CollegeBoard | **PSAT™10**

Spring 2020

PSAT™10
Coordinator Manual

Look inside for:

🔒 SECURITY REQUIREMENTS

📋 STANDARD AND ACCOMMODATED TEST SCRIPTS

☰ TESTING ROOM PROCEDURES

✉ INSTRUCTIONS FOR RETURNING MATERIALS

STATE-PROVIDED

About College Board

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

For further information, visit **collegeboard.org**.

Contact Us

PSAT 10 School Day Support (Educators Only)

PSAT 10 SCHOOL DAY SUPPORT HOTLINE: 855-373-6387

- General questions and policies
- Test material questions or issues
- Services for Students with Disabilities (SSD) questions about testing with accommodations
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions

EMAIL: SATSchoolDay@collegeboard.org

For Illinois Educators

ILLINOIS HELP LINE: 844-688-9995

- General College Board assessment questions and policies
- Test material questions or issues
- Testing with accommodations, SSD test materials, or to reach the SSD office
- Security issues to report to the Office of Testing Integrity (OTI) or other test administration questions

EMAIL: illinoisadministratorsupport@collegeboard.org

Contact Information for Students and Parents

PSAT CUSTOMER SERVICE: 866-433-7728
EMAIL: psathelp@info.collegeboard.org

Test Question Ambiguity/Error

EMAIL: psatquestion@collegeboard.org

Contents

PART 1:
For Test Coordinators

This manual is split into 2 parts.

Part 1: For Test Coordinators covers everything test coordinators need to know and do before, during, and after the test administration.

Part 2: For Proctors and Monitors includes standard and accommodated test day scripts, instructions for test administration, and guidelines for dealing with irregularities on test day. Test coordinators should read and familiarize themselves with this part of the manual as well.

Introduction

Set aside time before test day to read both 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.

Using This Manual

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.

Each section of Part 1 is organized with **tasks** (what you need to do) and **key information** (what you need to know). For example, **tasks** related to room selection are followed by **key information** about seating requirements.

Part 1: For Test Coordinators

Before the Test

Before the test you'll need to prepare your space, staff, students, and materials. Completing the tasks in Before Test Day Tasks and Information prepares you for testing.

During the Test

During the test you'll have activities to oversee, including admitting students, assisting your staff, maintaining security, and distributing and collecting materials. Completing the tasks in During the Test Tasks and Information will help ensure a smooth administration.

After the Test

After the test you'll be in charge of wrapping up the administration, which includes tasks such as completing test day forms, returning materials correctly, and ordering makeup materials. Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2: For Proctors and Monitors

Give staff who will be administering the test a copy of this manual, and direct them to read Part 2 carefully. If they are administering the test with accommodations, they should pay special attention to the section Set Up for Testing Students with Accommodations on page 60, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 67, which explains the different accommodations.

Appendix Resources

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

Typographical Icons

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

📞 *Contact by phone*

(SSD) *Procedures or information for providing accommodations to students with disabilities*

🔒 *Security requirement*

New for Spring 2020

Important Changes

College Board has made a number of changes for this school year.

1. Test book logistics are changing.

   ◆ Test books for the primary test date have a circle on the cover (to the right of "Important Reminders") and include serial numbers that students will record on their answer sheets.

   ◆ Schools are required to return all used and unused test books after testing. For makeup testing, schools will request makeup materials through a survey after primary testing. Late return of answer sheets or test books after testing may delay score reporting for your students.

   ◆ If you're testing students approved to use certain alternate test formats (e.g., MP3) you'll receive accompanying test books for each of these students in your accommodated test materials shipment. The test books have a subtitle indicating the formats they're used for. Please make sure to keep these test books separate for use only with MP3, reader, braille, and ATC testing.

   ◆ Test coordinators and proctors will use the Testing Room Materials Report form to list test books and related test materials distributed to and returned by each proctor, including the serial number ranges of test materials.

2. Seating requirements have changed. The minimum distance between students has been reduced from 4 feet to 3 feet. Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk). At tables, students must be seated at least 3 feet apart and facing the same direction. You may seat 2 students at a table that is 6 feet or longer.

3. Required staff-to-student ratios have been changed for accommodated rooms: the ratio is now 1 staff member per 20 students (instead of 1 to 10). A room monitor is not required until you have 21 or more accommodated students testing in the same room.

4. Test coordinators will now use their school's regularly scheduled UPS pickup to return materials. If UPS does not make regular pickups at your school, you'll schedule a pickup with UPS using the prepaid label and information provided by College Board.

5. Preadministration scripts now include branches for administering the session to students with and without parental consent. As part of this session, students have the option to participate in Student Search Service® and the optional questionnaire.

Your school or district may already have a process in place for parent notification/consent; if not, College Board is now providing a consent form template to assist schools in obtaining parental consent for participation in Student Search Service and the optional questionnaire.

6. Students approved for use of the MP3 audio accommodation will receive test content via a streaming application instead of a flash drive. Information in the body of this manual relates to MP3 streaming. If your school is unable to use a streaming application (e.g., due to no internet access), contact the SSD office (via PSAT 10 School Day Support) as soon as possible.

7. Test questions and answer explanations will no longer be provided in the Question and Analysis Report in the K–12 score reporting portal. Instead, educators will have access to a content repository of released items that align in subject and difficulty and can be used with the score data. Students may continue to use Khan Academy® to get a personalized practice plan based on their test results. Online and paper score reports will show whether the student answered correctly (correct answers won't be included).

8. Schools will no longer receive printed practice tests. Instead, students can access 2 full-length PSAT 10 practice tests at **psat.org/practice**.

9. All testing staff will sign the Testing Staff Agreement to confirm they have no conflicts of interest that would prevent them from administering the PSAT 10.

10. We've modified the answer sheet to allow for more diverse gender identification, in addition to male and female.

11. If you're reporting an irregularity, you'll apply a pink Irregularity Report (IR) label to the outside of each box in your return shipment of used answer sheets. If you're reporting a test day irregularity, scores may be delayed if you don't apply the label to the outside of your shipment. The IR label helps us identify the shipments that require special handling due to an administrative irregularity.

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. 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 must be completed in order.

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: one that permits calculator use and one 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 request accommodations for students with disabilities. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. See Prepare to Test with Accommodations on page 27 for more information.

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores.

Terminology

See the Glossary of Terms on page 133 for definitions of frequently used terms and acronyms.

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.

PSAT 10 Coordinator

As the test coordinator of record, you're responsible for the test site and staff. You ensure that all testing materials 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 also are responsible for returning all test materials and requesting any makeup materials.

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

We recommend that you designate a backup test coordinator in case you're absent on test day. The designated backup test coordinator will need to sign the Testing Staff Agreement form to signify their acceptance of the conditions and requirements and their commitment to administering the PSAT 10 on the scheduled date. Be sure to have your designated backup test coordinator complete the online training well before test day.

SSD Coordinator

The SSD coordinator works with students, case managers, and/or counselors to apply for 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 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 readers to dictate 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 MP3 audio format, the SSD coordinator plays a significant role in gaining and granting access to the MP3 streaming application (through SSD Online). See Set Up Computers for MP3 Audio Format on page 60 for more information.

Proctor

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 monitors 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.

PSAT 10 Test Materials

Materials Tables

Your school will receive a number of shipments related to your test administration.

- Coordinator Planning Kit with sample manuals and other materials to help you start planning for test day
- Preadministration Shipment with all manuals needed for testing, answer sheets, pre-ID labels, copies of the *PSAT 10 Student Guide*, and other materials to help students complete personal information on the answer sheet and prepare for test day
- Test Shipment, including test books and Coordinator Testing Materials Kit with forms, return envelopes, and other materials needed for test day

Review the following tables to plan for receiving and checking materials and to learn about the forms and publications you'll be using for administering the PSAT 10.

IMPORTANT: *Note that scannable forms (like the answer sheet, CRF, and IR) should not be photocopied because photocopies won't scan properly. Contact PSAT 10 School Day Support if you need additional copies. Other forms can be copied if needed.*

STAFF MATERIALS—MANUAL AND INSTRUCTIONS

Material	What It Is and How It's Used	Shipment(s)
PSAT 10 Coordinator Manual	Detailed instructions and policies for the test coordinator to plan setup and management of the PSAT 10 administration.	Coordinator Planning Kit Preadministration Shipment
	Detailed instructions and scripts to help the proctor hold the preadministration session and administer the PSAT 10 in the standard and accommodated rooms.	
Coordinator Testing Materials Kit	A packet sent with the test shipment containing forms, return envelopes, and Irregularity Report indicator labels.	Test Shipment Makeup Test Shipment
	Used by the test coordinator to administer the test and report on the administration.	
Testing Materials Diagram	A graphic view of test materials, manuals, answer sheets, and return label colors for the different College Board assessments schools may be administering in the spring.	Test Shipment
	Used by the test coordinator to quickly identify which materials go with each assessment and where to find more information about them.	

STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is and How It's Used	Shipment(s)
PSAT 10 Coordinator Report Form (CRF)	Scannable form used by the test coordinator to report the number of used answer sheets and other materials being returned with each shipment for scoring.	Test Shipment
Testing Staff Agreement	Form for each staff member to read and sign, attesting they have no conflicts of interest that bar them from administering the PSAT 10.	Test Shipment
Testing Room Materials Report Form	Form for staff to list test books and related test materials distributed to and returned by each proctor, including the serial number ranges of test materials. Used by the proctor to confirm they've received the correct materials. Also appears on the inside back cover of the *PSAT 10 Coordinator Manual*.	Test Shipment
PSAT 10 Irregularity Report (IR)	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	Coordinator Planning Kit Test Shipment

STAFF MATERIALS—ENVELOPES AND LABELS

Material	What It Is and How It's Used	Shipment(s)
Answer Sheet Return Materials	Carton(s) or UPS Express Pak for the test coordinator to return answer sheets and reports.	Test Shipment
Irregularity Report (IR) Label	Pink labels for indicating the inclusion of IRs in a used answer sheet shipment. If returning 1 or more IRs, the test coordinator must affix to all answer sheet return boxes or Express Paks.	Test Shipment
Gray-Bordered Envelope	Envelope for test coordinator to return any IRs and any defective materials.	Test Shipment
White Accommodated Testing Envelope	Envelope for returning the NAR, answer sheets for students listed on the NAR, and any other score-related materials for accommodated students.	Test Shipment
Test Book Return Materials	Return label(s) to be affixed to boxes reused from the original test book shipment. These are used by test coordinators to send back all used and unused test books after testing is completed.	Test Shipment

STUDENT MATERIALS

Material	What It Is and How It's Used	Shipment(s)
Pre-ID Labels	Preidentification labels with student information printed out and encoded in barcode. Applied to the answer sheet by the testing staff to ensure accurate data for each student.	Preadministration Shipment
PSAT 10 Answer Sheet	Scannable form for students to record answers to preadministration and test questions, in bundles.	Preadministration Shipment
PSAT 10 Answer Sheet—Large Block	Enlarged answer sheet used by approved students to record answers to preadministration questions and test questions.	Preadministration Shipment

Material	What It Is and How It's Used	Shipment(s)
PSAT 10 Student Answer Sheet Instructions	Booklet of instructions to help students complete demographic and nontest questions on the answer sheet. May be bundled with answer sheets or loose.	Preadministration Shipment
PSAT 10 Student Answer Sheet Instructions—Large Print	Booklet of large-print instructions to help students complete demographic and nontest questions on the answer sheet. Used by students approved in SSD Online for large print.	Preadministration Shipment
PSAT 10 Student Guide	A booklet for students that explains the assessment, including test directions, test-taking tips, and policies governing the test and the use of student information.	Preadministration Shipment
PSAT 10 Test Books	Test books for the PSAT 10, distributed by the proctor for students' use. Test books for use with certain alternate test formats (see next row) have a subtitle indicating the formats they're used for. Test books for the **primary** test date and accommodated testing window have a **circle** on the cover. Test books for the **makeup** date have a **star** on the cover.	Test Shipment Makeup Test Shipment
PSAT 10 Alternate Test Formats (ATFs)	Specific formats of the test for taking the test with certain accommodations (e.g., large-print test book, assistive technology–compatible format, or braille). Distributed by the proctor to students listed on the NAR.	Test Shipment

Manual and Scripts

This *PSAT 10 Coordinator Manual* gives complete instructions for preparing your school for testing. It includes preadministration scripts for guiding students to complete their personal information on the answer sheets and scripts for administering the test. Because of the variety of timing requirements for various accommodations, Part 2 gives several different test administration scripts.

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. Test books for the **primary** test date and accommodated testing window have a **circle** on the cover. Test books for the **makeup** date have a **star** on the cover. Use these symbols to make sure you distribute the correct test books for any makeup testing.

For students testing with a reader, MP3 audio, ATC, or braille formats, you'll receive test books with the subtitle "For MP3, Reader, Braille, and ATC." Make sure to distribute these subtitled test books to the students who need them (you can't substitute a standard test book for use with these 4 formats).

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

Alternate Test Formats

Students testing with state-allowed accommodations (SAAs) will test with materials that have lime green accents on the cover.

All other students, including those testing with accommodations, will use the standard test books unless approved in SSD Online for another format. Students eligible to test with alternate test formats will use test materials that have covers with orange accents.

Both orange and lime green alternate test formats may include test books in regular or large print, braille materials and supplements, or computer formats. See Materials Provided for Accommodated Testing on page 32 for a list of available formats.

As noted earlier in this section, students using a reader or the MP3 audio, ATC, or braille format must be given a subtitled test book to use in case they need to follow along in the book or need procedural assistance from the proctor.

Rosters

For your own management of testing at your school, you'll need to develop a Master Student List, or roster, of test takers for the PSAT 10; recommendations for compiling this Master Student List are given in Before Test Day Tasks and Information later in this manual. Also, each proctor will need a room roster, a list of students testing in that room.

You will need to return your Master Student List (or your individual room rosters if you don't reconcile them to the Master Student List) with used answer sheets for scoring. Before returning your Master Student List in your used answer sheet shipment, make a copy to store in a safe location for 6 months after test day. In the event of an irregularity or discrepancy, you may need the list to respond to inquiries from Educational Testing Service (ETS) or College Board during an investigation.

Forms and Reporting

Nonstandard Administration Report (NAR)

Your SSD coordinator will have access to the NAR approximately 30 days before test day. It lists students with College Board–approved accommodations, state-allowed accommodations, and EL 50% extended time. 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.

Testing Staff Agreement Form

Before the test begins, all testing staff must review, agree to, and sign the Testing Staff Agreement. You and your backup test coordinator also need to sign the Agreement. Please make sure you and your staff understand the requirements you're agreeing to. See Staff Policies on page 19 for more information.

Testing Room Materials Report Form

The test coordinator uses the Testing Room Materials Report form to indicate testing room information, including the proctor assigned to the room, the room number, and the test materials issued to the proctor. Make copies of the form or use the one provided on the inside back cover of the *PSAT 10 Coordinator Manual*.

In the testing room, the proctor uses the Testing Room Materials Report form to check the testing materials received against the serial numbers listed on the form.

After testing, the proctor returns the form with all testing materials to the test coordinator, who uses the form to verify that they've received back all materials distributed.

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

You'll receive copies of the Irregularity Report (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 School Day Support to request additional copies.

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. Refer to the Irregularity Chart on page 124 for instructions on when to fill out the IR.

Coordinator Report Form

You'll receive a Coordinator Report Form (CRF) in each testing materials kit (one for testing on the primary test date, one for the accommodated window, and if you administer makeup testing, one for the makeup test date). Use this form to report the count of answer sheets being returned. Fill the form out carefully to ensure accurate reporting. See Sort Answer Sheets, Test Books, and Forms on page 45 and Complete the CRF on page 46 for more information.

Standard and Accommodated Testing Rooms

Your Nonstandard Administration Report (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 50% extended time. 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.

For accommodations not listed in the following 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.

GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	**Accommodated Room(s)**	
Number of Testing Days	1 day	1 day	2 days
Test Book Color	Dark orange	Dark orange (or lime green for SAAs, which must test in a separate room)	Dark orange (or lime green for SAAs, which must test in a separate room)
Script(s)	Script 1	Scripts 1–4	Scripts 2 and 5
Accommodation Examples	▪ 14-pt large-print test book ▪ Large-block answer sheet ▪ Magnifier ▪ Written copy of oral instructions ▪ Permission for food/medication ▪ Wheelchair accessibility ▪ Preferential seating ▪ Record answers in test book ▪ Use of colored overlay ▪ Auditory amplification/FM system ▪ Sign language interpreter for test directions	▪ Extended breaks ▪ Extra breaks ▪ 4-function calculator on Math Test – No Calculator ▪ Permission to test blood sugar ▪ Small-group setting ▪ 50% extended time ▪ 20-pt (or larger) large print test book ▪ Magnifying machine ▪ Braille ▪ Braille writer ▪ Reader ▪ Writer/scribe to record responses ▪ Assistive technology–compatible (ATC) format ▪ Breaks as needed ▪ 1-to-1 testing ▪ Late start time ▪ Home/hospital testing ▪ 100% extended time for math (Math Test only) ▪ State-allowed accommodations (some may require 2 days)	▪ MP3 audio test format ▪ 100% extended time for reading (entire assessment) ▪ Limited testing time (some may test over 1 day)

IMPORTANT: *Students testing with 50% extended time for reading or as an EL support receive extended time on the entire assessment.*

(SSD) *Any student approved in SSD Online 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.*

Test Coordinator's Checklist

Use this checklist to make sure you've accomplished all the tasks covered in Part 1 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
☐	Complete the online test coordinator training. (We'll email you instructions for accessing it.)	**collegeboard.org/ptat**
☐	Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 17
☐	Identify students required to test and create a Master Student List.	Build Your Master Student List for Testing on page 16
☐	Distribute copies of the *PSAT 10 Student Guide*. Encourage students to visit **psat.org/practice** to get ready for test day.	Prepare Your Students on page 33
☐	If using College Board notice/consent form or a locally developed version, distribute with copies of the *PSAT 10 Student Guide* if not done previously. Students should take these home to discuss with their parents or guardians and then return signed consent forms before the preadministration session.	Prepare Your Students on page 33
☐	Work with your SSD coordinator to review the NAR to ensure all students testing with accommodations and/or supports, including SAAs and EL 50% extended time support, are included.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 17 **SSD Online: collegeboard.org/ssdonline**
☐	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 17
☐	Make a list of available staff and what role they should fill. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 18
☐	Work with the SSD coordinator to identify students, if any, who will need support staff such as readers, scribes, or sign language interpreters and recruit staff to fill these positions.	Plan Your Staff on page 18
☐	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 20
☐	Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day. Bells and announcements should be silenced while testing is in progress.	Manage Test Day Impacts on page 23
☐	Reschedule lunch for all participating students, if necessary. (You won't be able to break for lunch during testing except in the case of certain accommodations.)	Manage Test Day Impacts on page 23
☐	Plan activities for students who won't be testing, such as field trips, practice testing, alternative school schedule, etc.	Manage Test Day Impacts on page 23
☐	Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 23
☐	Plan your preadministration session. You may need to plan separate sessions for students with and without consent.	Prepare Your Preadministration Session on page 37

	Activity	Where to Learn More
☐	Make sure computers are provided in testing rooms for students approved to use them. Computers must be school provided; students cannot use their own computers for testing.	Prepare to Test with Accommodations on page 27
☐	If you have students approved for the MP3 audio format, 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 MP3 Audio Format on page 60

TWO WEEKS BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	Schedule and conduct staff training.	Train Your Staff on page 24
☐	Apply pre-ID labels to answer sheets.	Verify and Apply Labels on page 38
☐	Confirm consent.	Prepare Your Preadministration Session on page 37
☐	Conduct your preadministration session.	Help Staff Conduct the Preadministration Session on page 38 Conduct the Preadministration Session on page 55
☐	Update Master 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 20
☐	Plan test day schedule and accommodated window schedule.	Build Your Plan for Testing on page 21
☐	Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 23

ONE WEEK BEFORE THE TEST DATE

	Activity	Where to Learn More
☐	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 50% extended time support.	**SSD Online:** **collegeboard.org/ssdonline**
☐	Revise standard and accommodated room rosters if needed.	Build Your Room Rosters on page 20
☐	Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 27
☐	If students are providing their own glossaries, collect the glossaries 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 27
☐	Notify students of when and where to report on test day.	Prepare Your Students on page 33
☐	Post testing room assignments.	Post Testing Room Assignments on page 22
☐	Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 23
☐	If applicable, update Master Student List as necessary to include any students who don't regularly attend your school (and notify relevant proctors).	Build Your Room Rosters on page 20
☐	Conduct your preadministration session if you haven't already.	Help Staff Conduct the Preadministration Session on page 38 Conduct the Preadministration Session on page 55

	Activity	Where to Learn More
☐	Review assignments with staff.	Share Role and Room Assignments on page 24
☐	Review the Testing Staff Agreement with all testing staff, including support staff.	Testing Staff Agreement Form on page 11
☐	Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 33
☐	Check test materials within 24 hours of receipt.	Prepare Your Materials on page 34
☐	Review facility preparation with custodial staff.	Manage Test Day Impacts on page 23

ON OR BEFORE TEST DAY

	Activity	Where to Learn More
☐	Before test day, call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 50
☐	Before test day, have staff test the equipment to be used for MP3 audio or assistive technology–compatible (ATC) testing (as well as any ATC flash drives).	Prepare to Test with Accommodations on page 27
☐	Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 34
☐	Check that all staff have signed the Testing Staff Agreement.	Plan Your Staff on page 18
☐	Ensure that testing room arrangements align with seating policies.	Plan Your Space on page 17
☐	Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 24

ON TEST DAY

	Activity	Where to Learn More
☐	Complete your testing room packets for proctors. Add test books to the packets for proctors.	Count and Distribute Test Materials on page 39
☐	Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 40
☐	Distribute testing room packets to proctors.	Equip Testing Rooms on page 39
☐	If administering the MP3 audio format, work with the SSD coordinator (or designated staff) and proctors to confirm the MP3 test is downloaded for each test taker.	Administer Accommodations on page 67
☐	Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 23
☐	Admit students to the testing area/rooms. Annotate your Master Student List or have staff annotate room rosters as students check in.	Admit Students to the Testing Area on page 40
☐	Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 42
☐	Report test administration irregularities, if any.	Your Role During Testing on page 42

AFTER TESTING IS COMPLETED

	Activity	Where to Learn More
☐	Collect materials from proctors.	Collect Testing Materials on page 44
☐	Prepare materials for return.	Sort Materials on page 45
		Prepare Documentation on page 46
☐	Make copies of key forms and store securely.	Store Materials for Your Records on page 51
☐	Return test materials. This includes returning all test books.	Return Materials on page 50
☐	Complete the makeup survey (emailed to you) to request materials for makeup testing if needed.	Makeup Ordering on page 50

Before Test Day Tasks and Information

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

Prepare Yourself

TASKS

- Read this entire manual.
- Complete online test coordinator training if you haven't already.
- Sign the Testing Staff Agreement.
- Plan to meet with your SSD coordinator to ensure you have plans in place for testing students with accommodations.
- Review the contents of the Coordinator Planning Kit and distribute manuals to proctors for their review.
- Begin to complete the tasks in the Test Coordinator's Checklist.

Build Your Master 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 Master 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 Master Student List, choose any tabular format (e.g., spreadsheet) you can easily copy information into from your source list(s). Also keep in mind that 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.

TASKS

Compile a List of Students

You'll need to determine the total number of test takers—including students who don't regularly attend your school, if applicable—before you plan your test rooms and staffing. (See your state's eligibility guidelines for testing.) You'll also need to know which students have been approved in SSD Online for which accommodations or who will test with EL supports.

Create a Master Student List, which will include all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 118 with suggested headings.

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. Depending on state policy, you may be asked to test students who don't regularly attend your school. Make sure these students are accounted for as part of the Master 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 Master Student List.

4. Make sure your Master Student List notes the support type and languages for any students testing with EL supports.

You will now have a consolidated Master Student List to add room and staffing information to. Check your list against the Sample Master Student List on page 118 to confirm that your list has all the information you'll need for planning rooms and staff.

KEY INFORMATION

Accessing the NAR to Determine Room Needs for Accommodated Students

The NAR for the PSAT 10 includes the names and SSD numbers of all students testing with accommodations and English learners testing with 50% extended time. The SSD coordinator can access the NAR in SSD Online approximately 30 days before test day to help you organize testing for accommodated students.

Using the Eligibility Roster

The eligibility roster is available from the SSD Online dashboard. It lists all students with approved accommodations at your school. The SSD coordinator may use the eligibility roster to update student information in SSD Online.

Plan Your Space

TASKS

Designate a Secure Area for Materials

Designate a location for receiving, checking, and storing your test materials securely. See Prepare Your Materials on page 34 for more information.

Evaluate Rooms for Testing

- Work with the 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 in Key Information later in this section.
- If you're using off-site testing, identify the number of rooms needed and confirm that they meet the facility and seating requirements given in Key Information.

Identify the Number of Rooms You Need for Testing

- Use the Master 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 what accommodation(s) each student is approved for. It also will include EL students testing with 50% extended time. This information will help you determine the number and types of accommodated rooms required.
- If possible, plan to test any students who didn't participate in the preadministration session in a separate room from those who did.

KEY INFORMATION

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 and accommodated students
- 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. 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.

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 and facing the same direction. You can seat 2 students at a table that's at least 6 feet long.

- 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.

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

Additional Requirements for Accommodated Testing

Use the information on your NAR to determine which students may test together.

- Students with the same type of timing may be seated together. EL students receiving 50% extended time can be seated with other 50% extended time students as long as they use the same testing schedule (e.g., same breaks).
- Students who require different timing or breaks must be tested in separate rooms. Use of more than 1 test room is required if a student's accommodations would disturb other students or if the student is approved for an accommodation that requires 1-to-1 testing. Students approved for breaks as needed, a reader, or scribe must test in a 1-to-1 setting.
- A computer must be provided for students approved for use of MP3 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 28.

IMPORTANT: *If students are testing with SAAs, they need to be tested in separate rooms from other students listed on the NAR.*

Please note that some accommodations may be provided in a standard testing room. These include:

- preferential seating
- wheelchair access
- use of a large-block answer sheet
- permission for food, drink, or medication
- use of a 14-point large-print test book
- use of a magnifier
- use of a sign language interpreter for oral instructions
- use of auditory amplification or an FM system
- use of a colored overlay
- approval to record answers in the test book

If a student is approved in SSD Online for one of these as a College Board–approved accommodation, and is not approved for another accommodation that would require a separate setting, assign the student to a standard testing room.

(SSD) *If you have a question about room assignments for a specific accommodation, contact the SSD office.*

Seat students using a large-print test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the 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. See Staff Roles and Responsibilities on page 7 for descriptions of staff positions.

TASKS

Identify Staff for Testing

Make a list of available staff and what roles they should fill. 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 in SSD Online for accommodations, SAAs, or the EL 50% extended time support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.

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 MP3 audio format, work with the SSD coordinator to provide staff access to the application in advance.

KEY INFORMATION

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 invalidation:

- 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, SSD coordinator, and backup test coordinator. Having access to test books provides a conflict of interest. **When this policy is not followed, the related student's scores are subject to invalidation.**
- Never assign a proctor to administer the test to a member of their family. If a proctor administers the test to their child or a member of their household, the scores will be invalidated, and the student will require a makeup test.

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.

Before accepting assignment to the testing staff, all individuals that you recruit, including any backup coordinator, must review, agree to, and sign the Testing Staff Agreement. You're also required to sign the form as test coordinator.

Supplementing Testing Staff

If you need to supplement your school staff with additional personnel, follow the same guidelines defined by your school or district for serving on the school staff.

Proctors Needed

Proctors are responsible for conducting a secure, valid administration in the testing room. Each testing room requires 1 proctor.

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 eligibility roster in SSD Online to determine if you have students approved for accommodations who need any of the following support staff:

- 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. In most cases, a reader or scribe can serve as their student's proctor, since these accommodations require 1-to-1 testing.

Build Your Room Rosters

Once you have your room assignments for staff, you need to create a roster for each testing room that each proctor can use to record attendance on test day. Proctors testing accommodated students 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.

TASKS

Assign a Testing Room Code to Each Testing Room

Testing room codes allow you to better manage your administration. If a group disturbance occurs, the testing room code will help identify students who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any questions related to group irregularities and help ensure that scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 17. 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 have been approved for 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 color testing materials and the same testing schedule. Some students with accommodations may also test in a standard testing room. For general guidelines, see Standard and Accommodated Testing Rooms on page 11.

- Add each student's testing room assignment to your Master Student List by recording the testing room code.

- If you're using optional codes to sort your students' paper score reports for easier distribution, add optional codes to your Master Student List and provide them to proctors. On test day, proctors will give the optional codes to students to enter on their answer sheets. See Assigning Optional Codes later in this section.

- On your Master Student List and your room rosters, indicate students' specific accommodations and identify any EL students testing with 50% extended time.

Create Individual Room Rosters

Build the room-level lists, or room rosters, of students testing in a given testing room to distribute to proctors.

- Divide your Master 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 MP3 audio format will need each student's SSD number as well.

- Note the testing room code on each room roster.

Update and Finalize Your Room Rosters

As test day approaches, continue to update your Master 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 who may have been recently approved in SSD Online for accommodations or supports (e.g., students who recently transferred to your school).

KEY INFORMATION

Assigning Optional Codes

By default, paper score reports are returned to the school in alphabetical order by student last name. You can choose to make the sort more specific to your school by assigning 2-digit optional codes to students. The codes can be associated with particular homerooms or counselors, for example. If you assign optional codes to students, you'll receive score reports sorted by grade level, your optional codes, and then alphabetically by student last name.

For each testing room, prepare a list of student names grouped alphabetically by optional code. The proctor should read the list of students assigned each code when instructed to in the script.

The optional codes will not appear in the score reporting portal.

Build Your Plan for Testing

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

TASKS

Plan for Preadministration

The preadministration session is designed to allow students to take advantage of PSAT 10 benefits, including Student Search Service, and to prepare their answer sheets for test day by prefilling their demographic information.

- Schools will receive preadministration materials in the month before the test, including answer sheets, *PSAT 10 Student Answer Sheet Instructions*, copies of the *PSAT 10 Student Guide*, copies of the *PSAT 10 Coordinator Manual*, information for parents, and pre-ID labels.

- 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 with school supervision.

- Filling out the personal information fields may take up to 45 minutes, so schedule a session ahead of test day to walk students through filling out these fields.

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

- Plan to distribute copies of the *PSAT 10 Student Guide* and information for parents in advance of the preadministration session. Let students know that before the session they should read the *PSAT 10 Student Guide* and should talk to their parents about participating in Student Search Service. The *Student Guide* provides a link to the College Board privacy policies, which explain how student data, including mobile phone numbers, are used.

- If students are absent for your preadministration session, plan a session with them at some other time before test day.

- 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 of students to ensure a better experience for both staff and students.

- On test day, be sure to have blank answer sheets on hand for any students who may have missed the preadministration session.

Part 2 of this manual includes detailed instructions and scripts for conducting the session. Also see Prepare Your Preadministration Session on page 37 for detailed instructions on planning the session.

Plan Training Sessions

You'll receive a link to access training approximately 6 weeks before test day. Other test day staff must 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 given training. Schools can determine the best way to train other test day staff.

See Train Your Staff on page 24 for a list of topics your staff should review prior to testing.

Plan Your Test Day Schedule

- Select a start time for testing that allows for the full time for testing within a typical school-day morning. Begin testing early enough to complete testing before lunchtime. You may not break for lunch and then resume standard testing. Testing at any other time of day is not permitted.

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

Plan Accommodated Testing Window Schedule

- All students on the NAR are eligible to test in the accommodated window.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing on the primary test date.
- For students who require 2-day testing, schedule the second day of accommodated testing on the next consecutive school day.
- Be sure to allow for rooms needed for 2 days of testing.
- Track any absentees and plan for them to test as soon as they return to school within the accommodated window.
- Plan for secure storage of materials used for 2-day testing. Materials for students testing after the primary test date during the accommodated testing window must be securely stored until all students have been tested. You'll return their answer sheets when all accommodated window testing is complete, no later than the end of the accommodated window.
- If you're testing students with 100% extended time (for the entire assessment) or using the MP3 audio format, your school will test these students over 2 days.

Plan Student Check-In

Depending on your needs, plan for either a central check-in or a room check-in. See Admit Students to the Testing Area on page 40 for more information. 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.

IMPORTANT: *Take care not to post any student's personally identifiable information such as date of birth.*

(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 students to eat their snacks in the testing room. In particular, food and drinks must never be allowed near testing materials.

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 them to allow each staff member at least 1 break. Staff in extended time rooms may require 2 breaks.

Plan for Makeup Testing

Be aware of the makeup date for your school in the event you need to administer makeup testing. Makeup testing requires that you follow all of the same policies as those for the primary testing day. For students absent on test day, securely store any prelabeled or pregridded (i.e., with filled-in responses) answer sheets until you hold the makeup testing.

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

- Compile the list of students who were absent or experienced an irregularity and who require a makeup test.
- Request materials. (You'll get an email before the makeup test day with instructions.)
- Identify the number of rooms needed.
- Assign staff to testing rooms.
- Build your room rosters and update if necessary.
- After testing, return materials following procedures in After the Test Tasks and Information on page 44.

Plan for Off-Site Testing

Most schools participating in PSAT 10 administrations will use their school as the test location. However, schools that submitted a request and received approval for an off-site testing location may need to plan for administrations at more than 1 location. The school (AI) code is common across all testing locations associated with your school.

- 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.

KEY INFORMATION
Timing for the PSAT 10
This chart can help you plan your test schedule. It includes the total time without preadministration (45–50 minutes) and dismissal (5 minutes or more).

TIMING FOR THE PSAT 10	Total Testing Time Including Breaks	Total Testing Time (Not Including Breaks)
Standard Time	2 hours, 55 minutes	2 hours, 45 minutes
Standard Time with Extra Breaks	3 hours, 10 minutes	2 hours, 45 minutes
100% Extended Time, Day 1	3 hours, 20 minutes	3 hours, 10 minutes
100% Extended Time, Day 2	2 hours, 30 minutes	2 hours, 20 minutes
50% Extended Time	4 hours, 34 minutes	4 hours, 9 minutes
Math Only 100% Extended Time	4 hours, 15 minutes	3 hours, 55 minutes
Math Only 50% Extended Time	3 hours, 41 minutes	3 hours, 21 minutes
MP3, Day 1	4 hours, 10 minutes	3 hours, 55 minutes
MP3, Day 2	2 hours, 30 minutes	2 hours, 20 minutes

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.

TASKS
Prepare to Collect Student Belongings
College Board requires testing staff to collect mobile phones, wearable technology (e.g., smartwatches or fitness trackers), and other prohibited electronic devices before administering the PSAT 10 if permitted under school policy. Plan ahead for collecting electronic devices and backpacks as students enter the testing room. For more information, see Maintain Security on page 24 and Collect Students' Personal Belongings on page 64.

Plan for Test Day Impacts to Rooms and Students
- Arrange for bells and announcements to be silenced on test day.
- Be sure to schedule lunch for students after testing concludes.
- Review the schedule of classes that would normally meet in the rooms you have identified for testing.

- 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.

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.*

Train Your Staff

Part 2 of this manual gives 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.

TASKS

Hold Training Sessions

You'll receive an email with information on how to access the online training approximately 6 weeks before test day.

About 2 weeks 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.

If you have not already done so, have prospective staff read and sign the Testing Staff Agreement.

Be sure to review the following:

- Maintaining security in the testing room
- Procedures for collecting student belongings (if school policy permits)
- Seating policies
- Calculator and cell phone 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 accommodated testing when applicable

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
- Who the backup test coordinator is, in case of your absence

Maintain Security

Electronic devices, including phones and smartwatches, can be used to record test questions and answers or to bring answer keys into the testing room. College Board strictly prohibits such devices to protect test content and prevent security breaches.

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for using prohibited devices include **dismissal, score invalidation, and collection of the electronic device for investigation**. 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.

TASKS

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.
- Review instructions under Collect Students' Personal Belongings on page 64 to plan ahead for collecting or storing electronic devices (depending on school policy) as students enter the testing room. Instruct students to disable any alarms and power off electronic devices.
- 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 do not access calculators, phones, or prohibited aids during breaks.

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

- Do not leave test materials unattended by testing staff under any circumstances.
- Make sure test materials are not removed from the room.
- No student may 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 School Day Support. See the Irregularity Chart on page 124 for more information.*

KEY INFORMATION

Prohibited Aids and Devices Policies

Make sure your staff understands and enforces these policies.

Students are advised not to bring their phones into the testing room. Despite this, many students will have their phones with them on test day. Some alarms are set to sound even when the device is turned off.

During the opening scripts proctors read to students, proctors will remind students to power off and (if school policy permits) to turn in their phones and other electronic devices if they haven't already. After the opening scripts, proctors are directed to check desks for prohibited devices and aids, which cannot be on the desks or accessed during testing, including breaks.

Once the script has been read and all desks are cleared, if a prohibited device makes noise or creates a disturbance (e.g., flashing light) while in a student's possession, or if a student is seen with a prohibited device, the test coordinator must dismiss that student and, if warranted, collect the device. (More information about when you should collect a device appears in the Irregularity Chart under Security Violations/Student Misconduct.) Contact the Office of Testing Integrity (OTI) immediately for further instructions if test content is detected on the device.

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 who owns the phone that additional disturbances will result in dismissal.

Prohibited Devices and Aids

Students may not have the following in the test area or break area, except in the case of accommodations approved in SSD Online for particular testing aids:

- Mobile phones, smartphones, smartwatches, or other wearable technology
- Audio players/recorders, tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Pens, highlighters, and mechanical or colored pencils
- Books, notes, or references of any kind (not including EL supports)
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including notes and scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord

Service animals, such as guide dogs, may be permitted without an accommodation and should not be turned away.

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 one 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.

For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 64.

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. Follow your district's policies regarding EpiPens.

Other medical devices, such as devices used for testing blood sugar, require an accommodation. In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students specifically approved to have a cell phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a cell phone unless also approved for use of a cell phone. For more information, see Collect Students' Personal Belongings on page 64.

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 cell 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 in SSD Online 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. (See Sample Seating Plans on page 118.)
- 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 in SSD Online to use a basic 4-function calculator as an accommodation on the Math Test – No Calculator portion.

General policies are as follows:

- We recommend that students bring and use a calculator, preferably one they're familiar with, on the Math Test – Calculator portion of the PSAT 10. A scientific or graphing calculator is recommended.
- If your school provides calculators, you must ensure the devices are on the list of acceptable graphing calculators in the Appendix, have working batteries, and are otherwise functional. Make sure students are familiar and comfortable with using any school provided calculators.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need your permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.
- Students may not share calculators.

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 Acceptable Calculators on page 117. 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. (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 batteries they brought and continue to test.

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

Prepare to Test Students with English Learner Supports

College Board provides supports for English learners who may need them. The supports used for testing should align to the supports that students use for classroom tests. The available EL supports include 50% extended time on the entire test, translated test directions, and permission to use an approved word-to-word bilingual glossary. Scores are scholarship reportable.

TASKS

Once you identify the students who require EL supports and the languages they need, you'll have to obtain the supports and plan for 50% extended time for those who need it. This support must be requested each academic year for students who need it.

Provide Translated Instructions and Glossaries

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

- Print the translations and review the list of approved glossaries available at **psat.org/resources** so you can obtain copies for test day. No translations or glossaries will be shipped with the test materials.

- Students may supply their own glossaries; however, you should confirm any glossaries are on the approved list and plan to collect them for your review a day or 2 before testing. This is an important precaution to minimize the chances of glossaries being used to bring written notes or test aids into the testing room.

- Store translated directions and/or glossaries securely until you're ready to assemble testing room packets for proctors.

Prepare for Extended Time EL Support

EL students testing with 50% extended time must be entered in SSD Online in advance of the deadline. They will display on the NAR to facilitate planning. When determining room assignments, you can place these students with other students taking the test with 50% extended time on the entire test so long as no other accommodations are being administered that would require different timings or breaks.

Prepare to Test with Accommodations

College Board requires preapproval for all accommodations. Providing accommodations without authorization may result in the student's scores being invalidated. To help ensure students testing in your school receive reportable scores, provide testing accommodations only under one of the following conditions:

- The student is included in the school's SSD Online dashboard of students with approved accommodations.

- The student appears on the online NAR accessed by the SSD coordinator.

- Your SSD coordinator has verified the student's eligibility with the College Board SSD office.

- The student has a documented College Board approval for accommodations or has documented approval for a state-allowed accommodation in SSD Online. If a student presents an eligibility letter, but does not appear on the NAR, you can test them as long as you have enough materials. If not, you'll need to contact the SSD office to request additional materials.

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. Students testing with state-allowed accommodations will use lime green test books. All other students, including those testing with College Board–approved accommodations or EL supports, will use the standard test books (with orange covers) unless approved for another format (for example, large print or braille). Students using a reader or MP3 audio, ATC, or braille format will also receive the subtitled test book provided for them. This manual includes scripts for all students, standard and accommodated.

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

Accommodated students absent on test day should test later in the accommodated testing window using the same testing materials. If you have accommodated students who experience an irregularity on test day that may warrant a makeup, contact the SSD office as soon as possible.

IMPORTANT: *If students test with any accommodations not preapproved in SSD Online, scores for those students will be invalidated.*

TASKS FOR TEST COORDINATORS

Check Room Assignments for Accommodated Students

As the test coordinator, you're responsible for creating room assignments for all students, including those testing with accommodations. See Build Your Room Rosters on page 20 for more information. Proctors testing in accommodated rooms should closely review Part 2 of this manual for additional details about administering the test with accommodations.

Plan for Computer Usage

Students approved to use computers for MP3 audio or ATC format must be tested separately from other test takers. Your school must provide computers for these students (a student may not use a personal computer or a computer belonging to their family).

- Make sure appropriate computers are provided in rooms where needed.
- Provide a display monitor to connect to a braille notetaker so the proctor can see what the student is typing.
- For students using an accommodation requiring a flash drive, make sure the computers have USB ports.

Some newer computer models only have smaller USB Type-C ports in place of full-sized USB ports. If your computer does not have a full-sized USB port, you will need a USB–to–USB-C adapter to connect a flash drive.

- For students using MP3 audio format, you'll need computers with access to the internet for downloading the application and test content. On test day the SSD coordinator or proctor will need to launch the application, and the SSD coordinator, proctor, or student will need to download the test content. Internet availability will be disabled by the application once testing begins.
- If you require staff other than the SSD coordinator to proctor the MP3 streaming administration, you'll need to work with the SSD coordinator to give proctors access to the MP3 audio application. The SSD coordinator will receive an access code to set up additional proctors if needed.

  IMPORTANT: *If your school is unable to use an online application (e.g., due to no internet access), contact PSAT 10 School Day Support as soon as possible.*

- Instruct the staff testing these students to test the equipment before test day and ensure that important precautions for electronic equipment

are followed. See Set Up for Testing Students with Accommodations on page 60 and Administer Accommodations on page 67 for related tasks and information. For tips and practice tests in MP3 audio and ATC format, go to **accommodations.collegeboard.org/after-approval/overview**.

Ensure Approved Transcription Is Planned

Some accommodations require transcription. For students using braille writers or other devices, or students approved in SSD Online to write their answers in test books, the proctor, SSD coordinator, or other appropriate school staff must transfer the answers to the answer sheet after the student completes the test. Large-block answer sheets don't need to be transcribed.

Assign Any Support Staff for Accommodated Students

- Using the list supplied by your SSD coordinator, assign support staff, such as readers, scribes, or sign language interpreters (for directions only), to students approved in SSD Online for them. Follow the same guidelines as for other staff assignments (see Train Your Staff on page 24).
- Don't assign a support staff member to a student who is a relative of the staff member.
- Assign a single reader or scribe to each student. (Readers and scribes can't be shared unless students are testing on different days in the window.)
- Notify readers and scribes that their students will take the test with 50% extended time unless a student is already approved in SSD Online for 100% (or more) extended time. Students assisted by a reader or scribe must test in a 1-to-1 setting.

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. Contact the SSD office if you don't receive materials for all students approved for accommodations.
- If necessary, adjust staffing and rooms to allow for additional accommodated students.
- 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

Work with the Test Coordinator

The SSD coordinator and the test coordinator must collaborate to ensure a smooth administration. The SSD coordinator will need to supply the test coordinator with:

- A copy of the NAR. The SSD coordinator will need to review the students listed on the NAR to confirm that all students are reflected as anticipated. If any student eligible to test is approved for accommodations in SSD Online but doesn't appear on the NAR, the SSD coordinator should handwrite the student's name, SSD number, and accommodations at the bottom of the NAR.

- A list of students approved for accommodations, and notification of any updates to apply to the Master Student List.

- A list of needed support staff for accommodated students.

- Help with setting up any computers for flash drives or MP3 streaming.

- Assistance with planning for rooms and materials.

- Assistance with providing access to MP3 audio if staff other than the SSD coordinator will be proctoring the MP3 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 in SSD Online. College Board–approved accommodations last until a year after the student's graduation. Some requests will be automatically approved upon submission of the request, while others will require documentation. Requests that require documentation review may take approximately 7 weeks to process from the date we receive all documentation.

For EL students requiring 50% extended time for the entire test, the SSD coordinator will work with the test coordinator to submit the request in SSD Online. EL supports are approved automatically within a week. Unlike College Board accommodations, the EL 50% extended time 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 1 (but may have more) designated SSD coordinator with access to SSD Online.

- For detailed instructions on how to access SSD Online, see **collegeboard.org/ssdonline**.

IMPORTANT: *If a student needs temporary assistance for an injury such as a broken arm or concussion, contact the SSD office. The support must be requested and approved before test day using the Support for Students with Temporary Physical/Medical Conditions form and won't be requested in SSD Online.*

Review Approvals and Add New Requests

The SSD coordinator will:

- Identify students testing this year and confirm accommodations.

- Use the dashboard in SSD Online to look up students or print the eligibility roster. The roster lists all students approved for accommodations at your school.

- 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 identified accommodation needs. (Submit updates in SSD Online.)

  - The student's name and birth date are correct. (Submit a change request form to make any updates.)

  - The student's graduation date is correct. (Any updates must be made to the eligibility roster.)

- Submit updates to the eligibility roster (e.g., removing students no longer at your school or correcting graduation dates). Contact information is provided at **collegeboard.org/ssdonline**.

- Submit requests in SSD Online to transfer newly enrolled students with previously approved accommodations to your school's SSD dashboard. On the first screen of questions, respond that a request for accommodations has already been submitted, and that the student is a transfer student.

- Work with the test coordinator to determine which students will be using the EL support of 50% extended time and submit the request in SSD Online by the EL deadline. This is the only EL support that must be requested in SSD Online.

Download and Verify the Nonstandard Administration Report (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 available about 30 days before test day and 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.

IMPORTANT: *If the SSD coordinator submits late requests for accommodations or supports after the deadline, including SAAs or extended time for EL students, call the SSD office to confirm that materials can arrive in time for testing.*

Set Up Computers for ATC and MP3 Users

Before test day, the SSD coordinator must test and prepare computers for student use. For detailed instructions see Set Up for Testing Students with Accommodations on page 60.

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, MP3 audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved in SSD Online for 1 or more alternate test formats. A brief explanation of how to administer these formats follows. See Materials Provided for Accommodated Testing on page 32 for a list of materials.

The information provided here will help you plan for administering the test to students using these formats.

Accommodated Timing and Breaks

Some of your students may be approved for accommodations that require different timing and/or breaks for 1 or more sections on the test.

- Students approved for extended time only in math will get extended time only for the math section. Students approved for extended time in reading will receive extended time for the entire test. Students using the 50% extended-time EL support also receive extended time for the entire test.
- See the chart Overview of Timing and Breaks on page 111 for detailed information about which scripts to use for various accommodations.

A student can be approved for accommodated breaks of various types. During their breaks, students approved for breaks due to their accommodations are still subject to the same regulations that apply to standard breaks. The proctor will post break times for them as noted in the scripts. See Administering Accommodated Breaks and Extended Time on page 69 for more details.

Test Aids and Support Staff

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

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

- **Writer/Scribe** Students will dictate all answers for the scribe to grid on a standard answer sheet. Students who test with a scribe will test with 50% extended time unless they have already been approved for 100% (or more) extended time. These students test in a 1-to-1 setting.
- **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). Unless otherwise approved, 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 an Enlarged (Large-Block) Answer Sheet** Large-block answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope. No transcription is required.

Students who are deaf or hearing impaired:

- May be approved to have a sign language interpreter to translate test directions from spoken English.
- May be approved to have a copy of the spoken directions and/or blank paper for communicating with the proctor available on test day.

Students assisted by a reader:

- Take the test with 50% extended time unless already approved for 100% (or more) extended time.
- Test in a 1-to-1 setting.
- Will need a script for dictation of test questions (for use by the reader), a subtitled test book (for use by the student), and possible additional test materials as approved in SSD Online (for example, braille materials).

Readers may read only what is in the script (they may not elaborate), but may repeat questions as often as requested.

General Notes for Electronic Devices

Software or assistive technology, such as screen readers, may only be used when specifically approved in SSD Online.

Computers used for the MP3 streaming application must have internet access; once the test is launched, access to other applications will be disabled.

Make sure that any other electronic device used for testing, including a computer for use of flash drives, a braille writer, or any magnifying machine, is not connected to the internet or to any network (disable all Local Area Network (LAN) or ethernet connections). Disable all unapproved assistive features such as spellcheckers, grammar checkers, thesauruses, dictionaries, or word processing features (for example, cut and paste). Any device, computer, or monitor connected to a magnifying 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.

Large Print

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

Braille Test Formats

- Students who test with braille test formats have standard time and breaks (Script 1) unless approved in SSD Online for other accommodations.
- Braille test formats are in Unified English Braille (UEB) with Nemeth Code for math.
- 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 or using the supplementary book of braille math graphs and figures. The *Braille Reference Information* contains math reference material required for the braille test.

To supplement each braille test, a subtitled test book is included as a reference. A reader's script will also be sent in case the student asks to have a question read.

Braille Graphs and Figures

Some students using formats other than braille may be approved in SSD Online for the accommodation of braille graphs and figures (along with a reader or MP3 audio format). See Administering Braille Graphs and Figures on page 70 for more information.

MP3 and ATC

Chromebook, Mac®, and Windows® are supported for both MP3 audio and ATC formats.

The school must provide suitable computers for MP3 audio and ATC formats. Schools can also provide earphones (which are required for the MP3 audio format and for use with any text-to-speech software used with the ATC format).

The MP3 audio format provides the actual test as an audio recording for the student to listen to. It's delivered via a streaming application and consists of read-only files.

- Setup for MP3 testing must be done in advance of test day to ensure a smooth administration. Detailed directions for setting up the MP3 application are in Part 2 of this manual (see Set Up Computers for MP3 Audio Format on page 60) and on the MP3 streaming access instructions page accessed by the SSD coordinator in SSD Online.
- Setup requires 2 steps: installing and testing the application prior to test day and downloading the actual test content during each day of testing.
- 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.
- All students using an MP3 audio format will test with 100% extended time for the entire test and will have an additional 45 minutes to complete Section 2. These students test over 2 days.
- If your school has been approved to use MP3 audio flash drives, they also must be set up in advance of test day. The MP3 flash drives contain read-only files and a built-in player to deliver the test content. Information for schools that have approval to use flash drives appears in the Appendix.

The ATC format requires 100% extended time for Section 2 only. For all other sections, students will receive the timing they are approved for in SSD Online (standard, 50%, or 100%). Specific Format Instructions on page 77 gives specific scripts and directions to the proctor for guiding students to open each password-protected section of the ATC format. For more information, see Set Up Computers for ATC Format on page 60.

To supplement each MP3 audio or ATC format, a test book with the subtitle "For MP3, Reader, Braille, and ATC" is provided for the student.

State-Allowed Accommodations (if Applicable)

State-allowed accommodations (SAAs) may be available depending on your state. If available, SAAs allow students to use defined accommodations or supports; however, they do not result in scholarship reportable scores. When administering SAAs, students must be tested with lime green materials in separate rooms from students with orange test books. However, you will follow the standard testing procedures as defined for students testing with orange test books.

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 50% extended time EL support.

For some accommodations, you'll receive regular and large-print test books and/or regular and large-block answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable. You will return any unused materials with the test book returns after all testing is completed.

(SSD) *Students might be separately approved to use a braille graphs and figures supplement in conjunction with a reader or with a test format such as an audio version of the test. This is not the same as testing with a braille test.*

ACCOMMODATED TESTING

Accommodation	Materials Provided for Each Approved Student
▪ 50% extended time (includes EL support) ▪ 100% extended time ▪ Auditory amplification/FM system ▪ Breaks as needed ▪ Extra or extended breaks ▪ 4-function calculator on Math Test – No Calculator portion ▪ Home/hospital testing ▪ Late start time ▪ Limited testing time ▪ 1-to-1 testing ▪ Permission for food/medication ▪ Permission to test blood sugar ▪ Preferential seating ▪ Record answers in test book ▪ Sign language interpreter ▪ Small-group setting ▪ Use of colored overlay ▪ Wheelchair accessibility ▪ Writer/scribe ▪ Written copy of oral instructions	▪ Regular-print test book ▪ Standard answer sheet ▪ Standard answer sheet instructions
Large-block answer sheet	▪ Large-block answer sheet ▪ Standard answer sheet instructions
▪ Large print - 14 point ▪ Large print - 20 point ▪ Large print - 24 point	▪ Large print - 14-point/20-point/24-point/larger than 24-point test book, as applicable ▪ Standard answer sheet ▪ Large-block answer sheet (for students approved to use them) ▪ Standard answer sheet instructions (included only with 14-point test book) ▪ Large-print answer sheet instructions (included with all large-print test books)

Accommodation	Materials Provided for Each Approved Student
MP3 audio	▪ Streaming application with MP3 files* ▪ Test book with subtitle "For MP3, Reader, Braille, and ATC" ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-print answer sheet instructions
Assistive technology–compatible	▪ Flash drive with ATC files ▪ Test book with subtitle "For MP3, Reader, Braille, and ATC" ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Large-block answer sheet (for students approved to use them) ▪ Large-print answer sheet instructions
Reader	▪ Reader's script ▪ Test book with subtitle "For MP3, Reader, Braille, and ATC" ▪ Standard answer sheet ▪ Standard answer sheet instructions
Braille	Braille kit: ▪ Braille Book 1 - Reading Test, Writing and Language Test ▪ Braille Book 2 - Math Test – No Calculator, Math Test – Calculator ▪ *Guide to the Nemeth Code* ▪ *Braille Reference Information* Also: ▪ Standard answer sheet ▪ Standard answer sheet instructions ▪ Reader's script ▪ Test book with subtitle "For MP3, Reader, Braille, and ATC"
Braille graphs and figures	*Braille Figure Supplement* book

*Flash drives with MP3 files may be provided on request to schools unable to access test content via the internet.

Prepare Your Students

TASKS

Inform Students About the PSAT 10

Several weeks before test day, meet with students, including those with accommodations, to review important information for test day. Let them know their schedule and that lunch won't be served until after testing ends for the day.

Distribute the *PSAT 10 Student Guide*, delivered in your preadministration shipments, to your students as soon as possible.

Remind students to access 2 full-length practice tests on **psat.org/practice**. Practice tests in ATC and MP3 audio formats are also available there.

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

- Two No. 2 pencils with soft erasers; no pens or mechanical pencils
- Email address (optional)

Inform Families About the PSAT 10

We suggest you engage students' families to inform them 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 from Khan Academy. Make them aware of additional privacy policies as described in the *PSAT 10 Student Guide* so they can discuss them with their child.

KEY INFORMATION

When and Where to Report

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 students 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 MP3 audio format (unless the school is providing earphones).
- Acceptable photo ID that includes their name and signature, if testing at a school they don't regularly attend. (See Photo ID Requirements on page 119.)
- For students approved in SSD Online 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

If applicable, give this information to all students who don't regularly attend your school but who will be testing at your school.

What Not to Bring on Test Day

Students may not have items listed under Prohibited Devices and Aids on page 25 (except in the case of accommodations approved in SSD Online 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-block 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 approval has been given in SSD Online for this accommodation).

Important Reminders for ATC and MP3 Users

Share these important details with your ATC and MP3 audio format users ahead of test day:

- Students using the MP3 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. 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 **accommodations.collegeboard.org/ after-approval/overview**.
- MP3 audio format 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 SSD Online–approved timing as a paper test format with 1 exception: Section 2 requires 100% extended time.
- Students use ATC and MP3 formats to access test questions, but still must record their answers on an answer sheet (or another method according to an accommodation approved in SSD Online).

Prepare Your Materials

TASKS

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 same College Board test during the same testing period at any test site.* **In such instances, the student's scores are subject to invalidation.**

Check the Preadministration Materials Shipment

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

Preadministration materials include:

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

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

Check the Test Materials Shipment

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

Standard and accommodated materials will be shipped separately to the test coordinator. You should receive testing materials approximately 5–7 days before test day. You will receive an email alert to notify you that your test materials have been shipped.

📞 *If you do not receive testing materials by the expected date, call PSAT 10 School Day Support immediately.*

Each shipment may include more than 1 box.

IMPORTANT: *Check the contents of the test materials shipment within 24 hours of delivery to allow enough time to get missing or extra materials to you, if needed. Use the packing list(s) to make sure all items are accounted for. Do not remove any testing materials from the test site without authorization from the Office of Testing Integrity (OTI) unless you have an approved off-site location.*

See Materials Tables on page 8 for further information about each shipment.

Your shipments may include:

- ☐ Shipment-level shipping notice. One box will contain a summary list of all materials in the shipment.
- ☐ Shrinkwrapped standard test books.
- ☐ Accommodated test materials, for individual students approved to use them.
- ☐ Subtitled test books for individual students approved for a reader or MP3 audio, ATC, or braille format. (Be sure to keep these separate from the standard test books used by other students.)
- ☐ Lime green materials for individual students testing with SAAs, if necessary.

- ☐ Coordinator Testing Materials Kit containing:
  - ◆ Coordinator Report Form (CRF).
  - ◆ Irregularity Report (IR) forms.
  - ◆ IR labels (pink) to affix to all answer sheet return packages if returning 1 or more IRs.
  - ◆ White Accommodated Testing Envelope for return of answer sheets for students tested with accommodations.
  - ◆ Gray-Bordered Envelope.
  - ◆ Tape to seal the boxes when you return materials.
- ☐ Box(es) or UPS Express Pak(s) with preapplied labels for returning used answer sheets.
- ☐ Preprinted UPS label(s) for returning all test books.

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

- ☐ Verify that you have received all boxes in the shipment. If more than 1 carton was used for your shipment, each will be marked accordingly (e.g., 1 of 3, 2 of 3, 3 of 3).
- ☐ Validate each item on the box-level materials list is in each box.
- ☐ Verify the quantities of test materials by carefully counting the test books enclosed inside the shrinkwrapped bundles, but do not open the shrinkwrap. Check the test book covers to ensure they specify the correct testing month (April) and symbol:
  - ◆ Test books for the primary test date have a circle on the cover.
- ☐ 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 the IR.*

- ☐ 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 School Day Support to request a new copy.

📞 *If you need additional materials, call PSAT 10 School Day Support immediately.*

After you check the test materials, reseal the cartons with the tape provided. Sign your name across the tape extending onto the carton 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.

Keep the empty, prelabeled answer sheet return box(es) or UPS Express Pak(s) included in your test shipment. You will use the box(es) or UPS Express Pak(s) to return answer sheets after the test.

Also keep the original cartons 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.

See Count and Distribute Test Materials on page 39 for instructions on proper handling of test books on test day.

See After the Test Tasks and Information on page 44 for instructions on how to handle test books after the test.

Secure Materials for Off-Site Testing

If your school was approved to test students off-site, 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., 50% extended time).
- 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).

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—and if applicable, by parental consent category (yes or no).

Use the following items to create your testing room packets:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- Test date.
- A copy of the room roster you created showing students assigned to the testing room.
- A list of state student IDs for students in the room.
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code).
- 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, EL supports (translated directions and/or word-to-word glossaries) for students who will be using them.
- A supply of No. 2 pencils.
- Answer sheets (sorted by correct testing room):
  - Prelabeled answer sheets and/or answer sheets used in a preadministration session.
  - Blank answer sheets or large-block answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- *PSAT 10 Student Answer Sheet Instructions* booklets for students who didn't participate in a preadministration session. (A large-print version is provided for applicable students.)
- Irregularity Report (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 students taking the MP3 audio format test and downloading the test form themselves, 1 sticky note or index card per student including that student's name and SSD number.

🔒 *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 39 for associated tasks.*

Assemble Packets for Off-Site Testing

Create a testing room packet for each off-site location and include the following additional materials:

- Coordinator Testing Materials Kits containing necessary test day materials, such as forms, envelopes, and manuals. Each off-site location will need a CRF, Testing Room Materials Report forms, IR forms, white Accommodated Testing Envelope, Gray-Bordered Envelope, and enough copies of the *PSAT 10 Coordinator Manual* for the testing rooms.
- Answer sheets with preapplied pre-ID labels.
- Blank answer sheets for students who didn't participate in a preadministration session.
- Answer sheet return UPS Express Pak or box(es).
- Empty boxes to return test books.
- Test book return labels.

If you plan to deliver all test materials to the off-site locations before test day, follow the instructions under Provide Materials to Off-Site Locations on page 40 to add the test books and additional test day materials to the packets before delivering to the off-site locations. You will use 1 Testing Room Materials Report form to record the test books delivered to the off-site test coordinator. The off-site test coordinator will complete the Testing Room Materials Report form(s) for individual proctors on test day.

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 and the questionnaire, which is voluntary and optional. You may hold a session once you receive your preadministration materials. Share the *PSAT 10 Student Guide* and information for parents in advance so students can discuss with their families if they will participate in Student Search Service.

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

TASKS

Plan the Session

Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 55.

- Use your Master Student List of who will be testing (both standard and accommodated students).
- Work with your SSD coordinator to identify which students on the NAR should receive large-block answer sheets instead of standard ones.
- At least 2 weeks before your scheduled preadministration, share the *PSAT 10 Student Guide*, parent information, and information about the session with each student so they can discuss with their families.
- 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 their email address (optional) and signed consent form if using the College Board template.
- 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. We recommend assigning students to rooms based on whether they have consent to answer the optional questionnaire or not.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
  - ◆ Distribute copies of the manuals and instruct them to become familiar with the preadministration scripting.
  - ◆ 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 *PSAT 10 Student Answer Sheet Instructions*.
  - ◆ Tell 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.
  - ◆ Instruct staff to display the school (AI) code in a prominent place in the preadministration room for students to see.
  - ◆ If your session will include any students from other schools, ensure that staff have a list of school names, addresses, and 6-digit school (AI) codes for those students. (Please refer to your state's requirements regarding eligibility for testing.)
  - ◆ Ensure that staff have lists of state student ID numbers.
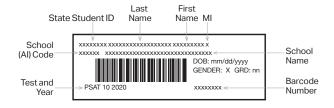
Collect Consent before the Session

Schools should collect consent from parents for students who wish to opt in to Student Search Service and complete the optional questionnaire.

- Consent is only required to opt in to Student Search Service and complete the optional questionnaire. Students can still take the PSAT 10 without completing the questionnaire.

- Consent forms should remain on file at the school until the student graduates or leaves the school.

- If a student's parents have not approved them to participate in Student Search Service and the optional questionnaire, follow the preadministration script for students without consent.

Check the Pre-ID Labels

You'll receive 1 pre-ID label for each student who was included in the preidentification file provided to College Board. The labels are sorted alphabetically by grade. The label looks like this:

The data provided on the labels includes:

- First name, last name, and middle initial
- Full state student ID number
- School (AI) code and school name
- Gender
- Date of birth
- Grade
- Test and year

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, very long student names may be cut off due to space constraints.

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?

IMPORTANT: *If the first name or last name listed on the label does not correctly reflect the student's legal name, please do not use the label. If any other information is incorrect, including date of birth, test name, or school information, the label should be applied. (If a student's label says PSAT™ 8/9, but the student will be taking the PSAT 10, the PSAT 8/9 label may be used on the PSAT 10 answer sheet.) The test name is in the lower left corner of the label.*

- If you receive labels for students no longer enrolled in your school, please shred or destroy the labels in a secure manner.

- 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, approval in SSD Online for any students to use a large-block answer sheet, don't apply their labels to answer sheets until the SSD coordinator is notified of 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.

Help Staff Conduct the Preadministration Session

All students will complete required information for scoring. **Only students with parental consent should participate in the optional questionnaire portion of the session.**

TASKS

Determine Staffing and Materials for the Preadministration Session

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.

Staff conducting the session will need to use the scripts in Conduct the Preadministration Session on page 55. Be sure to distribute copies of the manual to staff who need them. They should keep their manual for use on test day.

- Staff should be given state student ID numbers for any students without pre-ID labels affixed to their answer sheet.
- Staff will give each student their answer sheet and a copy of the *PSAT 10 Student Answer Sheet Instructions*. A large-print version of the *PSAT 10 Student Answer Sheet Instructions* is provided for students with accommodations approved in SSD Online that necessitate large print.
  - Some students on the NAR may be using large-block answer sheets.
  - Make sure your staff is prepared to correctly match the labeled answer sheet to the student whose information is on the label.

- After the session is complete, collect all answer sheets and *PSAT 10 Student Answer Sheet Instructions* from staff. Answer sheets must be securely stored until test day. Keep the *PSAT 10 Student Answer Sheet Instructions* to add to the testing room packets for test day distribution.

KEY INFORMATION

Some students who take the test may be absent for the preadministration session. The test day scripts in Part 2 include instructions for assisting students to complete the answer sheet on test day. If you have a large group of these students, consider assigning them to a separate room so they can complete the nontest portion of the answer sheet without delaying other students.

During the Test Tasks and Information

Follow Your Test Day Schedule

TASKS

- 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.
- Remind staff to follow the policies under Key Information to ensure accurate and uniform timing and administration of tests.

KEY INFORMATION

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 on page 65, 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 offered 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 designated for eating snacks. They may not go to their lockers or use any prohibited electronic devices.

Students approved in SSD Online for extended time on some or all of the assessment receive extra breaks. Some students may be approved in SSD Online for extra and/or extended breaks. Specific timing instructions will be noted on the NAR. (See Administering Accommodated Breaks and Extended Time on page 69 for details.)

Unscheduled Breaks
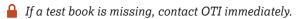
When students take an unscheduled break, the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 66 for permitting unscheduled breaks.

Equip Testing Rooms

TASKS

Count and Distribute Test Materials

The morning of test day:

- Count test books before placing them in the packets for proctors. (In packets for proctors administering the test with a reader or MP3 audio, ATC, or braille format, be sure to insert a subtitled test book for each student.) You'll need to count them again when collecting materials from proctors and preparing them for return.

🔒 *If a test book is missing, contact OTI immediately.*

- Fill out the Testing Room Materials Report forms.

- 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 are:

- 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

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 reader or MP3 audio, ATC, or braille format.
- Add the test books to the package of testing room packets for the off-site location.
- Fill out a single Testing Room Materials Report form to record the quantities and serial number ranges of test books for the off-site test coordinator to check against. The test coordinator for the off-site location will need to distribute the tests by filling out separate Testing Room Materials Report forms for each proctor at their location.

KEY INFORMATION

Information to Post in Testing Rooms

Your testing room packets should contain the information under Create a Testing Room Cover Sheet on page 36 and Assemble Testing Room Packets on page 36. Proctors will use the list you provide to post the following information:

- Test date.
- Your school's address.
- 3-digit testing room code.
- Your 6-digit school (AI) code.
- The proctor testing students with MP3 audio format should post common keyboard commands for the equipment students are using. These are listed in Post Information for Students Using MP3 Audio Format on page 67.

Admit Students to the Testing Area

TASKS

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 119.)
- Annotate your Master Student List as students check in.
  - Write "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 materials and quantities of materials to request for the makeup administration via the makeup survey.
  - Add student information for any student not on your original Master Student List.
- 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 Master 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.
- If additional test takers arrive on test day, see Admitting Extra Students on page 41 for more information. If able to test them, add their information to your Master Student List and assign them to a testing room. 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 know how many of which materials to request for the makeup administration.

- If a student who isn't on the roster provides a note from the test coordinator, the proctor should write in 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. (See Photo ID Requirements on page 119.)

Manage Late Arrivals

- 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.

- Students who arrive after testing has begun in the late-arrivals room can't test. Add them to the list of students requiring a makeup.

See Admitting Latecomers later in this section for more information.

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 the online SSD system 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. Remember to update the Testing Room Materials Report form if you have to send additional test books to the room.

- If a student requests to change to testing that requires specific accommodated materials that aren't available, you may still have time to request materials for testing later in the accommodated window. If so, note the student as absent and immediately call the SSD office to request materials for testing.

- If it's too late to request materials for testing in the accommodated window, call the SSD office.

SSD *Make sure that students are approved for accommodations. Providing accommodations to students who have not been approved will result in their scores being invalidated. 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 Master 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. Remember to update the Testing Room Materials Report form.

- Keep the letter on file at your school (it doesn't need to be sent to College Board).

KEY INFORMATION

Admitting Extra Students

You can test students who recently enrolled in your school as long as you have enough materials, staff, and seats. If unable to test them, plan to test them on the makeup date. (You'll order test materials for them using the email survey, as detailed in Makeup Ordering on page 50.)

Admitting Latecomers

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 you're admitting them one 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.

A few things to note about admitting latecomers:

- 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.*

Your Role During Testing

TASKS

Verify Authorized Test Observers and Visitors

Staff from College Board or Educational Testing Service (ETS) or administrators from your state assessment office or district 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 your state department of education.

Staff, including assistants for students with approved accommodations in SSD Online, 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.

Handle Escalations

As a 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 School Day Support and consult the Irregularity Chart on page 124 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 misconduct that warrants 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

- Timing irregularities or other administration issues that may require a makeup test

Handle Dismissals

Do not allow students who have been referred to you for misconduct to return to the testing room. Explain the reasons for their dismissal and refer them to the Test Security and Fairness Policies information 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 or to the location predetermined by your school's protocol for students dismissed from testing for misconduct (e.g., the principal's office). Students dismissed because of misconduct are usually not eligible for makeup testing (see the Irregularity Chart on page 124 for details). Please confirm on the IR all actions taken.

🔒 *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 collect the phone. In such cases, explain to the student 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 through answer keys or images of test pages."*

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. Be sure to neatly print all information and fill in bubbles completely. Always include the names of students involved in an irregularity.

Refer to the Irregularity Chart on page 124 when filling out the IR. Record the following types of incidents:

- Security incidents
- Misconduct
- Test question errors or ambiguities
- Other incidents or disturbances
- Student complaints

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 your primary or makeup test date according to what administration you're reporting (use primary test date for any accommodated testing).

  - 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 level for each affected student. If applicable, 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 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 level.

- 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.

Proctor Role During Testing

See Part 2 of this manual for a description of the proctor's role during testing.

After the Test Tasks and Information

Complete the test administration with the following activities. These activities may take place more than once: first on the primary test date, again for students testing in the accommodated testing window, and finally after any makeup testing. **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.

TASKS

Collect Materials from Proctors

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

- ☐ Copy of this manual, with completed seating chart on the back.
- ☐ Testing Room Materials Report form.
- ☐ 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.
- ☐ *PSAT 10 Student Answer Sheet Instructions* booklets.
- ☐ Any printed translated testing directions.
- ☐ Any word-to-word glossaries.
- ☐ Any completed IRs. (You must countersign any IRs submitted by your proctors.)

Also perform these tasks:

- ☐ Verify on the Testing Room Materials Report forms that the materials returned by each proctor match the materials you initially issued to them.
- ☐ 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 ensure that answer sheets have fields 1–8 filled out on the front and fields A–C filled out on the back.

    IMPORTANT: *You may correct errors in a student's grade or school code, but you must not change any other information on the answer sheet. Fill out an Irregularity Report when these fields on the answer sheet have been altered. Indicate this action using the Other field and provide the names of the applicable students.*

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.)*

- ▪ Ask each proctor to double-check their room to see if anything has been left behind, either by staff or by students.
- ▪ Make sure each staff member has signed the Testing Staff Agreement.
- ▪ Review and sign IRs. Confirm that your school code is gridded correctly. If needed, complete additional IR(s). Note any student irregularities that may require a makeup.
- ▪ Release staff members when materials and forms from their room have been accounted for.

KEY INFORMATION

What Is a Used Answer Sheet?

An answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test, and the answer sheet includes a label or gridded student information.

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 accommodated window testing and any makeup testing is complete. Return these in the last outgoing used answer sheet return shipment, being sure to count them in the total number of used answer sheets on the CRF.

Handling Answer Sheets for Accommodated Students

A completed answer sheet (standard or large block) must be submitted for a student to receive a score report.

- ▪ For transcriptions (e.g., from braille), the staff member must:
  - ◆ Make sure the student's identifying information on the answer sheet is complete.
  - ◆ Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - ◆ Return braille pages and any scratch paper to you for return in the white Accommodated Testing Envelope.

- For students approved to write answers in their test books, the proctor must:
  - Make sure the student's identifying information on the answer sheet is complete.
  - Fill in the bubbles on the regular answer sheet corresponding to the answers chosen by the student.
  - Write "Answers in Book" on the front cover of the student's test book.
  - Return both the student's answer sheet and marked test book (clipped together) to you for return in the white Accommodated Testing Envelope.

Sort Materials

TASKS

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. See What to Do with Materials on page 51 for details.

Answer Sheets

Separate the answer sheets into the following groups (see What Is a Used Answer Sheet? earlier in this section if you need clarification).

To be placed in storage:

1. **Completely blank, unused answer sheets.** Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. Destroy any blank, unused answer sheets once all 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.** Place these answer sheets in secure storage for use during the accommodated window or for makeup testing. If not used for testing, return them with other used answer sheets after all accommodated and makeup testing is completed.

3. **Used answer sheets for accommodated testing with 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 in the accommodated window.

To be returned in the primary test day answer sheet return shipment:

1. **Used answer sheets for standard testing with no accommodations.**
   - Separate this category into:
     i. Materials for students from your school

ii. Materials for students who don't regularly attend your school (this information will be used for answer sheet count reconciliation activities)

2. **Used answer sheets for students listed on the NAR who completed testing on the primary test date (to be placed in the white Accommodated Testing Envelope for return in the answer sheet return shipment).** Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.
   - Separate this category into:
     i. Materials for students from your school
     ii. Materials for students who don't regularly attend your school

🔵 *The answer sheet of any student listed on the NAR that tested with their approved accommodations must be returned in the white Accommodated Testing Envelope for accurate scoring, even if they tested with the 50% extended time EL support or tested in the standard room (for example, with 14-point test book).*

Test Books

- Separate standard test books from alternate test formats.

- Set aside test books for students approved to record answers in test books, 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.

- Keep any orange or lime green accommodated materials, including any subtitled test books, for use in the window separate, and securely store them for later testing. Ensure that materials for accommodated students who haven't completed testing stay with their associated answer sheets.

- Set aside all other test books for return (new materials will need to be requested for makeup testing).

Forms and Other Materials

Sort any materials that will be included inside return envelopes in the return shipment. These include Master Student Lists (or room rosters), NARs, and IRs. Keep completed Testing Room Materials Report forms in your records for future reference (don't return them to College Board).

For all other materials, refer to What to Do with Materials on page 51 for what you should keep or destroy.

Prepare Documentation

TASKS

Complete the CRF

Fill out a Coordinator Report Form (CRF) for the testing materials you're returning. See How to Fill Out the Coordinator Report Form on page 122 for step-by-step instructions.

- Please complete the report entirely, including signature, with a No. 2 pencil. Do not use ink. You'll need the following counts:

    - Used answer sheets (standard and accommodated) for students from your school.

    - Used answer sheets (standard and accommodated) for students not from your school (if applicable). This information will be used for answer sheet count reconciliation activities.

    - Total used answer sheets for accommodated students (including those from your school and those from other schools or homeschooled, if applicable). Please refer to your state's requirements regarding eligibility for testing.

IMPORTANT: *You must 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.*

- Leave the back of the CRF blank; do not fill in any information.
- Double-check that you have entered your count(s) of answer sheets correctly. Mistakes can lead to delays in score reporting.
- A signature on the CRF certifies that your school administered the test properly.
- Scores will not be released to your school unless your CRF is completed, signed, and returned with answer sheets.
- Test coordinators at off-site locations need to follow these same procedures for completing the CRF.

Complete the CRF under the following circumstances:

- ☐ **Testing on the primary test date:** Fill out and return a CRF with answer sheets for all students who completed testing on the primary test date, including those with accommodations or EL supports. Select the primary date in field 2 as your administration date.

- ☐ **Accommodated testing window:** After all students testing in the window have completed testing, fill out a separate CRF and return with answer sheets for these students. Select the date accommodated testing started as the administration date in field 2.

- ☐ **Makeup testing:** At the end of makeup testing, fill out a CRF and return with answer sheets for all students who tested on the makeup date. Select the makeup date as the administration date in field 2. (Do not return answer sheets for students who tested on the primary test date or during the accommodated window in this shipment.) Indicate in field 3b that this is a makeup test.

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 against your Master Student List, noting on it the room assignment and testing room code of each student. Store copies of the master list and room rosters in your records for reference if needed. You'll return the original Master Student List (or room rosters if a Master Student List wasn't produced) with the answer sheet return shipment.

- Complete the NAR for return in the white Accommodated Testing Envelope, indicating the accommodations each student received.

Make copies of any forms and other materials if necessary. Refer to Store Materials for Your Records on page 51 for guidance.

Pack Materials for Return

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

IMPORTANT: *Using the prelabeled UPS Express Pak or box(es) 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 a UPS Express Pak or 1 or more shipment boxes you must use to return your answer sheets and associated forms and envelopes. Each UPS Express Pak or carton will have a UPS return label and another label affixed to the outside. Each used answer sheet shipment includes the items listed in this section.

Place items in the prelabeled UPS Express Pak or box(es) **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 box of materials, box 1 should include all of the forms and envelopes, along with any answer sheets that fit.

IMPORTANT: *See Returning Used Answer Sheets and Forms on page 48 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 (regular and large block) for students testing with accommodations listed on the NAR
  - ☐ Nonstandard Administration Report (NAR)—required for scoring
- 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
- Next, include a copy of your final Master Student List (or room rosters) with any notations.
- Place the completed and signed CRF on top of package 1 and close the box or UPS Express Pak.
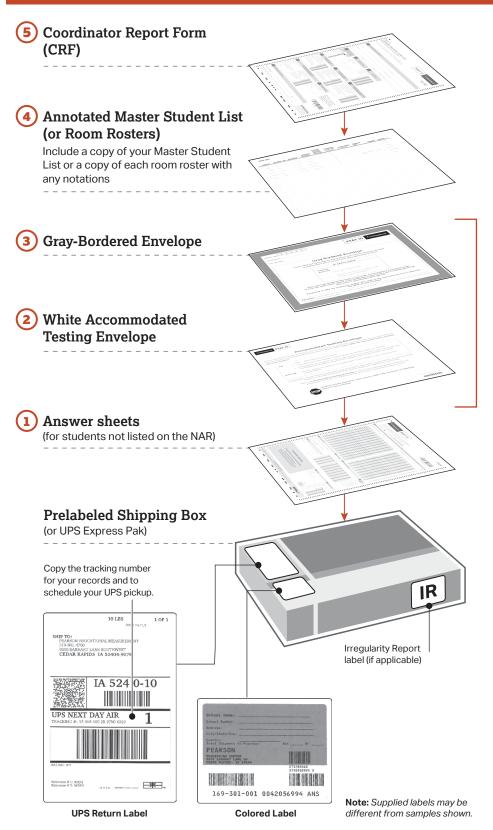
Once all answer sheets and forms are packed as described in this section, seal the UPS Express Pak or box(es) and fill in the information requested on the label(s). Make sure to complete all necessary information on the preapplied colored labels, including school name, school code, school address, and total number of answer sheet return packages included in the shipment. (Don't count your test book return packages in the total number of answer sheet return packages.)

If you're returning any IRs, apply the pink IR label to the front of every package in the shipment next to the return label if space allows. If there is not sufficient space beside the return label, place the IR label on the top or the side of the box. Do not cover existing return labels.

Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:

⑤ Coordinator Report Form (CRF)

④ Annotated Master Student List (or Room Rosters)
Include a copy of your Master Student List or a copy of each room roster with any notations

③ Gray-Bordered Envelope

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

② White Accommodated Testing Envelope

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

Prelabeled Shipping Box
(or UPS Express Pak)

Copy the tracking number for your records and to schedule your UPS pickup.

Irregularity Report label (if applicable)

IR

UPS Return Label

Colored Label

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

Don't forget to:

- If returning multiple boxes of answer sheets, put forms, envelopes, and the CRF in the first box.
- Place answer sheets flat without wrapping, rubber bands, tape, or staples.
- Add a pink IR label to the outside of all boxes if you're reporting an irregularity.
- 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 return labels to them. Cover or remove any existing labels on the exterior of the shipping cartons. Before packing, check to confirm there are no used answer sheets inserted in test books. If you're missing the preaddressed labels, contact PSAT 10 School Day Support.

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

- Used and unused standard test books and subtitled test books. Confirm no answer sheets have been left inside test books.

- For the accommodated shipment, used and unused alternate test formats, such as flash drives, braille, reader scripts, etc. Place flash drives in their original packaging before packing them in the return box.

IMPORTANT: *Do not return answer sheets in the test book return shipment.*

IMPORTANT: *All test books for the primary test day (with a circle on the cover) MUST be returned. After you complete the makeup survey (emailed to you), you'll receive new test books for the makeup date.*

Returning Test Books

① Pack

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

Primary

1. Used **primary** test books (cover has a **circle**)

Accommodated window

(Once all students eligible to test in the window have completed testing)

1. Used and unused alternate test formats, if any (place flash drives in original packaging)
2. Used and unused **primary** test books (cover has a **circle**)

Makeup

1. Used and unused **makeup** test books (cover has a **star**)

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

- Use the supplied UPS return labels from your test book materials shipment.
- 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.*

④ Ship

Test coordinators will schedule their own pickups with UPS to return materials shipments no later than:

1. Day after primary test day
2. Day after accommodated testing has completed (but no later than end of the window)
3. Day after makeup testing

Important Notes

- Don't put answer sheets inside test books.
- For each shipment, clearly mark all packed test book cartons as a set (e.g., "Box 1 of 2").
- If your return labels are missing, contact PSAT 10 School Day Support.

Return Materials

TASKS

Schedule Pickups and Ship 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 49.*

Test coordinators will schedule their own return material shipments for the primary test date, the end of the accommodated testing window, and the makeup date. You'll receive an email closer to test day with more detailed information about materials return procedures.

Failure to return answer sheets promptly may delay score reports for your students. All answer sheets must be shipped by May 1, 2020; **answer sheets shipped after that date will not be scored**.

For testing completed on the primary test date, return materials no later than the day after the primary test administration.

For testing in the accommodated testing window, return materials the day after all testing is complete, but no later than the end of the accommodated window.

For makeup testing, return materials no later than the day after the makeup test administration.

- If you administered multiple assessments (for example, PSAT 10 and PSAT 8/9), return the materials for each assessment separately as instructed.

- Arrange for packages to be picked up no later than the next school day after the test administration. Keep materials secure until pickup.

  - If UPS makes daily stops at your school, you can provide any packed boxes to them during their pickup.

  - If UPS doesn't make a daily stop at your school, schedule a pickup at **ups.com**, or call 800-PICK-UPS (800-742-5877). **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, contact PSAT 10 School Day Support for further guidance.

  - Do not use first-class mail or any other nontraceable method.

Return Materials for Accommodated Window Testing

After you have sent in the primary test day materials, you may have an additional shipment for students testing in the accommodated window.

- Once you have sent in any testing materials from the primary test date, hold all other accommodated testing window materials until all accommodated testing is complete. You may need to make additional copies of the NAR.

- All materials for students testing in the accommodated testing window should be returned as soon as all testing is complete and no later than the end of the window. You'll contact UPS to arrange your pickup.

- Use the return materials provided, including the separate CRF.

Return Materials for Makeup Testing

If you administer makeup testing, follow the same steps to return your makeup materials as you did for the primary test date. Makeup testing materials must be sent back separately from accommodated testing materials. Use the return materials in your makeup test shipment, including the additional CRF.

KEY INFORMATION

Makeup Ordering

You'll receive an email prior to test day with instructions on how to order additional materials if needed for students who were absent on test day or experienced an irregularity. Place the makeup order as soon as possible and no later than the deadline. No materials will be shipped to support the makeup administration if you don't complete the survey in the email.

IMPORTANT: *ONLY test books with a **star** on the cover may be used for makeup testing.*

Store Materials for Your Records

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

- Annotated Master Student List
- Room rosters
- NAR
- Tracking numbers
- IRs
- CRF(s)

- Testing Room Materials Report forms and completed seating charts
- Signed Testing Staff Agreement form
- List of testing rooms, assigned testing room codes, and assigned staff
- Any signed letters from parents/guardians for students waiving their approved accommodations

KEY INFORMATION

What to Do with Materials

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

🔒 *In this table, "securely destroy" means to shred or otherwise render unreadable.*

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 (regular and large block) containing student responses to test questions for students listed on the NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment (primary test day or accommodated window)	No	No
Blank unused answer sheets (no pre-ID label or gridded demographic information)	No	No	Yes—securely destroy after any makeup testing is complete
Answer sheets with demographic information and/or label but no test question responses (absentee)	Yes—securely store until makeup testing is complete and then return with used answer sheets	No	No
PSAT 10 Student Answer Sheet Instructions	No	No	Yes
All test books, used and unused	Yes	No	No
Test books for students approved in SSD Online to write answers in their books	Yes—clipped (**not** stapled) to transcribed answer sheets, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
Defective test books (see SSD note following this table for an exception)	Yes—clipped (**not** stapled) to corresponding IR in Gray-Bordered Envelope in answer sheet return shipment	No	No
Student scratch paper or braille pages used in accommodated testing	Yes—clipped (**not** stapled) to corresponding answer sheet, in white Accommodated Testing Envelope in answer sheet return shipment	No	No
NAR	Yes—in white Accommodated Testing Envelope	Yes	No

Test Materials	Return	Keep Copies for Your Records	Destroy
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment. All packages in shipments that include 1 or more IR(s) should display the pink IR label on the return box.	Yes	No
CRF	Yes—in each answer sheet return shipment	Yes	No
Testing Staff Agreement form	No	Yes	No
Testing Room Materials Report forms and seating charts	No	Yes	No
Signed consent form allowing student to opt in to Student Search Service and the optional questionnaire	No	Yes—keep in student's file	No
Annotated Master Student List	Yes—in answer sheet return shipment	Yes	No
Room rosters	Yes—in answer sheet return shipment if all information was not transferred to your Master Student List	Yes	No
List of testing rooms with testing room codes and the staff assigned to them	No	Yes	No
Tracking number(s) of return shipment(s)	No	Yes	No
Translated directions for EL students	No	No	Yes—securely destroy after any makeup testing is complete
Word-to-word glossaries for EL students	No	No	No—keep for future use
PSAT 10 Coordinator Manual	No	No	Yes—after score reports are distributed to students
Leftover return materials (envelopes, cartons, labels)	No—store securely if needed for makeup testing	No	Yes—if makeup testing is complete
Leftover copies of the *PSAT 10 Student Guide*	No	No	No—keep for future use

⊙ *If you're returning a defective test book associated with a student approved to write answers in the test book, there may be some answers in that defective test book. Clip it to the replacement test book and transcribed answer sheet, and return it in the white Accommodated Testing Envelope.*

Receive Score Reports

KEY INFORMATION

PSAT 10 scores are shared with the school and, if applicable, with the district and/or state.

Online Scores

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 rank and helpful interpretive information about their scores. The information helps students and teachers identify the knowledge and skills students need to focus on to increase achievement.

Paper Score Reports

A paper copy of each student's score report will be delivered to the school principal in the summer.

Common Errors That May Delay Score Reporting

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 received doesn't match the number of used answer sheets reported on the CRF.
- The test coordinator doesn't sign the CRF in pencil.
- Used answer sheets for students with accommodations (including English learners testing with 50% extended time) 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 Pack Used Answer Sheets, Forms, and Envelopes for Return on page 47.
- The school hasn't responded to a query from ETS regarding a testing irregularity.
- Materials are not returned in a timely fashion.

Appropriate Uses of Scores and Reports

Go to **research.collegeboard.org** and select **On the Uses of College Board Test Scores and Related Data** for a publication that highlights proper and beneficial uses of test scores and cautions against uses that are inappropriate.

Protecting Student Privacy

College Board makes every effort to protect student privacy. When students take a College Board assessment such as the PSAT 10, they have a choice to opt in to Student Search Service, which allows College Board to give students' basic information to eligible colleges and universities, as well as scholarship and other educational programs. Information about disability, phone numbers, or actual test scores is never shared. To learn more, visit **collegeboard.org/student-search-service**.

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**
- **khanacademy.org/about/privacy-policy**

PART 2:
For Proctors and Monitors

Introduction for 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 scripts and instructions ahead of time so you can ask your test coordinator any questions before test day.

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

Proctors must do the following:

- Before test day:
  - ◆ Be thoroughly familiar with test procedures
    - – Participate in training if you haven't already
    - – Read Part 2 and the Appendix of this manual
  - ◆ Prepare seating plans for your assigned room
- On test day:
  - ◆ 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

Before Test Day

Prepare Yourself

TASKS

- Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual. Take time to study the scripts and timing before test day.
- Review and sign the Testing Staff Agreement form provided by your test coordinator.
- Prepare to conduct a preadministration session at your test coordinator's direction.
- If you're testing accommodated students, before test day:
  - ◆ Review Using Accommodated Scripts on page 62 to determine the correct script to use.
  - ◆ Test any equipment needed.

- ◆ Be prepared to assist students approved for alternate test formats such as braille. If testing students with MP3 audio or ATC formats, you may be asked to work with the SSD coordinator to set up students' computers before test day (see Set Up for Testing Students with Accommodations on page 60).

Conduct the Preadministration Session

There are 2 parts to the preadministration session: completing required student information for scoring and participating in the optional questionnaire. All students will participate in the first activity. **Only students with parental consent should participate in the optional questionnaire portion of the session.** Some students who take the test may be absent for

the preadministration session. This manual includes instructions for assisting students to complete the student information questions on test day.

TASKS

- Your test coordinator will provide these materials for your session:
  - *PSAT 10 Student Answer Sheet Instructions*, a copy for each student.
  - Prelabeled answer sheets.
  - Prelabeled large-block answer sheets (if applicable).
  - Extra blank answer sheets.
  - A list of students with the type of answer sheet needed (standard or large block).
  - State student ID numbers for the students participating in the session who do not have a pre-ID label affixed to their answer sheet.
  - A list of school names, addresses, and 6-digit school (AI) codes for students from other schools (if any).

- Post the following in a location visible to all students:
  - Your school's 6-digit school (AI) code
  - Address of your school

- Give each student their prelabeled answer sheet and a copy of the *PSAT 10 Student Answer Sheet Instructions*. A large-print version of the *PSAT 10 Student Answer Sheet Instructions* is provided for students with accommodations approved in SSD Online that necessitate large print. Ensure that any answer sheets with pre-ID labels go to the appropriate students.

- Select the appropriate script: Preadministration Script: Students with Consent on page 56 or Preadministration Script: Students Without Consent on page 58.

- 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. Instructions for the proctors that shouldn't be read aloud appear outside the shaded scripts.
  - Students must fill in the appropriate bubbles (or squares on a large-block answer sheet) for the fields.
  - All students must fill in the appropriate bubbles for their names and other required personal information (fields 1–8 on the answer sheet).
  - Students should skip fields A–E on the answer sheet until test day.

IMPORTANT: *If you're reading these scripts to students whose parents or guardians didn't consent for them to answer the optional questionnaire, turn to Preadministration Script: Students Without Consent on page 58. If you're reading these scripts to students with consent to answer the optional questionnaire, continue with the script that follows.*

Preadministration Script: Students with Consent

Fill in the school code in the script and post on the board before beginning.

When everyone is ready, say:

You will now fill out your identifying information on the PSAT 10 answer sheet. You'll have the opportunity to opt in to Student Search Service and provide information about yourself to help connect you with colleges. As we proceed, look up when you finish each part of the answer sheet. Please check to make sure your legal name appears correctly on the label on the front of your answer sheet. Raise your hand if you have the wrong answer sheet or if you find any errors on the label. *[pause]*

If any students have the wrong answer sheet, try to resolve the discrepancy. If you can't, or if students have incorrect names on their answer sheets, follow these directions:

- If the first name or last name listed on the label does not correctly reflect the student's legal name, give them a blank answer sheet for the session.
- If any other information is incorrect, including school information, students can use the answer sheet—they'll enter their correct information during the session.
- Shred or discard securely any answer sheet with an incorrect student name.

Next, say:

You will 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 don't have them.

To students using LARGE-BLOCK answer sheets, say:

If you're using a large-block 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]*

For field 1, say:

Begin by filling in your legal last name, first name, and middle initial if you have one, as they appear on your label, in field 1. *[pause]* Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. 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 are finished. *[pause]* Are there any questions? *[pause]*

For field 2, say:

For field 2, 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 fields 3 and 4, say:

For fields 3 and 4, if you attend this school, print our school's name, city, and state in field 3; then print our 6-digit school code _____ in field 4 and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand, and I will come over to give you the correct code to enter in field 4. Look up when you are done. *[pause]*

For field 4, provide the school (AI) codes for students from other schools if applicable (a list should be in your materials from the test coordinator). Also provide school addresses to these students if they don't know their school's address. If applicable, tell homeschooled students to leave fields 3 and 4 blank.

For field 5, say:

In field 5, print and bubble in your state student identification number, starting with the first column to the left. You can find your state student ID number in the upper left corner of the label. If you don't have a label and don't know your state student ID, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have state student ID numbers available, provide the appropriate state student ID to the student to grid on their answer sheet. If you do not have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after the session.

For field 6, say:

In field 6, fill in the bubble for your current grade.

For field 7, say:

Complete field 7.

For field 8, say:

In field 8, for your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

Now say:

Please look at page 1 of your *PSAT 10 Student Answer Sheet Instructions* booklet. You'll need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you're finished. *[pause]*

(SSD) *Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the PSAT 10 Student Answer Sheet Instructions or may require assistance reading and copying other nontest information during the preadministration session.*

For fields 9–13, say:

Follow the directions in your *PSAT 10 Student Answer Sheet Instructions* booklet to fill in your home address in fields 9 through 12. These fields are optional. Leave field 13 blank. Raise your hand if you have questions. *[pause]*

For field 14, say:

Follow the directions in your *PSAT 10 Student Answer Sheet Instructions* booklet to fill in field 14 and indicate whether or not you'd like to opt in. Raise your hand if you have questions. *[pause]*

For fields 15–20, say:

Make no marks in fields 15 through 20 at this time.

When students are ready, say:

Find field 21 on the back of your answer sheet (or on page 6 if you are using a large-block answer sheet) *[pause]*. Read the information in your *PSAT 10 Student Answer Sheet Instructions* booklet 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 give your own email address and opted in to Student Search Service, you may also get information from colleges sent to your email address.

For field 22, say:

Field 22 asks for your mobile number. Please leave field 22 blank if it's not a U.S. mobile number.

If you have a U.S. mobile number, read the information in field 22. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

To give instructions for fields 15–20, say:

Now we'll go back to page 2 of the answer sheet (or page 5 in the large-block answer sheet) and complete fields 15 through 20, which ask for more information about you. If you opted in to Student Search Service in field 14, your information will be provided to eligible colleges and universities, as well as scholarship and other educational programs that may offer opportunities to you. However, it's important that you know College Board will also be able to use this information and provide it to others for additional uses, such as research. You should only complete these optional questions if your parent provided their consent. 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 this activity.

Start at field 15 on your answer sheet. Instructions for how to complete these questions are in your *PSAT 10 Student Answer Sheet Instructions* booklet, starting on page 2. Once you have completed question 20, please look up to let me know you're done.

The *PSAT 10 Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 15–20. Students may need about 1 minute per field to read and complete fields 15–19. College Major, field 20, 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.*

When all students are finished, proceed to Complete the Preadministration Session on page 60.

Preadministration Script: Students Without Consent

Fill in the school code in the script and post on the board before beginning.

When everyone is ready, say:

You will now fill out your identifying information on the PSAT 10 answer sheet. As we proceed, look up when you finish each part of the answer sheet. Please check to make sure your legal name appears correctly on the label on the front of your answer sheet. Raise your hand if you have the wrong answer sheet or if you find any errors on the label. *[pause]*

If any students have the wrong answer sheet, try to resolve the discrepancy. If you can't, or if students have incorrect names on their answer sheets, follow these directions:

- If the first name or last name listed on the label does not correctly reflect the student's legal name, give them a blank answer sheet for the session.
- If any other information is incorrect, including school information, students can use the answer sheet—they will enter their correct information during the session.
- Shred or discard securely any answer sheet with an incorrect student name.

Next, say:

You will 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 don't have them.

To students using LARGE-BLOCK answer sheets, say:

If you're using a large-block 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]*

For field 1, say:

Begin by filling in your legal last name, first name, and middle initial if you have one, as they appear on your label, in field 1. *[pause]* Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. 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 are finished. *[pause]* Are there any questions? *[pause]*

For field 2, say:

For field 2, 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 fields 3 and 4, say:

For fields 3 and 4, if you attend this school, print our school's name, city, and state in field 3; then print our 6-digit school code _____ in field 4 and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand, and I will come over to give you the correct code to enter in field 4. Look up when you are done. *[pause]*

For field 4, provide the school (AI) codes for students from other schools if applicable (a list should be in your materials from the test coordinator). Also provide school addresses to these students if they don't know their school's address. If applicable, tell homeschooled students to leave fields 3 and 4 blank.

For field 5, say:

In field 5, print and bubble in your state student identification number, starting with the first column to the left. You can find your state student ID number in the upper left corner of the label. If you don't have a label and don't know your state student ID, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have state student ID numbers available, provide the appropriate state student ID to the student to grid on their answer sheet. If you do not have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after the session.

For field 6, say:

In field 6, fill in the bubble for your current grade.

For field 7, say:

Complete field 7.

For field 8, say:

In field 8, for your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for the day you were born, starting with zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

Now say:

Please look at page 1 of your *PSAT 10 Student Answer Sheet Instructions* booklet. You will need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you are finished. *[pause]*

(SSD) *Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the PSAT 10 Student Answer Sheet Instructions or may require assistance reading and copying other nontest information during the preadministration session.*

For fields 9–13, say:

Follow the directions in your *PSAT 10 Student Answer Sheet Instructions* booklet to fill in your home address in fields 9 through 12. These fields are optional. Leave field 13 blank. Raise your hand if you have questions. *[pause]*

Complete the Preadministration Session

To students, say:

Make no changes to the Certification Statement at this time and leave fields A through E unchanged. We are now finished with completing your personal information. Please close your answer sheet. I will now collect your answer sheets and *PSAT 10 Student Answer Sheet Instructions*.

- Collect all answer sheets and *PSAT 10 Student Answer Sheet Instructions* booklets from students. Notify students that their answer sheets will be returned to them on test day.

- Confirm that each student has completed fields 1–8 on their answer sheet.

- The session is now over. You may dismiss your students or carry on with your regular school day.

- After sorting the answer sheets as directed by your test coordinator, return the answer sheets and all *PSAT 10 Student Answer Sheet Instructions* booklets to your test coordinator, who will store them in a secure location until test day.

Set Up for Testing Students with Accommodations

If you're testing students with accommodations, read this section thoroughly before test day. It will help you prepare for the accommodations your students have been approved for in SSD Online, including determining which script(s) to use for the students assigned to your room. Depending on your room, your students could include EL students receiving 50% extended time.

TASKS

- Before test day, your test coordinator or SSD coordinator will let you know which accommodations each student in your room has been approved for.

- Some students may be approved in SSD Online for a special format (MP3, ATC, reader, or braille) and may have a test book with a subtitle to go with that format. Students testing with accommodations that don't require specific materials will use the same test books as students in the standard room. On test day, your packet will include the Nonstandard Administration Report (NAR), which lists the accommodations your students have been approved to receive.

- Review Using Accommodated Scripts on page 62 to determine which script(s) to use for the students assigned to your room. Also see the timing chart Overview of Timing and Breaks on page 111.

IMPORTANT: *It's very important that you provide only the accommodations a student is approved for. A student who tests with accommodations not approved in SSD Online may have their scores invalidated.*

Set Up Computers for ATC Format

The assistive technology–compatible (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 Word on any computers being used.

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 does not offer enough functionality to be used for the PSAT 10. If your student has a device not listed, use the practice test to verify that it's supported. Practice materials can be found at **accommodations.collegeboard.org/after-approval/overview**.

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. When you set up on test day, leave the packaging on the desk for the student to reference. The student will need the password on the packaging to open each test section in the software.

For information about preparing computers for ATC users on test day, see Administer Accommodations on page 67.

Set Up Computers for MP3 Audio Format

For students testing with the MP3 audio format, the audio version of the test will be delivered via a streaming application. You'll need internet access and access to SSD Online to download the 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 MP3 audio streaming.

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

IMPORTANT: *The MP3 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 MP3 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 application appears as an icon on the desktop. (Chromebooks require you to launch the software from the apps link.) Only SSD coordinators and proctors with access can launch the application, using their College Board username and password.

The steps required to ensure successful use of the MP3 application are given in this section. You can also refer to the MP3 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 MP3 streaming application can be pushed to all managed Chromebooks and PCs (and possibly Macs) by your IT administrator. Share with your IT staff the detailed installation instructions available under the mass install instructions link in SSD Online through the MP3 streaming access instructions page.

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.

4. Proctors will need a College Board account and an access code to access the relevant MP3 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.

5. The SSD coordinator should print the NAR before testing. Each student's College Board SSD number will be required on test day to download the test content.

6. On test day, the SSD coordinator or proctor will launch the MP3 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 MP3 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 we cannot address a technical issue, or internet access is not available at your school, we need to ship MP3 audio 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 MP3 streaming instructions page.

3. Download and install the application. Once installed, the application will appear as an icon on the desktop.

Run the Sample Test Form on Each Computer

Before test day, the SSD coordinator or designated staff member should:

1. Double-click the desktop icon to open the streaming application.

2. Sign in to the application with their SSD Online username and password. (Contact the SSD office if assistance is needed.)

3. Select the **System Check** button under the text "Check my system."

4. On the next screen, enter your school (AI) code.

5. Select **Sample Form** from the **Assessment Type** drop-down. All other fields will be auto-populated.

6. Select the **Confirm SSD** button.

7. Select **Sample** from the **Form Selection** drop-down and select **Single Day** in the second drop-down. Select **Continue**.

8. At the Selection Summary screen, select **Confirm** and then select **Begin Form Download.**

9. Once the form is downloaded, select **Begin Test** and confirm in the pop-up window.

10. A list of test sections will appear. Double-click each section to play the sample test form audio. To return to the list of sections, select the small square **Stop** button in the toolbar at the bottom of the screen. Once you have verified the sample form is working, you may exit the application by clicking the **End Test** button in the upper right corner, and confirm in the pop-up window.

IMPORTANT: *The sample test form shows all test sections in a single-day format. This will not be the case on test day. The actual test will be different, since students using the MP3 audio format must test over 2 days (Sections 1 and 2 on Day 1 and the remaining sections on Day 2).*

For information about preparing computers for MP3 audio users on test day, see Administer Accommodations on page 67.

KEY INFORMATION
Troubleshooting for MP3 Streaming Audio
Set up MP3 audio streaming before test day to ensure a smooth administration. If problems arise, check your internet access before seeking additional assistance.

Contact PSAT 10 School Day Support 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

Using Accommodated Scripts
Select the appropriate accommodated test script based on the type of accommodation approved in SSD Online.

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

Script 2: 100% Extended Time
Use Script 2 for students approved in SSD Online for 100% extended time for reading.

Script 3: 50% Extended Time
Use Script 3 for students approved in SSD Online for 50% extended time for reading (and for EL students using 50% extended time support).

Script 4: Standard Time with Extra Breaks
Use Script 4 for students who receive standard time on some or all sections of the test and are approved in SSD Online for extra breaks.

Script 5: MP3 Audio Format
Use Script 5 for students testing with the MP3 audio format over 2 days.

Combined Scripts for Math-Only Extended Time
- Begin with Script 1 for students approved in SSD Online for extended time on math only with **no extra breaks**. Begin with Script 4 for those who have math-only extended time with **extra breaks**.
- For students approved in SSD Online for 100% extended time for math, switch to Script 2 for Sections 3 and 4.
- For students approved in SSD Online for 50% extended time for math, switch to Script 3 for Sections 3 and 4.

During the Test

Prepare to Test
TASKS
Prepare the Testing Room
- Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats.
  - ◆ Each student must be separated by a minimum of 3 feet from right to left (measure from center of desk).
  - ◆ At tables, students must be seated at least 3 feet apart and facing the same direction.
  - ◆ You may seat 2 students at a table that's 6 feet or longer.
- For seating requirements and general testing room requirements, see Plan Your Space on page 17. (See also Sample Seating Plans on page 118.)
- Cover or remove any instructional material, such as maps and charts.
- Confirm the clock is working properly.

Post Information for Students
Before distributing test materials, post the following in a place visible to all students:
- Today's date

- Your school's 6-digit school (AI) code
- Your school's address
- 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; in this case, they won't bubble the Testing Room Code field on the answer sheet.*

If applicable, have the following information from your test coordinator available to provide to students:

- Optional codes, if any, assigned by your school for receiving score reports in a particular sort order

Account for Test Materials

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

- A room roster showing students assigned to your room
- A Testing Room Materials Report form listing the test materials for 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
- School information (school (AI) code and address)
- Testing room code, if using one
- A list of state student IDs for students in the room
- If applicable, a list of optional codes assigned to students (with student names grouped by assigned code)
- Multiple-choice test books and any additional testing materials and alternate test formats that your students require

(SSD) *If your students are using a reader or an MP3 audio, ATC, or braille format, make sure the multiple-choice test books have a subtitle that says "For MP3, Reader, Braille, or ATC" on the cover.*

- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session
- A supply of blank answer sheets and *PSAT 10 Student Answer Sheet Instructions* for students who need to complete some or all of the preadministration information on their answer sheets
- Translated test directions and/or word-to-word glossaries for EL students, if needed
- A blank Irregularity Report (IR) form
- A supply of No. 2 pencils

Count all of your testing materials when you receive them from your test coordinator, when you distribute them to students, and when testing is complete before dismissing students from the testing room.

- Before admitting students to the room, count the test books for your room and compare the serial numbers to those listed on the Testing Room Materials Report form in your testing room packet.
- Later, after testing has begun, you'll show the distribution of test books in your room by recording the serial numbers on the seating chart on the back cover of this manual.
- After testing, when you prepare to return materials to the test coordinator, you'll record the serial numbers of the test books you're returning on the form, along with the number of answer sheets being returned.

Missing Test Materials

If a test book is missing:

- 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 Irregularity Report (IR) as explained in Administer the Test on page 65.

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 immediately. Report the incident on an IR.*

Admit Students to the Testing Room

Admit students one at a time, taking care to assign them seats at random or by prearrangement. If the school doesn't allow collection of cell phones, verify that students have powered off their cell phones as they are admitted to the room. If your school is conducting classroom check-in, 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. (See Photo ID Requirements on page 119.)
- After you have closed the testing room door, put an "A" next to the name of any student who is absent.

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, 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:

- Cell 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.

Use of Medical Devices

In some cases, a student may be approved in SSD Online to have a cell phone in the testing room for use with a glucose monitor. Only students specifically approved to have a cell phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a cell phone unless also approved for use of a cell phone.

In these circumstances, the phone must remain on the proctor's desk and can only be viewed under direct supervision. The phone must be in airplane mode and the camera feature disabled. After the phone has been placed in airplane mode, Bluetooth may be enabled, but only to connect the share app to the continuous glucose monitor. (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.) Before testing begins, the proctor should ask the student for instructions on how to access the share app and how to proceed if any alarm goes off (including how to operate the phone). The phone settings must be adjusted so sounds are produced only when monitoring is required because of the student's medical status. 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 cell 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.*

More information is given under Prohibited Aids and Devices Policies on page 25.

Seat Students

Never allow students to select their own seat. Assign seats at random or by prearrangement with the test coordinator. For detailed information on seating requirements, see Seating Requirements on page 17. Your test coordinator will also have this information.

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.

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

Administer the Test

TASKS

- Administer each section of the test in sequence.
- Read scripts exactly as written.
- Complete the count of materials.
- Maintain security in the testing room.
- Report any test administration irregularities.

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 Irregularity Report (IR). See Complete the Irregularity Report (IR) on page 66 for more information.

Complete the Count of Materials

- On the Testing Room Materials Report form provided to you by the test coordinator, account for all test materials (used and unused for testing). The test coordinator may give you a loose form or may have filled in the form on the inside back cover of this manual. If a book appears to be missing, follow procedures in Missing Test Materials on page 63.
- Use the chart on the back cover of this manual to record the serial numbers of the test books distributed to students and the order you used to hand out the test books.

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 use calculators, phones, or prohibited aids during breaks.

IMPORTANT: *Some smartphones can be disguised as calculators with the use of a plastic covering. Also, separate erasers 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.
- No one may access or use phones or wearable technology in the testing room, or eat or drink during testing unless they have an approved accommodation in SSD Online.

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 use of cell phones or other prohibited items, or for "cheat sheets" written on paper, calculators, clothing, or shoes.
- Watch for roaming eyes. Some students may try to copy from a neighbor.
- Carefully observe students using calculators.
- 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 the IR. Immediately report significant problems or events that interfere with specific testing procedures or compromise test security.*

🔒 *If the Irregularity Chart on page 124 indicates to call PSAT 10 School Day Support, 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 use calculators, phones, or prohibited aids.

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 translated instructions or word-to-word glossaries are closed and left on the desks.

▪ Students aren't allowed to use 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.

▪ Students may 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.

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.

If students ask, they may 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:

▪ 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 EL supports (translated directions or glossary) 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 this irregularity 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 your primary or your makeup test date according to what administration you're reporting (use primary test date for any accommodated testing).

◆ 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. Be sure to include the testing room code in box 6b. Note the grade level for each affected student in field 10.

▪ 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 level, 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.

KEY INFORMATION

Information on the following topics appears in Part 1 of this manual:

▪ Prohibited Aids and Devices Policies on page 25

▪ Calculator Policies and Guidelines on page 26

▪ Monitoring Equipment Use on page 26

▪ Verify Authorized Test Observers and Visitors on page 42

Your test coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart on page 124 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.

Use the IR to record an irregularity, including:

- Security incidents
- Misconduct
- 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.

Administer Accommodations

Locate the information in this section that applies to the students in your room.

IMPORTANT: *If you're testing students in a standard room, proceed to Begin Here on Test Day on page 71.*

TASKS

Prepare Computers (if Any) on Test Day

See Set Up for Testing Students with Accommodations on page 60 for information on initial setup of computers for ATC and MP3 formats.

Note that you will need to distribute test books with subtitles to both ATC and MP3 students in case they need to reference them during testing.

On test day, before testing begins:

- **For ATC format:** Ensure each student's computer is powered on and the flash drive inserted (and that the student's name is written on the flash drive packaging). 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.

🔒 *Monitor students to ensure they do not run spelling or grammar checks, access a thesaurus or dictionary, or use any unapproved calculators at any time during the test.*

- **For MP3 audio format:** Ensure each student's computer is powered on and connected to the internet. The MP3 streaming application requires internet access to download the test form. Access to the internet will automatically be disabled once the test form is downloaded and students are instructed to begin testing.

Prepare to Assist Students Using ATC Format

The ATC format is composed of Microsoft Word files created to work with assistive technology such as screen magnification or screen readers. If the student is using a Mac for the ATC format, the Microsoft Word software must be installed.

Students using the ATC format will need to select a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they will need to close the file. See Specific Format Instructions on page 77 for the directions to read to students. You may want to make note of these directions at the beginning and end of test sections in the script(s) that apply to your students.

You should be ready to help students locate the password and allow them time to open the file before starting the timed section.

Post Information for Students Using MP3 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**

IMPORTANT: *If you're using flash drives because your school can't administer the MP3 audio streaming format, follow instructions under Posting Information for Students Using MP3 Audio on Flash Drives on page 121.*

Administer the MP3 Audio Format

To administer the MP3 audio format, follow the steps outlined here. First, ensure the streaming application has been installed on each computer. If not, refer to Set Up Computers for MP3 Audio Format on page 60.

You'll need the NAR to download test content in the MP3 streaming application because it requires each student's SSD number to access the test form. 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 the test.

When Students Must Sign In to Individual Accounts

Only the SSD coordinator or designated staff member can launch the app, but if your school requires students to individually sign on to computers using their own accounts, let students enter the testing room, take their assigned seat, and sign in to their account. Once all students have signed in to their accounts, each student must step away from their desk as you launch the application on their computer. (Entering your SSD Online credentials must be done out of the student's line of sight.)

Setting Up MP3 Audio Streaming on Test Day

If you're administering the MP3 audio format, you'll sign in to the streaming application on all computers before students enter the room to begin testing (unless they have to sign in to their accounts, as noted earlier in this section).

Step 1 – Launch the MP3 application.

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

1. Make sure you have posted special instructions for navigating the MP3 streaming application as described in Post Information for Students Using MP3 Audio Format on page 67.

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 desktop/Chromebook and sign in with College Board SSD Online credentials. (Contact PSAT 10 School Day Support 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 the test information and download the test.

Proctors may choose to access students' test forms if the number of MP3 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. See Starting the MP3 Streaming App on page 75.) If you will access the test form on students' behalf, perform the following steps on each computer before students enter the room (unless students have already entered to sign in to their accounts):

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 it appears on the NAR.

4. Under the field **SSD Number**, enter the student's 10-digit College Board SSD number as it appears on the NAR. (Do not use the student's state student ID 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 every test book in your room in the **Form Selection** field. You'll use this same Form Code on both Day 1 and Day 2.

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, you will admit and seat each student at the computer assigned to them (if they haven't already entered to sign in to their accounts). 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 – Turn to the correct section of scripts to begin testing:

- If performing these steps at the beginning of Day 1 of testing, turn to Begin Here on Test Day on page 71.
- On Day 2 of testing, turn to Admitting Students on page 102.

Navigate the MP3 Streaming Audio Format

- Once the test has begun, the student will see the list of test sections. When instructed to do so, they will select the applicable section and play the test question audio as they follow along with their test book.

- To go back to the list of sections, the student should select the small square in the toolbar at the bottom of the screen.

- At the end of each testing day, the student will select the **End Test** button in the upper right corner, and confirm in the pop-up window. Selecting **End Test** will remove all test content from the computer and restore access to the internet.

IMPORTANT: *If a student accidentally selects* **End Test** *before they have completed work for that day, the proctor or SSD coordinator will need to reopen the application. The student or the staff member must enter the school, student, and test information to restart the test.*

KEY INFORMATION

Administering Accommodated Breaks and Extended Time

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 in SSD Online for accommodated breaks are still subject to the same regulations that apply to standard breaks. Post break times for the students as noted in the scripts.

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 4 for students approved for extra breaks and not approved for extended time.

- **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 between each test section; 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 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. This manual includes multiple timing charts, so be sure to refer to the correct one for your room (e.g., standard time, 100% extended time).

Administering Large Print

Test students approved for use of a large-print test book with standard time, unless they're also approved for extended time.

Seat students using a large-print test, a large-block answer sheet, a calculator with large or raised display, or a magnifier/magnifying machine in the back of the room.

Administering MP3 and ATC

Students should use earphones when testing with the MP3 audio or 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.

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 subtitles to these students in case they need to reference them during testing.

If technical difficulties are encountered during the MP3 audio or 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.

The MP3 Format

Students using the MP3 audio format must be given 100% extended 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.

Remember that you'll need the NAR to run the MP3 streaming application because it requires each student's SSD number to access the test form.

The ATC Format

Students using the ATC format should be tested with standard time unless they have been approved in SSD Online for extended testing time. However, for Section 2, the Writing and Language Test, allow all ATC users 100% extended time to navigate between the questions and the answer choices. A student approved for more than 100% extended 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 using the ATC format need to double-click on a separate file for each section and enter the password printed on the ATC packaging. When timing of each section ends, they need to close the file. Allow these students to keep the ATC packaging at their desks. Before starting to time a section, be ready to help students locate the password on the ATC packaging and give them time to open the file. Once a student has successfully entered the password for a test section, they should be instructed to place the ATC packaging under their desk.

Administering Braille

The braille format of the PSAT 10 is divided into several books, which you will use 1 at a time. The braille type used is Unified English Braille (UEB). The Math Test sections are in the 1972 revised Nemeth Code. Students may use the *Guide to the Nemeth Code* if they are taking the braille test. The braille math reference book contains math formulas and directions for use with all math sections.

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

The proctor should also have 1 multiple-choice test book with a subtitle for each student using this format.

Administering Braille Graphs and Figures

Some students using formats other than braille may be approved in SSD Online for the accommodation of braille graphs and figures. During the test, when questions refer to figures, students may refer to either the regular-print or large-print test or to the *Braille Figure Supplement*.

If a student doesn't read braille but chooses to use the supplement, 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 Readers

Distribute any supplemental materials to the reader: a script for the dictation of test questions (for reader use), a multiple-choice test book with subtitle for student use, and additional test materials for student use as approved in SSD Online (for example, braille materials). Students who use readers in conjunction with other formats will find the 2 texts differ slightly because the script read by a reader describes the figures in greater detail than in other formats. Students testing with a reader must test in a 1-to-1 setting. (Readers may not be shared, but they may serve as the proctor for their assigned student.)

Administering Scribes

Scribes may only write what the student dictates in English; they may not prompt the student in a way that would result in a different response. Be sure to read the instructions given in Specific Format Instructions on page 77 to a support staff member who is writing answers for a student. Students testing with a scribe must test in a 1-to-1 setting. A scribe may serve as the proctor for their assigned student.

Test Day Scripts

Begin Here on Test Day

Before you begin testing, you must do the following:

- Prepare your room (see Prepare the Testing Room on page 62)
- Account for test materials (see Account for Test Materials on page 63)
- Admit students (see Admit Students to the Testing Room on page 63)
- Collect students' personal belongings (see Collect Students' Personal Belongings on page 64)
- Be familiar with the procedures in Administer the Test on page 65

IMPORTANT: *If you're administering the test with ATC or MP3 audio format, you must complete setup of the computers before you begin testing. See Administer Accommodations on page 67.*

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(s) 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.

- 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.
- 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.

Sometimes you will see alternative scripts to read. When you see multiple choices with lettered options (Ⓐ and Ⓑ), read the prompts silently before choosing which script(s) to read to students. **Before test day you should read through all of the script options and cross out the options you will NOT need to read aloud to students on test day.**

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

Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, 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 that are translated, 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 hold any questions until I ask for them.

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

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

Then say:

All students should have an equal opportunity to show their skills and knowledge on this test. Everyone in this room today is responsible for helping make that happen. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be invalidated. They may also be prevented from taking other College Board tests in the future.

List examples of misconduct 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 or test 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
- Using a phone or any unauthorized testing aid during testing or during breaks
- Using 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. If you see anything that concerns you, please talk to me or another testing staff member after the test, and we'll help you with any next steps.

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

Answer all students' questions.

> **Collection of personal belongings:**
> *Most schools will collect students' phones, electronic devices, and/or backpacks. Read script* Ⓐ *if this is the case in your school. Read script* Ⓑ *if your school does not allow collection of students' belongings.*
>
> **READ ONLY 1 OPTION.**

Ⓐ 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 at the end of the test. *[pause]*

(SSD) *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.*

Ⓑ 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.

Keep your Number 2 pencils, drinks, snacks, ID (if applicable), calculator, and any backup calculator, extra batteries, translated test directions, or word-to-word glossaries on your desk. If you're approved to use an item as an aid, include it with the items you keep at your seat. If you need a bag to store your phone in, raise your hand and I will give one to you. *[pause]*

(SSD) *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.*

Allow time for students to turn in or put away any electronic devices; take out snacks, drinks, and calculators; and put their bags on the side of the room.

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 any approved testing device. If you're using translated test directions or a word-to-word glossary, keep these items on your desk as well.
- If you brought a backup calculator or extra batteries, put them on the floor under your desk.
- Place any drinks and snacks under your desk. If you have any bags or backpacks remaining at your desk, close them and place them on the side of the room. You may not access bags or backpacks until the test is over. *[pause]*

Allow time for students to put any remaining bags on the side of the room.

IMPORTANT: *Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. Each EpiPen 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.*

To all students, say:

Please sit quietly while I take a moment to look around and make sure everyone has an acceptable calculator. *[pause]*

Walk around the room to check each student's calculator and make sure students have nothing on their desks other than pencils with erasers, acceptable calculators, and, if applicable, translated test directions, word-to-word glossaries, and/or school provided computing devices for testing (for students using ATC or MP3 audio format).

Prohibited Aids

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

- Cell phones or smartphones, smartwatches, fitness trackers, or other wearable technology (simple nondigital watches are acceptable)
- Audio players, recorders, tablets, laptops, notebooks, Bluetooth devices (e.g., wireless earbuds/headphones), or any other personal computing devices
- Separate timers of any type
- Cameras
- Pens, highlighters, or mechanical or colored pencils
- Books or references of any kind
- Compasses, rulers, protractors, or cutting devices
- Papers of any kind, including scratch paper
- Earplugs
- Unacceptable calculators that have computer-style (QWERTY) keyboards, use paper tape, make noise, or use a power cord (see Acceptable Calculators on page 117)

Then say:

> Please remember you may not share or exchange calculators at any time. Put your calculator under your desk now. You will not need it 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

When students are ready, say:

> I'm now going to give each of you your answer sheet. Raise your hand if you haven't filled out information on an answer sheet already.

Distribute the answer sheets. Make sure each student receives their own answer sheet with identifying information completed. Give any students who did not participate in a preadministration session their prelabeled answer sheet. If you do not have a prelabeled answer sheet for a student testing in your room, provide them with a blank answer sheet.

To students using LARGE-BLOCK answer sheets, say:

> If you're using a large-block 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]*

To all students, say:

> Please check to make sure your correct legal name appears on the answer sheet. If your answer sheet has a label on it, please check that it shows your correct legal name. Raise your hand if you have the wrong answer sheet or your name is incorrect on the label.

Read the following scripts to any students who haven't yet completed fields 1–8.

IMPORTANT: *If all students in the room have correct answer sheets populated during a preadministration session, proceed to Distributing Test Books on page 74.*

The remaining scripts in this section are intended to ensure that every student takes the test with an answer sheet that gives their correct information. If there are students in the room who have the wrong answer sheet, try to resolve the discrepancy. If you can't, or if a student has the incorrect name on their answer sheet, give them a blank answer sheet. These students will be able to provide the remainder of their information once testing has completed.

To all students, say:

> If your answer sheet has your correct name and other information filled out in fields 1–8, please sit quietly for a few minutes while I direct other students to fill out the required fields on their answer sheets. *[pause]* Begin by filling in your legal last name, first name, and middle initial if you have one, as they appear on your label (if you have one), in field 1. Include spaces, hyphens, or apostrophes if these are part of your name. If you include a name other than your legal last name, your scores may be delayed. 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 finished. *[pause]* Are there any questions? *[pause]*

For field 2, say:

For field 2, 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 fields 3 and 4, say:

For fields 3 and 4, if you attend this school, print our school's name, city, and state in field 3; then print our 6-digit school code _____ in field 4 and fill in the corresponding bubbles. If you don't regularly attend this school, raise your hand, and I will come over to give you the correct code to enter in field 4. Look up when you are done. *[pause]*

For field 4, provide the school (AI) codes for students from other schools if applicable (a list should be in your materials from the test coordinator). Also provide school addresses to these students if they don't know their school's address. If applicable, tell homeschooled students to leave fields 3 and 4 blank.

For field 5, say:

In field 5, print and bubble in your state student identification number, starting with the first column to the left. You can find your state student ID number in the upper left corner of the label. If you don't have a label and don't know your state student ID, raise your hand. Look up when you're done. *[pause]*

Check with any students who raise their hands. If you have state student ID numbers available, provide the appropriate state student ID to the student to grid on their answer sheet. If you do not have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after testing is complete.

For field 6, say:

In field 6, fill in the bubble for your current grade.

For field 7, say:

Complete field 7.

For field 8, say:

In field 8, for your date of birth, fill in the bubble for the right month. On large-block answer sheets fill in the digits for the month, starting with a zero if the month has only 1 digit. Next, write in the 2-digit number for

the day you were born, starting with zero if the day is less than 10. Then write the last 2 digits of the year you were born. Fill in the corresponding bubbles and look up when you're done. *[pause]*

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.

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 reader or MP3 audio, braille, or ATC format also get multiple-choice test books with subtitles on the cover. (For students using braille, the subtitled books can be kept at the proctor's desk for reference.)

When everyone is ready, say:

I am now going to give you your test books. When you receive your test book, do not open it.

Remove the shrinkwrap (if applicable) from the test books and give 1 test book to each student. Hand each student a test book personally; do not allow students to pass them to one another.

Your test books have serial numbers on their front covers (in the upper right corner). **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. (You won't need to look at each individual test book because they'll be in serial number order. You'll just indicate the order in which you distributed the test books.) 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.

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.

Allow enough time for students to read the information on the back cover of the test book.

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]*

For students using a flash drive, say:

If you are using a flash drive format, you need to make sure this information is on your flash drive packaging as well. *[pause]*

Check that students have filled in these fields, including testing room code (or other identifier; e.g., name), on their test books and any flash drive packaging. (Note that students should not write on braille books.)

After Distributing Test Books

Ⓐ FOR MP3 AUDIO USERS DOWNLOADING THE TEST FORM THEMSELVES

Continue with Starting the MP3 Streaming App in the following section.

Ⓑ FOR ALL OTHER STUDENTS

Skip forward to Completing Test Book Information on page 76 (this includes MP3 audio users with the test form already downloaded on their computers or with flash drives).

Starting the MP3 Streaming App

At this point, students will access their test forms using the MP3 application. The 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.

To students accessing the MP3 streaming test form, say:

Today you'll be taking the test using an MP3 streaming 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 I have posted. *[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. Next, find your 10-digit SSD number, which is on a note that I have given you. Enter it in the **SSD Number** field, then select the **Confirm SSD** button. *[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. If you need further assistance, call PSAT 10 School Day Support.*

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 Form Code exactly as it appears on the **back** of your test book. *[pause]*

Continue by saying:

Follow these instructions:

1. Select **Day 1** from the **Test Day** drop-down menu. *[pause]*
2. Select the **Continue** button. *[pause]*
3. Take a moment to check that you've correctly provided your **Assessment Information** and **Student Information** on the screen. Don't worry about the third section labeled **Form Information**, which includes system-generated details. If the information that you provided is correct, select **Confirm**. If you see any problems, use the **Edit** button on the bottom left to go back to the prior screen and make changes. (You may have to retype some information.) *[pause]*

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 that shows your test information will remain visible and will help you fill out your answer sheet. 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 for your test administration.

Completing Test Book Information

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

Filling in Form Code and Test ID:

If you're administering the MP3 audio streaming application, read script **A** *, then proceed to* **Continue Filling in Test Information**. *For all other test takers (including students using flash drives for MP3 audio) read script* **B** *.*

READ ONLY 1 OPTION.

A To students using the streaming application for MP3 audio, say:

Find fields A and B on the back of your answer sheet (or page 7 of the large-block answer sheet). Find the Form Code and Test ID on your screen under **Form Information**. Copy the Form Code and Test ID exactly as they appear on your screen into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

B To students using all other formats, say:

Find fields A and B on the back of your answer sheet (or page 7 of the large-block answer sheet). Find the Form Code and Test ID on the back of the test format you're testing with—that is, your test book, reader's script (provided to your reader), braille book, or flash drive packaging. Copy the Form Code and Test ID exactly as they appear on your test into fields A and B on your answer sheet. For field A, please also fill in the appropriate bubbles. Please look up when you are finished. *[pause]*

Continue Filling in Test Information

For field C, 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. For students using flash drives, this information is on the front of your flash drive packaging. Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. *[pause]*

Have students check the codes they've entered by saying:

Take a moment to ensure that the fields for Form Code, Test ID, and Test Book Serial Number are completed correctly. It is critical that you enter the correct codes on your answer sheet. Otherwise, you may not receive scores.

Check that students are filling in the correct codes. Students using a reader, MP3 audio, braille, or flash drive shouldn't copy any codes from the subtitled reference test book on their answer sheets. They should use the codes on the test format they're testing with.

IMPORTANT: *If your school doesn't use testing room codes, skip the next script.*

For field D, Testing Room Code, say:

In field D, write the testing room code that I have posted, then fill in the bubbles.

IMPORTANT: *If your school doesn't use optional codes, skip to Completing the Certification Statement later in this section.*

For field E, if your school uses optional codes, you should have a list of optional code assignments ready to read to students (see Assigning Optional Codes on page 21 for additional information on optional codes). Homeschooled students or students from other schools should leave field E blank.

If your school uses optional codes, for field E, say:

For field E, I will read aloud the names of students who are assigned each code. When you hear your name, enter the code I've announced for your group. Raise your hand if you need me to repeat which code is assigned to you. If you don't attend this school, leave field E blank.

Read each code, followed by the names of the students assigned that code. If an optional code has only 1 digit, include the leading "0" in the number you give students to fill in.

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 invalidation 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.

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

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

Walk around the room and check that all students are signing their names below the Certification Statement. Also check to make sure students correctly enter today's date. Students with disabilities should still be encouraged to sign their names if they can.

After everyone has signed the Certification Statement, say:

You'll begin the test in just a few minutes, after I read a few final points.

During the test, keep your answer sheet and test book flat on your desk. If you find something wrong with your answer sheet or test book, such as a missing page, raise your hand at that time. I will walk around the room to check your progress.

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

The test is timed by section. I'll post the start and end times for each timed portion here, and I'll announce the time remaining about halfway through each timed portion and again when 5 minutes are left. I will also announce breaks.

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

Answer any student questions about testing procedures.

Specific Format Instructions

- If you have students using a scribe, a reader, or an ATC or a braille format, find and read the appropriate instructions in this section before proceeding to the appropriate script for the students in your room.
- For all other students, turn to Proceed to the Appropriate Script on page 78.

To a scribe, say:

Please follow these instructions:

- You must write only what the student dictates.
- 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 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 the *Braille Figure Supplement* doesn't read braille, you can find the labels and numbers in corresponding locations in the regular-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.

To students using the ATC format, say:

Today you will be taking a form of the test that is compatible with your screen reader or other software. I have loaded this assistive technology–compatible (or "ATC") format onto the computer on your desk.

Please prepare for testing now by opening and reading the electronic document titled Beginning Directions and Information for Users of ATC. When you are finished reading the document, please select the minimize button and look up. *[pause]*

During the test, you will be reading the same directions on the screen that other students will read in test books. All the directions for timing and other procedures that I read apply to you. When I tell you to start testing in a section or at the end of a break, open the correct section file and type in your password, which is printed on your test packaging. Then place your packaging under your desk for each test section. When I call time for the section or a break, stop testing and close the file. Are there any questions? *[pause]*

IMPORTANT: *Be sure to leave the ATC packaging at each student's desk. Students will need it to refer to the password before starting each section of their test and at the end of any breaks within a section.*

At the beginning of each test section or at the end of a break, to students using the ATC format, say:

Open the file for section _____ and type in your password. Your password appears under the open flap of your test packaging. Once you have typed in your password, place your test packaging under your desk. Time starts now.

At the end of each test section or at the beginning of a break, to students using the ATC format, say:

Stop testing and close the section file. Do not open the file for any other section.

Use the script that matches your ATC users' accommodations for Sections 1, 3, and 4. For Section 2, use Script 2: 100% Extended Time.

Proceed to the Appropriate Script
Procedures to Follow During Testing

Please be alert and vigilant throughout the test. Don't read, grade papers, work on a computer, talk or text on a phone, or do any other task unrelated to the test administration. Don't look through testing materials. Walk around the room to check that everyone is working on the correct section. Follow the procedures given earlier in this manual:

- Time the Test on page 65
- Maintain Security in the Testing Room on page 65
- Prevent Copying and Communication on page 65
- Monitor Breaks on page 66

Turn to the Correct Script

Turn to the correct script to begin testing the students in your room.

SCRIPTS TO USE FOR TESTING

Description	Title and Page Number
Standard timing and breaks	Script 1: Standard Time on page 79
100% extended timing and extra breaks	Script 2: 100% Extended Time on page 82
50% extended timing and extra breaks	Script 3: 50% Extended Time on page 88
Standard timing and extra breaks	Script 4: Standard Time with Extra Breaks on page 93
Specialized timing, extra breaks, and instructions for MP3 audio format	Script 5: MP3 Audio Format on page 97

The Overview of Timing and Breaks on page 111 gives details about the different types of timing and breaks that may be needed.

SCRIPT 1: **Standard Time**

The following script is for use with standard timing and breaks. Use Script 4 if testing students approved in SSD Online for standard time with extra breaks. Throughout this script, you'll refer to PSAT 10 Script 1 Section Timing Chart for Standard Timing on page 112 when calculating the start and stop times for each section.

(SSD) *If a student is using ATC format, refer to Specific Format Instructions on page 77.*

SECTION 1:
Reading Test

STANDARD TIME
🕐 60 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. They must be assigned to a different room or take a makeup test.*

When everyone is ready, say:

Now we'll turn to Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We will take a 5-minute break when this section is finished. 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 turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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 turn to any other section of the test book. 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, read the directions, and begin work. Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **60 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.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Break Between Sections
⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume. During breaks, students may be given permission to go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

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

Before Section 2

A **FOR STUDENTS USING ATC FORMAT**

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 84, and then follow the directions to turn to the appropriate script.

B **FOR ALL OTHER STUDENTS**

Continue with the script that follows.

SECTION 2:
Writing and Language Test

STANDARD TIME

🕐 **35 Minutes**

When everyone is ready, say:

We'll now move on to Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. 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.

If you finish before I call time, you may check your work in this section, but you may not turn to any other section of the test book.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **35 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times. Walk around the room to check that everyone is working on the correct 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:

Please stop work, and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

Before Section 3

A **FOR STUDENTS WITH MATH-ONLY EXTENDED TIME**

- For students approved for 100% extended time for math, turn to Script 2, Break Before Section 3 for 1-Day Testing on page 85.
- For students approved for 50% extended time for math, turn to Script 3, Break Before Section 3 on page 90.

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 in SSD Online to test using a 4-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

If you finish before I call time, you may check your work in this section, but you may not turn to any other section.

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

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

RECORD START AND STOP TIMES HERE—POST FOR STUDENTS

🕐 **25 MINUTES STANDARD TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved in SSD Online to use a 4-function calculator as an accommodation.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

🕐 **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

Please take your seat. Do not open your test book 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 now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. 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.

If you finish before I call time, you may check your work in this section, but you may not turn to any other section.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are 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 it flat on your desk or hold it so that other students can't view your work.

- Do not share or exchange your calculator with anyone else.

- If you brought a backup calculator or batteries, keep them on the floor under your desk.

- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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." 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.

Now, please turn to Section 4 in your test book, read the directions, and begin work. 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.

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:

Please stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Proceed to Dismissal on page 107 for the collection of test books and other test materials.

SCRIPT 2:
100% Extended Time

The following script is for 100% extended time test takers. Throughout this script, you'll refer to PSAT 10 Script 2 Section Timing Chart for 100% Extended Time on page 113 when calculating the start and stop times for each section.

IMPORTANT: *If you're testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 4 for students who have been approved in SSD Online to test with standard time and extra breaks). You'll be instructed when to return to this script.*

🆔 *If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 77.*

To all students, say:

Today you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

SECTION 1:
Reading Test

100% EXTENDED TIME 120 MINUTES
🕐 60 Minutes   **5-Minute Break**   60 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. They must be assigned to a different room or take a makeup test.*

When everyone is ready, say:

Now we'll turn to Section 1, the Reading Test. Once we begin, you'll have 2 hours to work on Section 1. We will stop for a 5-minute break after 60 minutes. 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 when 5 minutes are left before the break.

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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 turn to any other section of the test book. 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, read the directions, and begin work. Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **60 MINUTES 100% EXTENDED 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.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books. Include student names.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.

- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume. During breaks, students may be given permission to go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 60 minutes remaining in Section 1. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **60 MINUTES 100% EXTENDED 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 end of the break), say:

You have 30 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

After exactly 60 minutes (from the end of the break), say:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book

where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

SECTION 2:
Writing and Language Test

100% EXTENDED TIME
🕐 **70 Minutes**

When everyone is ready, say:

We'll now move on to Section 2, the Writing and Language Test. Once we begin, you'll have 70 minutes to work on Section 2. 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.

If you finish before I call time, you may check your work in this section, but you may not turn to any other section of the test book.

To all students, say:

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
🕐 **70 MINUTES 100% EXTENDED 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, say:

You have 50 minutes remaining in Section 2.

After 50 minutes, say:

You have 20 minutes remaining in Section 2.

After 65 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:

Please stop work and put your pencil down.

To help you find your place quickly, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

After Section 2

Depending on the accommodations of students in your room, you may need to continue with testing or you may need to end testing for Day 1. Pause for a moment to read the instructions below and determine what your students require next.

Ⓐ **FOR STUDENTS USING ATC FORMAT AND STANDARD OR 50% EXTENDED TIME**

Students testing with the ATC format who require standard timing or 50% extended time will complete testing in 1 day. For these students, turn to Break Before Section 3 for 1-Day Testing on page 85.

Ⓑ **FOR ALL OTHER STUDENTS**

Day 1 testing ends here for all 100% extended time test takers. Continue with the script that follows.

End of Day 1 of Testing
Collecting Test Materials

To students concluding Day 1 of testing, say:

This concludes Day 1 of testing. I will now collect your test materials. Please remain in your seats until I dismiss you.

Keep students seated until you have collected an answer sheet and a test book from each student. Collect the answer sheets and test materials, including any scratch paper, translated test directions, or word-to-word glossaries, from each student in the same order you used to distribute them. 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 students should report for testing on Day 2.

After you have collected all answer sheets and test materials, say:

In just a moment, I'm going to let you go. Remember, you should 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, internet posts, or on social media. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your acceptable calculator and Number 2 pencils with soft erasers. We begin Day 2 testing at _____.

You are now free to collect your belongings and leave the room.

Return any collected items to students. Store test materials securely until the second day of testing.

Day 2 of Testing

Admitting Students
Follow regular security procedures including school-allowed procedures for collecting electronic devices. Use the seating chart you completed to identify where each student sat during Day 1, and make sure they sit in the same seat for Day 2.

Preparing to Test
Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

When everyone is ready, say:

Welcome back! Now we're going to prepare to continue the test.

Please remove everything from your desk except your Number 2 pencils with erasers and your calculator. If you're using translated test directions or a word-to-word glossary, keep those items on your desk as well.

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 and to make sure no one has any unauthorized aids or

devices on their desks. See Prohibited Aids on page 73 for examples of prohibited aids.

Then say:

Please put your calculator under your desk now. You will not need it 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 or test book does not display your name.

Distribute test materials, taking care that all students receive the materials that belong to them.

IMPORTANT: *Proceed to Section 3: Math Test – No Calculator later in this section.*

Break Before Section 3 for 1-Day Testing

To students testing in 1 day, say:

We'll now stop for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

Before Section 3

Ⓐ **FOR STUDENTS USING ATC FORMAT WITH 50% OR STANDARD TIME**

Turn to the appropriate script:

- For students testing with 50% extended time for reading or math, turn to Script 3, Section 3: Math Test – No Calculator on page 90.
- For students testing with standard time (no extra breaks), turn to Script 1, Section 3: Math Test – No Calculator on page 80.
- For students testing with standard time with extra breaks, turn to Script 4, Section 3: Math Test – No Calculator on page 95.

Ⓑ **FOR STUDENTS WITH 100% EXTENDED TIME FOR READING OR MATH**

Continue with the script that follows.

SECTION 3:
Math Test – No Calculator

100% EXTENDED TIME
🕐 **50 Minutes**

IMPORTANT: *If a student is approved in SSD Online to test using a 4-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When all students are ready, say:

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

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

To all students, say:

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **50 MINUTES 100% EXTENDED TIME**

START TIME _____   **STOP TIME** _____

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved in SSD Online to use a 4-function calculator as an accommodation.

After 20 minutes, say:

You have 30 minutes remaining in Section 3.

After 45 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, say:

Please stop work and put your pencil down.

To help you find your place quickly after the break, place your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Break Between Sections
⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

100% EXTENDED TIME 90 MINUTES

🕐 45 Minutes   **5-Minute Break**   45 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll take a 5-minute break after 45 minutes. 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 when 5 minutes are left before the break.

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

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are 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 it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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." 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED 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, 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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 45 minutes remaining in Section 4. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED 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 end of the break), say:

You have 25 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Proceed to Dismissal on page 107 for the collection of test books and other test materials.

SCRIPT 3:
50% Extended Time

The following script is for 50% extended time test takers. Begin with this script if you are testing students approved for 50% extended time in reading, including EL students with 50% extended time. Throughout this script, you'll refer to PSAT 10 Script 3 Section Timing Chart for 50% Extended Time on page 114 when calculating the start and stop times for each section.

IMPORTANT: *If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 4 for students approved in SSD Online to test with standard time and extra breaks). You will be instructed when to return to this script.*

🔵 *If a student is using a scribe, a reader, or ATC format, refer to Specific Format Instructions on page 77.*

SECTION 1:
Reading Test

50% EXTENDED TIME 90 MINUTES

🕐 45 Minutes   **5-Minute Break**   45 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. They must be assigned to a different room or take a makeup test.*

When everyone is ready, say:

Now we'll turn to Section 1, the Reading Test. Once we begin, you'll have 1 hour and 30 minutes to work on Section 1. We will stop for a 5-minute break after 45 minutes. 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 when 5 minutes are left before the break.

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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 turn to any other section of the test book. 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, read the directions, and begin work. Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 50% EXTENDED 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.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1

🕑 **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume. During breaks, students may be given permission to go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 45 minutes remaining in Section 1. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
🕐 **45 MINUTES 50% EXTENDED 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 end of the break), say:

You have 25 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

🕑 **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

Before Section 2

Ⓐ FOR STUDENTS USING ATC FORMAT

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 84, and then follow the directions to turn to the appropriate script.

Ⓑ FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 2:
Writing and Language Test

50% EXTENDED TIME

🕐 53 Minutes

When everyone is ready, say:

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

If you finish before I call time, you may check your work in this section, but you may not turn to any other section of the test book.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **53 MINUTES 50% EXTENDED TIME**

START TIME _____   STOP TIME _____

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 20 minutes, say:

You have 33 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

Break Before Section 3

For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission. We will start testing again in exactly 5 minutes.

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

SECTION 3:
Math Test – No Calculator

50% EXTENDED TIME

🕐 38 Minutes

IMPORTANT: *If a student is approved in SSD Online to test using a 4-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐   **38 MINUTES 50% EXTENDED TIME**

START TIME _____   STOP TIME _____

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved in SSD Online to use a 4-function calculator as an accommodation.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

50% EXTENDED TIME 68 MINUTES

🕐 34 Minutes   5-Minute Break   34 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour and 8 minutes to work on Section 4. We'll take a 5-minute break after 34 minutes. 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 when 5 minutes are left before the break.

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

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are 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 it flat on your desk or hold it so that other students can't view your work.

- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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." 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **34 MINUTES 50% EXTENDED 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 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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

🕐 **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 34 minutes remaining in Section 4. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **34 MINUTES 50% EXTENDED 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 15 minutes (from the end of the break), say:

You have 19 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Proceed to Dismissal on page 107 for the collection of test books and other test materials.

SCRIPT 4: Standard Time with Extra Breaks

Use this script for students who receive standard time on some or all sections of the test and are approved in SSD Online for extra breaks. Throughout this script, you'll refer to PSAT 10 Script 4 Section Timing Chart for Standard Time with Extra Breaks on page 115 when calculating the start and stop times for each section.

(SSD) *If a student is using ATC format, refer to Specific Format Instructions on page 77.*

SECTION 1: Reading Test

STANDARD TIME 60 MINUTES

🕐 30 Minutes   **5-Minute Break**   30 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. They must be assigned to a different room or take a makeup test.*

When everyone is ready, say:

Now we'll turn to Section 1, the Reading Test. Once we begin, you'll have 1 hour to work on Section 1. We will stop for a 5-minute break after 30 minutes. 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 when 5 minutes are left before the break.

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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 turn to any other section of the test book. 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, read the directions, and begin work. Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **30 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.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 1

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume. During breaks, students may be given permission to go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 30 minutes remaining in Section 1. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐   **30 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.

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

You have 15 minutes remaining in Section 1.

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

You have 5 minutes remaining in Section 1.

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

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

Before Section 2

🅐 **FOR STUDENTS USING ATC FORMAT**

Students using the ATC format must be given 100% extended time on Section 2 to allow them enough time to navigate the questions. For these students, turn to Script 2, Section 2: Writing and Language Test on page 84, and then follow the directions to turn to the appropriate script.

🅑 **FOR ALL OTHER STUDENTS**

Continue with the script that follows.

SECTION 2:
Writing and Language Test

STANDARD TIME

🕐 **35 Minutes**

When everyone is ready, say:

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

If you finish before I call time, you may check your work in this section, but you may not turn to any other section of the test book.

Open your test book to the page where you inserted your answer sheet. Find Section 2 on page 3 of your answer sheet (or page 11 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

Now, please turn to Section 2 in your test book, read the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **35 MINUTES STANDARD TIME**

START TIME _____   STOP TIME _____

Post the start and stop times. Walk around the room to check that everyone is working on the correct section.

After 20 minutes, say:

You have 15 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

Break Before Section 3

For the break, say:

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

Before Section 3

Ⓐ FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with 100% extended time for math, turn to Script 2, Section 3: Math Test – No Calculator on page 86.
- For students testing with 50% extended time for math, turn to Script 3, Section 3: Math Test – No Calculator on page 90.

Ⓑ 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 in SSD Online to test using a 4-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

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

Open your test book to the page where you inserted your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **25 MINUTES STANDARD TIME**

START TIME _____   STOP TIME _____

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved in SSD Online to use a 4-function calculator as an accommodation.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes, and include what time testing will resume.

At the end of the break, say:

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

SECTION 4:
Math Test – Calculator

STANDARD TIME 45 MINUTES

🕐 **23 Minutes**   **5-Minute Break**   **22 Minutes**

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 45 minutes to work on Section 4. We'll take a 5-minute break after 23 minutes. 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 when 5 minutes are left before the break.

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

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are 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 it flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator with anyone else.
- If you brought a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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." 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.

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

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐   **23 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.

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:

Please stop work and put your pencil down.

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

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

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 22 minutes remaining in Section 4. 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. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐   **22 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.

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

You have 12 minutes remaining in Section 4.

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

You have 5 minutes remaining in Section 4.

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

Please stop work and put your pencil down.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

SCRIPT 5:
MP3 Audio Format

The following script is for MP3 audio format users. By this time, you should have downloaded the test form on each student's computer. If you haven't yet done so, return to Starting the MP3 Streaming App on page 75.

Throughout this script, you'll refer to PSAT 10 Script 5 Section Timing Chart for MP3 Audio Format on page 116 when calculating the start and stop times for each section.

⊙ *If a student is using a scribe, refer to Specific Format Instructions on page 77.*

Begin by saying:

Today you will be completing the Reading Test and the Writing and Language Test. We will complete the rest of the PSAT 10 tomorrow.

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.

If you are using a PC or Chromebook, your keyboard navigation will use the **Control** key. If you are using a Mac, your keyboard navigation will use the **Command** key.

I have written the keyboard and other navigation commands on the board. 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. The track that is currently playing should be highlighted.

- 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-clicking on a track will cause it to begin again.

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 will stop automatically at the end of the last track for the section.

If your track ends before time is called, you can return to any tracks within the section to review your work. If you need help at any point, raise your hand.

Explain procedure by saying:

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 that 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.

To all students, say:

We're going to listen to the test introduction now.

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:

Plug in your earphones. Once I tell you to start the test directions, put them on to hear the introduction. Select and drag the volume control slider to change the volume if necessary. 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.

SECTION 1:
Reading Test

100% EXTENDED TIME 120 MINUTES

🕐 60 Minutes   **5-Minute Break**   60 Minutes

IMPORTANT: *Do not admit any students who arrive at this point. They must be assigned to a different room or take a makeup test.*

When everyone is ready, say:

We'll now begin with Section 1, the Reading Test. Once we begin, you will have 2 hours to work on Section 1. We will take a 5-minute break after 60 minutes. 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 when 5 minutes are left before the break. When I signal you to pause, select **Pause** or press **Command-P** or **Control-P** and take off your earphones so that you can hear my directions.

Please turn your answer sheet to Section 1 on page 3 (or page 9 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your

answer sheet open and flat on your desk. Do not 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 turn to any other section of the test book. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

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 are about to start the test. Now open your test book to Section 1 in case you want to refer to it. When I say "Time starts now," you can put on your earphones, select Section 1, listen to the directions, and begin work. Good luck, everyone. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐   **60 MINUTES 100% EXTENDED 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.

While students are testing, complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). Include student names, which you'll need for seating students on Day 2 of testing. **If your students are using flash drives, use the serial number from the flash drive, NOT the one from the test book.**

After 30 minutes, signal to students and say:

You have 1 hour and 30 minutes remaining in Section 1, and 30 minutes until the break.

After 55 minutes, signal to 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. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the test by clicking **Pause** or pressing **Command-P** or **Control-P**. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk. *[pause]*

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

If any students select the **Stop** button by accident, tell them that after the break they can navigate back to their question by selecting the section and scrolling down to the question they're working on.

Time the Break and Second Half of Section 1

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume. During breaks, students may be given permission to go to the restroom or to a supervised area designated for eating snacks. Under no circumstances should unsupervised groups of students be allowed to leave the room.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 60 minutes remaining in Section 1. 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 resume the question you were working on. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
⏰ **60 MINUTES 100% EXTENDED 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 end of the break), signal to students and say:

You have 30 minutes remaining in Section 1.

After 55 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 1.

After exactly 60 minutes (from the end of the break), signal students to take off their earphones. Then, say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 1. Please select the **Stop** button to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

SECTION 2:
Writing and Language Test

MP3 EXTENDED TIME 115 MINUTES

🕐 58 Minutes   5-Minute Break   57 Minutes

When everyone is ready, say:

We'll now move to Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 55 minutes to work on Section 2. We will take a 5-minute break after 58 minutes. 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 when 5 minutes are left before the break.

Please turn your answer sheet to Section 2 on page 3 (or page 11 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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.

Open your test book to Section 2 in case you want to refer to it. Your computer screen should show the list of sections. When I say "Time starts now," you can put on your earphones, select Section 2, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS
⏰ **58 MINUTES MP3 EXTENDED 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, signal to students and say:

You have 1 hour and 25 minutes remaining in Section 2, and 28 minutes until the break.

After 53 minutes, signal to students and say:

You have 1 hour and 2 minutes remaining in Section 2, and 5 minutes until the break.

After exactly 58 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the test. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk. *[pause]*

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 2

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

We're now going to continue with Section 2. You have an additional 57 minutes remaining in Section 2. 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 resume the question you were working on. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **57 MINUTES MP3 EXTENDED 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 32 minutes (from the end of the break), signal to students and say:

You have 25 minutes remaining in Section 2.

After 52 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 2.

After exactly 57 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 2. Please select the **Stop** button to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

This concludes Day 1 of testing. Close your answer sheet and place it on top of the page in your test book where you stopped working. Close your test book. 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 MP3 Flash Drives on page 121.*

To students using the streaming application, say:

Move your cursor to the top right of your screen and select the **End Test** button. Confirm by selecting **End Test** on the pop-up window to close the application for today. If you logged in to your account on the computer, please log out. *[pause]*

Walk around the room to ensure that the streaming application has been closed on all computers and students are logged out. (The test application may take several minutes to close.) Power down each computer once the application is closed.

Collecting Test Materials and Dismissing Students

To all students, say:

I will now collect your answer sheet and test materials.

Keep students seated until you have collected an answer sheet and all test materials from each student.

Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

Walk around the room to collect the answer sheets and test materials, including any scratch paper, translated test directions, or word-to-word glossaries, from each student in the same order you used to distribute them.

In the following script, fill in the time that students should report for testing on Day 2.

After you have collected all answer sheets and test materials, say:

In just a moment, I'm going to let you go. Remember, you should 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, internet posts, or on social media. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at ___. You are now free to collect your belongings and leave the room.

Return any collected personal belongings to students. 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 MP3 Audio Format on page 67).

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 MP3 streaming application, follow the same steps as you did on Day 1 under Administer the MP3 Audio Format on page 68 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script for students later in this section.

   b. For students using flash drives, turn to Setting Up Computers for MP3 Flash Drives on page 120 to prepare the computers for testing.

Admitting Students

Follow regular security procedures including school-allowed procedures for collecting electronic devices. Use the seating chart that you completed to identify where each student sat during Day 1, and make sure they sit in the same seat for Day 2.

Preparing to Test

Before starting the script, check your room roster for students who need translated directions and/or word-to-word glossaries, and distribute them to those students.

When everyone is ready, say:

Welcome back! Now we're going to prepare to continue the test.

Please remove everything from your desk except your Number 2 pencils with erasers, your calculator, and your approved testing device. If you're using translated test directions or a word-to-word glossary, keep those items on your desk as well.

Please sit quietly while I make sure everyone has an acceptable calculator. *[pause]*

As before, walk around to check each student's calculator and to make sure no one has any unauthorized aids or devices on their desks. See Prohibited Aids on page 73 for examples.

Then say:

Please put your calculator under your desk now. You will not need it 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.

IMPORTANT: *If you have already downloaded the test form on each student's computer, skip the script that follows and proceed to Section 3: Math Test – No Calculator on page 103.*

IMPORTANT: *If your students are using flash drives, skip the script that follows and proceed to Section 3: Math Test – No Calculator on page 103.*

If your students are downloading the test form themselves, give each student a sticky note or index card with their 10-digit College Board SSD number written on it.

To students accessing the MP3 streaming test form, say:

Now you're going to access 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 I have posted. *[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. Next, find your 10-digit SSD number, which is on a note I gave you. Enter it in the **SSD Number** field, then select the yellow **Confirm SSD** button. *[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 PSAT 10 School Day Support.*

Give instructions for starting the test download by saying:

In the **Form Selection** field, type the 7-character Form Code exactly as it appears on the **back** of your test book. *[pause]*

Continue by saying:

Follow these instructions:

1. Select **Day 2** from the **Test Day** drop-down menu. *[pause]*
2. Select the **Continue** button. *[pause]*
3. Take a moment to check that you've correctly provided your **Assessment Information** and **Student Information** on the screen. Don't worry about the third section labeled **Form Information,** which includes system-generated details. If the information that you provided is correct, select **Confirm**. If you see any problems, use the **Edit** button on the bottom left to go back to the prior screen and make changes. (You may have to retype some information.) *[pause]*

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]*

Walk around the room to confirm that all students have selected the correct test form for your test administration.

SECTION 3:
Math Test – No Calculator

100% EXTENDED TIME

🕐 **50 Minutes**

Remind students of how to use the MP3 audio format by saying:

Plug in your earphones. 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]*

If students need a review of navigation, refer to the directions script at the beginning of Script 5. Answer all questions about navigation or procedures.

IMPORTANT: *If a student is approved in SSD Online to test using a 4-function calculator on this section as an accommodation, confirm that their calculator is not a scientific or graphing model. (Percentage and square root functions are permitted.)*

When everyone is ready, say:

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

Although this is a portion of the Math Test, you are not allowed to use a calculator unless you have been approved to use a 4-function calculator as an accommodation. Otherwise, please keep your calculator under your desk.

Open your test book and take out your answer sheet. Find Section 3 on page 3 of your answer sheet (or page 13 if you are using a large-block answer sheet).

[pause] Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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 filling in 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.

Your computer screen should show the list of sections. After the Section 3 directions, you'll see some reference tracks. 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:

We are about to start the test. Open your test book to Section 3 in case you want to refer to it. When I say "Time starts now," you can put on your earphones, select Section 3, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **50 MINUTES 100% EXTENDED TIME**

START TIME _____   STOP TIME _____

Post the start and stop times. Walk around the room to check that students are working on the correct section and are not using a calculator unless they are approved in SSD Online to use a 4-function calculator as an accommodation.

After 20 minutes, signal to students and say:

You have 30 minutes remaining in Section 3.

After 45 minutes, signal to students and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 3. Please select the **Stop** button to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

You may not access or use a phone or any other electronic device on this break or any other break during the test. All phones and other devices must remain powered off and put away until the test is over. If I give you permission to leave the room, follow these rules:

- Only go to designated areas, the hallway, or the restroom.
- Please be considerate of students working in other rooms and don't talk in the hallway.
- If you brought a snack, you may eat it in designated areas only.

We will start testing again in exactly 5 minutes.

Break Between Sections

⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

SECTION 4:
Math Test – Calculator

100% EXTENDED TIME 90 MINUTES

🕐 45 Minutes   **5-Minute Break**   45 Minutes

If your school is providing calculators to students, distribute them now.

When everyone is ready, say:

We'll now move on to Section 4, the Math Test with Calculator. This is the last section of the test—you're almost done. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll take a 5-minute break after 45 minutes. 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 when 5 minutes are left before the break.

You may use a calculator for this section; if you have a calculator, please put it on your desk now. *[pause]* Even though you are 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 it flat on your desk or hold it so that other students can't view your work.

- Do not share or exchange your calculator with anyone else.

- If you brought a backup calculator or batteries, keep them on the floor underneath your desk.

- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue taking the test and do the best you can.

Open your test book to the page where you inserted your answer sheet. Find Section 4 on page 3 of your answer sheet (or page 16 if you are using a large-block answer sheet). *[pause]* Don't start work until I tell you to. Keep your answer sheet open and flat on your desk. Do not 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." You'll hear directions for filling in 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.

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 to Question 1. Remember, you can go back and select the reference information if you need it later. *[pause]*

Open your test book to Section 4 in case you want to refer to it. When I say "Time starts now," you can put on your earphones, select Section 4, listen to the directions, and begin work. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED 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, signal to students and say:

You have 1 hour and 10 minutes remaining in Section 4, and 25 minutes until the break.

After 40 minutes, signal to 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. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Pause the test. To help you find your place quickly after the break, put your answer sheet on top of the page in your test book where you stopped working. Close your test book and leave it on your desk.

We'll stop now for a 5-minute break to stretch. Do not discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Time the Break and Second Half of Section 4
⏱ **5-MINUTE BREAK**

Post the break time of 5 minutes and what time testing will resume.

At the end of the break, say:

Please take your seat.

When everyone is ready, say:

We're now going to continue with Section 4. You have an additional 45 minutes remaining in Section 4. 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 resume the question you were working on. Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

🕐 **45 MINUTES 100% EXTENDED 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 end of the break), signal to students and say:

You have 25 minutes remaining in Section 4.

After 40 minutes (from the end of the break), signal to students and say:

You have 5 minutes remaining in Section 4.

After exactly 45 minutes (from the end of the break), signal students to take off their earphones. Then say:

Pause your work, put your pencil down, and place your earphones on the desk. *[pause]*

Time is up on Section 4. Please select the **Stop** button to stop the test.

Close your answer sheet so that page 1 is on top. Close your test book, and place it on top of your answer sheet.

Make sure all students have stopped work and removed their earphones.

IMPORTANT: *If your students are using flash drives, proceed to Dismissal.*

To students using the streaming application, say:

Move your cursor to the top right of your screen and select the **End Test** button. Confirm by selecting **End Test** on the pop-up window to close the application. Please sit quietly while the test application closes. *[pause]* If you logged in to your account on the computer, please log out.

Walk around the room to ensure that the streaming application has been closed on all computers. (The test application may take several minutes to close.)

Proceed to Dismissal for the collection of test books and other test materials.

After the Test

Dismissal

Collecting Test Books and Other Test Materials

To all students, say:

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

Before I collect your test materials, please turn over your answer sheet and 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. *[pause]*

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) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, translated test directions, or word-to-word glossaries. As you do this, check the accuracy of your seating chart. Put the test books and other test materials where students cannot access them.

IMPORTANT: *As you collect the test books, confirm each student has completed the following on their answer sheet: Form Code (field A), Test ID (field B), and Test Book Serial Number (field C). For standard test books, if possible, check that fields A and B match what's on the back of the book. (Students testing with alternate test formats should use the codes from those formats, not the subtitled test book.)*

If applicable, complete the steps that follow to confirm students have logged out of the computers and collect any flash drives; otherwise proceed to Finishing Up.

To MP3 or ATC users, say:

I will now confirm that everyone has signed out of their computer and collect any flash drives. Please sit quietly until I dismiss you.

Walk around the room to check all computers and collect flash drives. Check that students who used the streaming MP3 application have ended the application and signed out (if applicable). Power down their computers.

(SSD) *If testing students using MP3 audio flash drives, close the media player. See Closing Media Players and Collecting MP3 Flash Drives on page 121 for directions if needed.*

- Eject all flash drives by doing the following:
  - For PCs, in the notification area in the lower right corner of the monitor, 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.
- Place each drive in the original packaging for each student.
- 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.

IMPORTANT: *As you collect flash drives, confirm each student has entered on their answer sheet the Form Code (field A), Test ID (field B), and Test Book Serial Number (field C).*

Finishing Up

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 parts of the optional questionnaire to fill out and you returned a signed form indicating consent, or if you need to fill in your address, 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.

For students who have completed nontest information on the answer sheets, proceed to Collecting Answer Sheets on page 109. When you have dismissed these students, return to Completing Answer Sheets on page 108 for any students remaining.

Completing Answer Sheets

- Distribute a *PSAT 10 Student Answer Sheet Instructions* booklet to each student who will complete their information on the answer sheet.
- For any students with parental consent who missed the preadministration session, follow the scripts in this section before continuing to Collecting Answer Sheets on page 109.
- For students who simply want to enter their address, follow the script just for fields 9–13 before continuing to Collecting Answer Sheets on page 109.

Now say:

Please look at page 1 of your *PSAT 10 Student Answer Sheet Instructions* booklet. You'll need the information and instructions to complete some of the remaining questions. Take a moment to read the opening paragraphs, including the information about confidentiality. Please look up when you are finished. *[pause]*

(SSD) *Students using braille, MP3 audio, or ATC formats may need you to read aloud instructions from the PSAT 10 Student Answer Sheet Instructions or may require assistance reading and copying other nontest information.*

To all students, say:

Follow the directions in your *PSAT 10 Student Answer Sheet Instructions* booklet to fill in your home address in fields 9 through 12. These fields are optional. Leave field 13 blank. Raise your hand if you have questions. *[pause]*

If your room includes a mix of students with and without consent to answer the optional questionnaire, say:

You should only complete the following questions if your parent or guardian provided their consent. If you have no other information to include on your answer sheet, close the *PSAT 10 Student Answer Sheet Instructions* and your answer sheet, and place the answer sheet faceup on your desk. I will help other students to complete the rest of the answer sheet.

Read the scripts that follow if you have students with consent who need to complete additional nontest information on their answer sheets. Proceed to Collecting Answer Sheets on page 109 if no one needs to complete additional nontest fields.

To students with consent to complete the optional questionnaire, say:

Follow the directions in your *PSAT 10 Student Answer Sheet Instructions* booklet to fill in field 14 and indicate whether or not you'd like to opt in. Raise your hand if you have questions. *[pause]*

For fields 15–20, say:

Make no marks in fields 15 through 20 at this time.

When students are ready, say:

Find field 21 on the back of your answer sheet (or on page 6 if you are using a large-block answer sheet). Read the information in your *PSAT 10 Student Answer Sheet Instructions* booklet 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 give your own email address and opted in to Student Search Service, you may also get information from colleges sent to your email address.

For field 22, say:

Field 22 asks for your mobile number. Please leave field 22 blank if it is not a U.S. mobile number.

If you have a U.S. mobile number, read the information in field 22. College Board will use it to send information such as when your scores are ready. You may opt out at any time. College Board will not share your phone number with other organizations.

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

To give instructions for fields 15–20, say:

Now we'll go back to page 2 of the answer sheet (or page 5 in the large-block answer sheet) and complete fields 15 through 20, which ask for more information about you. If you opted in to Student Search Service in field 14, your information will be provided to eligible colleges and universities, as well as scholarship and other educational programs that may offer opportunities to you. However, it's important that you know College Board will also be able to use this information and provide it to others for additional

uses, such as research. You should only complete these optional questions if your parent provided their consent. 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 this activity.

Start at field 15 on your answer sheet. Instructions for how to complete these questions are provided in your *PSAT 10 Student Answer Sheet Instructions* booklet, starting on page 2. Once you have completed question 20, please look up to let me know you are done.

The *PSAT 10 Student Answer Sheet Instructions* booklet gives additional information about the answer choices for fields 15–20. Students may need about 1 minute per field to read and complete fields 15–19. College Major, field 20, 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.*

Collecting Answer Sheets

To all students, say:

If you have completed the optional questionnaire or do not have consent to answer it, place your answer sheet faceup on your desk so that I can check it before I collect it. If you have the *PSAT 10 Student Answer Sheet Instructions*, place it faceup on your desk too. Please sit quietly until I dismiss you.

Walk around the room and collect the answer sheets (and any *PSAT 10 Student Answer Sheet Instructions*) that are faceup on the desks. Do the following for each student:

- Inspect the answer sheet to ensure that all identifying information is complete. **It is critical to check that fields 1–8 have been filled in correctly on the front of the answer sheet for all students, whether or not a pre-ID label has been affixed. On the back of the answer sheet, ensure that students have filled in Form Code (field A), Test ID (field B), and Test Book Serial Number (field C).** These fields must be completed and the Certification Statement signed for a student to receive a score report.

- 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.

- 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 or school code fields, but staff may not alter any other information on the answer sheets. When these fields have been altered, complete an IR, filling in the Other field. Be sure to note the relevant students' names.*

Before Dismissing Students

- 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 in SSD Online 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:

In just a moment, I'm going to let you go. 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, the internet, or on social media. 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 invalidated 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.

This test administration is now over. Please wait in your seat until I dismiss your row. At that point, please gather your belongings, including your electronic devices, if any, and exit quietly. Keep in mind that students in other rooms may still be testing. Congratulations again, and thank you for your participation and for all of your hard work.

IMPORTANT: *If you still have students in the room who need to complete their nontest information on the answer sheet, return to Completing Answer Sheets on page 108.*

After Students Leave the Room

Transcribe Student Responses for Scoring

- A completed answer sheet (standard or large block) must be submitted for a student to receive a score report. You or a monitor or other assistant must:
  - ◆ Transfer responses from braille pages to the regular answer sheet pages.
  - ◆ On the materials you transferred answers from, write the student's name and 6-digit school (AI) code.
- If you have any students approved in SSD Online to write their answers in the test book, do the following with another test day staff member present:
  - ◆ Transcribe student answers to a standard answer sheet. Clip the answer sheet to the test book.
  - ◆ Write the student's name and 6-digit school (AI) code on the materials you transferred answers from.
  - ◆ On the front cover of the test book, write "Answers in book."
  - ◆ Include test books with the used answer sheets for the test coordinator to return with the used accommodated answer sheets.
- Large-block answer sheets don't need to be transcribed and should be returned with regular answer sheets.
- Make sure your room roster identifies who was present or absent. Return the annotated room roster to the test coordinator.

Finish Up

- Ensure the seating chart is complete.
- Complete and sign the Testing Room Materials Report form.
- 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 and orderly fashion:
  - ☐ Completed and signed Testing Room Materials Report form
  - ☐ 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

Overview of Timing and Breaks

TIMING AND BREAKS

	Section 1 Reading Test	Section 2 Writing and Language Test	Section 3 Math Test – No Calculator	Section 4 Math Test – Calculator	Total Time (including breaks)	Total Time (without breaks)
Script 1 Standard Time	60 minutes 5-min. break	35 minutes	25 minutes 5-min. break	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
Script 2 100% Extended Time	60 minutes 5-min. break 60 minutes 5-min. break	70 minutes End of Day 1	50 minutes 5-min. break	45 minutes 5-min. break 45 minutes	**Day 1:** 3 hours, 20 minutes **Day 2:** 2 hours, 30 minutes	**Day 1:** 3 hours, 10 minutes **Day 2:** 2 hours, 20 minutes
Script 3 50% Extended Time	45 minutes 5-min. break 45 minutes 5-min. break	53 minutes 5-min. break	38 minutes 5-min. break	34 minutes 5-min. break 34 minutes	4 hours, 34 minutes	4 hours, 9 minutes
Script 4 Standard Time with Extra Breaks	30 minutes 5-min. break 30 minutes 5-min. break	35 minutes 5-min. break	25 minutes 5-min. break	23 minutes 5-min. break 22 minutes	3 hours, 10 minutes	2 hours, 45 minutes
Scripts 1* and 2 Combined 100% Extended Time for Math Only	60 minutes 5-min. break	35 minutes 5-min. break	50 minutes 5-min. break	45 minutes 5-min. break 45 minutes	4 hours, 15 minutes	3 hours, 55 minutes
Scripts 1* and 3 Combined 50% Extended Time for Math Only	60 minutes 5-min. break	35 minutes 5-min. break	38 minutes 5-min. break	34 minutes 5-min. break 34 minutes	3 hours, 41 minutes	3 hours, 21 minutes
Script 5 MP3 Audio Format	60 minutes 5-min. break 60 minutes 5-min. break	58 minutes 5-min. break 57 minutes End of Day 1	50 minutes 5-min. break	45 minutes 5-min. break 45 minutes	**Day 1:** 4 hours, 10 minutes **Day 2:** 2 hours, 30 minutes	**Day 1:** 3 hours, 55 minutes **Day 2:** 2 hours, 20 minutes

Schools testing students with 100% extended time or with MP3 audio will test these students over 2 days. Day 1 of 2-day testing ends after Section 2.

*For students using Script 4 instead of Script 1 with extended time for math only, the total time without breaks is the same, but the breaks are different from those given in Script 1.

PSAT 10 Script 1
Section Timing Chart for Standard Timing

IMPORTANT: *All times are "minutes after the hour." Find the start time, then match to the end time in the appropriate column.*

START AND STOP TIMES FOR STANDARD SECTIONS

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 100% Extended Time

IMPORTANT: *All times are "minutes after the hour." Find the start time, then match to the end time in the appropriate column.*

START AND STOP TIMES FOR 100% EXTENDED TIME SECTION TIMING

Start Time	Section 1 120 minutes 60 min. - break - 60 min.	Section 2 70 minutes	Section 3 50 minutes	Section 4 90 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 3
Section Timing Chart for 50% Extended Time

IMPORTANT: *All times are "minutes after the hour." Find the start time, then match to the end time in the appropriate column.*

START AND STOP TIMES FOR 50% EXTENDED TIME SECTION TIMING

Start Time	Section 1	Section 2	Section 3	Section 4
	90 minutes 45 min. - break - 45 min.	**53 minutes**	**38 minutes**	**68 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 Standard Time with Extra Breaks

IMPORTANT: *All times are "minutes after the hour." Find the start time, then match to the end time in the appropriate column.*

START AND STOP TIMES FOR STANDARD SECTION TIMING WITH EXTRA BREAKS

Start Time	Section 1	Section 2	Section 3	Section 4	
	60 minutes **30 min. - break - 30 min.**	**35 minutes**	**25 minutes**	**55 minutes** **23 min. - break - 22 min.**	
:00	:30	:35	:25	:23	:22
:01	:31	:36	:26	:24	:23
:02	:32	:37	:27	:25	:24
:03	:33	:38	:28	:26	:25
:04	:34	:39	:29	:27	:26
:05	:35	:40	:30	:28	:27
:06	:36	:41	:31	:29	:28
:07	:37	:42	:32	:30	:29
:08	:38	:43	:33	:31	:30
:09	:39	:44	:34	:32	:31
:10	:40	:45	:35	:33	:32
:11	:41	:46	:36	:34	:33
:12	:42	:47	:37	:35	:34
:13	:43	:48	:38	:36	:35
:14	:44	:49	:39	:37	:36
:15	:45	:50	:40	:38	:37
:16	:46	:51	:41	:39	:38
:17	:47	:52	:42	:40	:39
:18	:48	:53	:43	:41	:40
:19	:49	:54	:44	:42	:41
:20	:50	:55	:45	:43	:42
:21	:51	:56	:46	:44	:43
:22	:52	:57	:47	:45	:44
:23	:53	:58	:48	:46	:45
:24	:54	:59	:49	:47	:46
:25	:55	:00	:50	:48	:47
:26	:56	:01	:51	:49	:48
:27	:57	:02	:52	:50	:49
:28	:58	:03	:53	:51	:50
:29	:59	:04	:54	:52	:51
:30	:00	:05	:55	:53	:52
:31	:01	:06	:56	:54	:53
:32	:02	:07	:57	:55	:54
:33	:03	:08	:58	:56	:55
:34	:04	:09	:59	:57	:56
:35	:05	:10	:00	:58	:57
:36	:06	:11	:01	:59	:58
:37	:07	:12	:02	:00	:59
:38	:08	:13	:03	:01	:00
:39	:09	:14	:04	:02	:01
:40	:10	:15	:05	:03	:02
:41	:11	:16	:06	:04	:03
:42	:12	:17	:07	:05	:04
:43	:13	:18	:08	:06	:05
:44	:14	:19	:09	:07	:06
:45	:15	:20	:10	:08	:07
:46	:16	:21	:11	:09	:08
:47	:17	:22	:12	:10	:09
:48	:18	:23	:13	:11	:10
:49	:19	:24	:14	:12	:11
:50	:20	:25	:15	:13	:12
:51	:21	:26	:16	:14	:13
:52	:22	:27	:17	:15	:14
:53	:23	:28	:18	:16	:15
:54	:24	:29	:19	:17	:16
:55	:25	:30	:20	:18	:17
:56	:26	:31	:21	:19	:18
:57	:27	:32	:22	:20	:19
:58	:28	:33	:23	:21	:20
:59	:29	:34	:24	:22	:21

PSAT 10 Script 5
Section Timing Chart for MP3 Audio Format

IMPORTANT: *All times are "minutes after the hour." Find the start time, then match to the end time in the appropriate column.*

START AND STOP TIMES FOR MP3 AUDIO FORMAT TIMING

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

For the Math Test – Calculator portion, all scientific calculators are acceptable, all 4-function calculators, including those with square root and percentage keys, are allowed (but not recommended), and most graphing calculators are acceptable as long as they don't have any of the features listed under Unacceptable Calculators. Check the list of acceptable graphing calculators below for models that are permitted.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

CASIO

FX-6000 series	FX-9860 series
FX-6200 series	CFX-9800 series
FX-6300 series	CFX-9850 series
FX-6500 series	CFX-9950 series
FX-7000 series	CFX-9970 series
FX-7300 series	FX 1.0 series
FX-7400 series	Algebra FX 2.0 series
FX-7500 series	FX-CG-10
FX-7700 series	FX-CG-20 series
FX-7800 series	FX-CG-50
FX-8000 series	FX-CG-500 (Using the stylus is not permitted.)
FX-8500 series	
FX-8700 series	Graph25 series
FX-8800 series	Graph35 series
FX-9700 series	Graph75 series
FX-9750 series	Graph95 series
	Graph100 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-9300 series	EL-9900 series

TEXAS INSTRUMENTS

TI-73	TI-89
TI-80	TI-89 Titanium
TI-81	TI-Nspire
TI-82	TI-Nspire CX
TI-83/TI-83 Plus	TI-Nspire CM-C
TI-83 Plus Silver	TI-Nspire CAS
TI-84 Plus	TI-Nspire CX CAS
TI-84 Plus CE	TI-Nspire CM-C CAS
TI-84 Plus Silver	TI-Nspire CX-C CAS
TI-84 Plus C Silver	TI-Nspire CX II
TI-84 Plus CE-T	TI-Nspire CX II-T
TI-84 Plus T	TI-Nspire CX II CAS
TI-85	TI-Nspire CX II-T CAS
TI-86	TI-Nspire CX II-C CAS

RADIO SHACK

EC-4033	EC-4037
EC-4034	

OTHER

Datexx DS-883	NumWorks
Micronta	Smart[2]

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, smartphones, 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 is not permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad). Check the list of acceptable graphing calculators above for models that are permitted.

Sample Master Student List

	Last Name	First Name	M.I.	Date of Birth	SSD/Student ID Number	P=present A=absent M=moved X=no entry	Testing Room (3-digit code/ room name)	Accommodated? Y=Yes N=No	EL Support Type	Language	Staff Assigned
1	Jones	Anita		3/5/2004	999888777	P	123	N			A. Teacher
2	Smith	Terry	O	10/15/2003	000111222	A	456	N			B. Proctor
3	Brown	Robert		2/15/2004	666444555	P	123	N			A. Teacher
4	Ramirez	Juan	J	9/1/2004	0007024797	P	789	Y	50% XT; translated directions	Spanish	S. Scholar
5	Szymanski	Ella		8/12/2004	0007025799	P	012	Y			M. Coordinator
6	North	Adrian		11/30/2003	0007025788	P	234	N			T. Coach
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											

Sample Seating Plans

The following sample plans show how to configure seating in various situations.

Plan IA: level seating

Plan IB: level seating

Plan II: elevated seating

Plan III: tables

X←3′→X

6 feet

X←3′→X←3′→X

12 feet
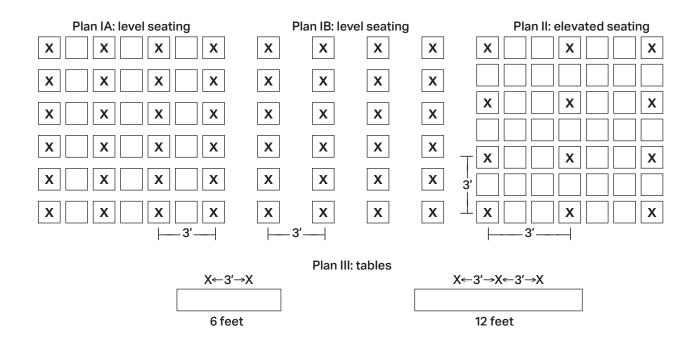
Photo ID Requirements

Acceptable IDs

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 2018–19 is valid through December 31, 2019, but is not acceptable for spring 2020 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 nondriver 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 conform to 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 photo
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (Child Find) ID card
- Any temporary ID card

Additional Instructions for Administering MP3 Audio Formats

Using MP3 Flash Drives (for Approved Schools)

Setting Up Computers for MP3 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 MP3 streaming application. The MP3 audio format flash drive contains read-only files and a built-in player to deliver the test.

Setup for MP3 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.

From time to time, a license may fail on a specific machine or USB port. If you experience error messages referring to media authorization, unlocking of media, and/or licenses, follow the instructions under Troubleshooting for MP3 Audio Flash Drives on page 120 later in this section.

(SSD) *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.*

Follow these steps for all devices to prepare for testing with the MP3 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 MP3 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.

On test day, once all computers are ready for testing, turn to the appropriate parts of the scripts.

- To start testing on Day 1, turn to Begin Here on Test Day on page 71.
- To start testing on Day 2, turn to Admitting Students on page 102.

Troubleshooting for MP3 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.

Posting Information for Students Using MP3 Audio on Flash Drives

If you're testing students with the MP3 audio format on flash drives, post the following common keyboard commands for the equipment students are using.

For PC or Mac:

- 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:
  - Pause or Play: **Control/Command-P**
  - Back: **Control/Command-B**
  - Forward: **Control/Command-F**

For Chromebook:

- 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**.
- Chromebook navigation uses the mouse on the media player menu to pause or play.

Using the MP3 Testing Script with Flash Drives

You'll use the testing script for MP3 audio streaming (Script 5) for students using flash drives because navigation is similar 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. You'll be instructed to skip to this area of the Appendix at appropriate moments in the script (for example, at the end of Section 2, when it's time to end Day 1 of testing).

- 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 MP3 Flash Drives

To all students using MP3 audio flash drives, say:

I will now collect your flash drives.

Walk around the room to close each media player and collect MP3 audio flash drives.

1. Close the media player 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 monitor, 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 Materials and Dismissing Students on page 101.
- To return to Dismissal, turn to Finishing Up on page 107.

How to Fill Out the Coordinator Report Form

If you're testing any students with accommodations administered on the primary test date, account for these materials on the CRF with your standard test taker materials and ensure that they are returned together. You'll need to complete additional CRFs to return with both accommodated testing window and makeup materials. The CRF should be completed for the primary test site and any off-site locations.

Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 4—it's required for reporting scores to your school, district, and/or state. Contact PSAT 10 School Day Support if your code is not correct.

IMPORTANT: *Remember that an answer sheet is considered used if it has 1 or more answers to test questions gridded in for the test and includes a label or gridded student information. Answer sheets are also considered used if they have demographic information or labels but no test responses.*
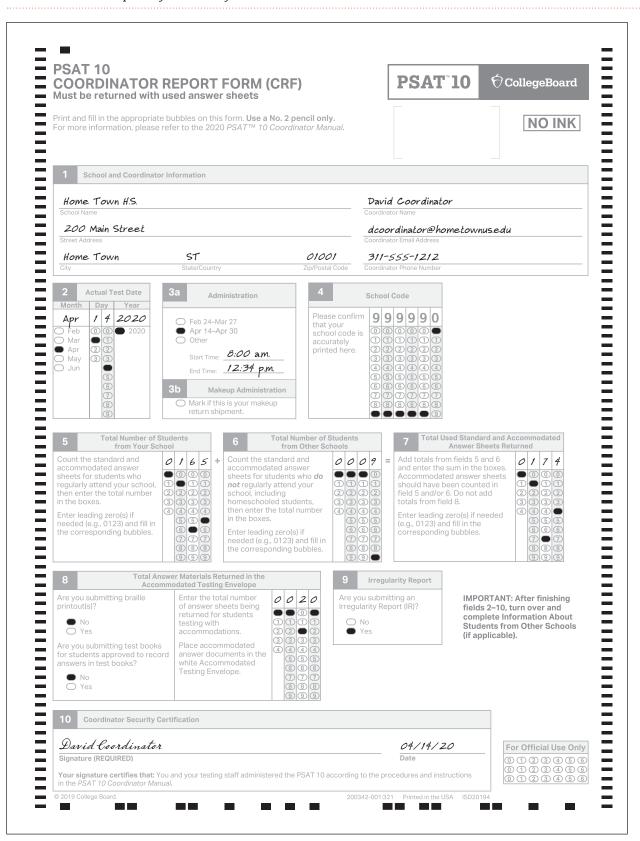
1. Print your school name and address and test coordinator contact information.

2. Print and fill in the ovals for for the test date.

3. Fill in the oval for the testing period and include start and end time. Fill in the oval if you're returning answer sheets for a makeup test.

4. Confirm your 6-digit school (AI) code.

5. Print and fill in the ovals for the total number of standard and accommodated answer sheets you're returning from students who regularly attend your school.

6. Print and fill in the ovals for the total number of standard and accommodated answer sheets you're returning from students who DON'T regularly attend your school. (This information will be used to help with answer sheet count reconciliation activities.)

7. Print and fill in the ovals for the total number of standard and accommodated answer sheets you're returning from ALL students who tested (add your answers for fields 5 and 6).

8. Fill in "Yes" or "No" to indicate whether or not you're returning braille pages or test books for students approved to write answers in the test book. Print and fill in the ovals for the total number of **accommodated** answer sheets you're returning from ALL students who tested. Include the answer sheets for EL students who tested with 50% extended time.

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.

Leave the back of the form blank—don't fill out any information.

Sample Coordinator Report Form

IMPORTANT: *This sample may not match your school's test date.*

PSAT 10
COORDINATOR REPORT FORM (CRF)
Must be returned with used answer sheets

PSAT™ 10 ◆ **CollegeBoard**

Print and fill in the appropriate bubbles on this form. **Use a No. 2 pencil only.**
For more information, please refer to the 2020 *PSAT™ 10 Coordinator Manual*.

NO INK

---

1 School and Coordinator Information

Home Town H.S.
School Name

David Coordinator
Coordinator Name

200 Main Street
Street Address

dcoordinator@hometownus.edu
Coordinator Email Address

Home Town   ST   01001
City   State/Country   Zip/Postal Code

311-555-1212
Coordinator Phone Number

---

2 Actual Test Date

Month	Day	Year
Apr	1 4	2020

○ Feb   ⓪ ⓪ ● 2020
○ Mar   ● ①
● Apr   ② ②
○ May   ③ ③
○ Jun   ●
    ⑤
    ⑥
    ⑦
    ⑧
    ⑨

3a Administration

○ Feb 24–Mar 27
● Apr 14–Apr 30
○ Other

Start Time: 8:00 a.m.
End Time: 12:34 p.m.

3b Makeup Administration

○ Mark if this is your makeup return shipment.

4 School Code

Please confirm that your school code is accurately printed here.

9 9 9 9 9 0

⓪ ⓪ ⓪ ⓪ ⓪ ●
① ① ① ① ① ①
② ② ② ② ② ②
③ ③ ③ ③ ③ ③
④ ④ ④ ④ ④ ④
⑤ ⑤ ⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥ ⑥ ⑥
⑦ ⑦ ⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧ ⑧ ⑧
● ● ● ● ● ⑨

---

5 Total Number of Students from Your School

Count the standard and accommodated answer sheets for students who regularly attend your school, then enter the total number in the boxes.

Enter leading zero(s) if needed (e.g., 0123) and fill in the corresponding bubbles.

0 1 6 5

● ⓪ ⓪ ⓪
① ● ① ①
② ② ② ②
③ ③ ③ ③
④ ④ ④ ④
⑤ ⑤ ● ⑤
⑥ ⑥ ⑥ ●
⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ⑨

+

6 Total Number of Students from Other Schools

Count the standard and accommodated answer sheets for students who *do not* regularly attend your school, including homeschooled students, then enter the total number in the boxes.

Enter leading zero(s) if needed (e.g., 0123) and fill in the corresponding bubbles.

0 0 0 9

● ● ● ⓪
① ① ① ①
② ② ② ②
③ ③ ③ ③
④ ④ ④ ④
⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥
⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ●

=

7 Total Used Standard and Accommodated Answer Sheets Returned

Add totals from fields 5 and 6 and enter the sum in the boxes. Accommodated answer sheets should have been counted in field 5 and/or 6. Do not add totals from field 8.

Enter leading zero(s) if needed (e.g., 0123) and fill in the corresponding bubbles.

0 1 7 4

● ⓪ ⓪ ⓪
① ● ① ①
② ② ② ②
③ ③ ③ ③
④ ④ ④ ●
⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥
⑦ ⑦ ● ⑦
⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ⑨

---

8 Total Answer Materials Returned in the Accommodated Testing Envelope

Are you submitting braille printout(s)?

● No
○ Yes

Are you submitting test books for students approved to record answers in test books?

● No
○ Yes

Enter the total number of answer sheets being returned for students testing with accommodations.

Place accommodated answer documents in the white Accommodated Testing Envelope.

0 0 2 0

● ● ⓪ ●
① ① ① ①
② ② ● ②
③ ③ ③ ③
④ ④ ④ ④
⑤ ⑤ ⑤ ⑤
⑥ ⑥ ⑥ ⑥
⑦ ⑦ ⑦ ⑦
⑧ ⑧ ⑧ ⑧
⑨ ⑨ ⑨ ⑨

9 Irregularity Report

Are you submitting an Irregularity Report (IR)?

○ No
● Yes

IMPORTANT: After finishing fields 2–10, turn over and complete Information About Students from Other Schools (if applicable).

---

10 Coordinator Security Certification

David Coordinator
Signature (REQUIRED)

04/14/20
Date

For Official Use Only

⓪ ① ② ③ ④ ⑤ ⑥
⓪ ① ② ③ ④ ⑤ ⑥
⓪ ① ② ③ ④ ⑤ ⑥

Your signature certifies that: You and your testing staff administered the PSAT 10 according to the procedures and instructions in the *PSAT 10 Coordinator Manual*.

© 2019 College Board.   200342-001:321   Printed in the USA   ISD20194

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
Test Site Issues		
Test site closing/ cancellation of testing ✆ Call PSAT 10 School Day Support immediately.	In the event of a storm, power failure, or other emergency that requires cancellation before test day: ▪ Notify your principal or district. ▪ Notify campus/building security. ▪ Notify students of the cancellation. ▪ Don't attempt to use the test materials you have on-site. Secure them for earliest possible return. ▪ Order makeup materials as soon as possible.	No IR is required.

Interruption
 	
✆
 	
Call PSAT 10 School Day Support if the interruption (e.g., fire alarm) can't be resolved.
	▪ Provide clear instructions for staff and student safety if fire alarm, power failure, etc. occurs.
	▪ Direct students not to talk or use electronic devices.
	▪ Collect test books and answer sheets, if necessary, while maintaining safety. Ensure the room is locked if everyone must leave.
	▪ 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.
	▪ 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.
	▪ If testing must be canceled, your primary test date materials can't be kept or used for makeup testing. The test coordinator must:
	  – Order makeup materials immediately.
	  – Securely store all primary test date test materials. As soon as possible, pack and return all primary test date test materials following the instructions in Pack Test Books for Return on page 49.
	  – Notify students they'll take a makeup test.
		Note the source, length, and impact of the interruption.
		
		On page 2 section 6, fill in the circle for "Disturbance/Interruption." Fill in the testing room code in box 6b and list the affected students in section 10.

Incorrect, Missing, Damaged, or Defective Materials		
Materials missing or damaged before testing ✆ Call PSAT 10 School Day Support immediately.	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.	**On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials."**

Irregularity	What you should do	How to fill out the IR
Missing materials during testing Call PSAT 10 School Day Support immediately.	▪ Wait until a scheduled break or the end of the testing session to account for the missing materials. ▪ Do not allow any student to leave the testing room until materials are accounted for. ▪ If materials aren't located, the proctor should put a monitor in charge of the testing room and contact the test coordinator. Follow instructions from PSAT 10 School Day Support for ordering makeup materials.	Explain the circumstances fully. **On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials." Fill in the testing room code in box 6b and list the affected students in section 10.** **In the Comments section, note the serial number of any missing test books.**
Missing test book after testing Call PSAT 10 School Day Support immediately.	If a test book is discovered missing after students have been dismissed, do not return any test materials until after you have spoken with a representative.	Explain the circumstances fully. **On page 2 section 6, Group Irregularities Information, fill in the circle for "Missing materials."**
Insufficient number of answer sheets Call PSAT 10 School Day Support immediately.	If you don't have enough answer sheets for all students testing, call PSAT 10 School Day Support immediately for instructions on how to proceed.	**On page 2 section 7, Other Issue, fill in the circle for "Other" and write "Insufficient answer sheets" in the Comments section on page 3.**

Defective answer sheet
 	
 Call PSAT 10 School Day Support if you do not have a replacement answer sheet.
	▪ Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with the next question.
	   – 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.
	   – Important: After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–E (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.
	   – Return with other used answer sheets.
	 ▪ If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of answer sheets."
		Identify student; describe defect; if time was not made up, indicate how much time was lost.
		
		 On page 2 section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.

Irregularity	What you should do	How to fill out the IR
Defective test book or flash drive 📞 Call PSAT 10 School Day Support if the defect appears in several books or flash drives.	▪ 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. If able to replace, direct student to use original answer sheet. ▪ 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. ▪ If the test book or flash drive can't be replaced, dismiss the student and tell them they'll take a makeup test. Add this student to your list of makeups needed and order makeup testing materials. For students testing during the accommodated window, call the SSD office for guidance.	Identify student and describe defect. If time was not made up, indicate how much time was lost. **On page 2 section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format." Provide details in the Comments section on page 3.**
MP3 streaming issues 📞 If administration is compromised, call PSAT 10 School Day Support immediately.	▪ Consult Administering MP3 and ATC on page 69. ▪ Note the impact of the issue and the section(s) affected. ▪ 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 PSAT 10 School Day Support.	**On page 2 section 6, fill in the circle for "Defective/incorrect materials" (for a group), or page 2 section 7, Defective Materials Issue, fill in the circle for "Test book, answer sheet, or MP3 audio/ATC format" (for an individual). If time was not made up, indicate how much time was lost. Provide details in the Comments section on page 3. For a group, fill in the testing room code in box 6b and list the affected student(s) in section 10.**
Security Violations/Student Misconduct		
Observed misconduct 📞 Call PSAT 10 School Day Support immediately.	If you observe a student removing a test book or parts of a test book, or leaving the building during testing: ▪ 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. ▪ If pages are missing or damaged, indicate which pages on the IR.	Identify student and explain circumstances. If student left, provide test section, last question number completed, and reason for leaving. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student removed or attempted to remove test materials" or "Student left early/left without permission." Note test book serial number and, if applicable, pages and sections.**
Test book misuse/ working on the wrong section	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: ▪ 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.) ▪ If behavior continues, collect the test book and answer sheet. Notify the test coordinator and dismiss the student. ▪ Fill out an IR. ▪ Return answer sheets with other used answer sheets.	If you dismiss the student, identify student, length of time (if applicable), and affected sections. **On page 2 section 7, Test Admin Issue, fill in the appropriate circle: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time called."** **Fill in the appropriate circle for "Action Taken": Warned, Dismissed, or None.**

Irregularity	What you should do	How to fill out the IR

Use or possession of test content through answer keys or images of test pages
 	
📞
 	
Call PSAT 10 School Day Support immediately.
	If a student is observed using or distributing 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:
	
	▪ Collect the device, answer key, or other prohibited aid.
	▪ Follow procedures to dismiss the student from the testing room:
	  – Inform student that you must write up the incident and that their scores will be invalidated.
	  – Collect test book and answer sheet, and dismiss the student. Do not allow them back in the testing room.
	▪ Before returning any devices to the student, the test coordinator should:
	  – Determine if images of test content were captured and/or distributed.
	  – Take a photo of any applicable smartphone screen or recorded answer key to return with the IR.
	  – After collecting evidence, ensure any test content is deleted before the device is returned to the student.
	▪ 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.
		On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help" or "Student used a phone or other prohibited electronic device, or it made noise." Describe the incident and any evidence in detail in the Comments section.
		
		Fill in the Dismissed circle, indicating student was dismissed.
		
		Fill in the Yes circle, indicating student's answer sheet was returned for scoring.

Noise or disturbances made by prohibited electronic devices Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.	**If a student's prohibited device makes noise or creates a disturbance while in their own possession:** Follow the instructions in "Observed with prohibited electronic devices." **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 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. ▪ The proctor should turn off the phone to prevent additional disturbances during testing. ▪ The proctor should warn the student who owns the phone that additional disturbances will result in dismissal. ▪ You don't need to complete an IR for a warning.	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.") If you dismiss the student, identify them and note the source, length, and impact of the disturbance.

Irregularity	What you should do	How to fill out the IR
Observed with prohibited electronic devices Approved medical devices such as insulin pumps (that are not connected to a cell phone) are allowed.	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: ▪ Tell the student to hand it to you immediately. ▪ Inform the student that you must write up the incident, their scores will be invalidated, and the device will be returned. The student may be eligible for a makeup: – If student used or accessed their phone or device, including in response to a noise or alarm, the student is not eligible for a makeup test. – If the phone or device made a noise but the student was not using or accessing the phone, submit a request for makeup materials. For makeup testing, plan to collect or prohibit the student from bringing a phone into the testing room. ▪ If test content is detected on the device, follow instructions under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aids or electronic devices. ▪ Collect the test book and answer sheet and dismiss the student to a monitored area until after the test. Do not readmit the student to the testing room. **Test coordinator:** If you suspect that the device was used to share test information, immediately call PSAT 10 School Day Support while the student is still in your charge.	Note that the device was observed and/or in use. Provide the student's name. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student used a phone or other prohibited electronic device, or it made noise."** **Fill in the Dismissed circle, indicating the student was dismissed. Under Comments, include information about the type of prohibited aid used.** **Fill in the Yes circle, indicating student's answer sheet was returned for scoring.**
Calculator misuse/ prohibited aids (Unless approved as an accommodation)	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 Prohibited Aids on page 73), either during the test or during breaks: ▪ Warn the student individually to stop use of the prohibited aid. ▪ Tell the student a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.) ▪ If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test. ▪ 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 electronic devices."	If you dismiss the student, fill out the IR. Identify student. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."** **Fill in the Dismissed circle, indicating the student was dismissed. Under Comments, include information about the type of prohibited aid used.** **Fill in the Yes circle, indicating student's answer sheet was returned for scoring.**

Irregularity	What you should do	How to fill out the IR
Refusal to follow instructions 📞 If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance.	Change the seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be invalidated. Keep a seating chart (see back cover of this manual), and use it to indicate original and changed seat locations. OR If a student is observed disturbing others, refusing to follow instructions, giving/receiving help/information, or giving/discussing test questions: ▪ If the student is using an electronic device to share information or test content, follow instructions under "Use or possession of test content through answer keys or images of test pages" to collect and inspect any prohibited aids or electronic devices. ▪ Inform the student that you must write up the incident and that their scores may be invalidated. ▪ 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. **Test coordinator:** Keep the student in your charge until you have spoken to PSAT 10 School Day Support.	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. **On page 2 section 7, Test Admin Issue, fill in the applicable circle: "Student gave or received help," "Student disrupted test," or "Student failed to follow any other test administration regulations."** **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. If you dismiss the student, fill in the Dismissed circle. Fill in the Yes circle, indicating student's answer sheet was returned for scoring.**
Misadministration		
Seating requirements not followed	See Seating Requirements on page 17. If these regulations aren't followed, fill out the IR.	**On page 2 section 6, fill in the circle for "Seating requirements not followed." Fill in the testing room code in box 6b and list the affected students in section 10.**
Accommodations given that were not approved (Including 50% extended time support for EL students) 📞 Call PSAT 10 School Day Support immediately.	▪ Stop testing and collect the student's test materials and answer sheet. ▪ Advise the student that they received accommodations that were not approved and they will need to retake the test on the makeup date. ▪ Dismiss the student. ▪ The student is eligible for a makeup. – Add the student to your list of possible makeups needed and order makeup testing materials as soon as possible. – If you need to order materials after the makeup ordering deadline, call PSAT 10 School Day Support immediately to request materials. – If the student is approved for accommodations that require testing during the accommodated window, contact the SSD office.	Identify student, and note accommodations given and actions taken. **On page 2 section 7, Testing Staff Issue, fill in the circle for "Staff gave incorrect or unapproved accommodation(s)." Fill in Student Information at top of Section 7. Provide details in the Comments section on page 3.**

Irregularity	What you should do	How to fill out the IR

Approved accommodations not given	▪ Advise the student that their approved accommodations were inadvertently not provided.
	▪ Offer the student the option to continue testing without the approved accommodations, or to stop testing.
	▪ If the student chooses to stop testing, collect the test materials and answer sheet and dismiss the student. Tell the student that the school will contact them about further testing options.
	▪ The student may be eligible for a makeup.
	  – Add the student to your list of possible makeups needed and order makeup testing materials.
	  – If you need to order materials after the makeup ordering deadline, call PSAT 10 School Day Support immediately to request materials.
	  – If the student is approved for accommodations administered in the accommodated testing window, contact the SSD office.
		Identify student, and note actions taken.
		On page 2 section 7, Testing Staff Issue, fill in the circle for "Staff did not give approved accommodations."

Disturbance, such as loud and incessant noise, excessive heat or cold, or other distractions 📞 Call PSAT 10 School Day Support if guidance is needed or the problem can't be resolved.	If possible, reduce or eliminate the source of disturbance or move the students. If testing must be interrupted: ▪ Ask students to insert answer sheets in test books, close test books, and sit quietly until the situation is resolved. ▪ Monitor students at all times inside and outside the testing room. Remind students that use of electronic devices and talking are not permitted. ▪ If evacuation is required, refer to "Interruption" earlier in this chart. ▪ Note stop time and inform students that the testing time will be adjusted. ▪ Once testing resumes, adjust testing time. ▪ Tell students to contact **psathelp@info.collegeboard.org** if they feel they were affected. ▪ If you were unable to resume testing, follow the instructions under "Interruption" earlier in this chart.	Note the source, length, and impact of the disturbance. **On page 2 section 6, fill in the circle for "Disturbance/Interruption." Fill in the testing room code in box 6b and list the affected students in section 10.**
Undertiming 📞 Call PSAT 10 School Day Support.	▪ 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. ▪ Allow the full number of minutes on all other sections. Don't go back to any sections that have already been completed. ▪ If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. ▪ Students may be eligible for makeup testing. If so, order makeup testing materials. If you need to order materials after the makeup ordering deadline, call PSAT 10 School Day Support immediately to request materials.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. **On page 2 section 6, fill in the circle for "Undertiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was undertimed" (for an individual). For a group, 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
Overtiming	Students may require makeup testing. If so, the test coordinator should order makeup testing materials. To order materials after the makeup ordering deadline, call PSAT 10 School Day Support immediately to request materials.	Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. **On page 2 section 6, fill in the circle for "Overtiming" (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for "Test was overtimed" (for an individual). For a group, fill in the testing room code in box 6b and list the affected student(s) in section 10.**
Testing staff issues ☎ If staff actions potentially have caused a misadministration, call PSAT 10 School Day Support.	In the case of distracting behavior or incorrect directions, quietly point out the behavior and ask the staff member to correct it. If the behavior persists or if incorrect materials are used during the administration, call PSAT 10 School Day Support immediately.	Note the impact of the issue and the section(s) affected. **Bubble page 2 section 6 (for a group), or page 2 section 7, Testing Staff Issue (for individual irregularities)— choose correct issue from list. For a group, fill in the testing room code in box 6b and list the affected students in section 10. Complete the Comments section.**
Student Issues		
Late arrival	See Process Late Arrivals on page 64.	Identify student. **On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late and was admitted to test."**
Excessive breaks This irregularity does not apply to students approved for "breaks as needed." ☎ Call PSAT 10 School Day Support if there is a security concern.	▪ Ask the student the reason for excessive breaks (is the student ill?). ▪ If the student is ill, follow the instructions in this chart under "Illness." ▪ 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. ▪ Have the room or hall monitor check where the student is going during breaks.	Note the student's name. **On page 2, section 7, Other Issue, fill in the circle for "Other." Provide details in the Comments section on page 3.**
Illness	▪ 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. ▪ If the student is unable to continue, you may order makeup testing materials, counting the student as an absentee. ▪ If an answer sheet becomes soiled, for example, due to illness or bleeding, inform the student it can't be scored. ▪ Discard the soiled answer sheets in accordance with local biohazard protocols. Return soiled test books in plastic, if possible. ▪ If illness results in a disturbance, see instructions for "Disturbance."	Identify student, length of absence, affected section(s), and questions. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student became ill." You may also add a comment if the student plans to test on the makeup date.**

Irregularity	What you should do	How to fill out the IR
Answers placed incorrectly on answer sheets	▪ Provide a new answer sheet if student has misplaced answers on the answer sheet. No erasures or transfers are permitted. ▪ If no extra answer sheets are available, follow the procedures under "Insufficient number of answer sheets" earlier in this chart. ▪ Tell student to print their name on new answer sheet and then continue in the appropriate place. ▪ Important: After the test is over, have the student grid fields 1–8 on the front of the answer sheet and fields A–E (as applicable) on the back. Make sure both answer sheets have these items completed, and clip both answer sheets together.	Identify student; indicate which answers were misplaced and amount of time lost, if any. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student misplaced/misgridded answers."**
Answers written in test book, but not recorded on answer sheet This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	▪ 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. 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"). ▪ Answers recorded in the test book may not be transferred to the answer sheet after the test by either the student or school personnel.	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. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student recorded answers in book without approved accommodation."**
Calculator malfunction	Allow the student to replace batteries or try a backup calculator, if available. If the problem persists, the student should continue to test. Do not allow extra time.	Document the malfunction on the IR. **On page 2 section 7, Test Admin Issue, fill in the circle for "Student had a calculator malfunction."**
Student does not complete fields A–C on the answer sheet	▪ Locate the student's test book and direct them to fill in the information from the back of the book for fields A (Form Code) and B (Test ID). ▪ Direct student to fill in the information from the front of the test book for field C (Test Book Serial Number). OR ▪ If the student did not write their name on the test book, or if the irregularity is found after students have been dismissed, note on the IR and return the answer sheet with other answer sheets.	Identify student. **On page 2 section 7, Other Issue, fill in the circle for "Other." Enter "Answer sheet returned without Form Code, Test ID, and/or Test Book Serial Number" in the Comments section on page 3.**
Test question ambiguity 📞 Call PSAT 10 School Day Support immediately after the test.	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: Assessment Design & Development College Board 250 Vesey Street New York, NY 10281 **EMAIL: psatquestion@collegeboard.org**	**On page 3 section 8, Test Question Ambiguity Information, fill in the circle for the appropriate type of ambiguity.** Indicate name and address of student who reported ambiguity or error, form code, section, and test question number.

Glossary of Terms

50% extended time: A preapproved accommodation that gives a student time-and-a-half for each applicable section of the assessment. Students may receive extended time in reading or math.

100% extended time: A preapproved accommodation that gives a student double time for each applicable section of the assessment. Students may receive extended time in reading or math.

Accommodated testing window: Designated period beginning on the primary test date when students with accommodations are eligible to test.

Advanced Placement® (AP®): A College Board program that gives high school students the opportunity to take college-level courses and exams.

Alternate test format (ATF): An accommodated format of the test, such as braille or MP3 audio.

Bulk registration: The process a state uses to submit a file to order pre-ID labels for PSAT 10 answer sheets. See "Pre-ID label."

College Board–approved accommodation: A change in the format or administration of a test to provide access for a person with a disability. Must be preapproved by College Board. Examples include extended testing time, special formats of the test, large-block answer sheets, readers, scribes, sign language interpreters for spoken test instructions, and extended or more frequent rest breaks.

Coordinator Report Form (CRF): Scannable form used by the test coordinator to document how many answer sheets are being returned for scoring. The test coordinator returns this completed form with the used answer sheets after testing.

Delayed score: A score report delayed by an issue resolved too late to include the score in on-time reporting.

EL: English learner.

ETS: Educational Testing Service. ETS, on behalf of College Board, supports various aspects of test administration.

Extended breaks: A preapproved accommodation that gives students 10-minute breaks rather than 5-minute breaks.

Extra breaks: A preapproved accommodation that gives students a break after every section of the test and halfway through longer sections.

Form Code: A 7-character code, printed on the back of the test book, that identifies the PSAT 10 test form the student is taking. For the test to be scored correctly, the Form Code on the student's answer sheet must match the code on the test book.

Grid: (verb) To enter a response (multiple choice or text) onto a machine-readable paper form such as the answer sheet. Also referred to as filling in the bubbles. Entries on the answer sheet must be made using a No. 2 pencil.

Invalidated score: A score that has been removed from, or never posted to, a student's record or designated as nonreportable by ETS/College Board for testing irregularities, misconduct, or score invalidity. See "Irregularity." Invalidated scores will be shared with your state or district for accountability purposes.

Irregularity: A problem, disruption, or unacceptable behavior during a test administration, including a security incident, misconduct, test question error or ambiguity, student complaint, or other incident or disturbance. An irregularity may result in a delayed test score or an invalidated test score for the student who caused the irregularity or, less frequently, for an entire testing room or school.

Irregularity Report (IR): Scannable form used to document any irregularities that occur.

Large-block answer sheet: A special answer sheet with large answer blocks (squares) instead of bubbles, designed for students with disabilities who need them.

Makeup test: An administration offered to students who miss an original administration of the test or encounter an irregularity that invalidates their original administration.

Master Student List: The list of students taking the test, developed by the PSAT 10 coordinator for a test administration at a particular school.

Misconduct: Action or behavior by a student that results in a score hold, Irregularity Report (IR), or other disruption in a test administration.

Monitor (hall monitor or room monitor): Staff member who assists the test coordinator and proctor in setting up the testing area, monitoring testing, and patrolling the hallways during testing.

MP3 audio: An alternate test format that delivers an audio version of the test. (Student listens to the test.)

Nonstandard Administration Report (NAR): A list of all students approved for accommodations. Includes detailed information about the accommodations the students are approved for.

Office of Testing Integrity (OTI): An ETS department in charge of test security that investigates reported security breaches.

Pre-ID label: Label provided for each student included in the bulk registration (preidentification) file submitted by your state. The pre-ID label is applied to the answer sheet before the test.

Proctor: Staff member responsible for conducting a secure administration and reading the scripts aloud to students. Accountable for and monitors everyone and all testing materials in the testing room.

Reader: A member of the testing staff who reads the test aloud to the student. This must be completed in a 1-to-1 environment. Students approved for the reader accommodation automatically get 50% extended time and extra breaks on all sections.

Room roster: The list of students assigned by the test coordinator to a testing room. Distributed to room proctors to let them know which students they're testing.

School code (AI code): A 6-digit code that identifies an attending institution (a school where a test taker is enrolled). Each attending institution has a unique AI code. Sometimes referred to as a CEEB code.

Score hold: A temporary hold on the release of not-yet-reported scores. 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.

Services for Students with Disabilities (SSD) office: A College Board department that supports accommodation requests and accommodated testing.

Small-group testing: A preapproved accommodation where students test with a small number of test takers.

SSD coordinator: School staff member who works with students to apply for accommodations through the SSD Online portal, accesses and prints the NAR, and assists the test coordinator in determining testing rooms and staff needed for administering the test with accommodations.

SSD eligibility number: The code for a student who has been approved for 1 or more SSD accommodations.

SSD Online: College Board online system for submitting and managing accommodation requests for students with disabilities and EL students testing with 50% extended time.

State-allowed accommodation (SAA): An accommodation approved by the school that does not result in a scholarship reportable score and is only applicable to state-provided PSAT 10 testing.

Student-produced response question: A math question that requires the student to arrive at and record an answer rather than select a multiple-choice answer.

Student score report: The score report students get after taking the PSAT 10. It is provided in both paper and online formats and is also shared with the school and, if applicable, the district and/or state.

Test coordinator: The staff member responsible for managing the test site and staff and ensuring all test materials are handled securely. The person assuming this role is expected to be at the school to supervise all activities related to testing, including accommodated testing.

Test ID code: A 7-character code on the back of the test book that identifies the version of the test and is required for scoring.

Testing room code: A 3-digit code assigned by the test coordinator to each test room. It allows timely identification of answer sheets related to any reported irregularities. Test coordinators give the code to proctors, and students fill in this code on their answer sheet.

Testing Room Materials Report form: A form used by the test coordinator to document the test books and answer sheets delivered to the proctor. The form is completed by the proctor to report the testing materials being returned. The proctor also completes a seating chart (on the back of this manual) to record the serial number of each multiple-choice test book distributed to each seat in the room in the order it was distributed.

Testing Staff Agreement: A form that must be signed by all testing staff prior to the start of testing. Each member of the testing staff affirms their acceptance of specific provisions regarding the administration of College Board tests.

Writer/scribe: A staff member who transcribes answers onto the answer sheet for a student approved in SSD Online for this accommodation. Students automatically get 50% extended time and extra breaks on all sections.

CollegeBoard

Testing Room Materials Report for PSAT™ 10 and PSAT™ 8/9

Directions for Test Coordinator:

- Before issuing materials to the proctor, fill in sections 1 and 2.

- If necessary, remove the completed form (with the completed seating chart) from the back of the manual when the proctor returns it to you.

- Keep all copies of this form on file at your school.

Directions for Proctor:

- Before testing, confirm that you've received the materials recorded in section 2.

- Complete the seating chart on the back of your Coordinator Manual to record how test books were distributed in the room.

- At the end of testing, complete all information on this form (sections 3 and 4) and sign it in section 1.

- Return this report and the completed seating chart, including any additional seating charts (for sections of a large room), to the test coordinator.
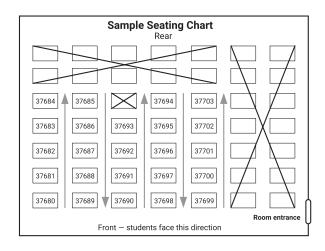
---

1   TESTING ROOM INFORMATION

Test Date: _____   6-Digit School (AI) Code: _____

Testing Room Code/Room Name: _____   Room Type: ☐ Standard ☐ Accommodated

Please print and sign your name below to indicate that the information you have provided on this form is accurate to the best of your ability.

Proctor: _____   _____
            Name (please print)   Signature

Accounting for Test Materials

2 TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES
Total number of books received:		_____ to _____ _____ to _____ _____ to _____ _____ to _____ _____ to _____ _____ to _____

3 TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES
Used test books **returned:**		_____ to _____ _____ to _____ _____ to _____
Unused test books **returned:**		_____ to _____ _____ to _____ _____ to _____
Total number of test books **returned:**		

4 USED ANSWER SHEETS RETURNED	QUANTITY
Total number of **used** answer sheets **returned**:	

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 Irregularity Report explaining the reason for the change.

Sample Seating Chart
Rear

37684	↑	37685		↑	37694	37703	↑
37683		37686	37693	37695	37702
37682		37687	37692	37696	37701
37681		37688	37691	37697	37700
37680		37689	↓	37690	37698	↓	37699

Room entrance

Front — students face this direction

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