khan Academy don't share students' personal information or practice work without their consent.

For more information about privacy practices, please visit:

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

## Prepare Your Materials

Plan ahead to check and secure materials as you receive them and assign no more than 2 other staff members to access the materials.

### Identify Authorized Staff

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

**IMPORTANT:** Any staff member, including the test coordinator, who will have access to test books before test day must not have a child or member of their household taking the PSAT 10 during the same testing period at any test site. In such instances, the student's scores are subject to cancellation.

### Use the Test Ordering Site

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

**IMPORTANT:** Be sure to order sufficient test materials for students from other schools and for homeschooled students who will test at your school. Students must use the test materials for the period that matches your school's test date. No other test materials may be used.

## Check the Preadministration Materials Shipment

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

Preadministration materials include:

- Answer sheets
- Student Answer Sheet Instructions* (in large print as needed if students are approved for them)
- Large-print answer sheets (as needed)
- Copies of the *PSAT 10 Coordinator Manual*
- Copies of the *PSAT 10 Student Guide*

**IMPORTANT:** If you do not have enough answer sheets, contact PSAT 10 Support to request more for your school. Photocopied answer sheets will not be scored.


### Check the Pre-ID Labels Shipment

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


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

## Check the Test Materials Shipment

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

 As a test coordinator, you're responsible for protecting test materials against unauthorized access from the time they are delivered to your school until they are returned to College Board.

Standard and accommodated materials will be shipped separately to the test coordinator.

 If you do not receive testing materials by the expected date, call PSAT 10 Support immediately. If your school will be on break the week before testing, please notify PSAT 10 Support so the delivery date can be changed.


Each shipment may include more than 1 box.

Your shipments may include:

- Shipment-level shipping notice (1 box will contain a summary list of all materials in the shipment)
- Shrinkwrapped standard test books
- Accommodated test materials for students approved to use them
- Subtitled test books for individual students approved for a human reader or pre-recorded audio, ATC, or braille format (be sure to keep these separate from the standard test books used by other students)
- Student Answer Sheet Instructions* booklets
- Copies of this manual
- Preprinted label(s) or waybill(s) (for international schools) for returning test books
- Express Pak or carton(s) with preapplied labels or waybill(s) (for international schools) for returning used answer sheets (including materials for both standard and accommodated testing)
- Coordinator Testing Materials Kit:
  - Coordinator Report Form (CRF)
  - White Accommodated Testing Envelope for return of answer sheets for students tested with accommodations
  - Irregularity Report (IR) forms
  - Gray-Bordered Envelope
  - Packing tape

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

1. Check that you have received all boxes in the shipment. If more than 1 box was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
2. Validate each item on the box-level materials list is in each box.

3. Compare the serial numbers on test books against those on your shipping notice.
- 
-  Call OTI immediately if materials are missing or damaged; if you detect any loss, theft, or tampering; or if the serial numbers on the test books do not correspond with those on the shipping notice. Also note any such irregularities on an IR.
- 
4. Check the CRF to be sure it displays the correct school (AI) code (unique 6-digit attending institution code assigned to your school). If the school code on the CRF is incorrect, call PSAT 10 Support to request a new copy.
  5. If your shipment includes the *PSAT 10 Student Guide*, remove copies of the guide and separate them from test books for immediate distribution to students. **Make sure no test books are included in the materials given to students before the test.**
  6. **Keep the empty, prelabeled answer sheet return carton(s) or Express Pak along with any loose labels (or waybills for international schools) included in your test shipment.** You will use the carton(s) or Express Pak to return answer sheets after the test.
  7. **Also keep the original boxes from your shipment along with the test book return label(s) included in your test shipment.** You will use them to return the used and unused test books after the test.

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

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

## Secure Materials for Off-Site Testing

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

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

## Create a Testing Room Cover Sheet

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

Include the following information:

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

If applicable, also include:

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

## Assemble Testing Room Packets


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

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

- Testing room cover sheet.
- A copy of the room roster you created showing students assigned to the testing room.
- A list of student ID numbers for students in the room (if your school will use student IDs).
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for.
- If applicable, printed copy of verbal (spoken) test directions for any students approved for this accommodation. (See Download Verbal Instructions on page 42).
- If applicable, EL supports (translated directions and/or word-to-word dictionaries) for students who will be using them.



- A supply of No. 2 pencils.
- Answer sheets for the testing room:
  - ◆ If applicable, pre-labeled answer sheets and/or answer sheets used in a preadministration session.
  - ◆ Blank answer sheets or large-print answer sheets, if necessary (plus a few extra if using pre-labeled and/or pregridded answer sheets).
- *Student Answer Sheet Instructions* booklets for students who didn't participate in a preadministration session. (A large-print version is provided for approved students.)
- Pre-ID Label Instructions, if applicable, to guide students with pre-ID labels who didn't participate in a preadministration session.
- IR form.
- Copy of the *PSAT 10 Coordinator Manual*, if not already distributed during training (strongly encouraged) or used for a preadministration session.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).
- For accommodated rooms testing with the pre-recorded audio format, individual index cards or sticky notes with each student's SSD number (required to access the test).
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script.

 *Test books must be kept securely stored until test day. Do not add them to the kits until the morning of the test (unless required for off-site locations). See Equip Testing Rooms on page 26 for associated tasks.*

## Assemble Packets for Off-Site Testing

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

- Coordinator Testing Materials Kits containing the following necessary test day materials: a CRF, IR forms, a white Accommodated Testing Envelope, a Gray-Bordered Envelope, and enough copies of the *PSAT 10 Coordinator Manual* for the testing rooms
- Answer sheet return Express Pak or carton(s)
- Empty boxes to return test books
- UPS test book return labels

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Secure Materials for Off-Site Testing earlier in this section to add the test books and additional test day materials to the packets before delivering to the off-site locations.

## Prepare Your Preadministration Session

Holding a preadministration session in advance of test day allows students to fill out their identifying information on the answer sheets early to reduce extra test day activities. There are 2 parts to the preadministration session: completing student information and choosing to participate in Student Search Service as well as the questionnaire. Participation in Student Search Service and the questionnaire is voluntary and optional.

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

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

If your school can't conduct a preadministration session or if you have students absent for the preadministration session, the preadministration scripts are also included in the test day scripts in Part 4 of this manual. The scripts for fields 1–8 appear before the actual test, and the scripts for the other fields appear after the timed test.

## Plan the Session

- Use your Schoolwide Student List of who will be testing (both standard students and students with accommodations).
- Work with your SSD coordinator to identify which students on the NAR should receive large-print answer sheets instead of standard ones.
- Before your scheduled preadministration, distribute the *PSAT 10 Student Guide* to each student. They should share this information with their parents as well and discuss whether they will participate in Student Search Service.
- Inform staff and students of the planned sessions. Tell students they'll need No. 2 pencils with soft erasers for the preadministration session. They may also need:
  - ◆ Student ID number (depending on school, district, or state requirements).
  - ◆ Email address (optional).
  - ◆ Their grade point average, the highest level of education of their parents or guardians, and whether their parents or guardians are or have been in the military, if they are asked to provide this information (all such information is optional).
- Determine how you plan to conduct the preadministration session (for example, in a class, in an assembly for students taking the test, or in small groups). Work with your school administration if additional space is needed to conduct the session.

- Some students who take the test may be absent for the preadministration session. The test day scripts in Part 4 include instructions for assisting students to complete the answer sheet after testing is completed. If you have a large group of these students, consider assigning them to a separate room.
- If you know ahead of time that some students will have pre-ID labels and others won't, plan to conduct separate preadministration sessions for these 2 groups. (Students from other schools and homeschooled students testing at your school will fill out blank answer sheets on test day.)
- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manual and instruct staff to become familiar with the preadministration scripting in Part 3. They should keep their manual for use on test day. Staff should match the script to your answer sheet type—unlabeled or with pre-ID labels.
  - ◆ If some students don't have labels or if their labels have incorrect information other than the address, plan for these students to move to a different preadministration session where students are filling in blank answer sheets, if possible.
  - ◆ Review roles and responsibilities of staff conducting the sessions.
  - ◆ Review the materials students and staff will use during the session: answer sheets, pre-ID labels and the Pre-ID Label Instructions memo (if applicable), and *Student Answer Sheet Instructions*. For a complete list of materials to provide to staff for the session, see Conduct the Preadministration Session on page 54.
  - ◆ Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see. Also include any additional information that applies to your students, which should be noted on the Testing Room Cover Sheet.
  - ◆ If your school has pre-ID labels, ensure that staff are prepared to correctly match the labeled answer sheet to the student whose information is on the label.
  - ◆ Ensure that staff have lists of student ID numbers to assist students who don't know their ID number (if your school will use them).
  - ◆ Instruct staff to sort the answer sheets alphabetically before returning them to you. You'll need to organize the answer sheets for test day by placing them in the correct testing room packets.

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

**IMPORTANT:** If your school uses pre-ID labels, continue with the instructions that follow. Otherwise, your preparations are complete.

## TASKS FOR USING PRE-ID LABELS

You'll receive 1 pre-ID label for each student who was included in the preidentification file provided to College Board, along with a Pre-ID Label Instructions memo for their use. Check these instructions to see which fields appear on your labels.

### Pre-ID Label Instructions

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

**IMPORTANT:** Your school code and name appear at the top of the Pre-ID Label Instructions. If they don't, contact *PSAT 10 Support* immediately.

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

**PSAT/NMSQT AI:** 123456 **Gr:** 10 **Sort:** 123AB  
 WASHINGTON GEORGE  
 1880 BROADWAY NEW YORK NY 10023  
**ID:** x123 **Gn:** M **DOB:** 03/01/07 **R/E:** A-A, B-A **Em:** N



200000035-8

All of the data fields provided for a student appear on the label. Some data fields are shortened on the label although the complete data are captured in the barcode. For example, only the last 3 digits of the student ID are printed on the label, very long student names may be cut off due to space constraints, and a yes/no indicator is used to convey whether an email address has been provided.

The data provided on the labels include:

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

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

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

### Verify and Apply Labels

- As soon as possible after receipt, review the labels to ensure they're correct:
  - ◆ Is the school (AI) code correct?
  - ◆ Do the students named attend your school?
  - ◆ Is the grade correct?
  - ◆ Is the student ID number correct, if it appears?
  - ◆ If your labels show incorrect data for the fields listed above, contact PSAT 10 Support immediately and shred or securely destroy incorrect labels. This includes labels for students no longer enrolled at your school.

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

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- If your labels show correct data for the school, attending students, and grade, check them for the following:
  - ◆ Students who have the wrong address but correct data for all other fields—use these labels (students will fill in their correct addresses on the answer sheet).
  - ◆ Students who have other data fields that are incorrect (e.g., student ID number or date of birth)—shred or securely destroy these labels.
- Make sure proctors conducting the sessions know how to handle incorrect information that students may find on labels.

- Set aside enough blank answer sheets for students who don't have correct labels. If possible, plan to hold a separate preadministration session for these students.
- If you've requested, but not yet received, College Board approval for any students to use a large-print answer sheet, don't apply their labels to answer sheets until the SSD coordinator confirms a student's accommodations approval.
- Once the labels have been verified, apply them in the shaded box on page 1 of the answer sheets. Place each label as accurately as possible so it falls exactly within the box.
- Organize your labeled answer sheets by alphabetizing them before returning them to their boxes and securely storing them.

### Prepare the Preadministration Scripts

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

- At this meeting, supply copies of the Pre-ID Label Instructions to the proctors and instruct them to update the script for pre-ID labels under Conduct the Preadministration Session on page 54 in their copies of the *PSAT 10 Coordinator Manual*.
- Proctors should place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (students do not have to fill in the fields listed on the memo). See the following example:
  - ☑ **If Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 22.**



# During the Test Tasks and Information

## Follow Your Test Day Schedule

- To ensure standardization across all PSAT 10 testing, adhere to your prearranged schedule as closely as possible.
- Finish assembling testing room packets as early as possible.

## Timing of the Test and Breaks

The PSAT 10 is timed by section in all rooms. Students must be given the entire amount of time for each section; while working on one section, they may not turn to another. Timing charts are supplied for each script in the manual.

Remind staff to follow procedures under Administer the Test in Part 3, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.

## Scheduled Breaks

College Board policy requires every student to be given breaks at regular intervals. Scheduled break time does not count as testing time.

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive a 5-minute break after Section 1 and a 5-minute break after Section 3. During breaks, students may go to the restroom or to a supervised area for their snacks and/or drinks. They may not go to their lockers or access any prohibited electronic devices.

Students approved by College Board for extended time on some or all of the assessment receive extra breaks. Additionally, some students may be approved by College Board for extra and/or extended breaks. Specific timing instructions will be noted on the NAR.

If local health and safety guidelines limit the number of students that may access the restroom or hallways at one time, you may double the time of scheduled breaks (including accommodated breaks).

## Unscheduled Breaks

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

## Equip Testing Rooms


Complete these tasks to ensure your proctors have the materials and information they need to conduct the test successfully.

## Count and Distribute Test Materials

The morning of test day:

- Count test books before placing them in the packets for proctors. You'll need to count the test books again when collecting materials from proctors and preparing them for return.

 If a test book is missing, contact OTI immediately.

 Proctors administering the test with a human reader or pre-recorded audio, braille, or ATC format will need a test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" for each student to use with their approved format.

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

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

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

## Provide Materials to Off-Site Locations

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

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

## Manage Admission to the Testing Area

Depending on the size of your testing population and other considerations, you may decide on a centralized check-in for students, or it may be more efficient to have students check in at their testing rooms.

### Manage Central Check-In

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

- Check ID for students you don't recognize. If a student doesn't have a valid ID, you should record this in the IR but allow the student to test. (See Photo ID Requirements on page 116.)
- Annotate your Schoolwide Student List as students check in.
  - ◆ Write a "P" (present) next to the name of each student who checks in.
  - ◆ After check-in is complete, put an "A" (absent) next to the name of any student who is absent. You'll use this information to help you know which students require a makeup administration.
  - ◆ If additional test takers arrive on test day, and you're able to test them, add their information to your Schoolwide Student List and assign them to a testing room. Give them a signed note to present to the proctor.
  - ◆ Add student information for any student not on your original Schoolwide Student List.
  - ◆ Use "M" to indicate students who are moved. Also specify which room the student was moved to, if possible.
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

### Manage Classroom Check-In

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

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

Staff should:

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

### Manage Late Arrivals

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

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

A few things to note about admitting latecomers:

- If you're admitting them 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book.
- The preliminary instructions include directions to complete required fields for students who have unlabeled or blank answer sheets. Before beginning the test, the proctor must ensure that students admitted during these preliminary instructions complete these fields.

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

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

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

If a student presents a College Board eligibility approval letter and requests to test with accommodations that require a new room assignment, follow these steps, as long as you have appropriate materials and enough staff and space available:

- If a student requests accommodations not noted on your NAR, and SSD Online doesn't show the student as approved for the accommodations, do not supply the accommodations until you have checked with the SSD office.
- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room.
- If a student requires specific accommodated materials that aren't available, you may still have time to order materials for testing later in the testing period. If so, note the student as absent and immediately order materials for testing. (Availability of materials is not guaranteed.)
- If it's too late to order materials for testing in the testing period, call the SSD office.

**SSD** Make sure that students are approved for accommodations before providing them. Providing accommodations to students who have not been approved by College Board will result in their scores being canceled. Call the SSD office if you have any questions about providing accommodations to a student.

## Manage Requests to Waive Accommodations on Test Day

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

- Change the student's assigned testing room code on the Schoolwide Student List, if necessary.
- Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room. The proctor should add the student's information at the bottom of the roster.
- Deliver test materials for the student to the testing room.
- Keep the letter on file at your school (it doesn't need to be sent to College Board).
- Complete an IR. In Section 7, Check-in Issue, fill in the bubble for "Student waived accommodations."

## Verify Authorized Test Observers and Visitors

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

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

## The Test Coordinator's Role During Testing

The test coordinator is responsible for ensuring the administration runs as smoothly as possible.

### Handle Escalations

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

Always contact PSAT 10 Support and consult the Irregularity Chart for more instructions on what to do if you encounter:


- Security breaches of any kind (suspicion of tampering, attempts to steal test materials, missing materials, etc.).
- Unauthorized visitors.

- Observed rule violations that warrant dismissal, such as attempted impersonation, removing test materials from the testing room, or leaving the building during testing.
- Events that interfere with testing procedures or require cancellation of testing or changes in reporting location.

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

## Handle Dismissals

Do not allow students who have been referred to you for rule violations to return to the testing room. Explain the reasons for their dismissal and refer them to the Terms and Conditions provided in the *PSAT 10 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class, the principal's office, or a monitored area until the test is completed. Please indicate on the IR all actions taken (see the Irregularity Chart).

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

## Handle Student Complaints

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

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

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

## Report Test Administration Irregularities

The IR is scanned, so use a No. 2 pencil and don't write any notes or make any other extraneous marks on the form. Neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity.

Refer to the Irregularity Chart in the Appendix when filling out the IR. Record the following types of incidents:

- Security incidents
- Rule violations
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints
- Staff misadministrations

Follow these steps when recording irregularities:

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

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



# After the Test Tasks and Information

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

## Collect Testing Materials

Collect all the materials you provided to proctors in the testing room materials packets. If you created Testing Room Cover Sheets, check to make sure you received everything you distributed in the packets.

The off-site test coordinator must follow these same procedures with materials distributed to off-site testing locations.

## Collect Materials from Proctors

Verify that the materials returned by each proctor match the materials you initially gave them.

- Copy of this manual, with completed seating chart on the back.
- Annotated room roster or NAR (if applicable).
- Test books, both used and unused.
- Any additional test materials related to accommodated testing (such as test books with answers, flash drives, etc.).
- Answer sheets, both used and unused.
- Student Answer Sheet Instructions* booklets.
- Pre-ID Label Instructions, if applicable.
- Any printed translated testing instructions and copies of verbal instructions.
- Any word-to-word dictionaries.
- Any completed IRs. (You must countersign any IRs submitted by your proctors.)
- ATC standalone script (if applicable).

Also perform these tasks:

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

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

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

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

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

## Prepare for Makeup Testing

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

## Sort Answer Sheets, Test Books, and Forms

Once you've collected all materials from the proctors, you'll need to sort them before filling out the CRF and packing materials for return or secure storage.

## What Is a Used Answer Sheet?

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

Answer sheets are also considered used if they have demographic information or labels but no test responses (i.e., absentees). These should be stored securely until all PSAT 10 testing is complete. Return these with the used answer sheet return shipment, being sure to count them in the total number of used answer sheets on the CRF.

## Answer Sheets

Separate the answer sheets into the following groups.

Place in storage:

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

Prepare for the answer sheet return shipment:

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

Separate this category into:

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

**SSD** *The answer sheet of any student listed on the NAR must be returned in the white Accommodated Testing Envelope for accurate processing, even if they tested with the EL time and one-half support or tested in the standard room (for example, with a 14-point test book).*

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

## Test Books

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

## Forms and Other Materials

Sort any materials that will be included inside return envelopes in the return shipment. These include NARs and IRs. If unsure what to keep or destroy, refer to What to Do with Materials on page 37.

## Prepare Documentation

As you prepare your reports and testing materials for return to College Board, please follow the instructions in this section carefully. Following procedures will help you avoid pitfalls that could cause scoring delays.

### Complete the CRF

Fill out a CRF for the testing materials you're returning. If you're testing any students with accommodations, account for these materials on the CRF with your standard test taker materials and ensure they're returned together. The CRF should be completed for the primary test site and any off-site locations.

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

**IMPORTANT:** Remember that an answer sheet is considered used if it has 1 or more answers gridded in for the test. Answer sheets are also considered used if they have demographic information or labels but no test responses.

- Return 1, and only 1, answer sheet for each student unless the NAR or the IR notes a reason for more than 1 (e.g., misplaced answers). In this case, indicate 2 answer sheets for the 1 student when you do the count for the CRF.
- Test coordinators at off-site locations need to follow these same procedures for completing the CRF.

#### How to fill out the CRF:

1. Print your school name, school address, and test coordinator contact information.
2. Confirm your 6-digit school (AI) code is correctly prefilled in item 2—it's required for reporting scores to your school, district, and/or state. Contact PSAT 10 Support if your code is not correct.
3. Fill in the bubble for the testing period.
4. Print and fill in the bubbles for the actual test date.
5. Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who regularly attend your school.
6. Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who don't regularly attend your school.
7. Print and fill in the bubbles for the total number of **accommodated** answer sheets you're returning from all students who tested (whether or not they regularly attend your school). Include the answer sheets for EL students who tested with time and one-half.
8. Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from all students who tested (add your answers for fields 5, 6, and 7).
9. Fill in "No" if you're not submitting an IR or "Yes" if you're submitting 1 or more IRs.
10. Sign and date the form. A signature on the CRF certifies that your school administered the test properly.

If you tested students from other schools, turn the form over and complete the information on the back.

**IMPORTANT:** Double-check that you have entered your count(s) of answer sheets correctly and signed the CRF in pencil. Mistakes can lead to billing errors and delays in score reporting.

## Ensure Completeness of Room Rosters

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

- Once you've collected all materials from proctors, carefully check each room roster and NAR against your Schoolwide Student List (if you created one), noting on it the room assignment and testing room code of each student. Store the list and room rosters in your records for reference if needed.
- The final annotated NAR must be returned in the white Accommodated Testing Envelope with the used answer sheets for the students listed on it.

Make copies of any forms and other materials as indicated in Store Materials for Your Records on page 36.

## Common Errors That May Delay Score Reporting

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

Use care to avoid these common issues:

- The number of used answer sheets returned doesn't match the number of used answer sheets reported on the CRF.
- The test coordinator doesn't sign the CRF in pencil. A signature on the CRF certifies that your school administered the test properly.
- Used answer sheets for students with accommodations (including English learners testing with time and one-half) who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in this manual.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- Materials are not returned in a timely fashion.
- Fields such as School Code and Form Code are incorrectly bubbled on the answer sheet.
- The school didn't use the provided label(s) and/or didn't record tracking number(s).



## Pack Materials for Return

Use the instructions and diagrams in this section to prepare your materials for shipping.

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

**IMPORTANT:** *Using the prelabeled Express Pak or carton(s) provided with your PSAT 10 test materials is the only way to ensure your answer sheets will be correctly returned and processed.*

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

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

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

- Place the used standard answer sheets on the bottom.
  - Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, containing the following items (don't return the envelope if you have none of these items):
    - Test books for students listed on the NAR as approved to write answers in their books, clipped to corresponding transcribed answer sheets.
    - Braille pages or scratch paper (approved use only), all clipped to the corresponding answer sheets.
    - Used answer sheets (standard and large print) for students testing with accommodations listed on the NAR.
    - A signed copy of the NAR (required for scoring). Print out, sign, and annotate a copy of either the PDF or CSV version of the NAR.
  - Next, place the Gray-Bordered Envelope (if needed) containing the following items (don't return the envelope if you have none of these items):
    - Defective flash drives, if any, in their original packaging.
    - Defective test books, if any, clipped to the corresponding IR.
    - IRs, if any.
  - Place the completed and signed CRF on top of Package 1 and close the carton or Express Pak.

Once all answer sheets and forms are packed as described in this section, seal the Express Pak or carton(s) and fill in the information requested on the label(s) or international waybill(s). See the diagrams for additional instructions. Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and total number of answer sheet return packages included in the shipment (e.g., Package 1 of 1). (Don't count your test book return packages in the total number of answer sheet return packages.)

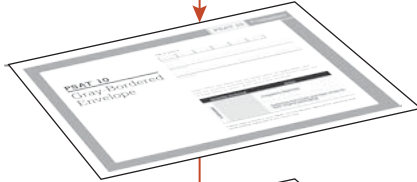
## Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

4 Coordinator Report Form (CRF)



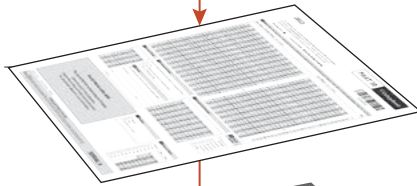
3 Gray-Bordered Envelope



2 White Accommodated Testing Envelope



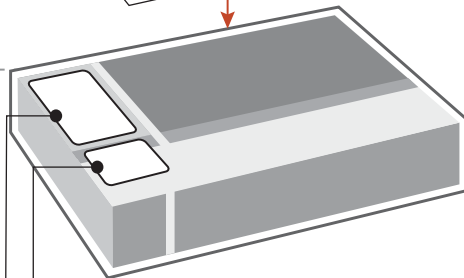
1 Answer sheets (for students not listed on the NAR)



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

Prelabeled Shipping Carton (or UPS Express Pak)

For U.S. schools, copy the tracking number for your records and to schedule your UPS pickup. International schools may have UPS waybills or prefilled DHL labels.



DHL Return Label

UPS Return Label

Colored Label

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

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

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

Don't forget to:

- Put forms, envelopes, and the CRF in the first carton (if returning multiple cartons of answer sheets).
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- Make sure package labels are legible and complete.

## Pack Test Books for Return

You'll receive loose test book UPS return labels with your test materials shipment. Reuse the boxes that your original test materials arrived in and apply the test book UPS return labels to them. Cover or remove any existing labels on the exterior of the shipping boxes. If you're missing the preaddressed labels, contact PSAT 10 Support.

Place items in the box **from bottom to top** in this order:

- Used and unused standard test books, including any subtitled test books. Confirm no answer sheets have been left inside test books.
- Used and unused alternate test formats, such as flash drives, braille materials, reader's scripts, etc. Place flash drives in their original packaging before packing them in the return box.

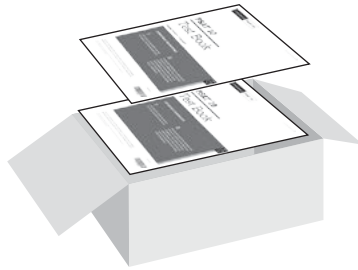
See the diagram below for a visual guide.

## Returning Test Books

### 1 Pack

Use carton(s) from original test materials shipment and include only the items listed:

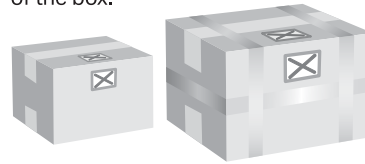
1. Used and unused alternate test formats, if any (place flash drives in original packaging)
2. Used and unused test books



### 2 Seal

Use supplied tape and remove, cover, or cross out the original shipping labels.

- For small boxes, the tape should extend 3 inches.
- For large boxes, place tape around the perimeter of the box.



### 3 Label

#### A. DOMESTIC

- Use the supplied UPS return labels from your test book materials shipment. Print the following on the label:
  - Number of packages (e.g., Package 1 of 2)
  - School name
  - School code
- Don't put more than one UPS return label on each box. Make sure each label can be clearly read.
- Copy the UPS tracking number (starting with "1Z" in the center of the label) for your records and to schedule your UPS pickup.



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

#### B. INTERNATIONAL

- If served by DHL, find the labels marked "For Test Books and Unused Answer Sheets" in the yellow envelope sent to you. Remove any old labels from each box. Then peel and attach one prefilled label to each box.
- If served by UPS, find the waybill for test book returns in the loose pouch delivered with your test materials.
  - Complete Section 1 of the waybill.
  - Write in the number of packages and estimated weight in Section 5.
  - Retain the "Sender Copy" of the waybill for your records. Affix a completed waybill to each box.



DHL Return Label



UPS Return Waybill

### 4 Ship

Arrange for packages to be picked up before the end of the test day, or at the latest by 24 hours after all PSAT 10 testing at your school has concluded. Keep materials secure until pickup.

#### Important Notes

- Don't put answer sheets inside test books.
- Include all packed test book cartons together in one shipment and clearly mark the labels as noted under step 3.
- If your return labels are missing, contact PSAT 10 Support.

## Return Materials

**IMPORTANT:** You must return all used and unused test books and accommodated test formats. Please refer to *Pack Test Books for Return on page 35*.

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

### Schedule Pickups and Ship Materials

Return applicable materials, including answer sheets, test books, and accommodated materials, **immediately** after all testing ends.

- Materials must be returned no later than the next school day after testing is complete, or scores may be delayed.
- If you have students with College Board–approved accommodations that require testing over 2 days or students taking a makeup test, store completed answer sheets securely and return all answer sheets together after all PSAT 10 testing at your school is complete (no later than the following school day).
- If you administered multiple assessments (for example, PSAT 10 and PSAT™ 8/9), return the materials for each assessment separately as instructed. Check the packaging label to confirm that you’re sending the PSAT 10 materials to the correct address.
- Keep materials secure until pickup.

#### For U.S. Shipments:

- ◆ If UPS makes daily stops at your school, you can provide any packages to them during their pickup.
- ◆ If UPS doesn’t make a daily stop at your school, schedule a pickup at [ups.com](https://www.ups.com), or call 800-PICK-UPS (742-5877).
  - Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.
  - You can also take packages to any UPS counter, but **don’t** place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment.
- ◆ Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual and check the shipment status the following day.
- ◆ If UPS isn’t available in your area, return materials via another traceable express courier. Record your tracking number(s).
- ◆ Do not use first-class mail or any other nontraceable method.

#### For International Shipments:

- If you’re served by DHL, you’ll receive prefilled labels for “Used Answer Sheets and Supporting Materials.”
- If served by UPS or another courier besides DHL, please contact the courier indicated on the supplied waybill to arrange a pickup. Contact the courier’s local office, or if the courier is UPS, you can go to [ups.com](https://www.ups.com).
- Complete the UPS or alternate courier international waybill:
  - ◆ **Section 1 – SHIPPER:** Complete your name, address, and telephone number.
  - ◆ **Section 5 – SHIPMENT INFORMATION:** Write in number of packages and estimated weight.
  - ◆ **Section 8 – SHIPPER’S SIGNATURE:** Sign and date.
- Retain the “Shipper’s Copy” of the waybill for your records.
- If you’ve misplaced your waybill, contact PSAT 10 Support.

### Additional Shipping Information

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

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

Return test books to:

PSAT 10  
Inbound Processing Center  
200 Ludlow Drive  
Ewing, NJ 08638

## Store Materials for Your Records

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

- Annotated Schoolwide Student List (if applicable)
- Room rosters
- NAR
- Tracking numbers
- IR(s)
- CRF(s)
- Completed seating charts
- List of testing rooms, assigned testing room codes, and assigned staff
- Any signed letters from parents/guardians for students waiving their approved accommodations
- Invoice

## What to Do with Materials

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

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

Test Materials	Return	Keep Copies for Your Records	Destroy
Used answer sheets containing student responses to test questions	Yes—in package provided for answer sheet return shipment	No	No
Used answer sheets (standard and large print) containing student responses to test questions for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment (once all testing is completed)	No	No
Answer sheets with demographic information and/or label but no test question responses (absentee)	Yes—store until all testing is complete and then return with used answer sheets	No	No
Completely blank unused answer sheets (no pre-ID label or gridded demographic information)	No	No	Yes—after all testing is complete
Leftover pre-ID labels	No	No	Yes—shred any unused labels
<i>Student Answer Sheet Instructions</i>	No	No	Yes—after all testing is complete
Test books for students approved to write answers in their books	Yes—clipped to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
All test books, used and unused	Yes	No	No
Defective test books	Yes—clipped to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Braille pages used in accommodated testing	Yes—clipped to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Student scratch paper used in accommodated testing	Yes—with student's name written on each page, in white Accommodated Testing Envelope in answer sheet return shipment	No	No



Test Materials	Return	Keep Copies for Your Records	Destroy
NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
CRF	Yes—in answer sheet return shipment	Yes	No
Seating charts	No	Yes	No
Schoolwide Student List	No	Yes	No
Room rosters	No	Yes	No
List of testing rooms, with testing room codes (if used) and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Printed copies of spoken test directions for approved students	No	No	Yes—after all testing is complete
Translated directions for EL students	No	No	Yes—after all testing is complete
Word-to-word dictionaries for EL students	No	No	No—keep for future use
Pre-ID Label Instructions	No	No	Yes—after all testing is complete
ATC standalone scripts	No	No	Yes—after all testing is complete
<i>PSAT 10 Coordinator Manual</i>	No	No	Yes—after students receive their scores
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing if applicable	No	Yes—after all testing is complete
Leftover copies of the <i>PSAT 10 Student Guide</i>	No	No	Yes

## Submit Payment

### Review Your Processed Answer Sheet Roster

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

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

### Guidelines for Fee Payment

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

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

### International Wire Transfer Information

Please use this information for an international wire transfer:

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

## Receive Scores

PSAT 10 scores are shared with the school and, if applicable, with the district and/or state. (Homeschooled students' scores won't be shared with the school that administers the test.)

### Online Scores

Check [psat.org/psat-10-scores](https://psat.org/psat-10-scores) for information about when scores for your students will be available.

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

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

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

### Appropriate Uses of Scores and Reports

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

## PART 2:

# For Staff Administering Accommodations

This section helps the test coordinator, SSD coordinator, and proctors administer the PSAT 10 to students with approved accommodations.

- **Overseeing Accommodated Testing** covers the tasks for the test coordinator and SSD coordinator to ensure successful accommodated testing.
- **Administering Accommodations** includes information for proctors about providing specific accommodations such as extended time, the need for support staff or other aids, or alternate test formats. Students may have more than 1 accommodation, so proctors should be sure to follow the instructions that apply to their students.
- **Using Accommodated Scripts** helps proctors plan for the script or scripts in Part 4 that are needed in their rooms.

## Overseeing Accommodated Testing

Information in this section helps the test coordinator and/or SSD coordinator ensure successful accommodated testing and prepare computers for testing, including setup and installation of software.

### Tasks for Test Coordinators

The test coordinator oversees all testing, including the testing of students with accommodations. You'll need to work with the SSD coordinator to plan and adjust room assignments and staffing to meet the needs of your students.

### Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, pre-recorded audio, and large-print materials; and other accommodations to students with documented needs who are approved by College Board. Some students may be approved for 1 or more alternate test formats.

The information provided here will help you plan for administering the test to students with accommodations that affect their room assignments, support staff requirements, and provided aids (including computers).

### Check Room Assignments for Students with Accommodations

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations, as covered in Build Your Room Rosters on page 12. Proctors testing in accommodated rooms should closely review the content related to the accommodations they're administering, as provided in this part of the manual.

### Plan for Computer Usage

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

- Pre-recorded audio format
- ATC format
- Electronic braille writer (braille notetaker)

Make sure appropriate computers are provided in rooms where needed and that the software is properly installed as instructed under Prepare Computers for Testing later in this section. Instruct the staff to test the equipment before test day and ensure that important precautions for electronic equipment are followed.

## Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or students approved to write their answers in test books, testing staff must transfer the answers to the answer sheet after the student completes the test. Large-print answer sheets shouldn't be transcribed.

## Assign Any Support Staff for Students with Accommodations

- Using the list supplied by your SSD coordinator, assign support staff, such as human readers, scribes, or sign language interpreters (for directions only), to students approved by College Board to use them. Follow the same guidelines as for other staff assignments.
- Don't assign a student's relative to be their support staff.
- Assign a single human reader or scribe to each student. Students assisted by a human reader or scribe must test in a one-to-one setting.
  - ◆ Because of the one-to-one testing, the human reader or scribe may serve as the student's proctor if feasible.
  - ◆ Be sure to fully train any support staff who are serving as proctors. They must carefully read this Part 2 and appropriate parts of Part 3 of this manual in preparation for test day.
- Notify human readers and scribes that their students will take the test with time and one-half unless a student is already approved by College Board for double time (or more).

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

Work with the SSD coordinator to keep checking for late approvals and for newly enrolled students who need accommodations. The SSD coordinator will receive an email confirming late approvals or may check their SSD Online dashboard.

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations so you can order the student's testing materials. Once the ordering deadline is past, the SSD coordinator will need to arrange for materials for newly approved students by calling the SSD office.
- If necessary, adjust staffing and rooms to allow for additional students with accommodations.
- Contact the SSD office if any information is incorrect or if a student's name is missing from the SSD Online dashboard.

## Tasks for SSD Coordinators

Each school must have 1 SSD coordinator, but may have more.

The primary SSD coordinator collaborates with the test coordinator to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A list of students approved for accommodations, and notification of any updates. This will prompt the test coordinator to order test materials for that student and update the Schoolwide Student List. This includes any students who will be using the time and one-half EL support.
- A list of needed support staff for students with accommodations.
- Help setting up any computers for computer-based formats (e.g., pre-recorded audio or ATC format).
- Assistance with planning for rooms and materials.
- Assistance with providing access to pre-recorded audio if staff other than the SSD coordinator will be proctoring the pre-recorded audio format.

## Request Accommodations and EL Supports

The SSD coordinator submits requests for accommodations and EL supports for your students. All accommodations for students with disabilities must be approved in advance of the test in SSD Online. Some requests will require documentation for College Board review. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation. EL supports should only be used by students who, at the time they test, meet the definition of "English learner" as defined by the state in which they test, or the U.S. federal guidelines, and who attend and test at a school in the U.S.

For EL students requiring time and one-half for the entire test, the SSD coordinator will work with the test coordinator to enter the request in SSD Online. Unlike College Board accommodations, the EL time and one-half support must be requested each year for students who need it. This is the only EL support that must be requested in SSD Online.

- Each school must have at least 1 designated SSD coordinator with access to SSD Online.
- For detailed instructions on how to access SSD Online, see [collegeboard.org/ssdonline](https://collegeboard.org/ssdonline).
- If a student needs temporary assistance for an injury such as a broken hand and requires a large-print answer sheet, contact the SSD office. The support must be requested and approved before test day.

## Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.
- Use the SSD Online dashboard to look up students.
- Submit a request in SSD Online for new students or students who need accommodations that have not yet been requested.
- Verify the following information for students with previously approved accommodations:
  - ◆ The accommodations approved match the student's current accommodation needs and will be used by the student on test day. (Submit changes in SSD Online.)
  - ◆ The student's name, birth date, and graduation date are correct.
- For any student no longer at your school, use SSD Online to have the student removed from the dashboard.
- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard.
- Work with the test coordinator to determine which students will be using the EL support of time and one-half and submit the request in SSD Online by the EL deadline.

## Download and Verify the NAR

The SSD coordinator will need to supply the test coordinator with the NAR regularly in the weeks leading up to the test administration. The NAR, which can be accessed through SSD Online, will be updated as accommodations are approved. A final NAR should be provided to the test coordinator in the days before testing to ensure proper planning for test day. If the SSD coordinator cannot print the up-to-date NAR from SSD Online, or if you need to add students who do not attend your school, you may write in these students on the NAR.

## Download Scripts for ATC Users

College Board has developed specialized scripts for the ATC format so proctors don't have to move back and forth between different scripts. While setting up computers, the SSD coordinator or designated staff member with access to SSD Online should set aside time to download and print the correct script for a student testing with ATC format.

The scripts can be found on SSD Online. From the dashboard, select **Helpful Links** and then **Test Scripts & Instructions**. Proctors still need this full-length manual to guide them in setting up their rooms and following testing policies. If no one on staff has access to SSD Online, call the SSD office for assistance.


## Download Verbal Instructions

If you have students approved for printed copies of verbal (spoken) instructions, access them from the SSD Online dashboard, by selecting **Helpful Links** and then **Test Scripts & Instructions**.

## Prepare Computers for Testing

This section includes instructions for the test coordinator and/or the SSD coordinator to set up computers. Proctors will also have tasks on test day, which are covered in Administering the Pre-recorded Audio Format on page 50 and Administering the ATC Format on page 52. **Computer setup and testing of software must be completed before test day.**

The school must provide suitable computers for pre-recorded audio and ATC formats. Chromebook, Mac, and Windows PCs are supported for both of these formats.

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

- **For ATC and other flash drive formats (including flash drives for pre-recorded audio format):** Follow the instructions under Set Up Computers for Flash Drives on page 44 to prepare computers for students.
- **For the pre-recorded audio (via MP3 streaming) format:** Continue with Set Up Computers for Pre-recorded Audio.

## Set Up Computers for Pre-recorded Audio

You'll need internet access and access to SSD Online to download the streaming application and test content. Internet availability will be disabled by the application once testing begins. A sample test form will be available to ensure your school's computers can support audio streaming.

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

Once installed on a PC or Mac, the streaming application appears as an icon on the desktop. (Chromebooks require you to launch the software from the apps link.) Only SSD coordinators (or designated school staff with access to SSD Online) and proctors with access can launch the application, using their College Board username and password.



To prepare and administer the pre-recorded audio format, the following steps are needed. Complete instructions are provided in this section and in the streaming access instructions accessed by the SSD coordinator or designated staff in SSD Online.

1. The SSD coordinator (or designated staff member with access to SSD Online) receives and shares an access code (used in SSD Online) with proctors administering the pre-recorded audio format. The access code is sent via email a few days before the test.
2. The SSD coordinator or designated staff member works with technology staff to download and install the application, creating a desktop icon on all PCs or Macs. (The application is launched from the apps link on Chromebooks.)
3. Staff downloads and launches the sample form to confirm functionality on all testing devices.
4. Each day of testing, the proctor will launch the application for each student.
5. Either the proctor or the student will download and launch the relevant test content before testing begins.

These are the steps required to ensure successful use of the streaming application. You can also refer to the streaming instructions page in SSD Online.

1. Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It's critical to ensure each person proctoring the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.
2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Detailed installation instructions are available via the mass install instructions link in SSD Online through the pre-recorded audio application access instructions page. Share these instructions with your IT staff before test day. If you aren't able to use the mass install through your technology staff, see **Install the Streaming Application on Single PCs and Macs** later in this section.
3. Once the application has been installed on each student's computer, you must launch the sample test form on every computer to confirm functionality, using the account (if login is required) the student will use to sign in on test day. Printable instructions for how to run the sample test form are available for download on SSD Online. From the SSD Online dashboard, select **Pre-recorded Audio (MP3 via streaming)**.

4. For both the sample test and the actual test form, you or the proctors will need:
  - ◆ A College Board account and an access code to access the relevant information in SSD Online. The SSD coordinator can share their access code with up to 10 additional proctors. Proctors won't have access to all information in SSD Online; they will only have access to download and administer the test content.
  - ◆ A copy of the NAR. Each student's College Board SSD number will be required on test day to download the test content. The SSD coordinator should print the NAR before testing.
5. On test day, the SSD coordinator or proctor will launch the streaming application and download the test form (unless students are downloading the test form themselves). This needs to be repeated for each student, prior to the start of testing.

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

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

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

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

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

1. Sign in to their user account on each computer.
2. Sign in to SSD Online and find the link to download the streaming application on the streaming instructions page.
3. Download and install the application. Once installed, the application will appear as an icon on the desktop.
4. Run the sample test form on every computer. From the SSD Online dashboard, select **Pre-recorded Audio (MP3 via streaming)** to access instructions.

### **Troubleshooting for Pre-recorded Audio (MP3 Via Streaming)**


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


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

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

## Set Up Computers for Flash Drives

This section has instructions to set up computers for 2 different formats. If you have students approved for the ATC format, follow the instructions in Set Up Computers for ATC Users. If you have students approved for the pre-recorded audio format, but your school is unable to use the streaming application, follow the instructions in Set Up Computers for Pre-recorded Audio Flash Drives.

 *Some newer computers only have smaller USB Type-C ports in place of full-sized USB ports. If your computers don't have full-sized USB ports, you'll need USB-to-USB-C adapters to connect flash drives below.*

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

## Set Up Computers for ATC Users

Follow these steps to set up computers for ATC users:

1. Print the student's last name, first name, and middle initial on the back of the ATC packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port on a computer that has Microsoft Word and the student's approved assistive software installed (JAWS or ZoomText, for example).
4. Follow the instructions under the opened flap on the flash drive packaging.
5. Disable the following functions:
  - ◆ Disconnect the computer from any networks and from the internet.
  - ◆ Disable camera and recording functionality.
  - ◆ Verify all spelling and grammar check tools are disabled so errors to be identified by the student as part of the assessment aren't flagged by software running on the computer.
6. Once you've set up and tested the flash drives:
  - ◆ **Before test day:** Eject them and return them to their packaging. Securely store them with other test materials.
  - ◆ **On test day:** Set up the computers again, and leave the flash drives inserted in the computers and the packaging on the desks for the students to reference. The students will need the password on the packaging to open the test each time it has been paused.

## Set Up Computers for Pre-recorded Audio Flash Drives

An audio version of the test on a flash drive may be offered to schools with technical issues that may prevent them from using the pre-recorded audio streaming application. The pre-recorded audio flash drive contains read-only files and a built-in player to deliver the test.

Setup for pre-recorded audio testing should be done in advance of test day to ensure a smooth administration. If your school has been approved for flash drives, please use the following instructions for setting up computers and guiding students on the use of flash drives.

Follow these steps for all devices to prepare for testing with the pre-recorded audio format on a flash drive. You'll perform these steps before test day and then again at the beginning of Day 1 and Day 2 of testing.

1. Print the student's last name, first name, and middle initial on the back of the flash drive packaging.
2. Remove each flash drive from its packaging.
3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you're inserting each flash drive into the same computer the student used on Day 1.
4. Complete setup depending on the type of equipment in your room.

## Set Up PCs or Macs

- Open the flash drive.
  - ◆ On both PCs and Macs, find the icon in the lower left corner of your screen.
  - ◆ On a Mac, select the icon to open **Finder**. You should see a description of the drive in the pop-up list under **Devices**.
  - ◆ On a PC, select the icon and select **File Manager** or **File/Windows Explorer**. The flash drive will appear in the list labeled **This PC** or **Computer**.
  - ◆ Select the name of the flash drive (which appears as a 6-digit number).
- Start the software:
  - ◆ Select the software application, labeled **Start** (".exe" on PC or ".app" on Mac).
  - ◆ A media player named Flux Player will launch.
  - ◆ When you launch the application, a table of contents will display the sections of the test.

**Set Up Chromebooks**

- Start the software:
  - ◆ Select the **Launcher**, the icon on the far left of the taskbar.
  - ◆ Select **Files**, which will bring up another taskbar.
  - ◆ Find the flash drive in the task list and select it to display a list of file folders on the drive.
  - ◆ Open the folder called **Chrome\_Version** to access the test sections.

**Before Test Day**

Once you've set up and tested the flash drives, follow steps 1–4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives.

**During Testing**

Once all computers are ready for testing, turn to the appropriate parts of the scripts.

- On Day 1, turn to Begin Here on Test Day on page 64.
- On Day 2, turn to Admitting Students on page 98.

**Using the Pre-recorded Audio Testing Script with Flash Drives**

You'll use the testing script for pre-recorded audio (Script 5) for students using flash drives because navigation is similar to the streaming format and there are no differences in timing or breaks. However, there are a few differences to note when using flash drives:

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer.
- If your students are using Chromebooks, you'll need to remind them to do the following at the start of a new section:
  - ◆ Select the section folder.
  - ◆ Highlight all the tracks by pressing **Control-A**.
  - ◆ Press **Enter** when time starts.

**Closing Media Players and Collecting Pre-recorded Audio Flash Drives**

**To all students using pre-recorded audio flash drives, say:**

I will now collect your flash drives.

Walk around the room to close each media player and collect pre-recorded audio flash drives.

1. Close the media players as follows:
  - ◆ For PCs, select the **Account** drop-down menu and select **Exit**.
  - ◆ For Macs, select the **Flux Player** drop-down menu and select **Quit Flux Player**.
  - ◆ For Chromebooks, select the **X** in the top right corner of the media player window.
2. Eject the flash drive by doing the following:
  - ◆ For PCs, in the notification area in the lower right corner of the screen, select **Show hidden icons**, select **Safely remove hardware and eject media**, and then select **Eject USB disk**.
  - ◆ For Macs, eject the flash drive by selecting the **Up Arrow** next to the icon under **Devices**.
  - ◆ For Chromebooks, select the **Eject** icon next to the flash drive in the devices list.
3. Place each flash drive in the original packaging for each student. Check that each student's last name is written on the packaging.
4. Ensure that the cache is emptied and no files have been copied onto the computer. (If you need assistance, contact your system administrator.) Power off each computer.

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Books and Other Test Materials on page 104.
- To return to Dismissal, turn to Finishing Up on page 104.

**Troubleshooting for Pre-Recorded Audio Flash Drives**

If you see an error message about failed authorization or unlocking of media files or if you encounter other problems related to the flash drive, first try changing to a different computer. If you still encounter a problem, follow these steps:

1. From within the Flux Player, select the **Help** drop-down menu.
2. Select **Contact support**.
3. In the **Describe your issue** box, type "Failed to apply license file."
4. Enter an email address so the fix can be emailed to you. (If you have a technical support person, use their email address.)
5. Check the box for "I agree to collect support-related information about this computer" (this step identifies which license you need).
6. Select **Send**.

Technical support will review the request and respond with specific instructions.

# Administering Accommodations

This section covers the following topics for proctors:

- A description of the scripts to help in selecting the appropriate script(s) for students with accommodations
- Extended time and accommodated breaks, including an Overview of Timing and Breaks
- Support staff and specific testing aids, including accommodations for recording answers, human readers, scribes, and accommodations for hearing
- Alternate test formats, including large print, braille, pre-recorded audio, and ATC formats

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## Using Accommodated Scripts

Select the appropriate accommodated test script based on the type of College Board–approved accommodation.

### Script 1: Standard Time

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

### Script 2: Standard Time with Extra Breaks

Use Script 2 for students who receive standard time on some or all sections of the test and are approved for extra breaks. (Use Script 1 for students testing with standard time and approved for extended breaks or breaks as needed.)

### Script 3: Time and One-Half

Use Script 3 for students approved for time and one-half for reading and for EL students using time and one-half support. **These students receive time and one-half on the entire test.**

### Script 4: Double Time

Use Script 4 for students approved for double time for reading. **These students receive double time on the entire test.**

### Script 5: Pre-recorded Audio Format

Use Script 5 for students testing with the pre-recorded audio (MP3) format. These students test over 2 days.

## Combined Scripts for Math-Only Extended Time

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

## Scripts for ATC Format

The ATC format requires 2 specific changes to the scripts:

1. Students need to be guided to enter their password every time they reopen the test after a break.
2. All students must receive double time on Section 2, the Writing and Language Test, unless they're approved for more than double time.

To support these specific differences, College Board has created specialized ATC scripts for different timing accommodations. Your test coordinator will provide the ATC format script you need for the students in your room. Take time to review the Introduction in your standalone script. It will explain how to integrate the script with the instructions in this manual.

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## Administering Accommodated Breaks and Extended Time

- Students approved for extended time in reading will receive extended time on all sections of the test. Students using the time and one-half EL support also receive extended time for the entire test.
- Students approved for extended time only in math will get extended time only for the math section.
- See the Overview of Timing and Breaks chart for detailed information about which scripts to use for various accommodations.

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

Administer accommodated breaks as follows:

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

is, the testing clock stops). (Use Script 1 unless approved for other accommodations.)

Students approved for extended time receive extra breaks as follows:

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

Once you've started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section.



## Overview of Timing and Breaks

	Section 1	Section 2	Section 3	Section 4	Total Time (including breaks)	Total Time (without breaks)
	Reading Test	Writing and Language Test	Math Test – No Calculator	Math Test – Calculator		
<b>Script 1</b> Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5-min. break		5-min. break			
<b>Script 2</b> Standard Time with Extra Breaks	30 minutes	35 minutes	25 minutes	23 minutes	3 hours, 10 minutes	2 hours, 45 minutes
	5-min. break			5-min. break		
	30 minutes		22 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Script 3</b> Time and One-Half	45 minutes	53 minutes	38 minutes	34 minutes	4 hours, 34 minutes	4 hours, 9 minutes
	5-min. break			5-min. break		
	45 minutes		34 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Script 4</b> Double Time	60 minutes	70 minutes	50 minutes	45 minutes	5 hours, 55 minutes	5 hours, 30 minutes
	5-min. break			5-min. break		
	60 minutes		45 minutes			
	5-min. break	5-min. break	5-min. break			
<b>Scripts 1* and 3 Combined</b> Time and One-Half for Math Only	60 minutes	35 minutes	38 minutes	34 minutes	3 hours, 41 minutes	3 hours, 21 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break			
<b>Scripts 1* and 4 Combined</b> Double Time for Math Only	60 minutes	35 minutes	50 minutes	45 minutes	4 hours, 15 minutes	3 hours, 55 minutes
				5-min. break		
	5-min. break	5-min. break	5-min. break			
<b>Script 5</b> Pre-recorded Audio (MP3) Format	60 minutes	58 minutes	50 minutes	45 minutes	<b>Day 1:</b> 4 hours, 10 minutes	<b>Day 1:</b> 3 hours, 55 minutes
	5-min. break	5-min. break		5-min. break		
	60 minutes	57 minutes		45 minutes	<b>Day 2:</b> 2 hours, 30 minutes	<b>Day 2:</b> 2 hours, 20 minutes
	5-min. break	<b>End of Day 1</b>	5-min. break			

Students using pre-recorded audio format will test with double time, plus additional time for Section 2; these students always test over 2 days. Day 1 of 2-day testing ends after Section 2.

\*For students testing with standard time with extra breaks and extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

## Test Aids and Support Staff

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

### General Notes for Electronic Devices

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

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

If you're testing a student using a computer for pre-recorded audio or ATC format, see *Administering the Pre-recorded Audio Format* or *Administering the ATC Format* later in this section for policies and setup instructions.

### Administering Accommodations for Recording Answers

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

**Writer/Scribe:** Students will dictate all answers for the scribe to grid on a standard answer sheet. See *Administering Scribes* later in this section for more information.

**Braille Writer:** Students will use a braille device (for example, Perkins Brailler) to record responses. Answers must be transcribed by school staff after the test (return braille pages with answer sheets). Electronic braille writers/notetakers (for example, BrailleNote) may only be used for math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a display monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer. Students recording their answers on a braille device may also be approved to use scratch paper.

**Record Responses in the Test Book:** Students will record all answers in the test book. The staff must transfer the responses to the standard answer sheet after the test.

**Record Answers on a Large-Print Answer Sheet:** Students may be approved to use a large-print answer sheets. These answer sheets are printed in 14-point font and ask the student to record answers in boxes instead of bubbles.

**SSD** *Large-print answer sheets do not require transcription.*

### Administering Accommodations for Hearing

Students who are deaf or hard of hearing may be approved by the school to have:

- A sign language interpreter to translate test directions from spoken English. Students who have no other accommodations can test in the standard room. The translator may not have access to the test materials; they may only translate the proctor's instructions to the student.
- A printed copy of the spoken directions. Your SSD coordinator or appropriate staff will download and print them, and they will be included in the test day packet for your room.
- Blank paper for communicating with the proctor available on test day.

### Administering Human Readers

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Human readers may not be shared, but they may serve as the proctor for their assigned student.
- Human readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.
- See *Materials Provided for Accommodated Testing* on page 114 for a list of the materials, such as a reader's script, that you'll receive for a student testing with a human reader.

If you are proctoring in a room in which a support staff member is reading test directions for a student, be sure the human reader is aware of the requirements given above.

**SSD** *Students who use human readers may be approved for other formats, such as braille materials. They will find the 2 texts differ slightly because the script read by a human reader describes the figures in greater detail than in other formats.*

## Administering Scribes

Students assisted by a scribe:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Scribes may not prompt the student in a way that would result in a different response.
- Scribes may not be shared, but they may serve as the proctor for their assigned student.

If you are proctoring in a room in which a support staff member is writing answers for a student, be sure the scribe is aware of the requirements given above.

## Alternate Test Formats

Learn more about the following alternate test formats you may need to administer:

- Large print
- Braille test formats and supplements
- ATC and pre-recorded formats

### Administering Large Print

College Board provides large-print test books in 14-point or 20-point for students approved for their use. Larger print is also available.

Students who test with large print test with standard time and breaks (Script 1), unless approved by College Board for other accommodations. Students using test books with larger than 14-point print must test in an accommodated room.

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

### Administering Braille Test Formats

Students approved for braille with raised line drawings test with braille test formats. These students test with standard time and breaks (Script 1) unless approved by College Board for other accommodations.

The braille format of the PSAT 10 is divided into several books, which you will use 1 at a time.

- Braille test formats are in Unified English Braille (UEB) with the Math Test sections in the 1972 revised Nemeth Code. They include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the *Guide to the Nemeth Code* and the *Braille Reference Information* (a braille math reference book). The *Guide to the Nemeth Code* lists the current version of Nemeth Code mathematical symbols with

their meanings. Students may refer to the guide during the test if they're taking the braille test. The *Braille Reference Information* contains math reference material required for the braille test.

- Refer to Materials Provided for Accommodated Testing on page 114 for a list of materials provided to supplement the braille test.

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

### Administering Raised Line Drawings

Some students using formats other than braille—such as human reader or pre-recorded audio format—may be approved for the accommodation of raised line drawings (also called braille graphs and figures or braille figure supplements). During the test, when questions refer to figures, students may refer to either the standard-print or large-print test book or to the book of raised line drawings.

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

### Administering the Pre-recorded Audio Format

The test coordinator and/or SSD coordinator will be responsible for computer setup before test day. See the instructions in Prepare Computers for Testing earlier in this section.

The pre-recorded audio format is an audio recording of the test. It's delivered via streaming application (or on an exception basis, via flash drives) and consists of read-only files. Students using the pre-recorded audio format must be given double time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over 2 days.

The school must provide suitable computers for the pre-recorded audio format. Chromebook, Mac, and Windows are supported. Whenever possible, students should use earphones when testing with the pre-recorded audio format. Bluetooth capabilities are not allowed. If earphones aren't available, the student should be tested in a one-to-one setting.

Administer the test 1 section at a time, with strict timing, just as you would a paper test. Note that you will need to distribute test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to these students in case they need to reference them during testing.

You'll use the testing script for pre-recorded audio (Script 5) for students using either streaming or flash drive format because navigation is largely the same and there are no differences in timing or breaks.

### Streaming Format:

- Before admitting students to the testing room, be sure to post the information your students need for using the pre-recorded audio format.
- On each test day, you will need to launch the streaming application on each computer and ensure the test content is downloaded. You'll also need the following:
  - ◆ If your school's computers require login credentials, the person who installed the application before test day must also be present on each day of testing to sign in to each computer and start the application.
  - ◆ To launch the test form, the staff member or student will require the student's College Board SSD number. The SSD coordinator can locate this number through the SSD Online dashboard; it's also listed on the NAR.

**Flash Drive Format:** If your school has been approved to use pre-recorded audio flash drives, they must be set up before test day. The flash drives contain read-only files and a built-in player to deliver the test content.

- You'll be instructed to skip instructions to select **End Test** and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer. You'll be instructed to skip to flash drive instructions at appropriate moments in the script.
- Before admitting students:
  - ◆ Post the navigation instructions given in this section.
  - ◆ Follow the instructions under Set Up Computers for Pre-recorded Audio Flash Drives on page 44.

### Post Information for Students Using Pre-recorded Audio Format

Post this information for students using pre-recorded audio format:

- Navigating the test:
  - ◆ Test Directions: Select **Test Directions** to listen to directions
  - ◆ Start Section: Select **Section** icon
  - ◆ Next Section: Select **Stop** at bottom of screen to return to section table of contents
  - ◆ Change Volume: Select and drag **Slider Bar** at the bottom of the screen

- Keyboard navigation for PC, Mac, and Chromebook:
  - ◆ Pause or Play: **Control/Command-P**
  - ◆ Back (skip to previous track): **Control/Command-B**
  - ◆ Forward (skip to next track): **Control/Command-F**

**For Streaming Format:** The correct 7-character Form Code from the back of the test books in your room is needed to download the correct test form. Make sure your test books say "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the front cover. All test books in your room will have the same Form Code listed on the center of the back cover. If your students are downloading the test content themselves, post the following on the board: "Form Selection" followed by the 7-character Form Code. Students will use this information to download the correct test form on Day 1 and Day 2 in the streaming application.

**For Flash Drive Format:** If you're testing students with the pre-recorded audio format on flash drives, students using PCs and Macs will employ the same navigation and keyboard commands as given above. Students using Chromebooks will need the following additional instructions for navigating with the flash drive format. Please post these if your students are using Chromebooks:

- Starting and navigating the test:
  - ◆ In the file list, select the folder **Test Directions** and then the file itself to hear general usage directions.
  - ◆ To select a section, select the test section folder (e.g., PSAT 10 Section 1 Reading Test).
  - ◆ To start the files in a section playing, press **Control-A** to highlight all files in the folder, then press **Enter**.
- To pause or play, use the mouse to control the media player menu.

### Step 1: Launch the Streaming Application

To administer the pre-recorded audio format, you'll sign in to the streaming application on all computers before students enter the room to begin testing. First, ensure the streaming application has been installed on each computer (as detailed under Set Up Computers for Pre-recorded Audio on page 42).

If your students will be downloading their own test forms, provide each student with their College Board SSD number on a sticky note or index card in the testing room before testing begins.



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

1. Make sure you have posted special instructions for navigating the streaming application.
2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
3. Select the **MP3 Delivery** icon on the computer or Chromebook and sign in with College Board SSD Online credentials. Your SSD coordinator should have received and shared an access code with you. (Contact the SSD office if login assistance is needed.)
4. Select the yellow **Launch Test** button under **Take a test or essay**. You'll be brought to the **Test Administration** screen.

## Step 2: Complete Test Information and Download the Test

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

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

1. Under the **Assessment Information** screen in the **School (AI) Code** field, enter your 6-digit school (AI) code.
2. From the **Assessment Type** drop-down menu, choose **PSAT 10**.
3. Under **Student Information**, fill in the student's first and last name as they appear on the NAR.
4. Under the field **SSD Number**, enter the student's 10-digit College Board SSD number.
5. Select the button marked **Confirm SSD**. A check mark will indicate the number is confirmed.
6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the subtitled test book in the **Form Selection** section. Be sure to enter the Form Code exactly as it appears on the test book. You'll use this same Form Code on both Day 1 and Day 2. All test books in your room should say "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the front cover and will have the same Form Code in the center of the back cover.
7. Select **Day 1** from the **Test Day** drop-down menu (on Day 2, you will select **Day 2**), and click **Continue**.

8. Review the information on the **Selection Summary** screen and make any necessary edits. If all information is correct, click **Confirm** and then **Begin Form Download**. During the download, the screen may look inactive or gray.

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

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

## Step 3: Begin Testing

Once students are seated, you can begin testing.

- If performing these steps at the beginning of Day 1 of testing, turn to **Begin Here on Test Day** on page 64.
- On Day 2 of testing, turn to **Admitting Students** on page 98.

## Administering the ATC Format

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

Students using the ATC format should be tested with standard time (except for Section 2) unless approved for extended testing time. For Section 2, the Writing and Language Test, allow all ATC users double time to navigate between the questions and the answer choices. A student approved for more than double time should test with their approved time allowance. Monitor students to be sure they're not accessing any other sites while working on the test.

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

The ATC format is compatible with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have students using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Kurzweil is currently incompatible with the ATC format.

Administer the test 1 section at a time, with strict timing, just as you would a paper test. Note that you will need to distribute test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to these students in case they need to reference them during testing.



Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging at the beginning of each section. When timing of each section ends, they will need to close the file. The ATC standalone scripts include instructions to guide students through this process.

If technical difficulties are encountered during the ATC test, pause the test timing and instruct the student to step away from the computer. Once you have resolved the issue, you can permit the student to return to the computer and resume test timing. If you have any questions during the test administration, contact the SSD office.

## PART 3:

# For All Proctors

This is your guide for administering the PSAT 10 and creating the best possible environment for your students on test day. Although you may have already participated in online training and/or other training organized by your test coordinator, please read this section of the manual carefully. It's especially important to read through the instructions ahead of time so you can ask your test coordinator any questions before test day.

## Before Test Day

**Before test day, all proctors must:**

- Know where and when to report for testing.
- Participate in training if they haven't already so they can be thoroughly familiar with test procedures.
- Prepare themselves as follows:
  - ◆ Take time to study the scripts and timing before test day. Uniform testing conditions depend on proctors reading the scripts aloud to students exactly as written in the manual.
  - ◆ Prepare to conduct a preadministration session at the test coordinator's direction. The preadministration scripts appear in both Conduct the Preadministration Session and in the Test Day Scripts (in case some students need to complete these fields on test day).
  - ◆ Look through the Appendix to learn where to find information that they might need (such as the Irregularity Chart).
  - ◆ Prepare seating plans for their assigned room.
- Review test day procedures under During the Test on page 59.

**Proctors who are testing students with accommodations must:**

- Be informed by the test coordinator or SSD coordinator before test day which specific accommodations they'll need to administer.
- Based on this information, refer to the applicable sections of Part 2: For Staff Administering Accommodations on page 40 to:
  - ◆ Review Using Accommodated Scripts on page 46 to determine the correct script(s) to use.
  - ◆ Test any equipment needed.
  - ◆ Be prepared to assist students approved for alternate test formats such as braille.
  - ◆ Be ready, if asked, to work with the SSD coordinator to set up students' computers before test day (if testing students with pre-recorded audio (MP3 via streaming) or ATC formats).

**IMPORTANT:** *It's very important that proctors provide only the accommodations a student is approved for. A student who tests with accommodations not approved by the College Board Services for Students with Disabilities (SSD) office may not receive scores.*

## Conduct the Preadministration Session

Before holding your preadministration session, read through the scripts in this section and be prepared to read the correct one for your students, according to whether your school is using pre-labeled answer sheets or unlabeled answer sheets.

### Prepare for the Preadministration Session

- Your test coordinator will provide these materials for your session:
  - ◆ *Student Answer Sheet Instructions*, a copy for each student
  - ◆ Answer sheets
  - ◆ Large-print (large-block) answer sheets (if applicable)
  - ◆ A list of students with the type of answer sheet needed (standard or large print)
  - ◆ Student ID numbers (if your school is using them) for the students participating in the session who do not have a pre-ID label affixed to their answer sheet
  - ◆ A list of any applicable address/country codes
  - ◆ A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any)
- If you're using labeled answer sheets, your test coordinator will also provide a copy of the Pre-ID Label Instructions. Use this memo to update the relevant parts of the Script for Pre-ID Labels. You'll need to place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped. Here's an example:
  - If Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 22.**
- Post the following in a location visible to all students:
  - ◆ 6-digit school (AI) code for your school
  - ◆ Address of your school
  - ◆ Any other address codes or abbreviations provided by your test coordinator (country codes, territory abbreviations, or APO/FPO codes)

## Begin the Preadministration Session

- Read aloud from the shaded scripts that follow to guide students through filling in the personal information in fields 1–22. 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 shaded areas is intended for proctors and should not be read aloud.
- If you are conducting this session before test day, students should skip fields A–E and the Certification Statement.

**IMPORTANT:** *Information requested in fields 9–22 is optional. If you have students in the room who prefer not to give this information, let them know they don't have to. They should sit quietly until the other students have finished.*

### When everyone is ready, say:

We will now fill out important information on the PSAT 10 answer sheet. As I go through these instructions, raise your hand if you have any questions.

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

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

### Distributing Answer Sheets and Instructional Booklets

Distribute answer sheets and the *Student Answer Sheet Instructions* booklets. A large-print version of the *Student Answer Sheet Instructions* will be provided to students with College Board–approved accommodations that necessitate large print. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

### After distributing answer sheets, say:

These are the answer sheets you'll use to mark your answers on the test. I have also given you a *Student Answer Sheet Instructions* booklet with information you'll need to fill in some of the fields.

### To students using large-print answer sheets, say:

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

## Choosing the Correct Preadministration Script

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

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

If your students have pre-ID labels on their answer sheets, continue with Script for Pre-ID Labels on page 57.

### **B** FOR ALL OTHER STUDENTS

Continue with the script that follows.

## Script for Unlabeled Answer Sheets

Fill in the school code in the script before beginning.

### To all students, say:

Take out the *Student Answer Sheet Instructions* booklet that I gave you. Follow along in this booklet as I read instructions to you.

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

### To all students, say:

I'll read the directions for fields 1 through 22. If I don't give directions for a field, leave it blank.

### For field 1, say:

Begin by filling in your legal last name, first name, and middle initial (if you have one) in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. Print the letters in all caps in the boxes, then fill in the corresponding bubbles. Make sure each mark is dark and completely fills the bubble. Look up when you're done. [pause]

Your first name must be your legal first name. If you use a preferred first name and you have a College Board online account, you can enter it there. College Board uses your legal name on test day to confirm your identity, but they'll use your preferred first name in all other communications with you.

### For field 2, say:

In field 2, if you attend this school, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand and I'll come over to assist you. Look up when you're done. [pause]

If you have students from other schools, provide the AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 2 blank.

### For field 3, say:

In field 3, if you attend this school, fill in the bubble for "Yes." Anyone who doesn't regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. [pause]

### For field 4, say:

In field 4, if you attend this school, print our school's name, city, and state. If you don't regularly attend this school, raise your hand and I'll come over to assist you. Look up when you're done. [pause]

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

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

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

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don't know your student ID number, raise your hand. Look up when you're done. [pause]

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

### For field 6, say:

In field 6, fill in your current grade.

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

---

**For field 7, say:**

Complete field 7.

---

**For field 8, say:**

For your date of birth, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you're done. [pause]

---

**Now say:**

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

---

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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them.

**For fields 14–22:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–22. Students may need about 1 minute per field to read and complete fields 14–20 and 22. College Major, field 21, may take more time. Allow at least 5 minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

**IMPORTANT:** *Students who do not wish to respond to fields 14–22 may skip them.*

---

**For field 14, say:**

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

---

**For field 15, say:**

Field 15 asks if you want to participate in College Board Student Search Service. This service can help you connect with opportunities. Saying “Yes” to Student Search Service allows colleges, nonprofit scholarship programs, and other education organizations to send you information about the educational and financial aid opportunities they offer. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. [pause]

---

**Now say:**

Your answers to the questions in fields 16 through 21 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 this reason, we strongly encourage all students to complete this section.

Your answers to the questions in fields 16, 18, 21, and 22 may be shared with colleges, scholarships, and other educational programs if you chose “Yes” for Student Search Service in field 15.

Fields 16 through 22 are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

---

**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you're done. [pause]

---

**When students are ready, for field 22, say:**

Find field 22 on the back of your answer sheet. Read the information about providing your email address.

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

If you opted in to Student Search Service, you may also get information from colleges sent to this email address. Look up when you're done. [pause]

Turn to Finish Up on page 58.

## Script for Pre-ID Labels

Fill in the school (AI) code in the script below before beginning. Refer to the Pre-ID Label Instructions provided by your test coordinator to identify which fields the students in your room can skip.

### To all students, say:

Take out the *Student Answer Sheet Instructions* booklet that I gave you. Follow along in this booklet as I read instructions to you.

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

### To all students, say:

Please check the label on page 1 of your answer sheet. It will show your name and other information about you and our school. First, please confirm that your legal last name and first name are correctly printed on the label. Raise your hand if the name on your label is not yours or is incorrect. *[pause]*

Next, check that the school code listed is as follows: \_\_\_\_\_. Raise your hand if the school code is incorrect. *[pause]*

Next, check your date of birth, which is marked with the letters “DOB.” Also check that your gender and grade are correctly noted. Raise your hand if your date of birth, gender, or grade is incorrect. *[pause]*

Check your address. If your address is incorrect on the label, you can update it on your answer sheet. Raise your hand if you have any questions. *[pause]*

Before continuing, resolve any issues with labels:

- If a student’s address is incorrect, but all other information is accurate, they may continue to use their pre-ID label. They can update their address by filling it out on the answer sheet.
- If a student has the wrong label on their answer sheet, see if it belongs to another student. Check the other answer sheets that you distributed to try to locate the correct answer sheet. If you can’t locate their correct answer sheet, keep the incorrect answer sheet and give the student a blank answer sheet.
- If a student’s labeled answer sheet has the incorrect name, school code, date of birth, gender, or grade on it, collect the incorrect answer sheet and give them a blank answer sheet.

- For students with blank answer sheets:
  - ♦ Check with your test coordinator to see if an additional preadministration session can be held for these students.
  - ♦ If you need to keep them in your session, have them remain after others have finished and been dismissed, then go to Script for Unlabeled Answer Sheets on page 55 for the items they need to complete.
- Securely destroy any answer sheets with incorrect labels.

### For fields 1–4, say:

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

- If student ID appears in your school’s Pre-ID Label Instructions, tell students to skip field 5.**

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

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

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don’t know your student ID number, raise your hand. Look up when you’re done. *[pause]*

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

### For fields 6–8, say:

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

### Now say:

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

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

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

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



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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account. [pause]

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them.

**For fields 14–22:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–22. Students may need about 1 minute per field to read and complete fields 14–20 and 22. College Major, field 21, may take more time. Allow at least 5 minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

**IMPORTANT:** *Students who do not wish to respond to fields 14–22 may skip them.*

**For field 14, say:**

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. [pause]

**For field 15, say:**

Field 15 asks if you want to participate in College Board Student Search Service. This service can help you connect with opportunities. Saying “Yes” to Student Search Service allows colleges, nonprofit scholarship programs, and other education organizations to send you information about the educational and financial aid opportunities they offer. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. [pause]

**Now say:**

Your answers to the questions in fields 16 through 21 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 this reason, we strongly encourage all students to complete this section.

Your answers to the questions in fields 16, 18, 21, and 22 may be shared with colleges, scholarships, and other educational programs if you chose “Yes” for Student Search Service in field 15.

Fields 16 through 22 are optional. If your parent or guardian has told you that you shouldn't complete any optional or voluntary information, please just sit quietly as we go through these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you're done. [pause]

- If Email Address appears in your school's Pre-ID Label Instructions, tell students to skip field 22.**

**When students are ready, for field 22, say:**

Find field 22 on the back of your answer sheet. Read the information about providing your email address.

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

If you opted in to Student Search Service, you may also get information from colleges sent to this email address. Look up when you're done. [pause]

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

Leave fields A through E blank. We are now finished completing your personal information. Please close your answer sheet and *Student Answer Sheet Instructions* booklet. I will now collect the answer sheets and booklets. Please sit quietly.

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

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

Organize the answer sheets as directed by your test coordinator and return the answer sheets and all *Student Answer Sheet Instructions* booklets to your test coordinator for secure storage until test day.

## During the Test

On test day, proctors must:

- Assume responsibility for test materials in your assigned room, including distributing, accounting for, collecting, and counting test books and answer sheets before dismissing students.
- Prepare your testing room.
- Administer the test according to the manual's directions.
- Complete the seating chart.
- Return test materials to the test coordinator after students are dismissed.

## Prepare to Test

As a proctor, you have various tasks to complete as you prepare to test students. These apply to standard and accommodated rooms.

### Prepare the Testing Room

Make sure you do the following:

- Double-check that your testing room meets seating requirements given in Part 1 of this manual, including guidelines for type and spacing of seats.
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock works and is visible from all seats in the room.
- Post the following information for students on the board (refer to the packet provided by your test coordinator):
  - ◆ Today's date
  - ◆ Your school's 6-digit school (AI) code
  - ◆ Your school's address and, if applicable, the school address(es) for students from other schools
  - ◆ 3-digit country codes for students with international addresses
  - ◆ 2-letter U.S. territory abbreviations for any students with addresses in U.S. territories
  - ◆ 2-letter APO or FPO code(s) (AA, AE, or AP), if applicable
  - ◆ Testing room code (3 digits including any leading zeros) if your school is using testing room codes

**IMPORTANT:** *If your school doesn't use testing room codes, list the room name or number for students to write on the back cover of the test book.*

- If applicable, have the following information from your test coordinator available to provide to students:
  - ◆ A list of school names, addresses, and 6-digit school (AI) codes for students who don't attend your school.
  - ◆ A list of student ID numbers for students in the room (if your school is using student ID numbers).

### Account for Test Materials

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

- A room roster showing students assigned to your room.
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for.
- Information to post and/or provide for students to enter on their answer sheets.
- Test books and any additional testing materials and alternate test formats that your students require.

**SSD** *If your students are using a human reader or pre-recorded audio, ATC, or braille format, make sure the test books have a subtitle that says "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the cover.*

- Answer sheets for your students, which may have been pre-labeled and/or pregridded, if your school uses pre-ID labels and/or held a preadministration session.
- A blank IR form.
- A supply of No. 2 pencils.
- Blank answer sheets and *Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets.
- A copy of the Pre-ID Label Instructions if you have students with pre-ID labels who didn't attend a preadministration session.
- If applicable, printed copy of verbal test directions for any students approved for this accommodation.
- Translated test directions and/or word-to-word dictionaries for EL students, if needed.
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script.

Proctors must count the test books:

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

### Missing Test Materials

If you discover a test book is missing, follow these procedures:

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

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

### Admit Students to the Testing Room

Admit students 1 at a time, taking care to assign their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, we recommend you check each student against the room roster as they enter the room:

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

### Collect Students' Personal Belongings

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

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

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

- At the door, ask students to confirm that their phone and other electronic devices are powered off.

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

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

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

Returning devices:

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

**IMPORTANT:** *If your school has different testing groups starting at different times, mobile phones may be returned to students completing testing only after the last group of students has begun testing.*

### Use of Medical Devices

Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under the student's desk during testing. If needed during testing, monitor the student while they use the device. Secure test materials and, if possible, have a monitor supervise the testing room while the student uses the device. Follow your school's emergency procedures (e.g., call 911).

In some cases, a student may have College Board approval to have a mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone.

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

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

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

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

## Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator.

## Process Late Arrivals

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

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



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

## Administer the Test

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

## Time the Test

Time the test as follows:

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

## Maintain Security in the Testing Room

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

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



- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- Don't allow students to access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.
- If a student's calculator malfunctions before or during the test, they should raise their hand. See Calculator Malfunction on page 18 for instructions on how to handle a malfunction.

### Prevent Copying and Communication

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

- Ensure proper spacing between students to prevent copying and communication among students during testing.
- Watch for possession of mobile phones or other prohibited items, or for "cheat sheets" written on paper, calculators, skin/clothing, or shoes/footwear.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators. Calculator covers should be stored under desks during testing.
- Watch for signals. Students may signal across a testing room by using their hands, tapping their feet, using different colored pencils, and so on.

**IMPORTANT:** Always note activities like these on an IR. Immediately report significant problems or events that interfere with specific testing procedures or compromise test security.



If the Irregularity Chart indicates to call the SSD office or OTI, report the situation immediately.

### Monitor Breaks

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

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

For the breaks:

- Post the break time and include what time testing will resume.

- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any printed instructions or word-to-word dictionaries are closed and left on the desks.
- Make sure that students do not have possession of phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Allow students to eat and drink during breaks in designated areas as long as they placed their food and drinks under their desks before the start of the test, as instructed.
- If students ask, give permission for them to go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

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

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

### Complete the Irregularity Report (IR)

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

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
  - ◆ In field 2, fill in the date the irregularity occurred.
  - ◆ In box 4a, write your 6-digit school (AI) code.
  - ◆ In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").



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

### Using the Irregularity Chart

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

- Test security incidents
- Rule violations
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

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

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

## PART 4:

# Test Day Scripts

This part of the manual includes the script for conducting a standard administration of the PSAT 10, followed by scripts for accommodated testing. Use the information in Part 3: For All Proctors to set up your room properly, review the procedures for fair testing, and conduct a preadministration session, if your test coordinator requests it.

Your test coordinator or SSD coordinator will let you know if you're testing in an accommodated room. Part 2: For Staff Administering Accommodations contains the information you'll need for confirming any alternate test materials, additional aids, computer setup, timing, and proper scripts for your students. Be sure to give yourself plenty of time ahead of test day to work with your SSD coordinator to prepare for providing accommodations and selecting the correct script or scripts for use on test day.

## Test Day Scripts

Before you begin testing, be sure to complete the tasks in Part 3 under Prepare to Test and follow the procedures in Part 3 under Administer the Test. Also, if you're administering the test with accommodations you must be familiar with the requirements given in Part 2 for your students.

All testing uses the script under Begin Here on Test Day. Read the instructions to students, and once you have finished with the instructions and scripts under Completing Test Book Information, if you're testing students in the standard room, you'll continue with Script 1. If you're testing students with accommodations that require accommodated timing, breaks, or computer use, you'll be instructed to turn to Specific Format Instructions.

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### Begin Here on Test Day

**IMPORTANT:** *If you're administering the test with ATC or pre-recorded audio format, you must complete setup of the computers before you begin testing. See Alternate Test Formats on page 50.*

The scripts in this manual are designed to ensure that every student who takes the PSAT 10 has a fair and equal experience. So, when administering the test, please read the script out loud exactly as written. Take time to review the script or scripts that apply to your students so that you can administer the test accurately, confidently, and calmly. Your attitude can help students be confident and calm, too.

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

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

- Directions for fields 1–8 are given before the test.
- Directions for the other fields are given after the test.

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

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

Welcome to the PSAT 10 administration. This test will focus on what you've already been learning throughout high school. It's also a chance to practice for the SAT, see where you might need to improve, and qualify for scholarship programs. If you are using printed directions, use them to follow along as I give instructions. *[pause]*

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

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

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

**Then say:**

College Board PSAT 10 Terms and Conditions include rules and policies to make sure all students have a fair and equal test experience. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be canceled. They may also be prevented from taking other College Board tests in the future.

**List examples of rule violations by saying:**

Here are some examples of unfair advantages:

- Giving or receiving help of any kind on the test
- Looking through the test book before time starts
- Looking at any section other than the one we're currently on
- Marking or changing answers after time is called
- Attempting to remove test materials from the testing room
- Possessing a phone or any unauthorized testing aid during testing or during breaks
- Possessing an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

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

Most schools will collect students' phones, electronic devices, and/or backpacks. The only exception is for computers or other devices approved for testing as an accommodation. The NAR will indicate if any student is approved to use a device.

**Collection of personal belongings:**

Read script **A** if your school collected students' belongings. Read script **B** if your school does not allow collection of students' belongings.

**READ ONLY ONE OPTION.****A If your school collected personal belongings, say:**

By this time you should have turned in all phones and any other electronic devices. If anyone still has an electronic device of any kind, including a smartwatch or fitness tracker, please disable any alarms, power it off, and turn it in to me now. It will be returned to you after the test. The only exception is for computers or other devices approved for testing as an accommodation.  
*[pause]*

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

At this time, if you have a phone or any other electronic device in your possession, including a smartwatch or fitness tracker, you must disable any alarms, completely power it off, and put it in a bag or backpack to the side of the room until the test is over. If you need a bag to store your phone in, raise your hand and I will give one to you. The only exception is for computers or other devices approved for testing as an accommodation.  
*[pause]*

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

**To all students, say:**

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

**Then say:**

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

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

**To all students, say:**

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

## Check Student Desks for Prohibited Items

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

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

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

**Then say:**

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

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

## Distributing Student Answer Sheets

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

**After distributing answer sheets, say:**

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

**Preadministration session:**

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

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

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

If every student in the room has a correct answer sheet with information populated during a preadministration session, proceed to Distributing Test Books on page 68. If any student has errors on the answer sheet, proceed to Resolve Issues and Complete Required Fields.

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

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

## Resolve Issues and Complete Required Fields

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

- A student who has a labeled answer sheet that lists the wrong address but has all other information correct on it can still use the answer sheet. They can provide their correct address on the answer sheet after testing is over. Only the address field can be overwritten in this way.
- Collect the incorrect answer sheet and give the student a blank answer sheet if:
  - ◆ The student has the wrong answer sheet and you're unable to resolve the discrepancy (i.e., by matching answer sheets with the correct students).
  - ◆ The student has the incorrect name, date of birth, gender, or school information on their label.
  - ◆ If there are no blank answer sheets available, cover the pre-ID label completely using 2 blank labels.

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

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

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

Your first name must be your legal first name. If you use a preferred first name and you have a College Board online account, you can enter it there. College Board uses your legal name on test day to confirm your identity, but they'll use your preferred first name in other communications with you.

### For field 2, say:

In field 2, if you attend this school, print our 6-digit school code \_\_\_\_\_ and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand and I'll come over to assist you. Look up when you're done. *[pause]*

If you have students from other schools, provide the AI codes given in the list provided by your test coordinator. If any students are homeschooled, tell them to leave field 2 blank.

### For field 3, say:

In field 3, if you attend this school, fill in the bubble for "Yes." Anyone who doesn't regularly attend this school should fill in the bubble that applies to you. Raise your hand if you have any questions. *[pause]*

### For field 4, say:

In field 4, if you attend this school, print our school's name, city, and state. If you don't regularly attend this school, raise your hand and I'll come over to assist you. Look up when you're done. *[pause]*

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

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

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

In field 5, print and bubble in your student ID number, starting with the first column to the left. If there are letters in your ID number, skip them and only enter the numerals. If you don't know your student ID number, raise your hand. Look up when you're done. *[pause]*

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

### For field 6, say:

In field 6, fill in your current grade.



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

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**For field 7, say:**

Complete field 7.

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**For field 8, say:**

For your date of birth, fill in the month, day, and last 2 digits of the year you were born. Start with a zero if filling in a 1-digit number. Fill in the corresponding bubbles and look up when you're done. [pause]

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**Before distributing test books, say:**

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

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## Distributing Test Books

If available, keep 1 blank answer sheet and 1 test book for use in giving instructions.

- Students testing with flash drives should already have their flash drive inserted in the computer on their desk.
- Students taking the test with a human reader or pre-recorded audio, braille, or ATC format get test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to use along with their approved format.
- For students using braille, the subtitled books can be kept at the proctor's desk for reference.

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**When everyone is ready, say:**

I will now distribute your test books. Do not open them until I tell you to.

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Give each student the appropriate test materials in serial-number order.

**You must record the test book serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat.** Also record the student's name on the seating chart if time permits. You can complete this task while students are working on Section 1, the Reading Test.

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

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

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

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

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**When everyone is ready, say:**

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

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**SSD** *Students using flash drives should add this information to their flash drive packaging as well.*

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

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

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

- Mark all of your answers on the answer sheet. You may use your test book for scratch work, but only answers marked on the answer sheet can be scored, unless you're approved to mark them in the test book.
  - After time has been called, you may not transfer answers from your test book to your answer sheet or fill in bubbles.
  - Make sure you use a Number 2 pencil. Don't use a pen, a colored pencil, or a mechanical pencil.
  - Mark 1 answer for each question and fill in the bubbles on the answer sheet darkly and completely.
  - Don't fold your answer sheet back on itself and don't make any marks on your answer sheet other than your answers. Stray marks on your answer sheet will interfere with scoring.
  - If you erase, do so completely. Incomplete erasures may be scored as intended answers.
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**IMPORTANT:** *Read the following script quietly only to students who are approved to record their answers in their test book.*

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**To students who are approved to record their answers in their test book, say:**

You've been approved to record your answers in the test book. Be sure to circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as completely as you can.

**Completing the Certification Statement****To all students, say:**

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

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score cancellation or other possible sanction. These conditions are spelled out in the *PSAT 10 Student Guide*.

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

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

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

**Completing Test Book Information Before Filling in Test Book Information****A FOR PRE-RECORDED AUDIO USERS**

- If students are using the **streaming application**, turn to Script 5: Pre-recorded Audio Format on page 91 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use **flash drives**, continue with the scripts that follow.

**B FOR ALL OTHER STUDENTS**

Continue with the scripts that follow.

**Continue Filling in Test Information**

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); **without this information, their answer sheets can't be scored.**

**For field A, Form Code, say:**

Find field A on the back of your answer sheet. If you're using a large-print answer sheet, field A is on page 7. Find the Form Code on the back of the test format you're testing with—that is, your test book, reader's script (provided to your human reader), braille book, or flash drive package. Copy the Form Code exactly as it appears on your test into field A on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

**For field B, Test ID, say:**

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

**SSD** Students using braille, pre-recorded audio, or flash drive formats may require assistance copying information.

**For field C, Test Book Serial Number, say:**

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

Check that students are filling in the correct codes.

**SSD** Students using a human reader, braille test, or flash drive shouldn't copy any codes from the subtitled test book on their answer sheets. They should use the codes on the test format they're testing with.

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

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

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

**If your school uses testing room codes, for field D, say:**

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. *[pause]*

**IMPORTANT:** *If you're administering the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 93.*

**When everyone is ready, say:**

You'll begin the test in just a few minutes, after I read a few final instructions.

During testing, 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, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 10, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. *[pause]*

**IMPORTANT:** *If testing in an accommodated room, turn to Specific Format Instructions on page 74.*

## SCRIPT 1: Standard Time

The following script is for use with standard timing and breaks.

Also use this script to administer the following accommodations to students:

- Extended time on math only (you'll see instructions for when to switch to Script 3 or Script 4).
- Braille or large-print test formats.
- Breaks as needed or extended breaks.
- Permission to test blood sugar; small-group setting; or permission to use a 4-function calculator on the Math Test – No Calculator section.

To help you post accurate start and stop times, use the Section Timing Chart for Standard Timing in the Appendix.

### SECTION 1: Reading Test

#### STANDARD TIME

 60 Minutes

**IMPORTANT:** *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

**When everyone is ready, say:**

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll have a short break after the section is over. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

**To begin the test, say:**

Time starts now.

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



**60 MINUTES STANDARD TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

**During the Section****After 30 minutes, say:**

You have 30 minutes remaining in Section 1.

**After 55 minutes, say:**

You have 5 minutes remaining in Section 1.

**After exactly 60 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 1****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 2:****Writing and Language Test****STANDARD TIME**

35 Minutes

**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**35 MINUTES STANDARD TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the Section

### After 15 minutes, say:

You have 20 minutes remaining in Section 2.

### After 30 minutes, say:

You have 5 minutes remaining in Section 2.

### After exactly 35 minutes, say:

Stop work and put your pencil down. *[pause]*

## After Section 2

### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

### A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 83.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 88.

### B FOR ALL OTHER STUDENTS

Continue with the script that follows.

## SECTION 3: Math Test – No Calculator

### STANDARD TIME

 25 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

### When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

### To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

### To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

### To begin the test, say:

Time starts now.

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



**25 MINUTES STANDARD TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

## During the Section

### After 10 minutes, say:

You have 15 minutes remaining in Section 3.



**After 20 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 25 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:  
Math Test – Calculator****STANDARD TIME**

🕒 45 Minutes

If your school is providing calculators to students, distribute them now.

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4. I will post the start and stop times,

and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES STANDARD TIME

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the Section

### After 20 minutes, say:

You have 25 minutes remaining in Section 4.

### After 40 minutes, say:

You have 5 minutes remaining in Section 4.

### After exactly 45 minutes, say:

Stop work and put your pencil down. *[pause]*

## After Section 4

### To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

### When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields.

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

## Specific Format Instructions

- If you have students using a scribe, a human reader, or braille format, find and read the appropriate instructions in this section.
- For all other students, continue at Proceed to the Appropriate Script on page 75.

### To a scribe, say:

Please follow these instructions:

- You must write only what the student dictates in English.
- You may not prompt the student in a way that would result in a different response.

### To a student who is using a scribe, say:

Since you're using a scribe, your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? *[pause]*

### To a human reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not elaborate beyond what is in the script, even if the student asks for it. If a student using raised line drawings doesn't read braille, you can find the labels and numbers in corresponding locations in the standard-print books, if needed. Do you have any questions about these procedures? *[pause]*

### To students using braille format, say:

The braille test is divided into several books. You will be given 1 book at a time. The Reading Test and the Writing and Language Test are in regular grade 2 braille. Throughout the test, each question is separated from another with a line. Each question begins in cell 1 with runovers beginning in cell 5. Each answer choice begins in cell 3 with runovers beginning in cell 5.

The braille type used is Unified English Braille (UEB), and the Math Test is in the 1972 revised Nemeth Code. The *Braille Reference Information* includes braille math formulas and directions for use with both sections of the Math Test.

If you are using a braille device to record your answers, on each page you use, type your full name and the number of the section you are working on. Type the question number and your answer. It is not necessary to capitalize your answer choices.

Do you have any questions about these procedures?  
[pause]

At the end of a section, if a student has finished with a braille book, collect it and give the student the next braille book just before the next section begins.

## Proceed to the Appropriate Script

Turn to the correct script to begin testing the students in your room.

- If testing ATC users, switch now to the specialized standalone ATC script that gives the right timing for your room and begin reading at Script for ATC Format.
- If testing students using the pre-recorded audio format, you should already be reading from Script 5: Pre-recorded Audio Format on page 91.

For all other students, use this table to find the right script to start testing in your room. Depending on the accommodations you're administering, you may need to begin with one script and switch to another later in the testing session.

### SCRIPTS TO USE FOR TESTING

To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time on page 70
Standard timing and extra breaks	Script 2: Standard Time with Extra Breaks later in this section
Time and one-half	Script 3: Time and One-Half on page 81
Double time	Script 4: Double Time on page 86
Pre-recorded audio format	Script 5: Pre-recorded Audio Format on page 91

Use the table Overview of Timing and Breaks on page 48 if needed for reference as you determine the timing and breaks needed in your room.

## SCRIPT 2: Standard Time with Extra Breaks

This script provides standard timing for all test sections with additional breaks added to the longer sections and between sections.

Use this script for:

- Students approved for extra breaks with standard timing on all sections of the test.
- Students approved for extra breaks and extended time for math only. You'll see instructions for where to switch to Script 3 or 4.

Students with extended breaks or breaks as needed who test with standard time should be tested with Script 1.

To help you post accurate start and stop times, use the Section Timing Chart for Standard Time with Extra Breaks in the Appendix.

### SECTION 1: Reading Test

#### 60 MINUTES STANDARD TIME WITH EXTRA BREAKS

 30 Minutes **5-Minute Break** 30 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

#### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll stop for a short break after 30 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers,

so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

**To begin the test, say:**

Time starts now.

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



**30 MINUTES STANDARD TIME — EXTRA BREAKS**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

**During the First Half of the Section**

**After 15 minutes, say:**

You have 45 minutes remaining in Section 1 and 15 minutes until the break.

**After 25 minutes, say:**

You have 35 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 30 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section**

**When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 30 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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



**30 MINUTES STANDARD TIME — EXTRA BREAKS**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 15 minutes (from the break), say:**

You have 15 minutes remaining in Section 1.

**After 25 minutes (from the break), say:**

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. *[pause]*

**After Section 1**

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2: Writing and Language Test

**STANDARD TIME WITH EXTRA BREAKS**

🕒 35 Minutes

**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**35 MINUTES STANDARD TIME — EXTRA BREAKS**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 15 minutes, say:**

You have 20 minutes remaining in Section 2.

**After 30 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 35 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 2****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME**

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 83.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 on page 88.

**B FOR ALL OTHER STUDENTS**

Continue with the script that follows.

**Break Before Section 3****For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.



**🕒 5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 3: Math Test – No Calculator

**STANDARD TIME WITH EXTRA BREAKS**

🕒 25 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

**When everyone is ready, say:**

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**25 MINUTES STANDARD TIME — EXTRA BREAKS**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section****After 10 minutes, say:**

You have 15 minutes remaining in Section 3.

**After 20 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 25 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 4: Math Test – Calculator

**45 MINUTES STANDARD TIME WITH EXTRA BREAKS**

🕒 23 Minutes    **5-Minute Break**    22 Minutes

If your school is providing calculators to students, distribute them now.

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4. We'll stop for a short break after 23 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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

🕒 **23 MINUTES STANDARD TIME — EXTRA BREAKS**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

## During the First Half of the Section

### After 10 minutes, say:

You have 35 minutes remaining in Section 4 and 13 minutes until the break.

### After 18 minutes, say:

You have 27 minutes remaining in Section 4 and 5 minutes until the break.

### After exactly 23 minutes, say:

Stop work and put your pencil down. *[pause]*

### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

## 🕒 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

### At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

## During the Second Half of the Section

### When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 22 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

### To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



22 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### After 10 minutes (from the break), say:

You have 12 minutes remaining in Section 4.

### After 17 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. *[pause]*

## After Section 4

### To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

### When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields.

SSB Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

## SCRIPT 3: Time and One-Half

The following script is for time and one-half test takers.

- Begin with this script if you are testing students approved for time and one-half in reading, including EL time and one-half support. These students receive time and one-half for the entire test.
- If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved to test with standard time and extra breaks). You will be instructed when to return to this script.

To help you post accurate start and stop times, use the Section Timing Chart for Time and One-Half in the Appendix.

### SECTION 1: Reading Test

#### 90 MINUTES TIME AND ONE-HALF

 45 Minutes **5-Minute Break** 45 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the test coordinator.

#### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 90 minutes to work on Section 1. We'll stop for a short break after 45 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

#### To begin the test, say:

Time starts now.

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



**45 MINUTES TIME AND ONE-HALF**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

### During the First Half of the Section

#### After 20 minutes, say:

You have 1 hour and 10 minutes remaining in Section 1 and 25 minutes until the break.

#### After 40 minutes, say:

You have 50 minutes remaining in Section 1 and 5 minutes until the break.

#### After exactly 45 minutes, say:

Stop work and put your pencil down. *[pause]*

#### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

#### 5-MINUTE BREAK

Post the break time of 5 minutes and the time testing will resume.

#### At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

## During the Second Half of the Section

### When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 45 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

### To continue the test, say:

Time starts now.

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



**45 MINUTES TIME AND ONE-HALF**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### After 20 minutes (from the break), say:

You have 25 minutes remaining in Section 1.

### After 40 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. *[pause]*

## After Section 1

### To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

### For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.

- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

## 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

### At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2:

# Writing and Language Test

## TIME AND ONE-HALF

53 Minutes

### When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 53 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

### To begin the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES TIME AND ONE-HALF

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 25 minutes, say:**

You have 28 minutes remaining in Section 2.

**After 48 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 53 minutes, say:**Stop work and put your pencil down. *[pause]***Break Before Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 3:****Math Test – No Calculator****TIME AND ONE-HALF**

38 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

**When everyone is ready, say:**

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 38 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**38 MINUTES TIME AND ONE-HALF**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section****After 20 minutes, say:**

You have 18 minutes remaining in Section 3.

**After 33 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 38 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:  
Math Test – Calculator****68 MINUTES TIME AND ONE-HALF**

**🕒 34 Minutes** **5-Minute Break** **34 Minutes**

If your school is providing calculators to students, distribute them now.

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 8 minutes to work on Section 4. We'll stop for a short break after 34 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**34 MINUTES TIME AND ONE-HALF**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the First Half of the Section**

**After 18 minutes, say:**

You have 50 minutes remaining in Section 4 and 16 minutes until the break.

**After 29 minutes, say:**

You have 39 minutes remaining in Section 4 and 5 minutes until the break.

**After exactly 34 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section**

**When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 34 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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



**34 MINUTES TIME AND ONE-HALF**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 15 minutes (from the break), say:**

You have 19 minutes remaining in Section 4.

**After 29 minutes (from the break), say:**

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. *[pause]*

## After Section 4

### To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

### When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields.

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

## SCRIPT 4: Double Time

The following script is for double time test takers.

- Use this entire script for students approved for double time in reading.
- If you are testing students with math-only extended time, turn to the appropriate Standard Time script (Script 1 or Script 2). You'll be instructed when to turn to this script.

To help you post accurate start and stop times, use the Section Timing Chart for Double Time in the Appendix.

## SECTION 1: Reading Test

### 120 MINUTES DOUBLE TIME

 60 Minutes **5-Minute Break** 60 Minutes

**IMPORTANT:** *Do not admit any students who arrive at this point. Send these students to the test coordinator.*

### When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 120 minutes to work on Section 1. We'll stop for a short break after 60 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're

about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

### To begin the test, say:

Time starts now.

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



**60 MINUTES DOUBLE TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

## During the First Half of the Section

### After 30 minutes, say:

You have 1 hour and 30 minutes remaining in Section 1 and 30 minutes until the break.

### After 55 minutes, say:

You have 1 hour and 5 minutes remaining in Section 1 and 5 minutes until the break.

### After exactly 60 minutes, say:

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

** 5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 60 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

**To continue the test, say:**

Time starts now.

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



**60 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 30 minutes (from the break), say:**

You have 30 minutes remaining in Section 1.

**After 55 minutes (from the break), say:**

You have 5 minutes remaining in Section 1.

**After exactly 60 minutes (from the break), say:**

Stop work and put your pencil down. *[pause]*

**After Section 1****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

** 5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.



**SECTION 2:****Writing and Language Test****DOUBLE TIME**

🕒 70 Minutes

**When everyone is ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 70 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 2. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

**RECORD START AND STOP TIMES HERE — POST FOR STUDENTS****70 MINUTES DOUBLE TIME****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the Section****After 35 minutes, say:**

You have 35 minutes remaining in Section 2.

**After 65 minutes, say:**

You have 5 minutes remaining in Section 2.

**After exactly 70 minutes, say:**

Stop work and put your pencil down. *[pause]*

**Break Before Section 3****To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 3:****Math Test – No Calculator****DOUBLE TIME**

🕒 50 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

**When everyone is ready, say:**

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

**To all students, say:**

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If you finish before I call time, you may check your work on this section, but you may not go to any other section of the test.

Now, open your test book to Section 3. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**50 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section**

**After 25 minutes, say:**

You have 25 minutes remaining in Section 3.

**After 45 minutes, say:**

You have 5 minutes remaining in Section 3.

**After exactly 50 minutes, say:**

Stop work and put your pencil down. *[pause]*

**After Section 3**

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:**

**Math Test – Calculator**

**90 MINUTES DOUBLE TIME**

45 Minutes

**5-Minute Break**

45 Minutes

If your school is providing calculators to students, distribute them now.

**When students are ready, say:**

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll stop for a short break after 45 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left.

**To all students, say:**

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

**To all students, say:**

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test.

Now, open your test book to Section 4. *[pause]* Read the directions and begin work.

**To begin the test, say:**

Time starts now.

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



**45 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the First Half of the Section****After 20 minutes, say:**

You have 70 minutes remaining in Section 4 and 25 minutes until the break.

**After 40 minutes, say:**

You have 50 minutes remaining in Section 4 and 5 minutes until the break.

**After exactly 45 minutes, say:**

Stop work and put your pencil down. *[pause]*

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

**🕒 5-MINUTE BREAK**

Post the break time of 5 minutes and the time testing will resume.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section****When everyone is ready, say:**

We're now going to continue with Section 4. You have an additional 45 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

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



**45 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

After 20 minutes (from the break), say:

You have 25 minutes remaining in Section 4.

After 40 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. *[pause]*

## After Section 4

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields.

**SSD** *Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.*

Proceed to Dismissal on page 104 for the collection of test books and other test materials.

## SCRIPT 5: Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven't yet done so, return to Begin Here on Test Day on page 64.

**SSD** *If a student is using a scribe, refer to Specific Format Instructions on page 74.*

### A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED

Proceed to Complete Test Information on page 92.

### B FOR STUDENTS USING FLASH DRIVES

Proceed to Explain Pre-recorded Audio Navigation on page 93.

### C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM

Continue with the instructions that follow.

## Start the Streaming Application

At this point, the streaming application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the **Test Administration** screen, where students will input their assessment, student, and form selection information.

Give each student a sticky note or index card with their 10-digit College Board SSD number written on it. They'll need this on both days of testing.

Fill in the school code in the script before beginning.

To help you post accurate start and stop times, use the Section Timing Chart for Pre-recorded Audio (MP3) Format in the Appendix.

### To students accessing the audio streaming application test form, say:

Today you'll be taking the test using an audio application. First, you'll enter some information to access your test form.

### Confirm that students' computers display the correct starting screen by saying:

Your screen should display **Assessment Information** at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

**When everyone is ready, say:**

Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code \_\_\_\_\_. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 10**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]
4. In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

**IMPORTANT:** Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or index card given to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call the SSD office.

Fill in the Form Code in the next script. The Form Code appears on the back center of every test book in your room. Your test books should say “For Pre-Recorded Audio, Human Reader, Braille, ATC” on the front cover.

**Give instructions for starting the test download by saying:**

Now you’ll enter the Form Code so that you can download the correct test. In the **Form Selection** field, type the 7-character code \_\_\_\_\_ exactly as I have posted it on the board. [pause]

**Continue by saying:**

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, select **Day 1**. [pause]
2. Select the **Continue** button. [pause]
3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the **Confirm** button. [pause]

4. After confirming, you may select **Begin Form Download**. [pause]

5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. While the test is downloading, we’ll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

Walk around the room to confirm that all students have selected the correct test form.

**Complete Test Information**

**IMPORTANT:** For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); **without this information, their answer sheets can’t be scored.**

For fields A and B, check that students are filling in the correct codes from their screens, not from the test book. Be prepared to assist any students who are unable to read the screen.

**For field A, Form Code, say:**

Find field A on the back of your answer sheet. If you’re using a large-print answer sheet, field A is on page 7. Find the Form Code on your screen under **Form Information**. Copy the 7-character code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]

**For field B, Test ID, say:**

Find field B below field A. Find the Test ID on your screen under **Form Information**. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you’re finished. [pause]

**For field C, Test Book Serial Number, say:**

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



Check that students are copying the Test Book Serial Number from the test book.

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

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

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

### If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. *[pause]*

## Explain Pre-recorded Audio Navigation

### To all pre-recorded audio format users, say:

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

I have written the keyboard and other navigation commands on the board and will go over them now. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track, and when a track is playing, it's highlighted.

You may use your mouse to navigate. If you're using a PC or Chromebook, you can also navigate by using your keyboard's **Control** key; if you're using a Mac, you'll use the **Command** key.

- Use **Control-P** or **Command-P** to play or pause the audio. You can also select the **Play** or **Pause** icon at the bottom of the screen.
- To change the volume, select and drag the **Volume Control Slider**.
- To skip back to a previous track, press **Control-B** or **Command-B**.
- To skip forward to the next track, press **Control-F** or **Command-F**.
- To move forward and backward within a track, click on the **Timeline Ribbon** at the bottom of the screen. Double-click on the track to start it over.

There are no fast forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

**IMPORTANT:** *Skip the following script if your students are testing with the audio streaming application.*

### To students using flash drives, say:

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using **Control-A**.
- Use the mouse and **Timeline Ribbon** to go forward and back.
- All other navigation commands work as I have posted them.

### To all students, explain procedure by saying:

If your section ends before I call time, you can return to any tracks within the section to review your work, but you may not navigate to any other section of the test. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it's time to stop and take off your earphones. When it's time to pause, select **Pause** and take your earphones off so you can hear my directions. At that point, if the section is ended, I'll tell you to select **Stop**. Are there any questions about the information that I have just read? *[pause]*

Answer all questions about procedure, and then continue with the script.

**IMPORTANT:** *Skip the next script if your students are using flash drives.*

### To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

### To all students, say:

We're going to listen to the test introduction now. Plug in your earphones, but don't put them on just yet. When I tell you to start the test directions, put them on to hear the introduction. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select **Pause** or press **Command-P** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select **Test Directions** to hear the introduction. *[pause]*

Assist any students whose volume is off, too low, or too high.

**When all students are finished listening to the directions, signal them to remove their earphones, and say:**

Select the square **Stop** button. This will take you back to the list of test sections.

**Give final instructions before beginning the test by saying:**

You'll begin the test in just a few minutes, after I read a few final instructions.

During testing, 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, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 10, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. *[pause]*

## SECTION 1: Reading Test

**120 MINUTES DOUBLE TIME**

 60 Minutes

**5-Minute Break**

60 Minutes

**IMPORTANT:** Do not admit any students who arrive at this point. Send these students to the SSD coordinator.

**When everyone is ready, say:**

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 120 minutes to work on Section 1. We'll stop for a short break after 60 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break. When I signal you to pause, select **Pause** and take off your earphones so that you can hear my directions.

Please open your answer sheet to Section 1. *[pause]* Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If your last track ends before I call time, you may return to any tracks within Section 1 to review your work, but you may not navigate to any other section.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

**To all students, say:**

At this point, your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

**Next, say:**

We're about to start the test. Now open your test book to Section 1 in case you want to refer to it. *[pause]* When I say "Time starts now," you can put on your earphones, double-click **Section 1**, listen to the directions, and begin work. *[pause]* Good luck, everyone.

**To begin the test, say:**

Time starts now.

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



**60 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You'll need student names for seating students on Day 2 of testing.

**During the First Half of the Section**

**After 30 minutes, post the time remaining, signal students, and say:**

You have 1 hour and 30 minutes remaining in Section 1 and 30 minutes until the break.

**After 55 minutes, post the time remaining, signal students, and say:**

You have 1 hour and 5 minutes remaining in Section 1 and 5 minutes until the break.

**After exactly 60 minutes, signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

**5-MINUTE BREAK**

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section**

**When everyone is ready, say:**

We're now going to continue with Section 1. You have an additional 60 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

**To continue the test, say:**

Time starts now.

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



**60 MINUTES DOUBLE TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 30 minutes (from the break), post the time remaining, signal students, and say:**

You have 30 minutes remaining in Section 1.

**After 55 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in this section.

After exactly 60 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 1. Click the square **Stop** button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and taken off their earphones.

### After Section 1

**To all students, say:**

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or access any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

### 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

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

Please take your seat. Don't open any section of the test until I tell you to.

## SECTION 2:

### Writing and Language Test

115 MINUTES PRE-RECORDED AUDIO TIME

 58 Minutes

**5-Minute Break**

57 Minutes

**When students are ready, say:**

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 115 minutes to work on Section 2. We'll stop for a short break after 58 minutes, and then you'll continue with Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section. If you need help at any point, raise your hand.

Open your test book to Section 2 in case you need to refer to it. *[pause]* Your computer screen should show the list of sections.

**To all students, say:**

When I say "Time starts now," you can put on your earphones, double-click **Section 2**, listen to the directions, and begin work.

**To begin the test, say:**

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



58 MINUTES PRE-RECORDED AUDIO TIME

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**During the First Half of the Section**

**After 30 minutes, post the time remaining, signal students, and say:**

You have 85 minutes remaining in Section 2 and 28 minutes until the break.

**After 53 minutes, post the time remaining, signal students, and say:**

You have 62 minutes remaining in Section 2 and 5 minutes until the break.

**After exactly 58 minutes, signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

**For the break, say:**

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

**🕒 5-MINUTE BREAK**

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

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

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

**During the Second Half of the Section**

**When everyone is ready, say:**

We're now going to continue with Section 2. You have an additional 57 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

**To continue the test, say:**

Time starts now.

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



**57 MINUTES PRE-RECORDED AUDIO TIME**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 27 minutes (from the break), post the time remaining, signal students, and say:**

You have 30 minutes remaining in Section 2.

**After 52 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 2.

**After exactly 57 minutes (from the break), signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 2. Click the square **Stop** button at the bottom of the window to stop work on Section 2 of the test. *[pause]*

Make sure all students have stopped work and taken off their earphones.



**To all students, say:**

Place your answer sheet inside the front of your test book. Close your test book and leave it on your desk. *[pause]*

This concludes Day 1 of testing. Please remain in your seat until I dismiss you.

**IMPORTANT:** *If you're testing students with flash drives, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 45.*

**Instruct students to end the test by saying:**

Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. We'll restart it on Day 2. Please sit quietly while the test application closes. *[pause]*

Walk around the room to ensure the streaming application has been closed on all computers. (The test application may take several minutes to close.) Power down each computer once the application is closed.

**Now say to all students:**

I will now collect your answer sheet and test book. Please sit quietly until you are dismissed.

**Collect Test Materials and Dismiss Students**

Walk around the room to collect the answer sheets and test materials, including any scratch paper, printed test directions, or word-to-word dictionaries, from each student in the same order you used to distribute them. If students downloaded test forms themselves, collect the notes with their SSD numbers. They'll need these again for the second day of testing. Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

In the following script, fill in the time that students should report for testing on Day 2.

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

Remember, you should not, under any circumstances, take any test questions from the testing room, give them to anyone, or discuss them with anyone through any means, including email, text messages, or the internet. Thank you for your cooperation.

When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils that have soft erasers. We begin Day 2 testing at \_\_\_\_\_.

Please gather your belongings, and exit the room quietly.

Return any collected items to students (if all other rooms have begun testing) and dismiss them. The test coordinator will store test materials securely until the second day of testing.

**Day 2 of Testing****Before Admitting Students**

Before admitting students for Day 2 of testing, do the following:

1. Be sure navigation notes are posted for students to see (as given in Post Information for Students Using Pre-recorded Audio Format on page 51).
2. Power on all computers. Make sure they're plugged in and that the volume isn't muted.
3. Turn to the applicable instructions for the students you're testing:
  - a. For students using the streaming application, follow the same steps as you did on Day 1 under Administering the Pre-recorded Audio Format on page 50 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script later in this section.
  - b. For students using flash drives, turn to Set Up Computers for Pre-recorded Audio Flash Drives on page 44.

**Admitting Students**

Follow regular security procedures, including school-allowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.

**Preparing to Test**

Before starting the script, check your room roster for students who need printed directions and/or word-to-word dictionaries, and distribute them to those students.

**When everyone is ready, say:**

Welcome back. Now we're going to prepare to continue the test.

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you're approved to use as an accommodation. If you're using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. *[pause]*

Please sit quietly while I take a moment and make sure everyone has an acceptable calculator. *[pause]*

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. (The NAR will indicate if an aid has been approved as an accommodation.) See Check Student Desks for Prohibited Items on page 66 for a list of prohibited devices and aids.

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**Then say:**

Now, place your calculators under your desks. You won't need them until a later section. [pause]

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet, test book, or flash drive packaging does not display your name.

Distribute test materials, taking care that all students receive the materials that belong to them.

**Before Section 3 for Pre-recorded Audio**

**A FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED**

Proceed to Section 3: Math Test – No Calculator on page 100.

**B FOR STUDENTS USING FLASH DRIVES**

Proceed to Section 3: Math Test – No Calculator on page 100.

**C FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM**

Continue with the instructions that follow.

If students are downloading their own test forms on their computers, give them the sticky note or index card with their SSD number that you used for Day 1 of testing. Make sure that the **Form Selection** is still posted from the previous day. (This is the 7-character **Form Code** from the back cover of the test books in your room.)

Fill in the school code and the Form Code in the script before beginning.

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**Guide students to download the test by saying:**

Now you're going to download your test following the same steps as yesterday. Please follow these instructions:

1. Under **Assessment Information** in the **School (AI) Code** field, please add the 6-digit school code \_\_\_\_\_. [pause]
2. From the **Assessment Type** drop-down menu, choose **PSAT 10**. [pause]
3. Under **Student Information**, please enter your first and last name. [pause]

4. In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
5. Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

---

**IMPORTANT:** *Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call the SSD office.*

---

**Give instructions for starting the test download by saying:**

In the **Form Selection** field, type the 7-character code \_\_\_\_\_ exactly as I have posted it on the board. [pause]

---

**Continue by saying:**

Follow these instructions:

1. From the **Test Day** drop-down menu on the right of the form name, confirm you are testing on **Day 2**. [pause]
2. Select the **Continue** button. [pause]
3. Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select **Confirm**.
4. Once you've confirmed your information, select **Begin Form Download**. [pause]
5. At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

## SECTION 3: Math Test – No Calculator

### DOUBLE TIME

 50 Minutes

**IMPORTANT:** *If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)*

#### Remind students how to use the pre-recorded audio streaming application by saying:

Please plug in your earphones, but don't put them on just yet. Your computer should be showing your test information. If it doesn't, please raise your hand. Also raise your hand if you need me to review how to navigate the test on your computer. *[pause]*

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see Explain Pre-recorded Audio Navigation on page 93.

#### When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

#### To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

#### To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you'll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the **reference information** if you need it later.

**IMPORTANT:** *Skip the next script if your students are using flash drives.*

#### To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. *[pause]*

#### To all students, say:

Open your test book to Section 3 in case you need to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 3**, listen to the directions, and begin work.

#### To begin the test, say:

Time starts now.

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



**50 MINUTES DOUBLE TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and that no calculators are on desks (unless a student has an accommodation to use a calculator).

**During the Section**

After 25 minutes, post the time remaining, signal students, and say:

You have 25 minutes remaining in Section 3.

After 45 minutes, post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 3. Click the square **Stop** button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and taken off their earphones.

**After Section 3**

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a short break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or access any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

**5-MINUTE BREAK**

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

**SECTION 4:  
Math Test – Calculator**

90 MINUTES DOUBLE TIME

⌚ 45 Minutes

5-Minute Break

45 Minutes

If your school is providing calculators to students, distribute them now.

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll stop for a short break after 45 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. *[pause]*

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. *[pause]* Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

#### To all students, say:

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and double-clicking on **Question 1**. Remember, you can go back and select the **reference information** if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you need to refer to it. *[pause]*

When I say "Time starts now," you can put on your earphones, double-click **Section 4**, listen to the directions, and begin work.

#### To begin the test, say:

Time starts now.

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



**45 MINUTES DOUBLE TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

### During the First Half of the Section

**After 20 minutes, post the time remaining, signal students, and say:**

You have 70 minutes remaining in Section 4 and 25 minutes until the break.

**After 40 minutes, post the time remaining, signal students, and say:**

You have 50 minutes remaining in Section 4 and 5 minutes until the break.

**After exactly 45 minutes, signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. *[pause]*

Select **Pause**. Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

#### For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We'll start testing again in exactly 5 minutes.

If any students select **Stop** by accident, tell them that after the break they can navigate back to their question by double-clicking the section and scrolling down to the question they're working on.

### 5-MINUTE BREAK

- Post the break time of 5 minutes, and include what time testing will resume. Students may stand and stretch but must ask permission to leave the testing room.
- Walk around the room to check all tests are paused, all test books are closed, and all answer sheets are inside the test books.

#### At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to. *[pause]*

### During the Second Half of the Section

#### When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 45 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and select **Play** to resume the question you were working on.

#### To continue the test, say:

Time starts now.

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



**45 MINUTES DOUBLE TIME**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_



- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.

**After 20 minutes (from the break), post the time remaining, signal students, and say:**

You have 25 minutes remaining in Section 4.

**After 40 minutes (from the break), post the time remaining, signal students, and say:**

You have 5 minutes remaining in Section 4.

**After exactly 45 minutes (from the break), signal students to take off their earphones and say:**

Put your pencil down and place your earphones on the desk. *[pause]*

Time is up on Section 4. Click the **Stop** button at the bottom of the screen to stop the test.

Make sure all students have stopped work and removed their earphones.

#### After Section 4

**To all students, say:**

Close your answer sheet so that page 1 is on top. Close your test book. *[pause]*

**IMPORTANT:** *If testing students using flash drives, skip the next script.*

**To end the test, say:**

We're going to close the test now. Move your cursor to the top right of your screen and click the **End Test** button. Confirm by clicking **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[Pause]*

**To all students, say:**

Before I collect your test materials, please turn to the back of your answer sheet. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. *[pause]* Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields.

- Students testing with flash drives should use the codes from their flash drive packaging, not the test book.
- If a student using the pre-recorded audio streaming application didn't complete Form Code (field A), staff may copy this information from another student's answer sheet **after all students are dismissed**. All students in the pre-recorded audio streaming room will have the same Form Code.
- If a student using the streaming application didn't complete Test ID (field B), leave it blank.

Proceed to Dismissal for the collection of test books and other test materials.

# After the Test

## Dismissal

### To all students, say:

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

## Collecting Test Books and Other Test Materials

### When everyone is ready, say:

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets and flash drives, if any) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, printed test directions, or word-to-word dictionaries. Check each student's answer sheet as described below, but don't collect the answer sheets yet. Put the test books and other test materials where students cannot access them.

As you collect the test books, do the following for each student:

- **Check that fields 1–4 and 6–8 have been completed on the front of the answer sheet. On the back of the answer sheet, ensure that the student has completed Form Code (field A), Test ID (field B), and Test Book Serial Number (field C).** It is critical these fields be completed and the Certification Statement signed for a student's answer sheet to be scored. For standard test books, if possible, check that fields A and B match what's on the back of the book. (Fields A–C are on page 7 of the large-print answer sheet.)
- Have students fill in any missing identifying information in these fields and erase stray marks. Observe the students as they correct the information, making sure they do not alter other fields.
- For students without pre-ID labels, ensure that the letters written in field 1 correspond to the filled bubbles in each column. If there is a discrepancy, ask the student to explain it, and document the discrepancy on an IR.

- If you have any students approved to write their answers in the test book, you must ensure their answer sheets include the students' personal and test information for these fields before dismissing students. **You must transcribe their answers after students are dismissed.**

**IMPORTANT:** Staff should not, under any circumstances, review answer sheets for completeness or make any corrections or changes to the marks made on them, except to ensure the student has filled out identifying information. Staff may correct errors students have made in the Grade Level, School Code, or Form Code fields, but staff may not alter any other information on the answer sheets.

## Finishing Up

**IMPORTANT:** For students using flash drives with the pre-recorded audio format, turn to *Closing Media Players and Collecting Pre-recorded Audio Flash Drives* on page 45. Then you'll return to this section to continue.

Students may need to be dismissed in 2 groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or did not participate in a preadministration session.

### To all students, say:

If you still have personal, nontest information to fill out on your answer sheet, please place your answer sheet facedown on your desk. Sit quietly and do not write anything on the answer sheet while I dismiss other students. In a few minutes, I'll help you complete your answer sheets.

If you have already completed all the nontest information on your answer sheet, place your answer sheet faceup on your desk. Please sit quietly until I dismiss you.

## Preparing to Dismiss Students

Any students who didn't attend a preadministration session may need to complete their information on the answer sheet.

Read the following options carefully to determine what to do next.

### A IF ALL STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If all answer sheets in the room are faceup, proceed to Collecting Answer Sheets and Dismissing Students on page 106.

### B IF SOME STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If some answer sheets are faceup and others are facedown, proceed to Collecting Answer Sheets and Dismissing Students on page 106 to dismiss students who have completed nontest information on the answer sheets. When you have dismissed these students, return to Completing Answer Sheets (below) for the remaining students.

### C IF NO STUDENTS HAVE COMPLETED NONTTEST INFORMATION ON THE ANSWER SHEET

If your school didn't hold a preadministration session or if no students in the room were present for the session, continue with the instructions that follow.

## Completing Answer Sheets

For any students who need to complete their personal information on the answer sheet, do the following:

- Distribute a *Student Answer Sheet Instructions* booklet to each student.

### To all students, say:

Take out the *Student Answer Sheet Instructions* booklet that I gave you. Follow along in this booklet as I read instructions to you.

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

### To all students, say:

Open your answer sheet to page 2. If your answer sheet has a label that includes your home address, confirm that your address is correct. If your address is correct on the label, you can skip fields 9 through 13. If you see any errors in your address or if you don't have a label with your address, you'll need to fill in your correct address on the answer sheet.

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

Follow the directions in your *Student Answer Sheet Instructions* booklet to write in and bubble your address in fields 9 through 13. Raise your hand if you have questions. If your address changes, you can always update it through your College Board account. *[pause]*

For students who need country codes, territory codes, or military base codes, refer them to the code(s) and/or abbreviations you have posted for them.

**For fields 14–22:** The *Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 14–22. Students may need about 1 minute per field to read and complete fields 14–20 and 22. College Major, field 21, may take more time. Allow at least 5 minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

**IMPORTANT:** *Students who do not wish to respond to fields 14–22 may skip them.*

### For field 14, say:

Field 14 asks for your mobile number. Only U.S. mobile numbers are accepted.

This field is optional. If you agree to the terms printed on your answer sheet, enter your phone number. Please look up when you're done. *[pause]*

### For field 15, say:

Field 15 asks if you want to participate in College Board Student Search Service. This service can help you connect with opportunities. Saying "Yes" to Student Search Service allows colleges, nonprofit scholarship programs, and other education organizations to send you information about the educational and financial aid opportunities they offer. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15. Raise your hand if you have questions. *[pause]*

### Now say:

Your answers to the questions in fields 16 through 21 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 this reason, we strongly encourage all students to complete this section.

Your answers to the questions in fields 16, 18, 21, and 22 may be shared with colleges, scholarships, and other educational programs if you chose “Yes” for Student Search Service in field 15.

Fields 16 through 22 are optional. If your parent or guardian has told you that you shouldn’t complete any optional or voluntary information, please just sit quietly as we go through these fields. Do not complete any field that asks for information your parent or guardian has told you not to provide.

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**To all students, say:**

Now, read the information in the *Student Answer Sheet Instructions* booklet to answer questions 16 through 21. Look up when you’re done. *[pause]*

- If Email Address appears in your school’s Pre-ID Label Instructions, tell students to skip field 22.**

---

**When students are ready, for field 22, say:**

Find field 22 on the back of your answer sheet. Read the information about providing your email address.

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

If you opted in to Student Search Service, you may also get information from colleges sent to this email address. Look up when you’re done. *[pause]*

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**To all students, say:**

We are now finished with completing your personal information. Please close your answer sheet. Place your answer sheet and *Student Answer Sheet Instructions* booklet faceup on your desk. Please sit quietly until I dismiss you.

When students are finished, continue with Collecting Answer Sheets and Dismissing Students.

## Collecting Answer Sheets and Dismissing Students

Walk around the room and collect the answer sheets (and any *Student Answer Sheet Instructions* booklets) that are faceup on the desks.

- Keep students seated until you’re sure you have every student’s answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students approved to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.

---

**To students ready to be dismissed, say:**

Remember, you must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, or the internet. As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be canceled and they may be prevented from taking other College Board tests in the future.

You will be notified when your scores are available and of how to access your complete score report online. You’ll also be able to link to Khan Academy for free, personalized SAT practice based on your specific test results.

Please wait in your seat until I dismiss your row. At that point, you may gather your belongings. As you leave, please be considerate of people still working in other rooms. Again, congratulations on your hard work today.

If you collected electronic devices before the test and all students in other rooms have begun testing, tell students that they may come retrieve their devices.

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**IMPORTANT:** *If you still have students in the room who haven’t completed their nontest information on the answer sheet, return to Completing Answer Sheets on page 105.*

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## After Students Leave the Room

### Transcribe Student Responses for Scoring

A completed answer sheet (standard or large print) must be submitted for a student's test to be scored.

- If you have any students approved to write their answers in the test book, do the following:
  - ◆ On the front cover of the test book, write "Answers in book."
  - ◆ On the test book, make sure the student's name and 6-digit school (AI) code have been recorded.
  - ◆ Transfer responses from the test book to the standard answer sheet pages.
  - ◆ Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.
- For students approved to use braille writers to record answers, you or a support staff member must:
  - ◆ Transfer responses from braille pages to the standard answer sheet pages.
  - ◆ On the materials you transferred answers from, write the student's name and 6-digit school (AI) code.
- Large-print answer sheets don't need to be transcribed and should be returned with used answer sheets.

### Finish Up

- Ensure the seating chart is complete.
- Fill out an IR if you encountered an irregularity.
- Include all materials that you transferred answers from with the used answer sheets when you return materials to the test coordinator.
- Make sure your room roster identifies who was present or absent.
- Check the testing room to make sure nothing has been left behind.
- Ensure all flash drive formats have been returned to their packaging.
- Ensure all temporary files are deleted from computers. If you need assistance, contact your system administrator.
- Make sure to return all of the following materials to your test coordinator in an organized fashion:
  - Answer sheets
  - Test books, including flash drives and any other alternate test formats
  - Any materials you transcribed student responses from, if applicable
  - Room roster
  - IRs, if any
  - Any other materials provided to you by the test coordinator



# Appendix

## PSAT 10 Script 1 Section Timing Chart for Standard Timing

**START AND STOP TIMES** All times are “minutes after the hour.”

Start Time	Section 1	Section 2	Section 3	Section 4
	60 minutes	35 minutes	25 minutes	45 minutes
:00	:00	:35	:25	:45
:01	:01	:36	:26	:46
:02	:02	:37	:27	:47
:03	:03	:38	:28	:48
:04	:04	:39	:29	:49
:05	:05	:40	:30	:50
:06	:06	:41	:31	:51
:07	:07	:42	:32	:52
:08	:08	:43	:33	:53
:09	:09	:44	:34	:54
:10	:10	:45	:35	:55
:11	:11	:46	:36	:56
:12	:12	:47	:37	:57
:13	:13	:48	:38	:58
:14	:14	:49	:39	:59
:15	:15	:50	:40	:00
:16	:16	:51	:41	:01
:17	:17	:52	:42	:02
:18	:18	:53	:43	:03
:19	:19	:54	:44	:04
:20	:20	:55	:45	:05
:21	:21	:56	:46	:06
:22	:22	:57	:47	:07
:23	:23	:58	:48	:08
:24	:24	:59	:49	:09
:25	:25	:00	:50	:10
:26	:26	:01	:51	:11
:27	:27	:02	:52	:12
:28	:28	:03	:53	:13
:29	:29	:04	:54	:14
:30	:30	:05	:55	:15
:31	:31	:06	:56	:16
:32	:32	:07	:57	:17
:33	:33	:08	:58	:18
:34	:34	:09	:59	:19
:35	:35	:10	:00	:20
:36	:36	:11	:01	:21
:37	:37	:12	:02	:22
:38	:38	:13	:03	:23
:39	:39	:14	:04	:24
:40	:40	:15	:05	:25
:41	:41	:16	:06	:26
:42	:42	:17	:07	:27
:43	:43	:18	:08	:28
:44	:44	:19	:09	:29
:45	:45	:20	:10	:30
:46	:46	:21	:11	:31
:47	:47	:22	:12	:32
:48	:48	:23	:13	:33
:49	:49	:24	:14	:34
:50	:50	:25	:15	:35
:51	:51	:26	:16	:36
:52	:52	:27	:17	:37
:53	:53	:28	:18	:38
:54	:54	:29	:19	:39
:55	:55	:30	:20	:40
:56	:56	:31	:21	:41
:57	:57	:32	:22	:42
:58	:58	:33	:23	:43
:59	:59	:34	:24	:44

## PSAT 10 Script 2 Section Timing Chart for Standard Time with Extra Breaks

**START AND STOP TIMES** All times are “minutes after the hour.”

Start Time	Section 1 30 min. - break - 30 min.	Section 2 35 minutes	Section 3 25 minutes	Section 4 23 min. - break - 22 min.
:00	:30	:35	:25	:23
:01	:31	:36	:26	:24
:02	:32	:37	:27	:25
:03	:33	:38	:28	:26
:04	:34	:39	:29	:27
:05	:35	:40	:30	:28
:06	:36	:41	:31	:29
:07	:37	:42	:32	:30
:08	:38	:43	:33	:31
:09	:39	:44	:34	:32
:10	:40	:45	:35	:33
:11	:41	:46	:36	:34
:12	:42	:47	:37	:35
:13	:43	:48	:38	:36
:14	:44	:49	:39	:37
:15	:45	:50	:40	:38
:16	:46	:51	:41	:39
:17	:47	:52	:42	:40
:18	:48	:53	:43	:41
:19	:49	:54	:44	:42
:20	:50	:55	:45	:43
:21	:51	:56	:46	:44
:22	:52	:57	:47	:45
:23	:53	:58	:48	:46
:24	:54	:59	:49	:47
:25	:55	:00	:50	:48
:26	:56	:01	:51	:49
:27	:57	:02	:52	:50
:28	:58	:03	:53	:51
:29	:59	:04	:54	:52
:30	:00	:05	:55	:53
:31	:01	:06	:56	:54
:32	:02	:07	:57	:55
:33	:03	:08	:58	:56
:34	:04	:09	:59	:57
:35	:05	:10	:00	:58
:36	:06	:11	:01	:59
:37	:07	:12	:02	:00
:38	:08	:13	:03	:01
:39	:09	:14	:04	:02
:40	:10	:15	:05	:03
:41	:11	:16	:06	:04
:42	:12	:17	:07	:05
:43	:13	:18	:08	:06
:44	:14	:19	:09	:07
:45	:15	:20	:10	:08
:46	:16	:21	:11	:09
:47	:17	:22	:12	:10
:48	:18	:23	:13	:11
:49	:19	:24	:14	:12
:50	:20	:25	:15	:13
:51	:21	:26	:16	:14
:52	:22	:27	:17	:15
:53	:23	:28	:18	:16
:54	:24	:29	:19	:17
:55	:25	:30	:20	:18
:56	:26	:31	:21	:19
:57	:27	:32	:22	:20
:58	:28	:33	:23	:21
:59	:29	:34	:24	:22

## PSAT 10 Script 3 Section Timing Chart for Time and One-Half

**START AND STOP TIMES** All times are “minutes after the hour.”

Start Time	Section 1	Section 2	Section 3	Section 4
	45 min. - break - 45 min.	53 minutes	38 minutes	34 min. - break - 34 min.
:00	:45	:53	:38	:34
:01	:46	:54	:39	:35
:02	:47	:55	:40	:36
:03	:48	:56	:41	:37
:04	:49	:57	:42	:38
:05	:50	:58	:43	:39
:06	:51	:59	:44	:40
:07	:52	:00	:45	:41
:08	:53	:01	:46	:42
:09	:54	:02	:47	:43
:10	:55	:03	:48	:44
:11	:56	:04	:49	:45
:12	:57	:05	:50	:46
:13	:58	:06	:51	:47
:14	:59	:07	:52	:48
:15	:00	:08	:53	:49
:16	:01	:09	:54	:50
:17	:02	:10	:55	:51
:18	:03	:11	:56	:52
:19	:04	:12	:57	:53
:20	:05	:13	:58	:54
:21	:06	:14	:59	:55
:22	:07	:15	:00	:56
:23	:08	:16	:01	:57
:24	:09	:17	:02	:58
:25	:10	:18	:03	:59
:26	:11	:19	:04	:00
:27	:12	:20	:05	:01
:28	:13	:21	:06	:02
:29	:14	:22	:07	:03
:30	:15	:23	:08	:04
:31	:16	:24	:09	:05
:32	:17	:25	:10	:06
:33	:18	:26	:11	:07
:34	:19	:27	:12	:08
:35	:20	:28	:13	:09
:36	:21	:29	:14	:10
:37	:22	:30	:15	:11
:38	:23	:31	:16	:12
:39	:24	:32	:17	:13
:40	:25	:33	:18	:14
:41	:26	:34	:19	:15
:42	:27	:35	:20	:16
:43	:28	:36	:21	:17
:44	:29	:37	:22	:18
:45	:30	:38	:23	:19
:46	:31	:39	:24	:20
:47	:32	:40	:25	:21
:48	:33	:41	:26	:22
:49	:34	:42	:27	:23
:50	:35	:43	:28	:24
:51	:36	:44	:29	:25
:52	:37	:45	:30	:26
:53	:38	:46	:31	:27
:54	:39	:47	:32	:28
:55	:40	:48	:33	:29
:56	:41	:49	:34	:30
:57	:42	:50	:35	:31
:58	:43	:51	:36	:32
:59	:44	:52	:37	:33

## PSAT 10 Script 4 Section Timing Chart for Double Time

**START AND STOP TIMES** All times are “minutes after the hour.”

Start Time	Section 1	Section 2	Section 3	Section 4
	60 min. - break - 60 min.	70 minutes	50 minutes	45 min. - break - 45 min.
:00	:00	:10	:50	:45
:01	:01	:11	:51	:46
:02	:02	:12	:52	:47
:03	:03	:13	:53	:48
:04	:04	:14	:54	:49
:05	:05	:15	:55	:50
:06	:06	:16	:56	:51
:07	:07	:17	:57	:52
:08	:08	:18	:58	:53
:09	:09	:19	:59	:54
:10	:10	:20	:00	:55
:11	:11	:21	:01	:56
:12	:12	:22	:02	:57
:13	:13	:23	:03	:58
:14	:14	:24	:04	:59
:15	:15	:25	:05	:00
:16	:16	:26	:06	:01
:17	:17	:27	:07	:02
:18	:18	:28	:08	:03
:19	:19	:29	:09	:04
:20	:20	:30	:10	:05
:21	:21	:31	:11	:06
:22	:22	:32	:12	:07
:23	:23	:33	:13	:08
:24	:24	:34	:14	:09
:25	:25	:35	:15	:10
:26	:26	:36	:16	:11
:27	:27	:37	:17	:12
:28	:28	:38	:18	:13
:29	:29	:39	:19	:14
:30	:30	:40	:20	:15
:31	:31	:41	:21	:16
:32	:32	:42	:22	:17
:33	:33	:43	:23	:18
:34	:34	:44	:24	:19
:35	:35	:45	:25	:20
:36	:36	:46	:26	:21
:37	:37	:47	:27	:22
:38	:38	:48	:28	:23
:39	:39	:49	:29	:24
:40	:40	:50	:30	:25
:41	:41	:51	:31	:26
:42	:42	:52	:32	:27
:43	:43	:53	:33	:28
:44	:44	:54	:34	:29
:45	:45	:55	:35	:30
:46	:46	:56	:36	:31
:47	:47	:57	:37	:32
:48	:48	:58	:38	:33
:49	:49	:59	:39	:34
:50	:50	:00	:40	:35
:51	:51	:01	:41	:36
:52	:52	:02	:42	:37
:53	:53	:03	:43	:38
:54	:54	:04	:44	:39
:55	:55	:05	:45	:40
:56	:56	:06	:46	:41
:57	:57	:07	:47	:42
:58	:58	:08	:48	:43
:59	:59	:09	:49	:44

## PSAT 10 Script 5 Section Timing Chart for Pre-recorded Audio (MP3) Format

**START AND STOP TIMES** All times are “minutes after the hour.”

Start Time	Section 1	Section 2		Section 3	Section 4
	60 min. - break - 60 min.	58 min. - break - 57 min.		50 minutes	45 min. - break - 45 min.
:00	:00	:58	:57	:50	:45
:01	:01	:59	:58	:51	:46
:02	:02	:00	:59	:52	:47
:03	:03	:01	:00	:53	:48
:04	:04	:02	:01	:54	:49
:05	:05	:03	:02	:55	:50
:06	:06	:04	:03	:56	:51
:07	:07	:05	:04	:57	:52
:08	:08	:06	:05	:58	:53
:09	:09	:07	:06	:59	:54
:10	:10	:08	:07	:00	:55
:11	:11	:09	:08	:01	:56
:12	:12	:10	:09	:02	:57
:13	:13	:11	:10	:03	:58
:14	:14	:12	:11	:04	:59
:15	:15	:13	:12	:05	:00
:16	:16	:14	:13	:06	:01
:17	:17	:15	:14	:07	:02
:18	:18	:16	:15	:08	:03
:19	:19	:17	:16	:09	:04
:20	:20	:18	:17	:10	:05
:21	:21	:19	:18	:11	:06
:22	:22	:20	:19	:12	:07
:23	:23	:21	:20	:13	:08
:24	:24	:22	:21	:14	:09
:25	:25	:23	:22	:15	:10
:26	:26	:24	:23	:16	:11
:27	:27	:25	:24	:17	:12
:28	:28	:26	:25	:18	:13
:29	:29	:27	:26	:19	:14
:30	:30	:28	:27	:20	:15
:31	:31	:29	:28	:21	:16
:32	:32	:30	:29	:22	:17
:33	:33	:31	:30	:23	:18
:34	:34	:32	:31	:24	:19
:35	:35	:33	:32	:25	:20
:36	:36	:34	:33	:26	:21
:37	:37	:35	:34	:27	:22
:38	:38	:36	:35	:28	:23
:39	:39	:37	:36	:29	:24
:40	:40	:38	:37	:30	:25
:41	:41	:39	:38	:31	:26
:42	:42	:40	:39	:32	:27
:43	:43	:41	:40	:33	:28
:44	:44	:42	:41	:34	:29
:45	:45	:43	:42	:35	:30
:46	:46	:44	:43	:36	:31
:47	:47	:45	:44	:37	:32
:48	:48	:46	:45	:38	:33
:49	:49	:47	:46	:39	:34
:50	:50	:48	:47	:40	:35
:51	:51	:49	:48	:41	:36
:52	:52	:50	:49	:42	:37
:53	:53	:51	:50	:43	:38
:54	:54	:52	:51	:44	:39
:55	:55	:53	:52	:45	:40
:56	:56	:54	:53	:46	:41
:57	:57	:55	:54	:47	:42
:58	:58	:56	:55	:48	:43
:59	:59	:57	:56	:49	:44



## Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. **Call PSAT 10 Support if you aren't sure about a calculator that's not on this list.**

- All scientific calculators, which can perform complex mathematical functions but don't have a graphing feature, are acceptable as long as they don't have any prohibited features given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

### THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

#### CASIO

FX-6000 series	CFX-9800 series
FX-6200 series	CFX-9850 series
FX-6300 series	CFX-9950 series
FX-6500 series	CFX-9970 series
FX-7000 series	FX 1.0 series
FX-7300 series	Algebra FX 2.0 series
FX-7400 series	FX-CG-10
FX-7500 series	FX-CG-20 series
FX-7700 series	FX-CG-50
FX-7800 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8000 series	Graph25 series
FX-8500 series	Graph35 series
FX-8700 series	Graph75 series
FX-8800 series	Graph95 series
FX-9700 series	Graph100 series
FX-9750 series	
FX-9860 series	

#### HEWLETT-PACKARD

HP-9G	HP-48 series
HP-28 series	HP-49 series
HP-38G	HP-50 series
HP-39 series	HP Prime
HP-40 series	

#### SHARP

EL-5200	EL-9600 series (Using the stylus is not permitted.)
EL-9200 series	EL-9900 series
EL-9300 series	

#### TEXAS INSTRUMENTS

TI-73	TI-86
TI-80	TI-89
TI-81	TI-89 Titanium
TI-82	TI-Nspire
TI-83/TI-83 Plus	TI-Nspire CX
TI-83 Plus Silver	TI-Nspire CM-C
TI-84 Plus	TI-Nspire CAS
TI-84 Plus CE	TI-Nspire CX CAS
TI-84 Plus Silver	TI-Nspire CM-C CAS
TI-84 Plus C Silver	TI-Nspire CX-C CAS
TI-84 Plus CE-T	TI-Nspire CX II
TI-84 Plus T	TI-Nspire CX II-T
TI-84 Plus CE Python	TI-Nspire CX II CAS
TI-84 Plus CE-T Python Edition	TI-Nspire CX II-T CAS
TI-85	TI-Nspire CX II-C CAS

#### RADIOSHACK

EC-4033	EC-4037
EC-4034	

#### OTHER

Datexx DS-883	NumWorks
Micronta	Smart <sup>2</sup>

## Unacceptable Calculators

Students are not allowed to use any of the following calculators, unless specifically approved by College Board as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

## Materials Provided for Accommodated Testing

Use the table that follows to confirm you have received all materials for students testing with accommodations and students using the time and one-half EL support.

For some accommodations, you'll receive regular and large-print test books and/or regular and large-print answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable.

### ACCOMMODATED TESTING

Accommodation	Materials Provided for Each Approved Student
<ul style="list-style-type: none"> <li>▪ Time and one-half (includes EL support)</li> <li>▪ Double time</li> <li>▪ Auditory amplification/FM system</li> <li>▪ Breaks as needed</li> <li>▪ Extra or extended breaks</li> <li>▪ 4-function calculator on Math Test – No Calculator portion</li> <li>▪ Home/hospital testing</li> <li>▪ Late start time</li> <li>▪ Limited testing time</li> <li>▪ One-to-one testing</li> <li>▪ Permission for food/drink/medication</li> <li>▪ Permission to test blood sugar</li> <li>▪ Preferential seating</li> <li>▪ Record answers in test book</li> <li>▪ Sign language interpreter</li> <li>▪ Small-group setting</li> <li>▪ Use of colored overlay</li> <li>▪ Wheelchair accessibility</li> <li>▪ Writer/scribe</li> <li>▪ Printed copy of verbal instructions (Download instructions from SSD Online)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standard-print test book</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
Large-print answer sheet	<ul style="list-style-type: none"> <li>▪ Large-print answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
<ul style="list-style-type: none"> <li>▪ Large print - 14-point test book</li> <li>▪ Large print - 20-point test book</li> <li>▪ Large print - 24-point test book</li> <li>▪ Large print - Larger than 24-point test book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable</li> <li>▪ Standard answer sheet</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> <li>▪ Standard answer sheet instructions (included only with 14-point test book or with 20-point test book if the student is using a scribe)</li> <li>▪ Large-print answer sheet instructions (included with all large-print test books)</li> </ul>
Pre-recorded audio (MP3 via streaming) format	<ul style="list-style-type: none"> <li>▪ Streaming application with MP3 files*</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet instructions</li> </ul>

Accommodation	Materials Provided for Each Approved Student
ATC	<ul style="list-style-type: none"> <li>▪ Flash drive with ATC files</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Large-print answer sheet (for students approved to use them)</li> <li>▪ Large-print answer sheet instructions</li> <li>▪ ATC standalone script (Download script from SSD Online)</li> </ul>
Human reader	<ul style="list-style-type: none"> <li>▪ Reader’s script</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”</li> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> </ul>
<p>Braille with raised line drawings</p> <p>Students might be separately approved to use a raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a human reader. This is not the same as testing with a braille test.</p>	<p>Braille kit:</p> <ul style="list-style-type: none"> <li>▪ Braille Book 1 - Reading Test, Writing and Language Test</li> <li>▪ Braille Book 2 - Math Test – No Calculator, Math Test – Calculator</li> <li>▪ <i>Guide to the Nemeth Code</i></li> <li>▪ <i>Braille Reference Information</i></li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>▪ Standard answer sheet</li> <li>▪ Standard answer sheet instructions</li> <li>▪ Test book with subtitle “For Pre-Recorded Audio, Human Reader, Braille, ATC”</li> <li>▪ Reader’s script</li> </ul>
Raised line drawings	<i>Braille Figure Supplement</i> book

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

## Photo ID Requirements

### Acceptable IDs

You're not required to confirm with a photo ID the identity of students who regularly attend your school and are familiar to you. For students unfamiliar to you, refer to this list of acceptable and unacceptable forms of identification.

### ID Requirements

Photo IDs aren't required for PSAT 10 testing unless a student is testing at a school they don't attend.

To be acceptable, a photo ID must:

- Be a valid (unexpired) photo identification that is government issued or issued by the student's school. (A school ID from 2021-22 is valid through December 31, 2022, and is **not** acceptable for spring 2023 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

### Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card

### Unacceptable IDs

#### Types of Identification to Reject



- Any document that doesn't meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

#### Examples of Unacceptable ID





- Credit or debit card of any kind, even one with a photograph
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card




## Irregularity Chart


**IMPORTANT:** When you fill out an IR for an irregularity that takes place in the testing room (such as illness), tell the relevant student(s) that a report will be submitted.


Irregularity	What you should do	How to fill out the IR
<b>Test Site Issues</b>		
<b>Test site closing/ cancellation of testing</b>  Call PSAT 10 Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: <ul style="list-style-type: none"> <li>▪ Notify your principal or district.</li> <li>▪ Notify campus/building security.</li> <li>▪ Notify students of the cancellation.</li> </ul>	No IR is required.
<b>Suspension of testing due to active threat</b> Contact law enforcement immediately.	If faced with an active threat such as bomb threat, active shooter, any threatening behaviors including those involving a firearm or weapon, or if student brings a firearm to a test site: <ul style="list-style-type: none"> <li>▪ Follow your school's procedures for lockdown or evacuation.</li> <li>▪ Once the situation is safe, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials.</li> </ul> <p><b>Important:</b> Weapons don't include religious items (e.g., Kirpan), or small pocket/army knives or multitools.</p>	Explain circumstances and impact of issue and section(s) affected. On Page 2, Section 6, Group Irregularities Information, bubble "Test site environment issue."
<b>Interruption</b>  Call PSAT 10 Support if the interruption (e.g., fire alarm) can't be resolved.	<ul style="list-style-type: none"> <li>▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs.</li> <li>▪ Direct students not to talk or use electronic devices.</li> <li>▪ If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that the room is locked if everyone must leave.</li> <li>▪ Monitor students if they must leave the testing room. Keep them together in a group and don't allow them to go to their lockers.</li> <li>▪ If you're able to resume testing, ensure materials and students were properly monitored, and continue testing where each room left off. Timing should be paused, and no extra time may be given.</li> </ul>	Note the source, length, and impact of the interruption. On Page 2, Section 6, Group Irregularities Information, bubble "Disturbance/interruption." Fill in the testing room code in Box 6b and list the affected students in Section 10.



Irregularity	What you should do	How to fill out the IR
<b>Incorrect, Missing, Damaged, or Defective Materials</b>		
<p><b>Materials missing or damaged before testing</b></p>  <p>Call PSAT 10 Support immediately if materials are missing or damaged.</p> <p>Call OTI immediately if the missing materials are test books or alternate test formats.</p>	<p>Report if any materials are missing or damaged; if you detect any loss, theft, or tampering; or if the information on the test books does not correspond to the information on the shipping notice.</p>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.”</p>
<p><b>Missing materials during testing</b></p>  <p>Call OTI immediately.</p>	<ul style="list-style-type: none"> <li>▪ Wait until a scheduled break or the end of the testing session to account for the missing materials.</li> <li>▪ Do not allow any student to leave the testing room until materials are accounted for.</li> <li>▪ If materials aren’t located, the proctor should put a monitor in charge of the testing room and contact the test coordinator.</li> </ul>	<p>Explain the circumstances fully.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p> <p>In the Comments section, note the serial number of any missing test books.</p>
<p><b>Missing test book after testing</b></p>  <p>Call OTI immediately.</p>	<p>If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with an OTI representative.</p>	<p>Explain the circumstances fully.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Missing materials.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Insufficient number of answer sheets</b></p>  <p>Call PSAT 10 Support immediately.</p>	<p>If you don’t have enough answer sheets for all students testing, call PSAT 10 Support immediately for instructions on how to proceed.</p>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Other” and write “Insufficient answer sheets” in the Comments section on Page 3.</p>



Irregularity	What you should do	How to fill out the IR
<p><b>Defective answer sheet</b></p>  <p>Call PSAT 10 Support if you do not have a replacement answer sheet.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with the next question.           <ul style="list-style-type: none"> <li>– If testing time is lost because of defective answer sheet, allow the student to make up the time and complete the demographic information at the end of test administration.</li> <li>– <b>Important:</b> After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–D (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together.</li> <li>– Return with other used answer sheets.</li> </ul> </li> <li>▪ If an extra answer sheet is not available, follow the procedures in this chart under “Insufficient number of answer sheets.”</li> </ul>	<p>Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p>On Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format.” Provide details in the Comments section on Page 3.</p>
<p><b>Defective test book or flash drive</b></p>  <p>Call PSAT 10 Support if you do not have a replacement book or flash drive or the defect appears in several books or flash drives.</p>	<ul style="list-style-type: none"> <li>▪ Replace defective book or drive with a book or drive that has the same Form Code (on the back of the cover/packaging) but doesn’t have the same defect. (The student’s test may not be scored if the Form Code of the replacement book or drive doesn’t match the one on the original book or drive.) If able to replace, direct student to use original answer sheet.</li> <li>▪ If defective test book or flash drive causes a loss of testing time, allow student to make up the time for that section at the end of test administration.</li> <li>▪ On the front cover of the test book or flash drive packaging, print “Defective” and identify error, school code, and location and nature of defect.</li> </ul>	<p>Identify student and describe defect. If time was not made up, indicate how much time was lost. Attach test book to the IR.</p> <p>On Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format.” Provide details in the Comments section on Page 3.</p>
<p><b>Pre-recorded audio (MP3) streaming issues</b></p>  <p>If administration is compromised, call the SSD office immediately.</p>	<ul style="list-style-type: none"> <li>▪ Consult Administering the Pre-recorded Audio Format on page 50.</li> <li>▪ Note the impact of the issue and the section(s) affected.</li> <li>▪ If issue causes a loss of testing time, allow student(s) to make up the time for that section if possible. If not possible, call the SSD office.</li> <li>▪ If student does not want answer sheet scored, tell the student that it is not possible to take the PSAT 10 again this testing period.</li> </ul>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Defective/incorrect materials” (for a group), or Page 2, Section 7, Defective Materials Issue, bubble “Test book, answer sheet, or braille, pre-recorded audio, or ATC format” (for an individual). If time was not made up, indicate how much time was lost. If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide details in the Comments section on Page 3.</p> <p>For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10.</p> <p>For an individual, bubble “Yes,” indicating that the student’s answer sheet was returned for scoring.</p>


Irregularity	What you should do	How to fill out the IR
<b>Security Violations/Student Rule Violations</b>		
<b>Student leaves during test</b>	<ul style="list-style-type: none"> <li>▪ If a student is leaving due to illness, see the Irregularity Chart entry for “Illness.”</li> <li>▪ If a student is leaving to use the restroom, permit student to leave testing room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don’t know who left the room for a break.</li> <li>▪ If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.</li> <li>▪ If student is authorized to leave, ask the student whether or not they want the answer sheet scored.</li> <li>▪ If the student does not want their answer sheet scored, tell the student it’s not possible to take the PSAT 10 again this testing period.</li> </ul>	<p>Identify student, test section, last question number completed, and reason for leaving.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student left early/left without permission.” If applicable, bubble “Student requested score cancellation.” Enter any additional information in the Comments section on Page 3.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</p>
<b>Attempted removal of test materials</b>  Call PSAT 10 Support immediately.	<p>If you observe a student removing a test book or parts of a test book:</p> <ul style="list-style-type: none"> <li>▪ Note the student’s name. Collect the test book and answer sheet, notify the test coordinator, and dismiss the student into their custody. Do not readmit the student to the testing room.</li> <li>▪ If pages are missing or damaged, indicate which pages on the IR.</li> </ul> <p><b>Test coordinator:</b> Do not dismiss the student until you have called PSAT 10 Support.</p>	<p>Identify student and explain circumstances.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student removed or attempted to remove test materials.” Note test book serial number and, if applicable, pages and sections.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring. Complete the Comments section.</p>
<b>Test book misuse/working on the wrong section</b>	<p>If a student is seen looking through or opening the test book before or after time is called, working on a wrong section, or working past the permitted time:</p> <ul style="list-style-type: none"> <li>▪ Ask student to close test book or direct them to proper section of test book or answer sheet. Warn the student individually that a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student.</li> <li>▪ Fill out an IR.</li> <li>▪ Return answer sheet with other used answer sheets.</li> </ul>	<p>If you dismiss the student, identify student, length of time (if applicable), and affected sections.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble the appropriate option: “Student obtained improper access to test/part of test” or “Student worked on wrong section” or “Student worked after time called.”</p> <p>Bubble the appropriate option for “Action Taken”: Warned, Dismissed, or None.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>



Irregularity	What you should do	How to fill out the IR
<p><b>Use or possession of test content/ answers</b></p>  <p>Call OTI immediately.</p>	<p>If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:</p> <ul style="list-style-type: none"> <li>▪ Collect the device, answer key, or other prohibited aid.</li> <li>▪ Follow procedures to dismiss the student from the testing room: <ul style="list-style-type: none"> <li>– If possible, check student ID and inform student you must write up the incident and their scores will be canceled.</li> <li>– Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.</li> </ul> </li> <li>▪ Before returning any devices to the student, the test coordinator should: <ul style="list-style-type: none"> <li>– Determine if images of test content were captured and/or distributed.</li> <li>– Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.</li> <li>– After collecting evidence, ensure any test content is deleted before the device is returned to the student.</li> </ul> </li> <li>▪ Do not return any written answer keys to the student. Any written answer keys and/or images of answer keys should be sent to OTI for investigation and analysis.</li> </ul>	<p>On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help” or “Student used a phone or other prohibited device, or it made noise.” Describe the incident and any evidence in detail in the Comments section.</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating student was dismissed.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>
<p><b>Noise or disturbances made by prohibited devices</b></p>	<p><b>If a student’s prohibited device makes noise or creates a disturbance while in their own possession:</b></p> <ul style="list-style-type: none"> <li>▪ Follow the instructions under “Observed with prohibited devices.”</li> </ul> <p><b>If a student’s phone makes noise or creates a disturbance while in the proctor’s possession or stored away from the student’s desk:</b></p> <ul style="list-style-type: none"> <li>▪ This should not be considered grounds for immediate dismissal, as long as the device is not under the desk or otherwise in the student’s possession.</li> <li>▪ The proctor should turn off the phone to prevent additional disturbances during testing.</li> <li>▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal.</li> <li>▪ You don’t need to complete an IR for a warning.</li> </ul>	<p>An IR is not needed for an initial warning. (If other students are affected and the disturbance lasts longer than 1 minute, follow the instructions for “Disturbance or other distractions.” If you dismiss the student, identify them and note the source, length, and impact of the disturbance.)</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student used a phone or other prohibited device, or it made noise.” Fill in the bubble indicating whether the irregularity affected other students’ ability to test.</p> <p>If you dismiss the student, bubble “Dismissed.”</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Observed with prohibited devices</b> Approved medical devices such as insulin pumps (that are not connected to a mobile phone) are allowed.</p>	<p>If the student is observed with any prohibited electronic device in the testing room or during a break, whether or not they are using the device:</p> <ul style="list-style-type: none"> <li>▪ Tell the student to hand it to you immediately.</li> <li>▪ Inform the student you must write up the incident, their scores will be canceled, and the device will be returned. The student is not eligible to take the PSAT 10 again this testing period.</li> <li>▪ If test content is detected on the device, follow instructions under “Use or possession of test content/ answers” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Collect the test book and answer sheet and dismiss the student.</li> </ul> <p><b>Test coordinator:</b> If you suspect that the device was used to share test information, immediately call PSAT 10 Support.</p>	<p>Note that the device was observed and/or in use. Provide the student’s name.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student used a phone or other prohibited device, or it made noise.”</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>
<p><b>Calculator misuse/ prohibited aids</b> (Unless approved as an accommodation)</p>	<p>If a student is seen using a calculator on a noncalculator section or using more than 1 calculator (except in case of a malfunction) or using a prohibited aid (as listed in Check Student Desks for Prohibited Items on page 66), either during the test or during breaks:</p> <ul style="list-style-type: none"> <li>▪ Warn the student individually to stop use of the prohibited aid.</li> <li>▪ If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under “Observed with prohibited devices.”</li> <li>▪ For other types of calculators or aids, tell the student a subsequent violation will be grounds for dismissal. (You don’t need to complete an IR for a warning.)</li> <li>▪ If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test.</li> </ul>	<p>If you dismiss the student, fill out the IR. Identify student.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student used an unauthorized aid.”</p> <p>For students using a calculator on a non-calculator section, on Page 2, Section 7, Test Admin Issue, bubble “Student used calculator on non-calculator section.”</p> <p>On Page 2, Section 7, Action Taken, bubble “Dismissed,” indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>





Irregularity	What you should do	How to fill out the IR
<p><b>Disruptive behavior or sharing information</b></p> <p></p> <p>If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.</p>	<p>Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back cover of this manual), and use it to indicate original and changed seat locations.</p> <p>Or</p> <p>If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions:</p> <ul style="list-style-type: none"> <li>▪ If the student is using an electronic device to share information or test content, follow instructions under “Use or possession of test content/answers” to collect and inspect any prohibited aids or electronic devices.</li> <li>▪ Inform the student that you must write up the incident and that their scores will be canceled.</li> <li>▪ Collect the test book and answer sheet and, if possible, any information being shared and dismiss the student from testing. Do not readmit the student to the testing room.</li> </ul> <p><b>Test coordinator:</b> Keep the student in your charge until you have spoken to PSAT 10 Support.</p>	<p>Note the type of infraction and explain the circumstances completely. For copying and communications infractions, identify students (the student providing the information and the student receiving the information) and explain circumstances, including the test section when the behavior was observed. If student disrupted testing, identify student, length of time, and affected sections.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student gave or received help,” “Student disrupted test,” or “Student failed to follow any other test administration regulations.”</p> <p>Fill in the circle indicating whether the irregularity affected other students’ ability to test. If other students were affected, fill in the testing room code in Box 6b on Page 2 and list the affected students in Section 10.</p> <p>If you dismiss the student, bubble “Dismissed.”</p> <p>Bubble “Yes,” indicating student’s answer sheet was returned for scoring.</p>
<b>Misadministration</b>		
<p><b>Seating requirements not followed</b></p>	<p>See Seating Requirements on page 9. If these regulations aren’t followed, fill out the IR.</p>	<p>On Page 2, Section 6, Group Irregularities Information, bubble “Seating requirements not followed.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Accommodations given that were not approved</b></p> <p></p> <p>Call the SSD office immediately (this includes time and one-half support for EL students).</p>	<p>Continue testing while you contact the SSD office for instructions.</p>	<p>Identify student, and note accommodations given and actions taken.</p> <p>On Page 2, Section 7, Testing Staff Issue, bubble “Staff gave incorrect or unapproved accommodation(s).” Fill in Student Information at the top of Section 7. Provide details in the Comments section on Page 3.</p>

Irregularity	What you should do	How to fill out the IR
<p><b>Approved accommodations not given</b></p>	<ul style="list-style-type: none"> <li>▪ Advise the student that their approved accommodations were inadvertently not provided.</li> <li>▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.</li> <li>▪ If the student chooses to stop testing, ask them whether they want their answer sheet scored. Collect the test materials and answer sheet and dismiss the student.</li> <li>▪ If the student does not want their answer sheet scored, tell them it's not possible to take the PSAT 10 again this testing period.</li> </ul>	<p>Identify student, and note actions taken.</p> <p>On Page 2, Section 7, Testing Staff Issue, bubble “Staff did not give approved accommodation(s).” Fill in Student Information at top of Section 7. If applicable, under Test Admin Issue, bubble “Student requested score cancellation.” Provide any additional information in the Comments section on Page 3.</p> <p>Bubble “Yes,” indicating that the student’s answer sheet was returned for scoring (even for answer sheets that will not be scored).</p>
<p><b>Disturbance or other distractions</b></p>  <p>Call PSAT 10 Support if guidance is needed or the problem can't be resolved.</p>	<p>If possible, reduce or eliminate the source of disturbance (such as loud and incessant noise, excessive heat or cold, or other distractions) or move the students. If testing must be interrupted:</p> <ul style="list-style-type: none"> <li>▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved.</li> <li>▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted.</li> <li>▪ If evacuation is required, refer to “Interruption” earlier in this chart.</li> <li>▪ Note stop time and inform students that the testing time will be adjusted.</li> <li>▪ Once testing resumes, adjust testing time.</li> <li>▪ Tell students to contact <a href="mailto:psathelp@info.collegeboard.org">psathelp@info.collegeboard.org</a> if they feel they were affected.</li> <li>▪ If you were unable to resume testing, follow the instructions under “Interruption” earlier in this chart.</li> </ul>	<p>Note the source, length, and impact of the disturbance.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Disturbance/interruption.” Fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<p><b>Undertiming</b></p>	<ul style="list-style-type: none"> <li>▪ If a section hasn't yet been completed, permit students to make up any undertiming on a section before concluding the section, allowing a break, or dismissing students.</li> <li>▪ Allow the full time on all other sections. Don't go back to any sections that have already been completed.</li> </ul>	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Undertiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “Test was undertimed” (for an individual). For a group, fill in the testing room code in Box 6b and list the affected students in Section 10.</p>

Irregularity	What you should do	How to fill out the IR
<b>Overtiming</b>	Give the full time on all other sections.	<p>Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included.</p> <p>On Page 2, Section 6, Group Irregularities Information, bubble “Overtiming” (for a group), or Page 2, Section 7, Test Admin Issue, bubble “Test was overtimed” (for an individual). For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10.</p>
<p><b>Testing staff issues</b></p>  <p>If staff actions potentially have caused a misadministration, call PSAT 10 Support.</p>	<p>In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it.</p> <p><b>Test coordinator:</b> If the behavior persists or if incorrect materials are used during the administration, call PSAT 10 Support immediately.</p>	<p>Note the impact of the issue and the section(s) affected.</p> <p>On Page 2, Section 6, Group Irregularities Information (for a group), or Page 2, Section 7, Testing Staff Issue (for individual irregularities)—choose and bubble correct issue from list. For a group, fill in the testing room code in Box 6b and list the affected students in Section 10.</p>
<b>Student Issues</b>		
<b>Student changing from standard to accommodated</b>	When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 28.	No IR is needed.
<p><b>Excessive breaks</b></p> <p>This irregularity does not apply to students approved for “breaks as needed.”</p>  <p>Call PSAT 10 Support if there is a security concern.</p>	<ul style="list-style-type: none"> <li>▪ Ask the student the reason for excessive breaks (is the student ill?).</li> <li>▪ If the student is ill, follow the instructions in this chart under “Illness.”</li> <li>▪ Collect the test book and answer sheet (fan the test book to ensure test content has not been removed); return them when the student reenters. Do not allow extra time.</li> <li>▪ Have the room or hall monitor check where the student is going during breaks.</li> </ul>	<p>Note the student’s name.</p> <p>On Page 2, Section 7, Other Issue, bubble “Other.” Provide details in the Comments section on Page 3.</p>

Irregularity	What you should do	How to fill out the IR
Illness	<ul style="list-style-type: none"> <li>▪ Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them to the student when student reenters. Do not allow extra testing time.</li> <li>▪ If an answer sheet becomes soiled (for example, due to illness or bleeding), inform the student it can't be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets in accordance with local biohazard protocols. Return soiled test books in plastic, if possible.</li> <li>▪ If student does not want answer sheet scored or if the answer sheet is soiled and the student does not continue with a new answer sheet, tell the student that it is not possible to take the PSAT 10 again this testing period.</li> <li>▪ If illness results in a disturbance, see instructions for "Disturbance or other distractions."</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ If a student is unable to continue and the school will be hosting a makeup administration, collect the answer sheet and test book, and note the section and remaining section time where the student left so the student may pick up where they left off on the makeup day.</li> </ul>	<p>Identify student, length of absence, affected section(s), and questions.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student became ill." If applicable, under Test Admin Issue, bubble "Student requested score cancellation." Complete the Comments section on Page 3.</p> <p>If applicable, bubble "Yes," indicating the student's answer sheet was returned for scoring. (Fill this in if the answer sheet was returned, even if it won't be scored because of a student request to cancel scores.)</p>
Answers placed incorrectly on answer sheets	<ul style="list-style-type: none"> <li>▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. No erasures or transfers are permitted.</li> <li>▪ If no extra answer sheets are available, follow the procedures under "Insufficient number of answer sheets" earlier in this chart.</li> <li>▪ Tell student to print their name on new answer sheet and then continue in the appropriate place.</li> <li>▪ <b>Important:</b> After the test is over, have the student grid fields 1–8 on the front of the answer sheet and fields A–D (as applicable) on the back. Make sure both answer sheets have these items completed.</li> </ul>	<p>Identify student; indicate which answers were misplaced and amount of time lost, if any.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student misplaced/misgridded answers."</p>
Answers written in test book, not on answer sheet	<ul style="list-style-type: none"> <li>▪ Notify the student that no credit is given for answers recorded in the test book, and no extra time is allowed to transcribe answers to answer sheet.</li> <li>▪ Monitor them to make sure they're not going back to add answers to sections that have concluded (see "Test book misuse/working on the wrong section").</li> <li>▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.</li> </ul>	<p>Note on the IR the reason why the student wrote the answers in the test book. (No credit is given for answers recorded in the test book without an approved accommodation.) Write "Answers in Test Book" on the cover of the test book, clip it to the corresponding answer sheet, and return both with the other answer sheets.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble "Student recorded answers in book without approved accommodation."</p>

 Call PSAT 10 Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.

Irregularity	What you should do	How to fill out the IR
<b>Calculator malfunction</b>	<ul style="list-style-type: none"> <li>▪ Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student can choose to continue or to cancel scores. If they continue, do not allow extra time.</li> <li>▪ If the student decides to cancel, inform them it's not possible to take the PSAT 10 again this testing period.</li> </ul>	<p>Document the malfunction on the IR.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student had a calculator malfunction.” If applicable, also bubble “Student requested score cancellation.” Provide any additional information in the Comments section on Page 3.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring (fill this in even for answer sheets that won’t be scored).</p>
<b>Student score cancellation</b>	<p>If the student requests their test not be scored, tell them they may not take the PSAT 10 again this testing period. Students who wish to withdraw their answer sheets from scoring after leaving the test room must contact the test coordinator or PSAT 10 Support immediately.</p>	<p>Identify student.</p> <p>On Page 2, Section 7, Test Admin Issue, bubble “Student requested score cancellation.” Enter any additional information in the Comments section on Page 3.</p> <p>Bubble “Yes,” indicating the student’s answer sheet was returned for scoring.</p>
<b>Fields A–C on answer sheet incomplete</b>	<p>Locate the student’s test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.</p>	<p>No IR is needed.</p>
<p><b>Test question ambiguity</b></p>  <p>Call PSAT 10 Support immediately after the test.</p>	<p>Direct the student to give the best possible answer. Tell the student a report will be submitted. If the student expresses concern after the test date, tell them to report the test form, test section, content of question, and nature of the error as soon as possible to <a href="mailto:psatquestion@collegeboard.org">psatquestion@collegeboard.org</a>.</p>	<p>On Page 3, Section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity.</p> <p>Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number.</p>











# PSAT 10 Seating Chart

Proctor Name: \_\_\_\_\_

School Name: \_\_\_\_\_

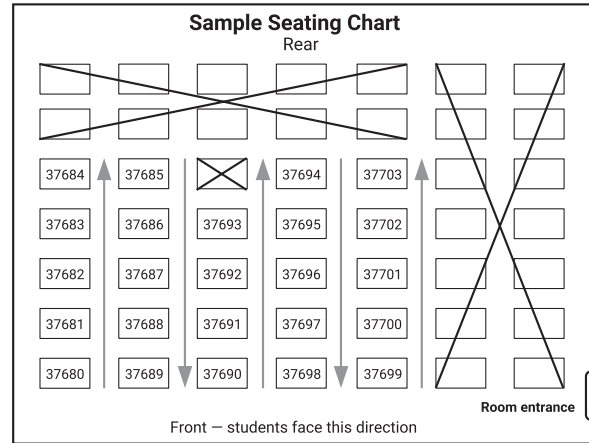
Testing Room Code: \_\_\_\_\_ School Code: \_\_\_\_\_

Type of seating chart: Single chart: \_\_\_\_\_ Or

Section: \_\_\_\_\_ of \_\_\_\_\_ sections in large testing room.

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

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



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

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## PSAT 10 Coordinator

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least 6 months.

Answer Sheet Tracking Numbers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rear**


Proctor's Desk      Front — students face this direction