Spring 2022

PSAT[™] 10

Coordinator Manual

Look inside for:



SECURITY REQUIREMENTS



STANDARD AND ACCOMMODATED TEST SCRIPTS



TESTING ROOM PROCEDURES



INSTRUCTIONS FOR RETURNING MATERIALS

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PSAT 10 Support (Educators Only)

PSAT 10 SUPPORT HOTLINE: 855-373-6387 **ILLINOIS HELP LINE:** 844-688-9995

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

GENERAL EMAIL: satschoolday@collegeboard.org ILLINOIS 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

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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

As the test coordinator, you should 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 $PSAT^{m}$ 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 and returning materials correctly.

Completing the tasks in After the Test Tasks and Information ensures that students receive their scores.

Part 2: 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're administering the test with accommodations, they should pay special attention to the sections Prepare to Administer Accommodations on page 56, which explains the use of the different accommodated scripts in this manual, and Administer Accommodations on page 62, which explains the different accommodations.

Appendix Resources

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

Typographical Icons

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

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



New for Spring 2022

Important Changes and Reminders

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

- For the latest updates to policy, please see sat.org/covid19.
- 2. Schools giving multiple assessments may receive 1 consolidated Coordinator Planning Kit.
- 3. Test book logistics:
 - Standard test books for the primary window have a **shield** on the cover (to the right of "Important Reminders").
 - Alternate format test materials (such as reader's script) have an apple on the cover.
- **4.** Schools can start testing earlier and/or later than previously allowed and split their students across multiple testing groups:
 - a. All requirements for timing and breaks still apply, and all testing must be completed within the same school day (unless students are approved for a multiday testing accommodation).
 - **b.** No group of students can begin testing after another group has completed the test.
 - c. A group of students testing at the same time must have completed all testing before they are dismissed for lunch.
 - **d.** Mobile phones may be returned to students completing testing only after the last group of students has begun testing.
 - e. Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments (e.g., PSAT 10 and SAT School Day).
 - f. If health and safety guidelines limit the number of students in the restroom or hallways, you may double the time of scheduled breaks and allow students to consume snacks and drinks while standing behind their desks (away from test materials).
 - g. Assign rooms for separate overlapping testing groups in different areas of the school building to limit contact between students.
- The Coordinator Report Form (CRF) has changed to simplify the sorting and counting of answer sheets. Please read the directions carefully.
- 6. For proctors administering the assistive technology—compatible (ATC) format, we have provided standalone scripts for use in the testing room. The test coordinator or SSD coordinator will download

and print a copy of the applicable script for each ATC room, based on the timing accommodations of students in the room. The standalone scripts also include specific ATC instructions and a timing chart.

Testing Basics

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

Standardized Testing

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

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

Test Sections and Timing

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

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

Time allotted:

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

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

Time allotted:

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

Accommodated Testing Overview

College Board is dedicated to ensuring that students with disabilities receive appropriate accommodations on its tests, such as braille, large print, and extended time. Using the College Board SSD Online system,

SSD coordinators can manage student requests and approvals for accommodations. Once approved, with limited exceptions, students remain approved for College Board accommodations until 1 year after high school graduation. See Prepare to Test with Accommodations on page 23 for more information.

Most students will test in 1 or 2 days. In rare occasions, students may need more than 2 days for testing (for example, if they require more than double time or if they're approved for limited testing time).

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.

Staff Roles and Responsibilities

The main testing staff is described in this section. You may require additional support staff depending on the needs of your students. See Plan Your Staff on page 14.

PSAT 10 Coordinator

As the test coordinator, 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.

Online training is provided for all PSAT 10 coordinators. Be sure to complete it well before test day. See Plan Training Sessions on page 17 for more information.

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 human readers to read aloud the test questions, sign language interpreters for test directions, or scribes to record responses. The SSD coordinator can assist the PSAT 10 coordinator in identifying appropriate staff in these cases.

For students approved to use the pre-recorded audio format, the SSD coordinator plays a significant role in gaining and granting access to the streaming application (through SSD Online). See Set Up Computers for Pre-recorded Audio on page 26 for more information.

Proctors

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

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

Hall and Room Monitors

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



PSAT 10 Test Materials

Materials Tables

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

- Coordinator Planning Kit with sample manual (schools giving multiple assessments may receive 1 consolidated Coordinator Planning Kit)
- 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 so you can plan to receive and check materials and learn about the forms and publications you'll be using for administering the PSAT 10.

IMPORTANT: Note that scannable forms, like the answer sheet, Coordinator Report Form (CRF), and Irregularity Report (IR), shouldn't be photocopied because photocopies won't scan properly. Contact PSAT 10 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	Detailed instructions and policies for the test coordinator to	Coordinator Planning Kit
Coordinator Manual	plan setup and management of the PSAT 10 administration.	Preadministration Shipment
	Detailed instructions and scripts for the proctor to 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 and return envelopes. Used by the test coordinator to administer the test and report on the administration.	Test Shipment

STAFF MATERIALS—REPORTS AND FORMS

Material	What It Is and How It's Used	Shipment(s)
PSAT 10 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 this manual.	Test Shipment
PSAT 10 IR	Scannable form for testing staff to report irregularities that might affect scores or result in a misadministration.	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	
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. Do not use these materials to return answer sheets.	Test Shipment	

STU			

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 Print (Large Block)	Enlarged answer sheet used by approved students to record answers to preadministration and test questions.	Preadministration Shipment
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
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 who are approved for large print.	Preadministration Shipment
PSAT 10 Student Guide	A booklet for students that explains the assessment, including test directions, test-taking tips, and PSAT 10 Terms and Conditions.	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 Shipment
PSAT 10 Alternate Test Formats	Specific formats of the test for taking the test with certain accommodations (e.g., large-print test book, ATC format, or braille with raised line drawings). 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.

- Standard test books for the primary window have a shield on the cover.
- Alternate test formats have an apple on the cover.



Use these symbols to make sure you distribute the correct test books for the testing you're administering.

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

Alternate Test Formats

Students testing with SAAs will test with materials that have lime green accents and an **apple** on the cover.

All other students, including those testing with accommodations, will use the standard test books unless approved in SSD Online for an alternate test format. Alternate test formats include pre-recorded audio, human reader, braille with raised line drawings, ATC, large print, and raised line drawings. See Materials Provided for Accommodated Testing on page 29 for a list of available formats.

For students testing with a human reader, pre-recorded audio, ATC, or braille format as College Board–approved accommodations, you'll receive test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC." Make sure to distribute these subtitled test books to the appropriate students to use for reference along with their approved format. (You can't substitute a standard test book for use with these 4 formats). Students using these formats as SAAs will use the regular print lime green test book along with their approved format.

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. Each proctor will need a room roster.

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 4 weeks before test day. The NAR lists students with College Board–approved accommodations, state-allowed accommodations, and EL time and one-half. Several days before test day, print copies of the NAR and distribute them to proctors.

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

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 14 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 this 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 (IR)

You'll receive copies of the IR form to use in the event of an irregularity. Distribute at least 1 IR to each proctor to use in the testing room. Remember, these scannable forms can't be photocopied for use, but your school can call PSAT 10 Support 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 and should include the names of all affected students. Refer to the Irregularity Chart on page 122 for instructions on when to fill out an IR. If you're submitting an IR, keep a copy for your records and return the original.

Coordinator Report Form (CRF)

You'll receive a CRF in each testing materials kit. 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 42 and Complete the CRF on page 43 for more information.



Standard and Accommodated **Testing Rooms**

Students without accommodations or supports test in a standard room on the primary test date using standard orange test books.

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

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

Note that certain accommodations can be provided in the standard room, as long as the student has no other accommodations that require an accommodated room.



GUIDE FOR TESTING WITH ACCOMMODATIONS

	Standard Room(s)	Accommodated Room(s)	
Number of Testing Days	1 day	1 day	2 days
Test Book Color	Orange	Orange (or lime green for SAAs, which must test in a separate room)	Orange (or lime green for SAAs, which must test in a separate room)
Script(s)	Script 1	Scripts 1–4	Scripts 4 and 5
Accommodation Examples	 14-pt large-print test book Large-print answer sheet Magnification device (non-electronic) Printed copy of verbal instructions Permission for food/drink/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 Time and one-half (+50%) 20-pt (or larger) large-print test book Magnification device (electronic) Braille with raised line drawings Braille writer Human reader Writer/scribe to record responses ATC format Breaks as needed One-to-one testing Late start time Home/hospital testing Double time (+100%) for math (Math Test only) SAAs (some may require 2 days) 	 Pre-recorded audio (MP3 via streaming) Double time (+100%) for reading (entire assessment) Limited testing time (may use any script[s]; some may test over 1 day)

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



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.

Part

1

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.)	professionaltraining.collegeboard.org
	Designate a secure area for receiving, checking, and securely storing your test materials.	Plan Your Space on page 12
	Identify students required to test and create a Master Student List.	Build Your Master Student List for Testing on page 12
	Distribute copies of the <i>PSAT 10 Student Guide</i> . Encourage students to visit psat.org/practice to get ready for test day.	Prepare Your Students on page 31
	If using College Board notice/consent form or a locally developed version, distribute with copies of the <i>PSAT 10 Student Guide</i> 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 31
	Work with your SSD coordinator to review the NAR to ensure it includes all students testing with accommodations, including SAAs, and/or EL time and one-half support.	Accessing the NAR to Determine Room Needs for Accommodated Students on page 12 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 12
	Make a list of available staff and their roles. Use the number of testing rooms and their capacity to determine testing room assignments.	Plan Your Staff on page 14
	Work with the SSD coordinator to identify any students who will need support staff such as human readers, scribes, or sign language interpreters. Recruit staff to fill these positions.	Plan Your Staff on page 14
	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 16
	Arrange to minimize distractions—no fire drills or other disruptive events should be scheduled for test day.	Manage Test Day Impacts on page 19
	Reschedule lunch for all participating students, if necessary.	Manage Test Day Impacts on page 19
	Plan activities for students who won't be testing.	Manage Test Day Impacts on page 19
	Notify your school population of modifications to the normal school day.	Manage Test Day Impacts on page 19
	Plan your preadministration session. You may need to plan separate sessions for students with and without consent.	Prepare Your Preadministration Session on page 35
	Make sure computers are provided in testing rooms for students approved to use them.	Prepare to Test with Accommodations on page 23
	If you have students approved for pre-recorded audio (MP3 via streaming), work with the SSD coordinator to make sure the streaming application has been installed and tested on all computers being used for testing.	Set Up Computers for Pre-recorded Audio on page 26

TWO	WEEKS BEFORE THE TEST DATE	
IWOV	VEEKS BEFORE THE TEST DATE	
	Activity	Where to Learn More
	Schedule and conduct staff training.	Train Your Staff on page 19
	Apply pre-ID labels to answer sheets.	Verify and Apply Labels on page 36
	Confirm consent.	Prepare Your Preadministration Session on page 35
	Help staff conduct your preadministration session.	Prepare Your Preadministration Session on page 35
		Conduct the Preadministration Session on page 52
	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 16
	Plan test day schedule and accommodated window schedule.	Build Your Plan for Testing on page 16
	Notify school staff of testing room assignments and alternative arrangements for nontesting students.	Manage Test Day Impacts on page 19
ONE W	EEK BEFORE THE TEST DATE	
	Activity	Where to Learn More
	Have your SSD coordinator review and print your NAR to make sure you	SSD Online:
	have accounted for all students approved to test with accommodations and EL time and one-half support.	collegeboard.org/ssdonline
	Revise room rosters if needed.	Build Your Room Rosters on page 16
	Print necessary translated test directions.	Prepare to Test Students with English Learner Supports on page 22
	If EL students are providing their own word-to-word dictionaries, collect the dictionaries and confirm they don't include any improper writing or pages. You'll redistribute to students on test day.	Prepare to Test Students with English Learner Supports on page 22
	Download and print any necessary printed directions or ATC scripts from SSD Online.	Prepare to Test with Accommodations on page 23
	Notify students of when and where to report on test day.	Prepare Your Students on page 31
	Post testing room assignments.	Post Testing Room Assignments on page 18
	Post room assignments for nontesting students.	Plan for Test Day Impacts to Rooms and Students on page 19
	If applicable, update Master Student List as necessary to include any students who don't regularly attend your school.	Build Your Room Rosters on page 16
	Help staff conduct your preadministration session if you haven't already.	Prepare Your Preadministration Session on page 35
		Conduct the Preadministration Session on page 52
	Review room assignments with staff. Ensure all proctors have reviewed scripts associated with their room types.	Share Role and Room Assignments on page 19
	Review the Testing Staff Agreement with all testing staff, including support staff.	Staff Policies on page 14
	Hold a brief assembly with students who are testing to prepare them for test day.	Prepare Your Students on page 31

	Activity	Where to Learn More
	Check test materials within 24 hours of receipt.	Prepare Your Materials on page 32
	Review facility preparation with custodial staff.	Manage Test Day Impacts on page 19
	Call UPS at 800-PICK-UPS (742-5877) to arrange pickup of materials.	Return Materials on page 47
	Have staff test the equipment to be used for pre-recorded audio or ATC testing.	Prepare to Test with Accommodations on page 23
	Prepare testing room packets for proctors. (You'll add test books on test day.)	Prepare Your Materials on page 32
	Check that all staff have signed the Testing Staff Agreement.	Plan Your Staff on page 14
	Ensure testing room arrangements align with seating policies.	Plan Your Space on page 12
ON TES	ST 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 37
	Post any revised testing room assignments and room assignments for nontesting students.	Admit Students to the Testing Area on page 38
	Distribute testing room packets to proctors.	Equip Testing Rooms on page 37
	Remind staff to cover any instructional materials in the testing rooms before admitting students.	Maintain Security on page 20
	If administering the pre-recorded audio format, work with the SSD coordinator and proctors to confirm the test is downloaded for each test taker.	Administer Accommodations on page 62
	Make sure all announcements are discontinued for the duration of testing.	Manage Test Day Impacts on page 19
	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 38
	Maintain security in your school and support testing staff while testing is in progress.	Your Role During Testing on page 40
	Report test administration irregularities, if any.	Your Role During Testing on page 40
AFTER	TESTING IS COMPLETED	
	Activity	Where to Learn More
	Collect materials from proctors.	Collect Testing Materials on page 41
	Prepare materials for return.	Sort Materials on page 42
		Prepare Documentation on page 43
	Make copies of key forms and store securely.	Store Materials for Your Records on page 48
	Return test materials. This includes returning all test books.	Return Materials on page 47
	Securely store materials for absentees who will test later in the window. Return them in the final return shipment after everyone has finished, but no later than April 29, 2022.	Return Materials on page 47



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.
- Begin the Test Coordinator's Checklist.
- When your manuals arrive, distribute manuals to proctors for their review.

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). Note you'll likely need to divide the list up into room rosters and print all or parts of it for tracking purposes. Keep all copies secure and accessible only to staff who need them.

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 of all students eligible for testing—standard and accommodated. See the Sample Master Student List on page 116 with suggested headings.

 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.
- 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.
- 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.
- 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 116 to confirm 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 time and one-half. The SSD coordinator can access the NAR in SSD Online approximately 4 weeks before test day to help you organize testing for accommodated students.

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 32 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 1 or more off-site testing locations, identify the number of rooms needed and confirm 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 the approved accommodation(s) for each student. It also will include EL students testing with time and one-half. This information will help you determine the number and types of accommodated rooms required.
- If 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 for students testing at the same time. When rooms are close together, each hall monitor can cover up to 5 rooms.
- We recommend that you avoid using science rooms, computer labs, or rooms with specialized equipment, unless they're required for accommodated testing.
 These rooms may be uncomfortable for students or may not have adequate desk space for writing.

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

Seating Requirements

The following are seating requirements for all testing rooms:

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

The following seating arrangements are not allowed:

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

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 who require different timing or breaks must be tested in separate rooms.
- Students with the same type of timing may be seated together. EL students receiving time and one-half can be seated with other time and one-half students as long as they use the same testing schedule (e.g., same breaks).
- An additional testing room is required if a student's accommodations would disturb other students or if the student is approved for an accommodation that requires one-to-one testing. Students approved for breaks as needed, a human reader, or a scribe must test in a one-to-one setting.



 A computer must be provided for students approved for use of pre-recorded audio and ATC formats. These 2 formats also require specialized timing and must be administered in separate rooms from each other. They also may not share a room with students taking other formats of the test. See the requirements in Plan for Computer Usage on page 23.

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

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

- Preferential seating
- Wheelchair access
- Large-print answer sheet
- Permission for food, drink, or medication
- 14-point large-print test book
- Magnification device (non-electronic)
- Sign language interpreter for oral instructions
- Printed copy of verbal instructions
- Auditory amplification or FM system
- 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-print answer sheet, a calculator with large or raised display, or a magnification device 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.

TASKS

Identify Staff for Testing

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

 Work with school administrators to review teacher schedules. Teachers of classes that aren't meeting due to testing are likely candidates to serve as proctors and monitors.

- If you're testing students approved in SSD Online for accommodations, SAAs, or EL time and one-half support, work with your SSD coordinator to ensure you have proper staffing to meet students' needs.
- If your school is using multiple overlapping testing groups, you'll need additional testing staff to support each group. Consider assigning proctors to help with other duties when they are finished testing their own groups.

Assign Staff to Testing Rooms

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

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. When this policy is not followed, the related student's scores are subject to invalidation.
- Never assign a proctor or other support staff to administer the test to a member of their family. If a staff member administers the test to their child or a member of their household, the scores will be invalidated.

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. A human reader or scribe can serve as proctor in their room, since they are testing just 1 student in a one-to-one setting.

Room Monitors Needed

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

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

FOR EACH STANDARD TESTING ROOM

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

FOR EACH ACCOMMODATED TESTING ROOM

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

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

Hall Monitors Needed

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

NUMBER OF HALL MONITORS NEEDED

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

Support Staff Needed for Accommodated Testing

Work with the SSD coordinator to check your dashboard in SSD Online for students approved for any of the following support staff. Support staff must meet the same requirements as all other staff:

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

No specific training is required for SSD support staff, but the test coordinator may choose to share proctor training materials with human readers, scribes, etc. For more information about administering accommodations with support staff, refer to the *Accommodations and Supports Handbook* at accommodations.collegeboard.org/media/pdf/accommodations-supports-handbook.pdf.



Build Your Room Rosters

Once you have your room assignments for staff, create a roster for each testing room that each proctor can use to record attendance on test day. Proctors testing 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 allows you to identify students who may have been affected by the irregularity and makes it easier to quickly locate the right personnel to answer any questions related to such group irregularities. By speeding up investigations of irregularities, testing room codes help ensure scores for your school are released as quickly as possible.

- Assign a 3-digit testing room code to each room you identified as a testing room in Plan Your Space on page 12. When using codes shorter than 3 digits, be sure to include leading zeros (e.g., 001, 020).
- Record the testing room code on each room list you created. The staff will give the testing room code to students to enter on their answer sheets and test books on test day.
- If you're using 1 or more off-site testing locations, assign a unique testing room code or set of codes for each location. (If you'll be using more than 1 testing room at a location, assign a testing room code to each room.)

Assign Students to Testing Rooms

Divide your students into testing rooms based on room capacity.

- Separate your list of students into standard and accommodated test takers.
- Next, separate your list of students testing with accommodations or supports into testing rooms based on their accommodations listed on your NAR.
 - Remember that students testing in the same room must have the same color testing materials and the same testing schedule.
 - Some students with accommodations may also test in a standard testing room. For general guidelines, see Additional Requirements for Accommodated Testing on page 13.

- Students may require testing in small groups.
 Generally, small groups should consist of
 15 students or fewer, but this may be smaller or larger depending on room size and individual student needs.
- Add each student's testing room assignment to your Master Student List.
- On your Master Student List and your room rosters, indicate students' specific accommodations and identify any EL students testing with time and one-half.

Create Individual Room Rosters

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

- Divide your 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 pre-recorded 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 recently approved in SSD Online for accommodations or supports (e.g., students who recently transferred to your school).

Build Your Plan for Testing

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

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 about 3–4 weeks before the test, including answer sheets, 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 College Board privacy policies, which explain how student data, including mobile phone numbers, are used. It also includes College Board Terms and Conditions.
- If students are absent for your preadministration session, plan a session with them at some other time before test day.
- On test day, have blank answer sheets on hand for any students who 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 35 for detailed instructions on planning the session.

Plan Training Sessions

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

See Train Your Staff on page 19 for a list of topics your staff should review prior to testing.

Plan Your Test Day Schedule

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

- On test day, plan to hold a session with staff before testing begins to share last-minute reminders and hand out testing room packets.
- If your school is testing groups of students at different times, all testing must start before the first group to test completes testing. Each group must have completed all testing before they are dismissed.
- Schools can use flexible start times when testing groups of students taking the same assessment or taking different assessments. (For example, if administering both SAT School Day and PSAT 10, the group of SAT School Day testers could begin first, with PSAT 10 testers starting at a later time.)

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 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.
- Students with double time (for the entire assessment) or using the pre-recorded audio format will test over 2 days.

Plan Student Check-In

Depending on your needs, plan for either a central checkin or a room check-in. See Admit Students to the Testing Area on page 38 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.

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



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

Plan for Breaks

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

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

Plan for Testing Absentees

Be aware of your state's requirements for testing students who miss their scheduled test date(s). Testing them 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 filledin responses) answer sheets until you're able to test them.

All of the following tasks apply to planning for testing these students:

- Compile the list of students who need to test later in the window.
- Securely store the materials needed.

- 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 41.

Plan for Off-Site Testing

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

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

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
Time and One-Half (+50%)	4 hours, 34 minutes	4 hours, 9 minutes
Double Time (+100%), Day 1	3 hours, 20 minutes	3 hours, 10 minutes
Double Time (+100%), Day 2	2 hours, 30 minutes	2 hours, 20 minutes
Math Only Time and One-Half (+50%)	3 hours, 41 minutes	3 hours, 21 minutes
Math Only Double Time (+100%)	4 hours, 15 minutes	3 hours, 55 minutes
Pre-recorded Audio (MP3), Day 1	4 hours, 10 minutes	3 hours, 55 minutes
Pre-recorded Audio (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

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 quardians 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

About 6 weeks before test day, you'll receive an email with online training information.

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 haven't 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, mobile phone, and other electronic devices policies
- General responsibilities of each position
- Using the correct testing materials
- Equipping the testing room
- Timing of the test and breaks
- Testing room forms and reports
- Signaling plan for test day
- Administering applicable accommodations

Share Role and Room Assignments

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

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



- General setup of rooms
- Contents of the testing room packet they'll receive on
- Who the backup test coordinator is, in case of your absence

Maintain Security

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

Phone access is not allowed in the testing site (unless approved for use as an accommodation). Consequences for possessing prohibited devices include dismissal, score invalidation, and collection of the electronic device for investigation. Students who possess prohibited devices during the test, including breaks, may be barred from **future College Board assessments.** Refer to the Irregularity Chart on page 122 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 58 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 guestions about procedures.
- Remain vigilant at all times during testing. Staff must not engage in activities unrelated to testing, such as using a phone, using a computer, or grading papers.
- Make sure at least 1 staff member is in the testing room at all times.
- Make sure students are monitored during scheduled and unscheduled breaks.
- Make sure students don't access calculators, phones, or prohibited aids during breaks.
- Some mobile phones can be disguised as calculators with the use of a plastic covering. Also, separate erasers and calculator covers can be used to conceal aids and notes.

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



Immediately report significant problems or events that interfere with specific testing procedures or compromise test security, either before or on test day, to PSAT 10 Support. See the Irregularity Chart on page 122 for more information.

KEY INFORMATION

Prohibited Devices Policies

Review College Board prohibited devices policies with your testing staff.

- Students are advised to leave their devices in their lockers during test day. Despite this, many students will have their phones and other devices with them. College Board policy requires staff to collect phones and electronic devices, including wearable technology, before testing begins.
- Devices must be completely powered off before collection. A phone or other prohibited device that makes noise is grounds for score invalidation. Some alarms are set to sound even when the device is turned off.
- Before testing begins, students have 1 more chance to turn off and turn in their phones and other electronic devices if they haven't already.
- Once the warning script has been read, if a prohibited device is seen in a student's possession, regardless of whether it's making noise, the test coordinator should collect the device, inspect the device for test-related content, and dismiss the student. (Refer to the Irregularity Chart for more information.)
- If a student's phone makes noise or creates a disturbance while in the proctor's possession or stored away from the student's desk, this shouldn't be considered grounds for dismissal, but the proctor should power off the phone to prevent additional disturbances during testing and warn the student that additional disturbances will result in dismissal.
- Full direction on how to address students caught using prohibited devices and aids appears in the Irregularity Chart under Security Violations/Student Misconduct on page 124. Contact PSAT 10 Support immediately for further instructions if a device has been collected and test content is detected on the device.

Prohibited Devices and Aids

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

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

Device Collection Procedures

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

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

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

For more details and suggested collection procedures, see Collect Students' Personal Belongings on page 58.

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 mobile phone in the testing room for use with a glucose monitor. Only students specifically approved to have a mobile phone in the testing room may do so. Approval to test blood sugar doesn't permit the student to have a mobile phone; they must also be approved for use of a mobile phone. For more information, see Use of Medical Devices on page 59.

Students with Service Animals

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

Test Monitoring Responsibilities

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

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

Staff should allow only 1 student at a time to take an unscheduled break, and remind the student that no extra time will be allowed for the break (unless the student has been approved 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 116.)
- Assign seats at random or by prearrangement with the test coordinator. Seating should not be arranged in any predictable order. Never allow students to select their own seats.
- Use the seating chart on the back cover of this manual to record the seating in their rooms for future reference. Test coordinators should keep all seating charts for at least 6 months.



Calculator Policies and Guidelines

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

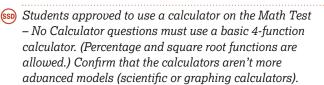
General policies are as follows:

- All guestions can be answered without a calculator.
- We recommend students use a scientific or graphing calculator they are familiar with on the Math Test -Calculator portion of the PSAT 10.
- Students should supply their own calculators. If your school provides calculators, you must ensure the devices are included in Acceptable Calculators on page 115, have working batteries, and are functional. Make sure students are comfortable using them, and have a few extras on hand in case of malfunction.
- Students may also bring acceptable backup calculators in case their primary equipment and batteries fail, but they need the proctor's permission to use backup equipment. If your school provides calculators, be sure to have a few extra on hand.

Monitoring Equipment Use

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

- Only handheld equipment that doesn't require an external power source can be used for testing.
- All scientific calculators and most graphing calculators are acceptable. See Acceptable Calculators on page 115. 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.



Calculator Malfunction

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

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

Prepare to Test Students with English Learner Supports

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

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 time and one-half for those who need it. This support must be requested each academic year for students who need it.

Provide Translated Test Directions and Dictionaries

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

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

Prepare for Extended Time EL Support

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

Prepare to Test with Accommodations

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

Students with accommodations must be tested with the correct testing materials, using the corresponding scripts. Students testing with SAAs 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 with raised line drawings).

For their reference, students using a human reader or pre-recorded audio, ATC, or braille format as a College Board–approved accommodation will also receive a test book with the subtitle, "For Pre-Recorded Audio, Human Reader, Braille, ATC." Students using these formats as SAAs will use the regular print lime green test book along with their approved format.

This manual includes scripts for standard and accommodated testing. Downloadable standalone scripts for ATC users are available from SSD Online (see Download Scripts for ATC Users on page 25).

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 invalidate their test results, 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 16 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

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

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

Make sure appropriate computers are provided in rooms where needed.

- 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 pre-recorded audio format, you'll need computers with access to the internet for downloading the streaming application and test content. On test day the SSD coordinator or proctor will need to launch the streaming 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 and is not needed during the test itself. If your school is unable to connect to the internet, contact the SSD office as soon as possible.
- If you require staff other than the SSD coordinator to proctor the pre-recorded audio streaming administration, you'll need to work with the SSD coordinator to give proctors access to the pre-recorded audio streaming application. The SSD coordinator will receive an access code to set up additional proctors if needed.
- For students approved to use a braille notetaker for math calculations (scratch work), provide a display monitor to connect to the braille notetaker so the proctor can see what the student is typing.



- Instruct the staff to test the equipment before test day and ensure that important precautions for electronic equipment are followed. See Set Up Computers for ATC Users on page 25, Set Up Computers for Pre-recorded Audio on page 26, and Administer Accommodations on page 62 for related tasks and information.
- For tips and practice tests in pre-recorded 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 to write their answers in test books, the proctor or appropriate staff must transfer the answers to the answer sheet after the student completes the test. Large-print 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 human 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 Plan Your Staff on page 14).
- Don't assign a support staff member to a student who is their relative.
- Assign a single human reader or scribe to each student. (Human readers and scribes can't be shared.) Students assisted by a human reader or scribe must test in a one-to-one setting.
- Notify human readers and scribes that their students will take the test with time and one-half unless a student is already approved in SSD Online for double time (or more).

Continue to Check for Approvals and Plan for Testing Needs

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

- Ask the SSD coordinator to alert you if they're notified that a student received approval for accommodations.
 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. This includes any students who will be using the time and one-half EL support.
- A list of needed support staff for accommodated students.
- Help setting up any computers for computer-based formats (e.g., pre-recorded audio or ATC format).
- Assistance with planning for rooms and materials.
- Assistance with providing access to pre-recorded audio if staff other than the SSD coordinator will be proctoring the pre-recorded audio format.

Request Accommodations and EL Supports

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

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

- Each school must have at least 1 designated SSD coordinator with access to SSD Online.
- For detailed instructions on how to access SSD Online, see collegeboard.org/ssdonline.

If a student needs temporary assistance for an injury such as a broken arm, download and submit a Support for Students with Temporary Physical/ Medical Conditions form as soon as possible. The form is available online here: accommodations. collegeboard.org/pdf/state-provided-temporaryconditions-form.pdf. Don't submit these requests in SSD Online.

Review Approvals and Add New Requests

The SSD coordinator will:

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

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

Download and Verify the NAR

As noted in Continue to Check for Approvals and Plan for Testing Needs on page 24, 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 approximately 4 weeks 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.

Set Up Computers for ATC Users

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

The ATC format is compatible with ZoomText (with and without reader), JAWS, and NVDA, on both a PC and a Mac laptop. If you have students using other assistive technology, encourage them to try a practice test, as some of the freeware or less commonly used screen readers may not be compatible with ATC files. When using VoiceOver on a Mac, the student must use the mouse, not the keyboard, for navigation. Kurzweil is currently incompatible with the ATC format. 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/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10.

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.
- 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 62.

Download Scripts for ATC Users

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

The scripts can be found on SSD Online. From the dashboard, select **Helpful Links** and then **Test Scripts & Instructions**. Proctors still need this full-length manual to guide them in setting up their rooms and following testing policies.



Set Up Computers for Pre-recorded Audio

For students testing with the pre-recorded audio format, the audio version of the test will be delivered via 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 audio streaming.



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

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

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

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

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

The steps required to ensure successful use of the streaming application are summarized here and given in detail later in this section. You can also refer to the streaming instructions page in SSD Online.

- Work with the technology staff to download and install the application from SSD Online to any computers that will be used for testing. An application icon will be created during installation. It's critical to ensure each person proctoring the test on either Day 1 or Day 2 can view the application icon when they sign in to the testing machines.
- 2. The streaming application can be pushed to all managed Chromebooks and PCs by your IT administrator. Detailed installation instructions are available via the mass install instructions link in SSD Online through the pre-recorded audio application access instructions page. Share these instructions with your IT staff before test day.
- 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 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.
- 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 streaming application and download the test form (unless students are downloading the test form themselves). This needs to be repeated for each student, prior to the start of testing.

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

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

Install the Streaming Application on Single PCs and Macs

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

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

- 1. Sign in to their user account on each computer.
- Sign in to SSD Online and find the link to download the streaming application on the streaming instructions page.
- 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

Printable instructions for how to run the sample test form are available for download on SSD Online. From the SSD Online dashboard, select **Pre-recorded Audio (MP3 via streaming)**.

For information about preparing computers for pre-recorded audio users on test day, see Administer Accommodations on page 62.

KEY INFORMATION

Types of Accommodations and Materials

College Board offers extended time; special formats such as braille, pre-recorded audio, and large-print materials; and other accommodations to students with documented needs and an approved request in SSD Online. Some students may be approved 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 29 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 or breaks for 1 or more sections on the test.

- Students approved for extended time in reading will receive extended time on all sections of the test.
 Students using the time and one-half EL support also receive extended time for the entire test.
- Students approved for extended time only in math will get extended time only for the math section.
- See the chart Overview of Timing and Breaks on page 109 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 accommodated breaks 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 63 for more details.

Test Aids and Support Staff

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

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 time and one-half unless they have already been approved for double time (or more). These students test in a one-to-one 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). Electronic braille writers/notetakers (for example, BrailleNote) may only be used for math calculations. An electronic braille writer can't be connected to any network, but it must be connected to a display monitor so the proctor can see what the student is typing. In addition, a student may not use a personal computer or a computer belonging to their family as a braille writer. Students recording their answers on a braille device may also be approved to use scratch paper.
- Record Responses in the Test Book: Students will record all answers in the test book. The staff must transfer the responses to the standard answer sheet after the test.
- Record Answers on a Large-Print (Large-Block)
 Answer Sheet: Large-print answer sheets are returned with other used answer sheets in the white Accommodated Testing Envelope. No transcription is required.

Students who are Deaf or hard of hearing:

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

Students assisted by a human reader:

- Take the test with time and one-half unless already approved for double time (or more).
- Test in a one-to-one setting.
- Will need a script for dictation of test questions (for use by the human reader), a subtitled test book or an SAA lime green test book, if applicable (for the student's reference), and possible additional test materials as approved in SSD Online (for example, braille with raised line drawings).



Human 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

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

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

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 approved for braille with raised line drawings test with braille test formats. These students 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. They include raised line drawings of graphs and figures when graphs and figures are included in the test.
- Provide each student with a copy of the Guide to the Nemeth Code and the Braille Reference Information (a braille math reference book). The Guide to the Nemeth Code lists the current version of Nemeth Code mathematical symbols with their meanings. Students may refer to the guide during the test if they're taking the braille test. The Braille Reference Information contains math reference material required for the braille test.

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

Raised Line Drawings

Some students using formats other than braille may be approved for the accommodation of raised line drawings (also called braille graphs and figures or braille figure supplements) along with a human reader or pre-recorded audio format. See Administering Raised Line Drawings on page 64 for more information.

Pre-recorded Audio and ATC Formats

Chromebook, Mac, and Windows are supported for both pre-recorded audio and ATC formats.

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

The pre-recorded audio format is an audio recording of the test. It's delivered via streaming application and consists of read-only files.

- Setup for pre-recorded audio testing should be done before test day to ensure a smooth administration. Setup information is in this manual (see Set Up Computers for Pre-recorded Audio on page 26) and on the streaming 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 pre-recorded audio format will test with double 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 pre-recorded audio flash drives, they also must be set up before test day. The flash drives contain read-only files and a built-in player to deliver the test content.

The ATC format requires double time for Section 2 only. For all other sections, students will receive the timing they are approved for (standard, time and one-half, or double time). ATC standalone scripts for specific timings are available for download from SSD Online. For more information, see Download Scripts for ATC Users on page 25.



A test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" is provided for reference to each student using pre-recorded audio or ATC format as a College Board-approved accommodation. Students testing with these formats as SAAs will use the regular print lime green test book along with their approved format.

Troubleshooting for Pre-recorded Audio

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

Contact PSAT 10 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

State-Allowed Accommodations (If Applicable)

SAAs may be available depending on your state. When administering SAAs, students must be tested with lime green materials in separate rooms from students with orange test books. However, proctors testing these students will follow the 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 time and one-half EL support.

For some accommodations, you'll receive regular and large-print test books and/or regular and large-print answer sheets and instructions. These extra materials are included to cover the different needs of your students and support staff, where applicable.

ACCOMMODATED TESTING

Accommodation

- Time and one-half (50% extended time, includes EL support)
- Double time (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
- One-to-one testing
- Permission for food/drink/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
- Printed copy of verbal instructions (Download instructions from SSD Online)

Materials Provided for Each Approved Student

- Regular-print test book
- Standard answer sheet
- Standard answer sheet instructions

Large-print answer sheet

- Large-print answer sheet
- Standard answer sheet instructions

**Large print - 20 point **Large print - Larger than 20 point **Large print - Larger than 20 point **Large print - Larger than 20 point **Large print answer sheet (for students approved to use them) **Standard answer sheet instructions (included only with 14-point test book on with 20-point test book if the student is using a scribe) **Large-print answer sheet instructions (included with all large-print test book on with 20-point test book if the student is using a scribe) **Large-print answer sheet instructions (included with all large-print test book on with 20-point test book if the student is using a scribe) **Large-print answer sheet instructions (College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard answer sheet instructions **Large-print answer sheet instructions **Standard lime green test book (for SAAs) **Standard lime green test book (for SAAs) **Standard lime green test book (for SAAs) **Standard lime	Accommodation	Materials Provided for Each Approved Student
**Standard answer sheet (for students approved to use them) **Standard answer sheet instructions (included only with 14-point test book or with 20-point test book if the student is using a scribe) **Strandard answer sheet instructions (included with all large-print test book or with 20-point test book if the student is using a scribe) **Pre-recorded audio (MP3 via streaming) format **Pre-recorded audio (MP3 via streaming) format **Streaming application with MP3 files* **Test book with subtile "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard answer sheet **Standard answer sheet instructions **Large-print answer sheet instructions **ATC format **Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard answer sheet instructions **Large-print answer sheet (for students approved to use them) **Large-print answer sheet instructions **ATC standalone script (Download script from SSD Online) **Human reader **Human reader **Reader's script **Test book with subtite "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard lime green test book (for SAAs) **Standard answer sheet instructions **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 instructions **Test book with subtite "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard lime green test book (for SAAs) **Standard lime green test book (for SA	Large print - 14 point	
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* Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard answer sheet instructions **Large-print answer sheet instructions **ATC format** **ATC format** **Plash drive with ATC files **Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard inswer sheet instructions **Standard answer sheet instructions **Standard answer sheet instructions **Large-print answer sheet (for students approved to use them) **Large-print answer sheet instructions **Large-print answer sheet instructions **ATC standalone script (Download script from SSD Online) **Human reader** **Human reader** **Human reader** **Reader's script **Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard answer sheet instructions **Braille with raised line drawings **Standard answer sheet instructions **Braille with raised line drawings supplement (see below) in conjunction with a test format such as an audio version of the test, or with a human reader. This is not the same as testing with a braille test. **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 instructions **Standard answer sheet instructions **Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) **Standard lime green test book (for SAAs) **Standard lime green test book (for SAAs) **Reader's script **Standard lime green test book (for SAAs) **St		• Large-print answer sheet instructions (included with all large-print test books
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# Large-print answer sheet instructions # Flash drive with ATC files # Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) # Standard lime green test book (for SAAs) # Standard answer sheet instructions # Large-print answer sheet (for students approved to use them) # Large-print answer sheet instructions # Large-print answer sheet instructions # ATC standalone script (Download script from SSD Online) # Reader's script # Test book with subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" (for College Board-approved accommodations) # Standard lime green test book (for SAAs) # Standard lime green test book (for SAAs) # Standard answer sheet # Standard answer sheet instructions # Braille with raised line drawings # Standard answer sheet instructions # 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 Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Reference Information # Also: # Standard answer sheet instructions # Standard answer sheet instructions # Standard answer sheet instructions # Braille Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # 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 Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Book 2 - Math Test - No Calculator, Math Test - Calculator (# Guide to the Nemeth Code # Braille Book 2 - Math Test		· · · · · ·
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	Raised line drawings	Braille Figure Supplement book

 $^{^{\}star}$ Flash drives with MP3 audio files may be provided on request to schools unable to stream pre-recorded audio.

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 they won't have lunch 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. Encourage students to read the Terms and Conditions. The student guide also provides sample test questions and test-taking tips.

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

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

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

Inform Families About the PSAT 10

We suggest you inform students' families of what students can expect on test day and what the PSAT 10 means to their college and career planning. Let them know about Official SAT Practice on Khan Academy®. Make them aware of additional privacy policies and Terms and Conditions as described in the PSAT 10 Student Guide so they can discuss them with their child. In addition, you can share that students may now opt in to and participate in Student Search Service online at studentsearch.collegeboard.org using their personal College Board account. Once students have opted in, colleges and scholarship programs can send them information by mail and email. If you encourage students to complete the optional questionnaire at home, you must notify parents and guardians.

KEY INFORMATION

When and Where to Report

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

What to Bring on Test Day

Tell 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 pre-recorded 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 117.)
- For students approved to use a calculator on the Math Test – No Calculator portion of the PSAT 10, a separate, basic 4-function calculator. (Percentage and square root functions are permitted.)

We also recommend that students bring:

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

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 21 (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-print answer sheet must mark Xs darkly in the squares. If students need to erase a response, they must do so as completely as possible.
- Students must mark their answers on the answer sheet—no credit is given for answers recorded in the test book (unless approval has been given in SSD Online for this accommodation).



Important Reminders for ATC and Pre-recorded Audio Users

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

- Students using pre-recorded audio or ATC format with text-to-speech should use earphones. Schools can provide earphones, if necessary; however, students should use earphones they're familiar with and comfortable using. 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/request-accommodations/how-students-can-practice/psat-nmsqt-psat-10.
- Pre-recorded audio users should know how much testing time they'll have and that they'll be testing over 2 days.
- The ATC format will be administered with the same approved timing as a paper test format with 1 exception: Section 2 requires double time.
- Students use ATC and pre-recorded audio formats to access test questions, but still must record their answers on an answer sheet (or another method according to an approved accommodation).

Protecting Student Privacy

We are committed to protecting student data.

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

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

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

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

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

Check the 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.

Each shipment may include more than 1 box.

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

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 the consent of the Office of Testing Integrity (OTI).

See Materials Tables on page 4 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 by College Board for a human reader or pre-recorded

- ☐ Subtitled test books for individual students approved by College Board for a human reader or pre-recorded audio, ATC, or braille format. (Be sure to keep these separate from the standard test books used by other students.) Students using these formats as SAAs will use regular print lime green books along with their approved format.
- ☐ Lime green materials for individual students testing with SAAs, if necessary.
- □ Coordinator Testing Materials Kit containing:

□ CRF.

 \square IR forms.

- White Accommodated Testing Envelope for return of answer sheets for students tested with accommodations.
- ☐ Gray-Bordered Envelope.
- \square Tape to seal the boxes when you return materials.
- ☐ Carton(s) 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 box 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 symbol:
 - Standard test books for the primary window have a shield on the cover.
 - Alternate test formats have an **apple** 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 an IR.
- ☐ Check the CRF to be sure it displays the correct school (AI) code. If the school code on the CRF is incorrect, call PSAT 10 Support to request a new copy.

If you need additional materials, call PSAT 10 Support immediately.

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

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

Also keep the original boxes from your shipment along with the test book return label(s) included in your test shipment. You will use them to return the used and unused test books after the test.

See Count and Distribute Test Materials on page 37 for instructions on proper handling of test books on test day.

See After the Test Tasks and Information on page 41 for instructions on how to handle test books after the test.



Secure Materials for Off-Site Testing

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

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

Create a Testing Room Cover Sheet

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

Include the following information:

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

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 a testing room packet for each room:

- Testing room cover sheet.
- Testing Room Materials Report form (you'll finish filling this out on test day).
- 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.
- For accommodated rooms, a copy of the NAR page(s) showing the name(s) of students testing in that room, their SSD numbers, and the accommodations they're approved for.

- If applicable, printed copy of verbal (spoken) test directions for any students approved for this accommodation.
- If applicable, EL supports (translated directions and/or word-to-word dictionaries) for students who will be using them.
- A supply of No. 2 pencils.
- Answer sheets for the testing room:
 - Prelabeled answer sheets and/or answer sheets used in a preadministration session.
 - Blank answer sheets or large-print answer sheets, if necessary (plus a few extra if using prelabeled and/or pregridded answer sheets).
- Student Answer Sheet Instructions booklets for students who didn't participate in a preadministration session. (A large-print version is provided for approved students.)
- IR form.
- Copy of the PSAT 10 Coordinator Manual, if not already distributed during training (strongly encouraged) or used for a preadministration session.
- Clear plastic bags for storage of collected electronic devices. Also include any other materials needed, such as sticky notes or envelopes. Note that the bags can also be used to store medical devices (e.g., EpiPens).
- For accommodated rooms testing with the pre-recorded audio format, individual index cards or sticky notes with each student's SSD number (required to access the test).
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script (for details, see Download Scripts for ATC Users on page 25).



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 37 for associated tasks.

Assemble Packets for Off-Site Testing

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

- Coordinator Testing Materials Kit containing the following necessary test day materials: a CRF, Testing Room Materials Report forms, IR forms, a white Accommodated Testing Envelope, a Gray-Bordered Envelope, and enough copies of the PSAT 10 Coordinator Manual for the testing rooms
- Answer sheet return UPS Express Pak or carton(s)
- 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 37 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 as well as the questionnaire. Participation in Student Search Service and the questionnaire is voluntary and optional. In addition to using the preadministration session, students may also opt in to Student Search Service and complete the questionnaire online using their personal College Board account at studentsearch.collegeboard.org.

You may hold a session once you receive your preadministration materials. At no point should students take their answer sheets outside the room. All activities related to answer sheets must take place under school supervision.

If your school can't conduct a preadministration session or if you have students absent for the preadministration session, the preadministration scripts are also included in the test day scripts in Part 2 of this manual. The scripts for fields 1–8 appear before the actual test (see Distributing Student Answer Sheets on page 67). The scripts for the other fields appear after the timed test (see Dismissal on page 105).

TASKS

Plan the Session

Full scripts and instructions for conducting the preadministration session are included in Conduct the Preadministration Session on page 52.

- 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-print 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 whether they will participate in Student Search Service.
- Inform students of the planned sessions. Explain the purpose of the preadministration and alert them to come prepared with No. 2 pencils with soft erasers.
 They may also need their email address (optional).
- Before the session, identify which students have parental consent to complete the optional questionnaire and which don't.
- 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.
- Determine staffing needs prior to preadministration. Depending on the number of students you're testing, the preadministration session may be conducted by you, or you may need 1 or more proctors to conduct multiple sessions.
- Before the preadministration, meet as a group with the staff who will administer the sessions.
 - Distribute copies of the manual and instruct staff to become familiar with the preadministration scripting in Conduct the Preadministration Session on page 52.
 - 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 Student Answer Sheet Instructions. For a complete list of materials to provide to staff for the session, see Conduct the Preadministration Session on page 52.
 - 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 for students without pre-ID labels.
 - Instruct staff to sort the answer sheets
 alphabetically before returning them to you. You'll
 need to organize the answer sheets for test day by
 placing them in the correct testing room packets.



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

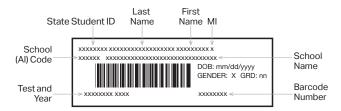
Collect Consent Before the Session

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 following school or district policy. 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 Preadministration Script: Students Without Consent on page 54.

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 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?
- 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-print 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.

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
- Finish assembling testing room packets as early as possible.
- Remind staff to follow the policies under Kev 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 59, including timing the test, maintaining security, preventing copying and communication, monitoring breaks, and reporting irregularities.

Scheduled Breaks

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

Students who receive standard time on the entire test, whether taking the test with other accommodations or not, receive a 5-minute break after Section 1 and a 5-minute break after Section 3. During breaks, students may go to the restroom or to a supervised area for their snacks and/or drinks. They may not go to their lockers or possess 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 63 for details.)

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

Unscheduled Breaks

When students take an unscheduled break (e.g., to use the restroom), the clock does not stop. To maintain security, staff should adhere to the guidelines in Monitor Breaks on page 60 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. You'll need to count the test books again when collecting materials from proctors and preparing them for return.



(SSD) Proctors administering the test with a human reader or pre-recorded audio, braille, or ATC format will need a test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" for each student to use with their approved format. For students using these formats as SAAs, provide the regular print lime green test book to use with their approved format.



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 include:

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

Provide Materials to Off-Site Locations

Follow these steps to count and distribute the tests to your off-site test coordinator(s).

- Only full bundles of test books should be sent to off-site locations. Shrinkwrapping should be broken at the off-site location on test day.
- Count test books for the off-site location. Include any subtitled test books that are needed for testing with a human reader or pre-recorded audio, ATC, or braille
- Add the test books to the package of tests for the offsite 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 34. 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 pre-recorded audio format should post common keyboard commands for the equipment students are using. These are listed in Post Information for Students Using Pre-recorded Audio Format on page 62.

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 117.)
- Annotate your Master Student List as students check in.
 - Write a "P" (present) next to the name of each student who checks in.
 - After check-in is complete, put an "A" (absent) next to the name of any student who is absent. You'll use this information to help you know which materials to securely store for these students to test later in the window.
 - Add student information for any student not on your original Master Student List.
 - Use "M" to indicate students who are moved.
 Also specify which room the student was moved to, if possible.
- If you change a student's room assignment, give them a signed note to present to the proctor.
- If adding a student to a room, ensure that the proctor has the necessary testing materials.

Manage Classroom Check-In

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

- Tell your proctors that changes to a student's room assignment (or room assignments for students not on your 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 39 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 which materials to securely store for these students to test later in the window.
- If a student who isn't on the roster provides a note from the test coordinator, the proctor should write the student's information on the room roster. If a student who isn't on the roster can't provide a note, the proctor should send them to the test coordinator.
- Check ID for students who aren't familiar to them. If a student can't present acceptable ID, staff should record this incident on an IR but allow the student to test. (See Photo ID Requirements on page 117.)

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. If your school is testing students in timed groups and you have space in a later group, instruct the proctor to add the student's name to the appropriate room roster.
- Students who arrive after testing has begun in the late-arrivals room can't test. They should be marked as absentees on your Master Student List for followup actions.

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 SSD Online doesn't show the student as approved for the accommodations, do not supply the accommodations until you have checked with the SSD office.
- Mark the student as moved by printing an "M" next to the student's name in the original assigned room roster.
- Add the student to the accommodated room roster by printing their name and eligibility number at the bottom of the roster. Write a note to the proctor authorizing the change, sign the note, and give it to the student to present on entry to the testing room.
- Deliver test materials for the student to the testing room. 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.
- Make sure that students are approved for accommodations before providing them. 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.

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 1 at a time to rooms where testing procedures are already in progress, they may be admitted only if the proctor is still reading the preliminary instructions for the test, and the student has time to read the instructions on the back cover of the test book.

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 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 Support and consult the Irregularity Chart on page 122 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.

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 Terms and Conditions provided in the *PSAT 10 Student Guide*. Ensure that a complete description of the infraction(s) and actions taken by staff is provided on an IR. Escort the student to their normally scheduled class 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 (if applicable). Please indicate 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 that the phone is needed for further investigation and will be returned to them. Follow instructions in the Irregularity Chart under Use or possession of test content/answers on page 125.

Handle Student Complaints

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

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

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

Report Test Administration Irregularities

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

Refer to the Irregularity Chart on page 122 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
- Staff misadministrations

Follow these steps when recording irregularities:

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

Part 1

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

KEY INFORMATION

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: after primary testing is complete and again for students testing in the accommodated testing window, if applicable. 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. Use your Testing Room Materials Report forms to ensure all serialized test books have been returned.

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

TASKS

Collect Materials from Proctors

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

- □ Copy of this manual, with completed seating chart on the back.
 □ Testing Room Materials Report form.
 □ Annotated room roster or NAR (if applicable).
- ☐ Any additional test materials related to accommodated testing (such as test books with answers, flash drives, etc.).
- ☐ Answer sheets, both used and unused.

☐ Test books, both used and unused.

	Student Answer	Sheet	Instructions	booklets.
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- ☐ Any printed translated testing instructions and copies of verbal instructions.
- ☐ Any word-to-word dictionaries.
- ☐ Any completed IRs. (You must countersign any IRs submitted by your proctors.)
- ☐ ATC standalone script (if applicable).

Also perform these tasks:

- ☐ Using the Testing Room Materials Report forms, verify that the materials returned by each proctor match the materials you initially issued to them.
- ☐ Ensure the proctor or support staff have transcribed answers to a scannable answer sheet for answers recorded in the test book, use of a braille device, or use of a computer to record answers.
- ☐ Count test materials to ensure you received all the materials you gave to proctors. **Count answer sheets by hand.**
 - As you count, do a spot check to 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, school code, student ID, or Form Code, but you must not change any other information on the answer sheet.

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 your school code is gridded correctly. If needed, complete additional IR(s).
- ☐ Call PSAT 10 Support if any student has an irregularity 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/or any testing of absentees 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.

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 48 for details.

Answer Sheets

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

To be placed in storage:

- 1. Completely blank, unused answer sheets. Place these answer sheets in secure storage for use later in the primary testing window or during the accommodated window, if applicable. 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 later in the primary testing window or during the accommodated window, if applicable.

- If not used for testing, return them with other used answer sheets after all PSAT 10 testing at your school 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 testing return shipment (when primary testing is complete):

- 1. Used answer sheets for standard testing with no accommodations. Separate this category into:
 - a. Materials for students from your school
 - **b.** Materials for students who don't regularly attend your school (if applicable)
- 2. Used answer sheets for students listed on the NAR who have completed testing. Make sure that test books for students approved to write their answers in them are clipped to and returned with their respective answer sheets.



(SSD) The answer sheet of any student listed on the NAR who tested with their approved accommodations must be returned in the white Accommodated Testing Envelope for accurate scoring, even if they tested with the time and one-half EL support or tested in the standard room (for example, with a 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.
- Securely store any accommodated materials, including any subtitled test books, for later testing in the window. 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.

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 48 for what you should keep or destroy.

Prepare Documentation

TASKS

Complete the CRF

Fill out a CRF for the testing materials you're returning. See How to Fill Out the Coordinator Report Form (CRF) on page 120 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 standard answer sheets for students from your school.
 - Used standard answer sheets 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 and signed the CRF in
 pencil. Mistakes can lead to delays in score reporting.
- Test coordinators at off-site locations need to follow these same procedures for completing the CRF.

You may need to complete 2 CRFs, depending on whether or not you had accommodated students. Absentees should be tested as close to their original date(s) as possible. If necessary, their materials can be returned in any final return shipment after all testing is completed (but no later than April 29, 2022).

- ☐ The CRF returned with answer sheets for the majority of students testing on the originally scheduled test date(s) should indicate the primary date as the administration date in field 3.
- ☐ A separate CRF should be returned with answer sheets after all students testing in the window have completed testing (if any). Indicate the date window testing started as the administration date in field 3.

IMPORTANT: Remember to include in your last answer sheet shipment any answer sheets with student information but no answers recorded. Include these in the count recorded on the CRF.

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. Make and 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 48 for guidance.

KEY INFORMATION

Common Errors That May Delay Score Reporting

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

Use care to avoid these common issues:

- The number of used answer sheets returned doesn't match the number of used answer sheets reported on the CRF.
- The test coordinator doesn't sign the CRF in pencil.
 A signature on the CRF certifies that your school administered the test properly.
- Used answer sheets for students with accommodations (including English learners testing with time and one-half) who appear on the NAR are not returned in the white Accommodated Testing Envelope.
- Used answer sheets are otherwise not returned according to the instructions specified in Pack Used Answer Sheets, Forms, and Envelopes for Return on page 44.
- The school hasn't responded to a query from ETS or College Board regarding a testing irregularity.
- Materials are not returned in a timely fashion.
- Fields such as School Code and Form Code are incorrectly bubbled on the answer sheet.
- The school didn't use the provided label(s) and/or didn't record tracking number(s).



Pack Materials for Return

TASKS

Pack Used Answer Sheets, Forms, and Envelopes for Return

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

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

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

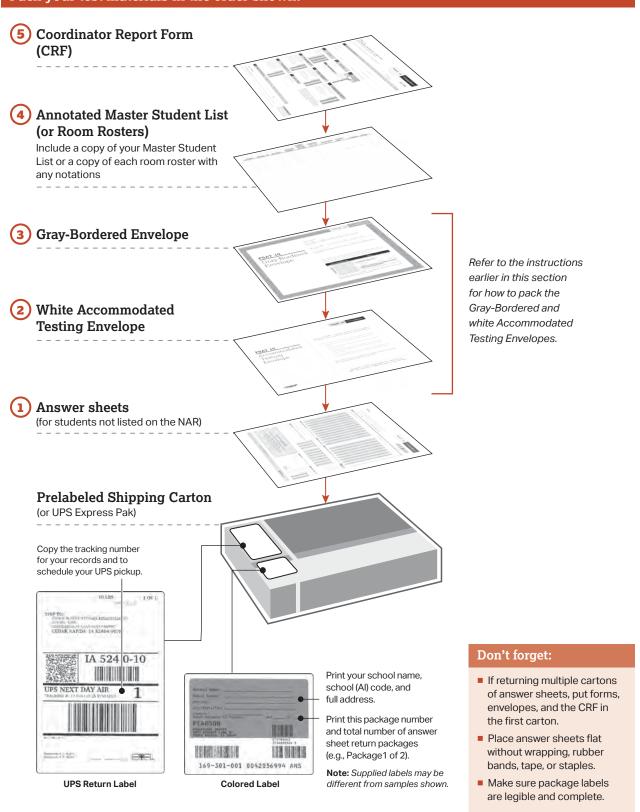
- Place the used standard answer sheets on the bottom.
- Place the white Accommodated Testing Envelope (if any) on top of the answer sheets, containing the following items (don't return the envelope if you have none of these items):

- ☐ 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 print) for students testing with accommodations listed on the NAR
- □ 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 carton or UPS Express Pak.

Once all answer sheets and forms are packed as described in this section, seal the UPS Express Pak or carton(s) 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 (e.g., Package 1 of 1). (Don't count your test book return packages in the total number of answer sheet return packages.)

Returning Used Answer Sheets and Forms

Pack your test materials in the order shown:





Returning Test Books



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

Primary

1. Used primary test books (cover has a shield)

Accommodated window

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

- Used and unused alternate test formats, if any (cover has an apple; place flash drives in original packaging)
- 2. Used and unused **primary** test books (cover has a **shield**)



2 Seal

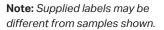
Use supplied tape and remove, cover, or cross out the original shipping labels.

- 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.
- Remove any old labels from the box, then place one UPS label on each box. 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.





4 Ship

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

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

Important Notes

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



Pack Test Books for Return

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

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

- Used and unused standard test books, subtitled test books, and alternate test formats (such as flash drives, braille materials, etc.). Place flash drives in their original packaging before packing them in the return box. Confirm no answer sheets have been left inside test books.
- If you have a second group of students testing later in the window, use the same order to pack test books and formats for shipping.

See the diagram Returning Test Books for a visual guide.

IMPORTANT: Call PSAT 10 Support if you need additional materials for return shipments.

Return Materials

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

TASKS

Schedule Pickups and Ship Materials

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

 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 according to the Return Timetable later in this section.
 Keep materials secure until pickup.
 - If UPS makes daily stops at your school, you can provide any packages to them during their pickup.
 - If UPS doesn't make a daily stop at your school, schedule a pickup at ups.com, or call 800-PICK-UPS (742-5877).
 - Make sure to use the tracking number printed on the preapplied answer sheet return labels when scheduling pickups.
 - You can also take packages to any UPS counter, but don't place materials in a UPS drop box. You must hand them directly to a UPS driver or UPS counter employee so you have a chain of custody for the shipment.
 - Write down your UPS package tracking number(s) in the space provided on the seating chart located on the back of this manual and check the shipment status the following day.
 - If UPS isn't available in your area, contact PSAT 10 Support for further guidance.
 - Do not use first-class mail or any other nontraceable method.
 - Follow the same procedure for each off-site testing location.

KEY INFORMATION

Return Timetable

Return used answer sheets and other materials needed for scoring as quickly as possible after the majority of students have tested on their originally scheduled test date(s).

Return used answer sheets and other materials needed for scoring for students who tested later in the window in a final return shipment after everyone has finished, but no later April 29, 2022.

Make sure to record the tracking numbers for all of your shipments and keep them on file for 6 months.

Answer sheets returned later than April 29 will not be scored.



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.

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

Test Materials	Return	Keep Copies for Your Records	Destroy
NAR	Yes—in white Accommodated Testing Envelope in answer sheet return shipment	Yes	No
IR(s) (if used)	Yes—in Gray-Bordered Envelope in answer sheet return shipment	Yes	No
CRF	Yes—in 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
Printed copies of spoken test directions for approved students	No	No	Yes—after all testing is complete
Translated directions for EL students	No	No	Yes—after all testing is complete
Word-to-word dictionaries for EL students	No	No	No—keep for future use
ATC standalone scripts	No	No	Yes—after all testing is complete
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 accommodated testing	No	Yes—after all testing is complete
Leftover copies of the <i>PSAT 10</i> Student Guide	No	No	Yes



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

Appropriate Uses of Scores and Reports

Go to research.collegeboard.org 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.

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:
 - Know where and when to report for testing.
 - 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

- Take time to study the scripts and timing before test day. Uniform testing conditions depend on you reading the scripts aloud to students exactly as written in the manual.
- 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. The preadministration scripts appear in both Conduct the Preadministration Session on page 52 and Test Day Scripts on page 65 (in case you have students who need to complete these fields on test day).

- If you're testing accommodated students, before test day:
 - Review Using Accommodated Scripts on page 56 to determine the correct script(s) to use.
 - Test any equipment needed.
 - Be prepared to assist students approved for alternate test formats such as braille.
 - If testing students with pre-recorded audio (MP3 via streaming) or assistive technology compatible (ATC) formats, you may be asked to work with the SSD coordinator to set up students' computers before test day.



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:
 - Student Answer Sheet Instructions, a copy for each student
 - Prelabeled answer sheets
 - · Prelabeled large-print (large-block) answer sheets (if applicable)
 - Extra blank answer sheets
 - A list of students with the type of answer sheet needed (standard or large print)
 - 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 Student Answer Sheet Instructions. A large-print version of the *Student Answer Sheet* Instructions is provided for students with approved accommodations that necessitate large print.
- Some students may be using large-print answer sheets. This accommodation will be noted on the list of students received from the test coordinator.
- Select the appropriate script for students with consent or students without consent.
- 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 proctors that shouldn't be read aloud appear outside the shaded scripts.
- Note the following:

- Students must fill in the appropriate bubbles (or squares on a large-print 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–D on the answer sheet until test day.

Selecting the Right Preadministration Script

A FOR STUDENTS WITHOUT CONSENT TO ANSWER THE OPTIONAL QUESTIONNAIRE

If you're reading these scripts to students whose parents or quardians didn't consent for them to answer the optional questionnaire, turn to Preadministration Script: Students Without Consent on page 54.

B FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

Preadministration Script: Students with Consent

Fill in the school code in the script before beginning.

To all students, say:

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

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

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.

To students using large-print answer sheets, say:

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



To all students, say:

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 date of birth or school information, students can use the answer sheet—they'll enter their correct information during the session.
- Shred or securely discard 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.

For field 1, say:

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

For field 2, say:

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

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

For field 3, say:

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

For field 4, say:

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

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

For field 5, say:

In field 5, print and bubble in your state student ID 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 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 enter on their answer sheet. If you don't have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after students are dismissed.

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:

For your date of birth, fill in the bubble for the month you were born. On large-print 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]



For fields 9–13, say:

Turn to page 2 of your answer sheet. Follow the directions in your Student Answer Sheet Instructions booklet to fill in your home address in fields 9 through 12. Leave field 13 blank. These fields are optional but recommended. Raise your hand if you have any questions. Look up when you're done. [pause]

For field 14, say:

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

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

For field 15, say:

Field 15 asks if you want to participate in College Board Student Search Service. This service can help you connect with opportunities. Saying "Yes" to Student Search Service allows colleges, nonprofit scholarship programs, and other education organizations to send you information about the educational and financial aid opportunities they offer. Follow the directions in your Student Answer Sheet Instructions booklet to fill in field 15 and indicate whether or not you'd like to opt in. Raise your hand if you have questions. [pause]

To give instructions for fields 16–21, say:

Now we'll complete fields 16 through 21, which ask for more information about you. If you opted in to Student Search Service in field 15, 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 or guardian 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 these fields.

Start at field 16 on your answer sheet. Instructions for how to complete these questions are in your Student Answer Sheet Instructions booklet, starting on page 2. Once you have completed question 21, look up to let me know you're done. [pause]

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for the remaining fields. Students may need about 1 minute per field to read and complete fields 16-20. College Major, field 21, may take more time. Allow at least 5 minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

When students are ready, for field 22, say:

Find field 22 on the back of your answer sheet. [pause]

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

If you opted in to Student Search Service, you may also get information from colleges sent to this email address.

When all students are finished, proceed to Complete the Preadministration Session on page 56.

Preadministration Script: Students Without Consent

Fill in the school code in the script before beginning.

To all students, say:

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



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

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.

To students using large-print answer sheets, say:

If you're using a large-print answer sheet, please read the directions on page 1 of your answer sheet about how to mark your answers. Your page numbers will be different from the ones I announce, but the field numbers will be the same as the field numbers I give for everyone. You'll mark the squares with an X instead of



filling in bubbles. Raise your hand if you need assistance at any time. [pause]

To all students, say:

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 date of birth or school information, students can use the answer sheet—they'll enter their correct information during the session.
- Shred or securely discard 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.

For field 1, say:

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

For field 2, say:

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

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

For field 3, say:

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

For field 4, say:

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

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

For field 5, say:

In field 5, print and bubble in your state student ID 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 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 enter on their answer sheet. If you don't have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after students are dismissed.

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:

For your date of birth, fill in the bubble for the month you were born. On large-print 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]



For fields 9-13, say:

Turn to page 2 of your answer sheet. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in your home address in fields 9 through 12. Leave field 13 blank. These fields are optional but recommended. Raise your hand if you have any questions. Look up when you're done. *[pause]*

To all students, say:

Leave fields 14 through 22 blank.

Continue with Complete the Preadministration Session.

Complete the Preadministration Session

To all students, say:

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

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

Prepare to Administer 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.

Students testing with time and one-half as an English learner (EL) support may test in the same room as other students taking the test with time and one-half on the entire test so long as no other accommodations are being administered that would require different timings or breaks.

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 (pre-recorded audio, ATC, human reader, or braille).
 - Students using these formats as College Boardapproved accommodations will also have a test book with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to use along with their approved format. These students must receive this subtitled test book, not another regular print test book.
 - Students using these formats as SAAs will use the regular print lime green book along with their approved format.
- Any 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 NAR, which lists the accommodations your students have been approved to receive.
- Review Using Accommodated Scripts 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 109.

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.

KEY INFORMATION

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 for accommodations such as breaks as needed or use of braille materials.

Script 2: Standard Time with Extra Breaks

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

Script 3: Time and One-Half

Use Script 3 for students approved for time and one-half (50% extended time) for reading and for EL students using time and one-half support. These students receive time and one-half on the entire test. If you're testing students approved for time and one-half for math only, start with Script 1 or 2 and move to Script 3 before Section 3.



Script 4: Double Time

Use Script 4 for students approved for double time (100% extended time) for reading. **These students receive double time on the entire test.** They test over 2 days. If you're testing students approved for double time for math only, start with Script 1 or 2 and move to Script 4 before Section 3.

Script 5: Pre-recorded Audio Format

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

Combined Scripts for Math-Only Extended Time

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

Scripts for ATC Format

The ATC format requires 2 specific changes to the scripts:

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

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

During the Test

Prepare to Test

TASKS

Prepare the Testing Room

Make sure you do the following:

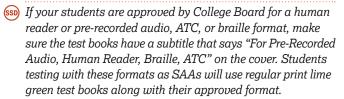
- □ Double-check that your testing room meets seating requirements, including guidelines for type and spacing of seats. For seating requirements and general testing room requirements, see Plan Your Space on page 12. (See also Sample Seating Plans on page 116.)
- ☐ Cover or remove any instructional material, such as maps and charts.
- ☐ Confirm the clock works and is visible from all seats in the room.
- ☐ Post the following information for students on the board (refer to the packet provided by your test coordinator, as discussed in Account for Test Materials later in this section):
 - 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.

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.
- Test books and any additional testing materials and alternate test formats that your students require.





- Answer sheets for your students with their pre-ID labels and pregridded information, if your school held a preadministration session.
- Blank answer sheets and Student Answer Sheet
 Instructions for students who need to complete some
 or all of the preadministration information on their
 answer sheets.
- If applicable, printed copy of verbal test directions for any students approved for this accommodation.
- Translated test directions and/or word-to-word dictionaries for EL students, if needed.
- A blank IR form.
- If testing students using ATC format, a printed copy of the appropriate standalone ATC script.
- 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 you discover a test book is missing, follow these procedures:

- If books have already been distributed, check the desk of the student who was assigned the test book as well as the surrounding desks.
- If testing has already begun, notify the test coordinator as soon as possible, but wait until a scheduled break or the end of the testing session to search the room. Before dismissing students or starting a break, announce that a test book is missing and no one will be dismissed until it's located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on an IR as explained in Complete the Irregularity Report (IR) on page 61.

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

Admit Students to the Testing Room

Admit students 1 at a time, taking care to assign their seats at random or by prearrangement. Verify that students have powered off their mobile phones as they are admitted to the room. If your school is conducting classroom check-in, 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 117.)
- 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(s), drinks, snacks, and ID (if applicable) from their bag and take them to their seat. If a student is approved to use an aid, they should include it with the items they take to their seat.

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

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

Use of Medical Devices

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

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

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

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

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

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

More information is given under Prohibited Devices Policies on page 20.

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 13.

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.

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
- All students must receive the entire time on each section of the test, even if they finish before time is called. Do not end a section early.
- Immediately inform the test coordinator of any timing irregularities. Record irregularities and actions taken on the IR. See Complete the Irregularity Report (IR) on page 61 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 58.
- 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 possess calculators, phones, or prohibited aids during breaks.

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

- Don't leave test materials unattended under any circumstances.
- Make sure test materials and phones aren't removed from the room.
- Don't allow students to access or use phones or wearable technology in the testing room or during breaks, or eat or drink during testing unless they have an approved accommodation.

Prevent Copying and Communication

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

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

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



If the Irregularity Chart on page 122 indicates to call PSAT 10 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 possess calculators, phones, or prohibited aids.

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

For the breaks:

- Post the break time and include what time testing will resume.
- Walk around the room to check that all test books are closed and answer sheets are placed inside them. Also check that any printed instructions or word-toword dictionaries are closed and left on the desks.
- Make sure that students do not have possession of phones or other prohibited devices during breaks for any reason. Phones and other prohibited devices should be collected (if school policy permits), and must remain powered off and stored away from the testing area until the test is over.
- Allow students to eat and drink during breaks in designated areas as long as they placed their food and drinks under their desks before the start of the test, as instructed.



 If students ask, give permission for them to go to the restroom, but under no circumstances should unsupervised groups of students be allowed to leave the room.

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

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

Complete the Irregularity Report (IR)

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

- For all irregularities, fill in the general information in fields 1–5 (page 1) and field 9 (page 3) of the form.
 - In field 2, fill in the date the irregularity occurred.
 - In box 4a, write your 6-digit school (AI) code.
 - In box 4b, fill in the number of students tested at your school (use leading zeros, as in "0055").
- To report a group irregularity (an issue that affects all or a portion of a testing room), fill in fields 6 (page 2), 9 (page 3), and 10 (page 4) to show the type of occurrence, describe the events and actions, and list information about the students affected. Be sure to include the testing room code in box 6b. Note the grade 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, 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 Devices Policies on page 20
- Calculator Policies and Guidelines on page 22
- Monitoring Equipment Use on page 22
- Verify Authorized Test Observers and Visitors on page 40

Your test coordinator will also have this information.

Using the Irregularity Chart

The Irregularity Chart on page 122 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 Key Information and Tasks in this section that apply 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 65.

TASKS

Prepare Computers (if Any) on Test Day

See Set Up Computers for ATC Users on page 25 and Set Up Computers for Pre-recorded Audio on page 26 for information on initial setup of computers for ATC and pre-recorded audio formats.

Note that you will need to distribute test books with subtitles to both ATC and pre-recorded audio users in case they need to reference them during testing. Students using these formats as SAAs will need the regular print lime green test book.

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 access a thesaurus or dictionary or use any unapproved calculators at any time during the test.
- For the pre-recorded audio format: Ensure each student's computer is powered on and connected to the internet. The 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 at the beginning of each section. When timing of each section ends, they will

need to close the file. The ATC standalone script will guide you through this process.

Post Information for Students Using Pre-recorded Audio Format

IMPORTANT: If you're using flash drives because your school can't administer the pre-recorded audio streaming format, follow instructions under Posting Information for Students Using Pre-recorded Audio on Flash Drives on page 119.

Whoever downloads the actual test content will need the correct 7-character Form Code from the back of the test books in your room. Make sure your test books say "For Pre-recorded Audio, Human Reader, Braille, ATC" on the front cover unless your students are using SAAs. (In that case, you'll have standard lime green test books.) All test books in your room will have the same Form Code listed on the center of the back cover.

If your students are downloading the test content themselves, post the following on the board: "Form Selection" followed by the 7-character Form Code. Students will use this information to download the correct test form on Day 1 and Day 2 in the streaming application.

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

- Navigating the test:
 - Test Directions: Select Test Directions to listen to directions
 - Start Section: Select **Section** icon
 - Next Section: Select Stop at bottom of screen to return to section table of contents
 - Change Volume: Select and drag Slider Bar at the bottom of the screen
- Keyboard navigation for PC, Mac, and Chromebook:
 - Pause or Play: Control/Command-P
 - Back (skip to previous track): Control/ Command-B
 - Forward (skip to next track): Control/ Command-F

Administer the Pre-recorded Audio Format

To administer the pre-recorded 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 Pre-recorded Audio on page 26.

You'll need the NAR to run the streaming application because it lists each student's SSD number, which is required 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 testing begins.

To administer the pre-recorded audio format, you'll sign in to the streaming application on all computers before students enter the room to begin testing.

Step 1 - Launch the Streaming Application

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

- 1. Make sure you have posted special instructions for navigating the streaming application as described in Post Information for Students Using Pre-recorded Audio Format on page 62.
- 2. Make sure the volume on the computer is not muted and is set to a good listening level. The student can adjust the volume using the toolbar at the bottom of the screen once the test has begun; however, if the computer volume is muted, the volume control within the application will also be muted.
- 3. Select the MP3 Delivery icon on the computer or Chromebook and sign in with College Board SSD Online credentials. (Contact PSAT 10 Support if login assistance is needed.)
- 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 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 Start the Streaming Application on page 92.)

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

- Under the Assessment Information screen in the School (AI) Code field, enter your 6-digit school (AI) code.
- 2. From the **Assessment Type** drop-down menu, choose **PSAT 10**.
- **3.** Under **Student Information**, fill in the student's first and last name as they appear on the NAR.
- **4.** Under the field **SSD Number**, enter the student's 10-digit College Board SSD number. (Do not use the student's state student ID number.)
- Select the button marked Confirm SSD. A check mark will indicate the number is confirmed.
- 6. Once the SSD number has been confirmed, type the 7-character Form Code found on the back of the subtitled test book in the Form Selection section. Be sure to enter the Form Code exactly as it appears on the test book. You'll use this same Form Code on both Day 1 and Day 2. All test books in your room

- will have the same Form Code in the center of the back cover. They should say "For Pre-Recorded Audio, Human Reader, Braille, ATC" on the front cover unless your students are using SAAs. (In that case, you'll have regular-print lime green test books.)
- 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 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 65.
- On Day 2 of testing, turn to Admitting Students on page 99.

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

Once you've started each section, you should record the start and stop times in the scripts, then post the times at the front of the room for students to see. Use the Timing Charts in the Appendix to ensure that you have correctly calculated the stop time based on the minutes after the hour when you started the section. This manual includes multiple timing charts, so be sure to refer to the correct one for your room (e.g., standard time, double 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-print answer sheet, a calculator with large or raised display, or a magnification device in the back of the room.

Administering Pre-recorded Audio and ATC

Students should use earphones when testing with the pre-recorded 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 the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to these students in case they need to reference them during testing. (Students using these formats as SAAs will use the regular print lime green test book for reference.)

If technical difficulties are encountered during the pre-recorded 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.

Pre-recorded Audio Format

Students using the pre-recorded audio format must be given double time on the entire test, and in addition, must be given 45 extra minutes on Section 2, the Writing and Language Test, to allow for software navigation. These students test over 2 days.

ATC Format

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

Administering Braille Test Formats

Students approved for braille with raised line drawings test with braille test formats. The braille format of the PSAT 10 is divided into several books, which you will use 1 at a time. It includes raised line drawings (braille graphs and figures) within the test books. 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. (Students testing with braille as an SAA will use the regular print lime green test book for reference.)

Administering Raised Line Drawings

Some students using formats other than braille may be approved for the accommodation of raised line drawings (also called braille graphs and figures or braille figure supplements). During the test, when questions refer to figures, students may refer to either the regular-print or large-print test or to the book of raised line drawings.

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



Administering Human Readers

Distribute any supplemental materials to the human reader: a script for the dictation of test questions (for human 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). (Any student testing with a human reader as an SAA will use the regular print lime green test book for reference.)

Students who use human readers in conjunction with other formats will find the 2 texts differ slightly because the script read by a human reader describes the figures in greater detail than in other formats. Students testing with a human reader must test in a one-to-one setting with time and one-half. (Human 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 71 to a support staff member who is writing answers for a student. Students testing with a scribe must test in a one-to-one setting. A scribe may serve as the proctor for their assigned student.

Test Day Scripts

Begin Here on Test Day

Before you begin testing, be sure to complete the tasks in Prepare to Test on page 57 and be familiar with the procedures in Administer the Test on page 59.

IMPORTANT: If you're administering the test with ATC or pre-recorded audio format, you must complete setup of the computers before you begin testing. See Administer the Pre-recorded Audio Format on page 62.

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

- Before admitting students, supply the appropriate information where a blank line "_____" appears in the text.
- Only read aloud the text in the shaded areas. Text that appears outside of the shaded areas is intended for proctors and should not be read aloud.
- Speak loudly and slowly. Be sure that students in the back of the room can hear you clearly. Pause where you see [pause] in the script to allow students time to follow instructions.
- Do not read information in [bracketed italics] out loud.

- Keep an eye out for raised hands. Students are likely to have questions during the pretest instructions.
 Answer student questions about procedure only, not about test content.
- When you see multiple choices with lettered options (e.g., A, B, and C), read the prompts silently before choosing which script(s) to read to students.

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

- Directions for fields 1–8 are given before the test. See
 Distributing Student Answer Sheets on page 67.
- Directions for the other fields are given after the test.
 See Dismissal on page 105.

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

When you are ready to begin, say:

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



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

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

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

Then say:

College Board PSAT 10 Terms and Conditions include rules and policies to make sure all students have a fair and equal test experience. If anyone disturbs others or tries to gain an unfair advantage, I'll ask them to leave the room and their scores will be 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
- Possessing a phone or any unauthorized testing aid during testing or during breaks
- Possessing an answer key or sharing answers with anyone during or after the test
- Going to a locker or leaving the building during the test
- Attempting to take the test for someone else
- Eating or drinking during testing without an approved accommodation to do so
- Causing a disturbance
- Failing to follow testing procedures

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

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

Collection of personal belongings:

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

READ ONLY ONE OPTION.

A If your school collected personal belongings, say:

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

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

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

If a student is approved to use a device as an accommodation, tell them to keep it at their seat. Allow time for students to turn in or put away any of these devices.

To all students, say:

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

Then say:

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

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

To all students, say:

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

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

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

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

Then say:

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

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

Distributing Student Answer Sheets

Distribute the answer sheets. Make sure each student receives their own answer sheet with identifying information completed. Give 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, give them a blank answer sheet.

After distributing answer sheets, say:

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

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.

IMPORTANT: If your school held a preadministration session and all students in the room have correct answer sheets with their information filled in, proceed to Distributing Test Books on page 68.

If any students in the room 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 students who need to complete information on their answer sheets, for field 1, say:

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

For field 2, say:

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

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

For field 3, say:

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

For field 4, say:

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

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

For field 5, say:

In field 5, print and bubble in your state student ID 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 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 enter on their answer sheet. If you don't have access to state student ID numbers, advise the student to leave field 5 blank, then notify the test coordinator after students are dismissed.

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:

For your date of birth, fill in the bubble for the month you were born. On large-print 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 with College Board-approved accommodations taking the test with a human reader or pre-recorded audio, braille, or ATC format get test books with the subtitle "For Pre-Recorded Audio, Human Reader, Braille, ATC" to use along with their approved format. (Students using these formats as SAAs receive regular print lime green test books along with their approved format.)
- For students using braille, the subtitled books can be kept at the proctor's desk for reference.

When everyone is ready, say:

I will now distribute your test books. Do not open them until I tell you to.



Give each student the appropriate test materials in serialnumber order.

You must record the test book serial numbers on the seating chart on the back of this manual to indicate which test book was distributed to each seat. Also record the student's name on the seating chart if time permits. You can complete this task while students are working on Section 1, the Reading Test.

Make sure no one opens a test book until told to do so.

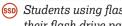
When all students have their test books, say:

Turn your test book over and read the back cover. It has important information about the test and how to properly mark your answers. [pause]

Are there any questions about what you just read? [pause]

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]		



Students using flash drives should add this information to their flash drive packaging as well.

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

Give additional instructions for marking answers by saying:

It's important that you follow the directions for marking your answers so your answer sheet can be scored. I'm going to emphasize the most important points to make sure they're clear. Please listen carefully.

- Mark all of your answers on the answer sheet. You may use your test book for scratch work, but only answers marked on the answer sheet can be scored, unless you're approved to mark them in the test book.
- After time has been called, you may not transfer answers from your test book to your answer sheet or fill in bubbles.
- Make sure you use a Number 2 pencil. Don't use a pen, a colored pencil, or a mechanical pencil.
- Mark 1 answer for each question and fill in the bubbles on the answer sheet darkly and completely.

- Don't make any marks on your answer sheet other than your answers. Stray marks on your answer sheet will interfere with scoring.
- If you erase, do so completely. Incomplete erasures may be scored as intended answers.

IMPORTANT: Read the following script quietly **only** to students who are approved to record their answers in their test book.

To students who are approved to record their answers in their test book, say:

You've been approved to record your answers in the test book. Be sure to circle the letter of your chosen answer in your test book. Only circle 1 answer for each question. If you change your mind, erase as completely as you can.

Completing the Certification Statement

To all students, say:

Now please find the Certification Statement on the back of your answer sheet.

By signing the statement, you are agreeing not to share any test content with anyone, through any means, including but not limited to email, text messages, internet posts, or other use of the internet. Doing so may result in score 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.

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.



Completing Test Book Information

Before Filling in Test Book Information

A FOR PRE-RECORDED AUDIO USERS

- If students are using the streaming application, turn to Script 5: Pre-recorded Audio Format on page 92 to guide students through filling in their test information on the answer sheet and navigating the computer-based test.
- If your school has been approved to use flash drives, continue with the scripts that follow.

FOR ALL OTHER STUDENTS

Continue with the scripts that follow.

Continue Filling in Test Information

IMPORTANT: For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can't be scored.

For field A, Form Code, say:

Find field A on the back of your answer sheet. If you're using a large-print answer sheet, field A is on page 7. Find the Form Code on the back of the test format you're testing with—that is, your test book, reader's script (provided to your human reader), braille book, or flash drive package. Copy the Form Code exactly as it appears on your test into field A on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]

For field B, Test ID, say:

Find field B below field A. Find the Test ID on the back of the test format you're testing with—that is, your test book, reader's script (provided to your human reader), braille book, or flash drive package. Copy the Test ID exactly as it appears on your test into field B on your answer sheet, and fill in the appropriate bubbles. Please look up when you are finished. [pause]



(ss) Students using braille, pre-recorded audio, or ATC formats may require assistance copying information.

For field C, Test Book Serial Number, say:

Look at the front cover of your test book or other test format. Find the number in the upper right corner labeled "Test Book Serial Number." Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Check that students are filling in the correct codes.



(SSD) Students using a human reader, braille test, or flash drive shouldn't copy any codes from the reference test book on their answer sheets. They should use the codes on the test format they're testing with.

Have students check the codes they've entered by

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

IMPORTANT: If your school doesn't use testing room codes, instruct students to leave field D blank.

If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

IMPORTANT: If you're administering the pre-recorded audio format on flash drives, skip forward to Explain Pre-recorded Audio Navigation on page 94.

When everyone is ready, say:

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

During testing, keep your answer sheet and test book flat on your desk. If you find something wrong with your answer sheet or test book, such as a missing page, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 10, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]



Specific Format Instructions

- If you have students using a scribe, a human reader, or braille format, find and read the appropriate instructions in this section.
- For all other students, continue at Proceed to the Appropriate Script.

To a scribe, say:

Please follow these instructions:

- You must write only what the student dictates in English.
- You may not prompt the student in a way that would result in a different response.

To a student who is using a scribe, say:

Since you're using a scribe, your answers and any corrections will be recorded as you dictate them. If you want to review your work, your answers will be read to you. Do you have any questions? [pause]

To a human reader, say:

If you are reading the script to a student, please read questions as often as requested. It is important to read only what is in the script. Do not elaborate beyond what is in the script, even if the student asks for it. If a student using Raised Line Drawings doesn't read braille, you can find the labels and numbers in corresponding locations in the 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.

Proceed to the Appropriate Script

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

- If testing ATC users, switch now to the specialized standalone ATC script that gives the right timing for your room and begin reading at Script for ATC Format.
- If testing students using the pre-recorded audio format, you should already be reading from Script 5: Pre-recorded Audio Format on page 92.

For all other students, use this table to find the right script to start testing in your room. Depending on the accommodations you're administering, you may need to begin with one script and switch to another later in the testing session.

SCRIPTS TO USE FOR TESTING

SCRIPTS TO USE FOR TESTING	
To start testing with:	Turn to:
Standard timing and breaks	Script 1: Standard Time on page 72
Standard timing and extra breaks	Script 2: Standard Time with Extra Breaks on page 76
Time and one-half (50% extended timing)	Script 3: Time and One-Half on page 81
Double time (100% extended timing)	Script 4: Double Time on page 86
Pre-recorded audio format	Script 5: Pre-recorded Audio Format on page 92

The Overview of Timing and Breaks on page 109 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.

Also use this script to administer the following accommodations to students who aren't approved for extended time or extra breaks, including:

- Extended time on math only (you'll see instructions for when to switch to Script 3 or Script 4).
- Braille or large-print test formats.
- Breaks as needed or extended breaks.
- Permission to test blood sugar or small-group setting.

SECTION 1:

Reading Test

STANDARD TIME



IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES STANDARD TIME

START TIME

STOP TIME

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:

You have 30 minutes remaining in Section 1.

After 55 minutes, say:

You have 5 minutes remaining in Section 1.

After exactly 60 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.



Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2:

Writing and Language Test

STANDARD TIME



When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME

START TIME _____ STOP TIME _

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

After 15 minutes, say:

You have 20 minutes remaining in Section 2.

After 30 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 35 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

A FOR STUDENTS WITH MATH-ONLY EXTENDED TIME

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 83.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 for Math-Only Extended Time on page 89.

B FOR ALL OTHER STUDENTS

Continue with the script that follows.

SECTION 3:

Math Test - No Calculator

STANDARD TIME



IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.



To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

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

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME

START TIME

STOP TIME

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

🏹 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:

Math Test - Calculator

STANDARD TIME



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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

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

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES STANDARD TIME

START TIME

STOP TIME

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

After 20 minutes, say:

You have 25 minutes remaining in Section 4.

After 40 minutes, say:

You have 5 minutes remaining in Section 4.

After exactly 45 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]



(SSD) Students testing with alternate test formats should use the codes from those formats, not the test book.

Proceed to Dismissal on page 105 for the collection of test books and other test materials.



SCRIPT 2: Standard Time with Extra Breaks

Use this script for:

- Students approved for extra breaks with standard timing on all sections of the test.
- Students approved for extra breaks and extended time for math only. You'll see instructions for where to switch to Script 3 or 4.

Students with extended breaks or breaks as needed who test with standard time should be tested with Script 1.

SECTION 1: Reading Test

60 MINUTES STANDARD TIME WITH EXTRA BREAKS

(L) 30 Minutes

5-Minute Break

30 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 60 minutes to work on Section 1. We'll stop for a short break after 30 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. *[pause]* Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME

STOP TIME

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 15 minutes, say:

You have 45 minutes remaining in Section 1 and 15 minutes until the break.

After 25 minutes, say:

You have 35 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 30 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

3 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.



When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 30 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



30 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME ____

STOP TIME

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

After 15 minutes (from the break), say:

You have 15 minutes remaining in Section 1.

After 25 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.

 Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2:

Writing and Language Test

STANDARD TIME WITH EXTRA BREAKS



When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 35 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



35 MINUTES STANDARD TIME — EXTRA BREAKS

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:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

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

- For students testing with time and one-half for math, turn to Script 3, Break Before Section 3 on page 83.
- For students testing with double time for math, turn to Script 4, Break Before Section 3 for Math-Only Extended Time on page 89.

FOR ALL OTHER STUDENTS

Continue with the script that follows.

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

☼ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:

Math Test - No Calculator

STANDARD TIME WITH EXTRA BREAKS



25 Minutes

IMPORTANT: *If a student is approved to use a 4-function* calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 25 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.



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

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



25 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME

STOP TIME _

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 10 minutes, say:

You have 15 minutes remaining in Section 3.

After 20 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 25 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:

Math Test - Calculator

45 MINUTES STANDARD TIME WITH EXTRA BREAKS



5-Minute Break

22 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 45 minutes to work on Section 4. We'll stop for a short break after 23 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.



Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

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

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



23 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME

STOP TIME

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

After 10 minutes, say:

You have 35 minutes remaining in Section 4 and 13 minutes until the break.

After 18 minutes, say:

You have 27 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 23 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

♂ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test 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. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



22 MINUTES STANDARD TIME — EXTRA BREAKS

START TIME.

STOP TIME_

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

After 10 minutes (from the break), say:

You have 12 minutes remaining in Section 4.

After 17 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. [pause]

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]

Students testing with alternate test formats should use the codes from those formats, not the test book.

Proceed to Dismissal on page 105 for the collection of test books and other test materials.

SCRIPT 3: Time and One-Half

The following script is for time and one-half test takers. Begin with this script if you are testing students approved for time and one-half in reading, including EL time and one-half support. These students receive time and one-half for the entire test (unless also approved for another accommodation that gives them additional time, such as double time for math).

IMPORTANT: If you are testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students approved to test with standard time and extra breaks). You will be instructed when to return to this script.

(SD) If a student is using a scribe or a human reader, refer to Specific Format Instructions on page 71.

SECTION 1: Reading Test

90 MINUTES TIME AND ONE-HALF





45 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 90 minutes to work on Section 1. We'll stop for a short break after 45 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES TIME AND ONE-HALF

START TIME

STOP TIME

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.



After 20 minutes, say:

You have 1 hour and 10 minutes remaining in Section 1 and 25 minutes until the break.

After 40 minutes, say:

You have 50 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 45 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 45 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES TIME AND ONE-HALF

START TIME

STOP TIME

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

After 20 minutes (from the break), say:

You have 25 minutes remaining in Section 1.

After 40 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2:

Writing and Language Test

TIME AND ONE-HALF



When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 53 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



53 MINUTES TIME AND ONE HALF

START TIME _____

STOP TIME

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

After 25 minutes, say:

You have 28 minutes remaining in Section 2.

After 48 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 53 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

Break Before Section 3

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

Ö 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 3:

Math Test - No Calculator

TIME AND ONE-HALF



IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 38 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.



Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

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

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



38 MINUTES TIME AND ONE-HALF

START TIME

STOP TIME

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 20 minutes, say:

You have 18 minutes remaining in Section 3.

After 33 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 38 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4:

Math Test - Calculator

68 MINUTES TIME AND ONE-HALF



5-Minute Break

34 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 8 minutes to work on Section 4. We'll stop for a short break after 34 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.



To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

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

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



34 MINUTES TIME AND ONE-HALF

STOP TIME START 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:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test 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. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



STOP TIME

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

After 15 minutes (from the break), say:

You have 19 minutes remaining in Section 4.

After 29 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

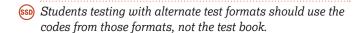
Stop work and put your pencil down. [pause]

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]



Proceed to Dismissal on page 105 for the collection of test books and other test materials.

SCRIPT 4: Double Time

The following script is for double time test takers. Use this entire script for students approved for double time in reading.

IMPORTANT: If you're testing students with math-only extended time, begin with the appropriate standard time script (Script 1, or Script 2 for students who have been approved to test with standard time and extra breaks). You'll be instructed when to return to this script.



(ss) If a student is using a scribe or a human reader, refer to Specific Format Instructions on page 71.

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.

IMPORTANT: When you record the distribution of test books on your seating chart (while students are working on Section 1), be sure to also include student names. You'll need the names for seating students on Day 2 of testing.

SECTION 1: Reading Test

120 MINUTES DOUBLE TIME



60 Minutes

5-Minute Break

60 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 120 minutes to work on Section 1. We'll stop for a short break after 60 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Please open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave



that line blank on the answer sheet. If you change your response, erase it as completely as possible.

If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Now, open your test book to Section 1. [pause] Read the directions and begin work. Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES DOUBLE TIME

START TIME

STOP TIME

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books.

After 30 minutes, say:

You have 1 hour and 30 minutes remaining in Section 1 and 30 minutes until the break.

After 55 minutes, say:

You have 1 hour and 5 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 60 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll start testing again in exactly 5 minutes.

Ö 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 60 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

STOP TIME



START TIME

60 MINUTES DOUBLE TIME

Post the start and stop times.

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

After 30 minutes (from the break), say:

You have 30 minutes remaining in Section 1.

After 55 minutes (from the break), say:

You have 5 minutes remaining in Section 1.

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

Stop work and put your pencil down. [pause]



To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2:

Writing and Language Test

DOUBLE TIME



When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 10 minutes to work on Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

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

Now, open your test book to Section 2. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



70 MINUTES DOUBLE TIME

START TIME

STOP TIME

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

After 35 minutes, say:

You have 35 minutes remaining in Section 2.

After 65 minutes, say:

You have 5 minutes remaining in Section 2.

After exactly 70 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.



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 dictionaries, 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:

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, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at ______.

Please gather your belongings and exit the room quietly.

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 schoolallowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.

Preparing to Test

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

When everyone is ready, say:

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

 Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you're

- approved to use as an accommodation. If you're using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk.
 If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

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

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. (The NAR will indicate if an aid has been approved as an accommodation.) See Prohibited Devices and Aids on page 21 for a list of prohibited devices and aids.

Then say:

Now, place your calculators under your desks. You won't need them until a later section. [pause]

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet or test book does not display your name.

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

IMPORTANT: Skip forward to Section 3: Math Test – Calculator for your 2-day testers.

Break Before Section 3 for Math-Only Extended Time

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

⊘ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.



SECTION 3:

Math Test - No Calculator

DOUBLE TIME



IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Directions for filling in your answers to these questions are in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

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

Now, open your test book to Section 3. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



TA DT TIME

STOP TIME

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 25 minutes, say:

You have 25 minutes remaining in Section 3.

After 45 minutes, say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4: Math Test - Calculator

90 MINUTES DOUBLE TIME

45 Minutes

5-Minute Break

45 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll stop for a short break after 45 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.

Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

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

Now, open your test book to Section 4. [pause] Read the directions and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES DOUBLE TIME

START TIME

STOP TIME

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

After 20 minutes, say:

You have 70 minutes remaining in Section 4 and 25 minutes until the break.

After 40 minutes, say:

You have 50 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 45 minutes, say:

Stop work and put your pencil down. [pause]

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.



⊘ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test 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. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk, and continue working where you left off.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES DOUBLE TIME

START TIME

STOP TIME

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

After 20 minutes (from the break), say:

You have 25 minutes remaining in Section 4.

After 40 minutes (from the break), say:

You have 5 minutes remaining in Section 4.

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

Stop work and put your pencil down. [pause]

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. [pause]

When everyone is ready, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]



(SSD) Students testing with alternate test formats should use the codes from those formats, not the test book.

Proceed to Dismissal on page 105 for the collection of test books and other test materials.

SCRIPT 5: Pre-recorded Audio Format

The following script is for pre-recorded audio format users. By this time, you should have read the opening scripts to students and distributed their answer sheets and test books. If you haven't yet done so, return to Begin Here on Test Day on page 65.



(SSD) If a student is using a scribe, refer to Specific Format *Instructions on page 71.*

A FOR STUDENTS WITH THE TEST FORM ALREADY **DOWNLOADED**

Proceed to Complete Test Information on page 94.

B FOR STUDENTS USING FLASH DRIVES

Proceed to Explain Pre-recorded Audio Navigation on page 94.

(P) FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM

Continue with the instructions that follow.

Start the Streaming Application

At this point, the streaming application should be open and ready to run on each computer. Before instructing students to begin the form selection process, ensure each computer is displaying the **Test Administration** screen, where students will input their assessment, student, and form selection information.

Give each student a sticky note or index card with their 10-digit College Board SSD number written on it. They'll need this on both days of testing.

Fill in the school code in the script before beginning.



To students accessing the audio streaming application test form, say:

Today you'll be taking the test using an audio application. First, you'll enter some information to access your test form.

Confirm that students' computers display the correct starting screen by saying:

Your screen should display **Assessment Information** at the top. Please raise your hand if that is not what you see on the screen.

If a student raises their hand, help them access the correct screen.

When everyone is ready, say:

Please follow these instructions:

- Under Assessment Information in the School
 (AI) Code field, please add the 6-digit school code
 ______. [pause]
- **2.** From the **Assessment Type** drop-down menu, choose **PSAT 10**. [pause]
- **3.** Under **Student Information**, please enter your first and last name. [pause]
- **4.** In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
- **5.** Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or index card given to the student and that the student is typing the number correctly. You may need to assist students who are having difficulty. If you need further assistance, call PSAT 10 Support.

Fill in the Form Code in the next script. The Form Code appears on the back center of every test book in your room. Your test books should say "For Pre-recorded Audio, Human Reader, Braille, ATC" on the front cover unless your students are using SAAs. (In that case, you'll have standard lime green test books.) See Post Information for Students Using Pre-recorded Audio Format on page 62 for details.

Give instructions for starting the test download by saying:

Now you'll enter the Form Code so that you can download the correct test. In the **Form Selection** field, type the 7-character code ______ exactly as I have posted it on the board. [pause]

Continue by saying:

Follow these instructions:

- **1.** From the **Test Day** drop-down menu on the right of the form name, select **Day** 1. [pause]
- **2.** Select the **Continue** button. [pause]
- **3.** Take a moment to check your **Assessment Information** and **Student Information** on the screen. If any information is incorrect, use the **Edit** button on the bottom left to go back to the prior screen and make changes. If all information is correct, select the **Confirm** button. [pause]
- **4.** After confirming, you may select **Begin Form Download**. [pause]
- **5.** At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

This step may take a few minutes. Once the form has finished downloading to your computer, access to other applications will be disabled. While the test is downloading, we'll start filling in the answer sheet. The screen containing your test information will remain visible and will help you complete some fields.

Walk around the room to confirm that all students have selected the correct test form.



Complete Test Information

IMPORTANT: For the next set of instructions, students must correctly copy codes from their test materials onto the back of their answer sheets (fields A–C as prompted in the scripts); without this information, their answer sheets can't be scored.

For fields A and B, check that students are filling in the correct codes from their screens, not from the test book. Be prepared to assist any students who are unable to read the screen.

For field A, Form Code, say:

Find field A on the back of your answer sheet. If you're using a large-print answer sheet, field A is on page 7. Find the Form Code on your screen under **Form Information**. Copy the 7-chararacter code exactly as it appears on your screen into field A on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. [pause]

For field B, Test ID, say:

Find field B below field A. Find the Test ID on your screen under **Form Information**. Copy the Test ID exactly as it appears on your screen into field B on your answer sheet, and fill in the appropriate bubbles. Look up when you're finished. [pause]

For field C, Test Book Serial Number, say:

Look at the front cover of your test book. Find the number in the upper right corner labeled "Test Book Serial Number." Enter your serial number into field C on your answer sheet and fill in the corresponding bubbles. [pause]

Check that students are copying the Test Book Serial Number from the test book.

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

To prevent problems with getting your scores, check the Form Code, Test ID, and Test Book Serial Number fields to make sure you entered them correctly.

IMPORTANT: If your school doesn't use testing room codes, instruct students to leave field D blank.

If your school uses testing room codes, for field D, say:

In field D on your answer sheet, fill in the 3-digit testing room code that I have posted. [pause]

Explain Pre-recorded Audio Navigation

To all pre-recorded audio format users, say:

The test has been set up on your computer. Do not start until I tell you to. I will review the navigation with you now.

I have written the keyboard and other navigation commands on the board and will go over them now. When we start testing, your screen will display a list of all the tracks for the test section being played. The list is organized by track number, and each track has a brief descriptive title. Each test question will be on a separate track, and when a track is playing, it's highlighted.

You may use your mouse to navigate. If you're using a PC or Chromebook, you can also navigate by using your keyboard's **Control** key; if you're using a Mac, you'll use the **Command** key.

- Use Control-P or Command-P to play or pause the audio. You can also select the Play or Pause icon at the bottom of the screen.
- To change the volume, select and drag the Volume Control Slider.
- To skip back to a previous track, press Control-B or Command-B.
- To skip forward to the next track, press Control-F or Command-F.
- To move forward and backward within a track, click on the Timeline Ribbon at the bottom of the screen.
 Double-click on the track to start it over.

There are no fast forward or rewind buttons. The audio recording will play continuously through the entire test section unless you manually pause it, and it will stop automatically at the end of the last track for the section.

IMPORTANT: Skip the following script if your students are testing with the audio streaming application.

To students using flash drives, say:

If you are using a Chromebook, please listen to these additional directions:

- To start a section on a Chromebook, select the section folder, then highlight all the tracks using Control-A.
- Use the mouse and Timeline Ribbon to go forward and back
- All other navigation commands work as I have posted them.



To all students, explain procedure by saying:

If your section ends before I call time, you can return to any tracks within the section to review your work, but you may not navigate to any other section of the test. If you need help at any point, raise your hand.

During the test, I will flick the lights or tap your shoulder whenever I post the time remaining or to signal that it's time to stop and take off your earphones. When it's time to pause, select **Pause** and take your earphones off so you can hear my directions. At that point, if the section is ended, I'll tell you to select **Stop**. Are there any questions about the information that I have just read? [pause]

Answer all questions about procedure, and then continue with the script.

IMPORTANT: Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. [pause]

To all students, say:

We're going to listen to the test introduction now. Plug in your earphones, but don't put them on just yet. When I tell you to start the test directions, put them on to hear the introduction. If you need assistance at any point, raise your hand. Once you have listened to the introduction, select **Pause** or press **Command-P** or **Control-P** to pause, take off your earphones, and look up to signal that you are ready to continue. Now put on your earphones and select **Test Directions** to hear the introduction. [pause]

Assist any students whose volume is off, too low, or too high.

When all students are finished listening to the directions, signal them to remove their earphones, and say:

Select the square **Stop** button. This will take you back to the list of test sections.

Give final instructions before beginning the test by saying:

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

During testing, keep your answer sheet and test book flat on your desk. If you find something wrong with your answer sheet or test book, such as a missing page, or if you realize that you have been writing answers in the wrong section of your answer sheet, raise your hand.

Answer sheets and test books must never be removed from the testing room.

The test is timed by section. You'll have breaks during the test when you can leave this room to have a snack or use the restroom.

I'll walk around the room to make sure everyone is working on the correct section. For the PSAT 10, you can only work on 1 section at a time. You are not allowed to move to the next section until you're told to do so. This may be different from what you're used to, so make sure not to move ahead or look back to a previous section, even if you finish the current section early.

Once the test has ended, please stay seated until I dismiss you. If you have any questions you may ask them now. [pause]

SECTION 1: Reading Test

120 MINUTES DOUBLE TIME



5-Minute Break

60 Minutes

IMPORTANT: Do not admit any students who arrive at this point. Send these students to the test coordinator.

When everyone is ready, say:

We'll start testing with Section 1, the Reading Test. Once we begin, you'll have 120 minutes to work on Section 1. We'll stop for a short break after 60 minutes, and then you'll continue with Section 1. I will post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again 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 open your answer sheet to Section 1. [pause] Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 1 of the answer sheet and check that your answers are in the right spaces for each numbered question. If you skip a question to come back to it later, make sure you leave that line blank on the answer sheet. If you change your response, erase it as completely as possible.



If you finish before I call time, you may check your work in this section, but you may not go to any other section of the test. You won't lose points for incorrect answers, so try to answer every question, even if you're not sure of the correct answer.

Your computer screen should show a list of sections. If it doesn't, please raise your hand.

Help students navigate to the correct screen.

To all students, say:

We're about to start the test. Now open your test book to Section 1 in case you want to refer to it. [pause]

When I say "Time starts now," you can put on your earphones, double-click **Section 1**, listen to the directions, and begin work. [pause] Good luck, everyone.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



60 MINUTES DOUBLE TIME

START TIME ___

STOP TIME

While students are testing, do the following:

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section.
- Complete the seating chart on the back of this manual to indicate the distribution of test books (or, if applicable, of flash drives). You'll need student names for seating students on Day 2 of testing.

After 30 minutes, post the time remaining, signal students, and say:

You have 1 hour and 30 minutes remaining in Section 1 and 30 minutes until the break.

After 55 minutes, post the time remaining, signal students, and say:

You have 1 hour and 5 minutes remaining in Section 1 and 5 minutes until the break.

After exactly 60 minutes, signal students to take off their earphones. Then say:

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 all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission. You may not use a phone or any other electronic device during this or any other break.

We'll 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.

Ö 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 1. You have an additional 60 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on by selecting **Play** or pressing **Control-P** or **Command-P**.

To continue the test, say:

Time starts now.



RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



START TIME _____STOP TIME

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

After 30 minutes (from the break), post the time remaining, signal students, and say:

You have 30 minutes remaining in Section 1.

After 55 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 1.

After exactly 60 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 1. Click the square **Stop** button at the bottom of the window to stop work on Section 1 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We'll stop now for a 5-minute break. Please listen carefully to these rules:

- Don't discuss the test questions with anyone or use any kind of electronic device during this break or any other break during the test.
- If you need to leave the room, only go to designated areas, the hallway, or the restroom.
- Snacks and drinks are only allowed in designated areas.
- Please be considerate of students working in other rooms and don't talk in the hallway.

We'll start testing again in exactly 5 minutes.

Break Between Sections

5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 2: Writing and Language Test

115 MINUTES PRE-RECORDED AUDIO TIME



5-Minute Break

57 Minutes

When everyone is ready, say:

We'll continue testing with Section 2, the Writing and Language Test. Once we begin, you'll have 1 hour and 55 minutes to work on Section 2. We'll stop for a short break after 58 minutes, and then you'll continue with Section 2. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

Find Section 2 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 2 of the answer sheet and check that your answers are in the right spaces for each numbered question.

If your last track ends before I call time, you may return to any tracks within Section 2 to review your work, but you may not navigate to any other section.

Open your test book to Section 2 in case you want to refer to it. [pause] Your computer screen should show the list of sections.

To all students, say:

When I say "Time starts now," you can put on your earphones, double-click **Section 2**, listen to the directions, and begin work.



To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



58 MINUTES PRE-RECORDED AUDIO TIME

START TIME

STOP TIME

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

After 30 minutes, post the time remaining, signal students, and say:

You have 1 hour and 25 minutes remaining in Section 2 and 28 minutes until the break.

After 53 minutes, post the time remaining, signal 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:

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 all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test until I tell you to.

When everyone is ready, say:

We're now going to continue with Section 2. You have an additional 57 minutes remaining. I'll let you know when we're about halfway through the time remaining in the section and when 5 minutes are left.

Open your test book to the page where you inserted your answer sheet. Place your answer sheet flat on your desk. When I say "Time starts now," you can put on your earphones and resume the question you were working on by selecting **Play** or pressing **Control-P** or **Command-P**.

To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



START TIME

57 MINUTES PRE-RECORDED AUDIO TIME

STOP TIME

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

After 27 minutes (from the break), post the time remaining, signal students, and say:

You have 30 minutes remaining in Section 2.

After 52 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 2.

After exactly 57 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 2. Click the square **Stop** button at the bottom of the window to stop work on Section 2 of the test.

Make sure all students have stopped work and removed their earphones.

Collecting Test Materials and Dismissing Students

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk. [pause]

This concludes Day 1 of testing. Please remain in your seat until I dismiss you.

IMPORTANT: If you're testing students with flash drives, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 119.

Instruct students to close the streaming application by saying:

Follow my instructions to close the test application:

- 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.

Please sit quietly while the test application closes. [pause]

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.) Power down each computer once the application is closed.

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. Walk around the room to collect the answer sheets and test materials, including any scratch paper, printed test directions, or word-to-word dictionaries, from each student in the same order you used to distribute them. If students downloaded test forms themselves, collect the notes or pieces of paper with their SSD numbers. They'll need these again for the second day of testing. Ensure that the answer sheet and any test-related materials are kept inside each test book so student materials remain together.

In the following script, fill in the time that students should report for testing on Day 2.

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

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, or the internet. Thank you for your cooperation. When you return to the testing room tomorrow, remember to bring your earphones, acceptable calculator, and Number 2 pencils with soft erasers. We begin Day 2 of testing at ______.

Please gather your belongings and exit the room quietly.

Return any collected items to students (if all other rooms have begun testing). 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:

- Be sure navigation notes are posted for students to see (as given in Post Information for Students Using Pre-recorded Audio Format on page 62 or, for flash drives, as given in Posting Information for Students Using Pre-recorded Audio on Flash Drives on page 119).
- Power on all computers. Make sure they're plugged in and that the volume isn't muted.
- **3.** Turn to the applicable instructions for the students you're testing:
 - a. For students using the streaming application, follow the same steps as you did on Day 1 under Administer the Pre-recorded Audio Format on page 62 to prepare the computers for testing. If your students are downloading the test form themselves, the steps are outlined in the script later in this section.
 - b. For students using flash drives, turn to Setting Up Computers for Pre-recorded Audio Flash Drives on page 118.

Admitting Students

Follow regular security procedures, including schoolallowed procedures for collecting electronic devices. Seat students in the same seats according to your seating chart from Day 1.



Preparing to Test

Before starting the script, check your room roster for students who need printed directions and/or word-toword dictionaries, and distribute them to those students.

When everyone is ready, say:

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

- Remove everything from your desk except your Number 2 pencils, acceptable calculator, backup calculator if you have one, and any items you're approved to use as an accommodation. If you're using printed test directions or a word-to-word dictionary, keep those items on your desk as well.
- Place any water bottles and snacks under your desk.
 If you have any bags or backpacks remaining at your desk, close them and put them to the side of the room until testing is over. [pause]

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

As before, walk around to check each student's calculator(s) and to make sure no one has any unauthorized aids or devices on their desks. (The NAR will indicate if an aid has been approved as an accommodation.) See Prohibited Devices and Aids on page 21 for a list of prohibited devices and aids.

Then say:

Now, place your calculators under your desks. You won't need them until a later section. [pause]

Please sit quietly while I distribute your test materials. When you receive them, please check to make sure they are yours. Raise your hand if the answer sheet, test book, or flash drive packaging does not display your name.

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

Before Section 3 for Pre-recorded Audio

(A) FOR STUDENTS WITH THE TEST FORM ALREADY DOWNLOADED

Proceed to Section 3: Math Test - No Calculator.

- FOR STUDENTS USING FLASH DRIVES

 Proceed to Section 3: Math Test No Calculator.
- **G** FOR STUDENTS WHO NEED TO DOWNLOAD THE TEST FORM

Continue with the instructions that follow.

If students are downloading their own test forms on their computers, give them the sticky note or index card with their SSD number that you used for Day 1 of testing. Make sure that the **Form Selection** is still posted from the previous day. (This is the 7-character **Form Code** from the back cover of the test books in your room.)

Fill in the school code and the Form Code in the script before beginning.

Guide students to download the test by saying:

Now you're going to download your test following the same steps as yesterday. Please follow these instructions:

- Under Assessment Information in the School
 (AI) Code field, please add the 6-digit school code
 ______. [pause]
- **2.** From the **Assessment Type** drop-down menu, choose **PSAT 10**. [pause]
- **3.** Under **Student Information**, please enter your first and last name. [pause]
- **4.** In the **SSD Number** field, please fill in the 10-digit number written on the note I gave you. [pause]
- **5.** Then select the button marked **Confirm SSD**. A check mark will appear to show that the number is confirmed. [pause]

Confirmation may take a few moments. Once you see a check mark next to the number, please look up. If you receive an error message, please try typing the number again and select **Confirm SSD**. If you continue to receive an error message, raise your hand.

IMPORTANT: Attempt to resolve any error messages. Ensure the SSD number was copied correctly to the note or piece of paper given to the student and that the student is typing the number correctly. If you need further assistance, call PSAT 10 Support.

Give instructions for starting the test download by saying:

In the **Form Selection** field, type the 7-character code _____ exactly as I have posted it on the board. [pause]

Continue by saying:

Follow these instructions:

- **1.** From the **Test Day** drop-down menu on the right of the form name, confirm you are testing on **Day 2**. [pause]
- **2.** Select the **Continue** button. [pause]

- 3. Take a moment to check your Assessment Information and Student Information on the screen. If any information is incorrect, use the Edit button on the bottom left to go back to the prior screen and make changes. If all information is correct, select Confirm.
- **4.** Once you've confirmed your information, select **Begin Form Download**. [pause]
- **5.** At this point I want everyone to stop and wait while your form downloads. When the **Begin Test** button appears, do not select it until I tell you to. [pause]

The screen containing your test information should remain visible. Access to the internet and other applications will be disabled during the test.

Walk around the room to confirm that all students have selected the correct test form.

SECTION 3:

Math Test - No Calculator

DOUBLE TIME



IMPORTANT: If a student is approved to use a 4-function calculator on this section as an accommodation, confirm it isn't a scientific or graphing calculator. (Percentage and square root functions are permitted.)

To all students, say:

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]

Answer questions about the computer setup and navigation before continuing. If you need to review navigation, see Explain Pre-recorded Audio Navigation on page 94.

When everyone is ready, say:

We'll continue testing with Section 3, the Math Test without Calculator. Once we begin, you'll have 50 minutes to work on Section 3. We'll have a short break after the section is over. I will post the start and stop times, and I'll let you know when we're about halfway through the section and when 5 minutes are left.

To all students, say:

Find Section 3 on your answer sheet. Don't start work until I tell you to. Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 3 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. You'll hear directions for entering your answers, and these directions are also in your test book. You'll never need more than 4 spaces to record your answer, although some answers might not use all 4 spaces.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Although this is a math section, you're not allowed to use a calculator on this portion of the test. Please keep your calculator under your desk unless you are approved to use a 4-function calculator as an accommodation.

If your last track ends before I call time, you may return to any tracks within Section 3 to review your work, but you may not navigate to any other section.

After the Section 3 directions, you'll see a series of reference tracks on your screen. These contain information you might need to complete the math questions. You can skip them if you want by scrolling down to Question 1. Remember, you can go back and select the **reference information** if you need it later.

IMPORTANT: Skip the next script if your students are using flash drives.

To all students using the streaming application, say:

Select **Begin Test**. Then select **Yes** when the pop-up box appears. [pause]

To all students, say:

Open your test book to Section 3 in case you want to refer to it. [pause]

When I say "Time starts now," you can put on your earphones, double-click **Section 3**, listen to the directions, and begin work.



To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



50 MINUTES DOUBLE TIME

START TIME

STOP TIME

- Post the start and stop times.
- Walk around the room to check that everyone is working on the correct section and no calculators are on desks (unless a student has an accommodation to use a calculator).

After 25 minutes, post the time remaining, signal students, and say:

You have 25 minutes remaining in Section 3.

After 45 minutes, post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 3.

After exactly 50 minutes, signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 3. Click the square **Stop** button at the bottom of the window to stop work on Section 3 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

We will stop now for a 5-minute break. For the break, if you brought a snack, you may eat it in designated areas only. As before, if you need to leave the room, don't go anywhere other than designated areas, the hallway, or the restroom. Don't talk in the hallway, discuss the test questions with anyone, or use any type of electronic device during the break.

We'll start testing again in exactly 5 minutes.

Break Between Sections

⊘ 5-MINUTE BREAK

- Post the break time of 5 minutes and the time testing will resume.
- Walk around the room to check that all test books are closed and that answer sheets are inside the test books.

At the end of the break, say:

Please take your seat. Don't open any section of the test until I tell you to.

SECTION 4: Math Test - Calculator

90 MINUTES DOUBLE TIME



45 Minutes

5-Minute Break

45 Minutes

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

When students are ready, say:

We'll continue testing with Section 4, the Math Test with Calculator. Once we begin, you'll have 1 hour and 30 minutes to work on Section 4. We'll stop for a short break after 45 minutes, and then you'll continue with Section 4. I'll post the start and stop times, and I'll let you know when we're about halfway through the time before the break and again when 5 minutes are left before the break.

To all students, say:

You may use a calculator for this section. If you have a calculator, please remove any cover and put the calculator on your desk now. Keep the calculator cover on the floor under your desk during testing. [pause]

Even though you're allowed to use a calculator for this section, all the questions can be answered without a calculator. If you use a calculator, remember to follow these guidelines:

- Keep your calculator flat on your desk or hold it so that other students can't view your work.
- Do not share or exchange your calculator.
- If you have a backup calculator or batteries, keep them on the floor under your desk.
- If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I'll come over to assist you. If you do not have a backup, continue the test and do the best you can.



Find Section 4 on your answer sheet. Don't start work until I tell you to. [pause] Keep your answer sheet and test book flat on your desk. Don't fold pages back. Be sure to mark your answers in Section 4 of the answer sheet and check that your answers are in the right spaces for each numbered question.

Most questions are multiple choice, but the last few questions are student-produced responses. Fill these out just like you did with the last section.

If any students in the room are approved to record answers in the test book, quietly remind them to circle their final answers for the student-produced responses.

To all students, say:

Your computer screen should show the list of sections. Also, you'll see the same reference tracks that you saw for Section 3. You can skip them if you want by scrolling down and double-clicking on Question 1. Remember, you can go back and select the reference information if you need it later.

If your last track ends before I call time, you may return to any tracks within Section 4 to review your work, but you may not navigate to any other section.

Open your test book to Section 4 in case you want to refer to it. [pause]

When I say "Time starts now," you can put on your earphones, double-click Section 4, listen to the directions, and begin work.

To begin the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS

STOP TIME



START TIME

45 MINUTES DOUBLE TIME

Post the start and stop times.

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

After 20 minutes, post the time remaining, signal students, and say:

You have 70 minutes remaining in Section 4 and 25 minutes until the break.

After 40 minutes, post the time remaining, signal students, and say:

You have 50 minutes remaining in Section 4 and 5 minutes until the break.

After exactly 45 minutes, signal students to take off their earphones. Then say:

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 all students, say:

Place your answer sheet on the page in your test book where you stopped working. Close your test book and leave it on your desk.

For the break, say:

You'll now have 5 minutes to stretch. Don't discuss test questions during the break or leave the testing room without permission.

We will start testing again in exactly 5 minutes.

♦ 5-MINUTE BREAK

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

At the end of the break, say:

Please take your seat. Don't go to any section of the test 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. 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 by selecting Play or pressing Control-P or Command-P.



To continue the test, say:

Time starts now.

RECORD START AND STOP TIMES HERE — POST FOR STUDENTS



45 MINUTES DOUBLE TIME

START TIME ST

STOP TIME

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

After 20 minutes (from the break), post the time remaining, signal students, and say:

You have 25 minutes remaining in Section 4.

After 40 minutes (from the break), post the time remaining, signal students, and say:

You have 5 minutes remaining in Section 4.

After exactly 45 minutes (from the break), signal students to take off their earphones and say:

Put your pencil down and place your earphones on the desk. [pause]

Time is up on Section 4. Click the square **Stop** button at the bottom of the window to stop work on Section 4 of the test.

Make sure all students have stopped work and removed their earphones.

To all students, say:

Close your answer sheet so that page 1 is on top. Close your test book. [pause]

IMPORTANT: If you're testing students with flash drives, skip the next script.

Instruct students to close the streaming application by saying:

Follow my instructions to close the test application:

- 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]

To all students, say:

Before I collect your test materials, please turn your answer sheet over. If you're using a large-print answer sheet, turn to page 7. Check that you have filled in the Form Code in field A. This Form Code is required for scoring your test. [pause] Check that you have also completed fields B and C. Please raise your hand if you need help completing any fields. [pause]

- Students testing with flash drives should use the codes from their flash drive packaging, not the test book.
- If a student using the pre-recorded audio streaming application didn't complete Form Code (field A), staff may copy this information from another student's answer sheet after all students are dismissed. All students in the pre-recorded audio streaming room will have the same Form Code.
- If a student using the streaming application didn't complete Test ID (field B), leave it blank.

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

After the Test

Dismissal

To all students, say:

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

Collecting Test Books and Other Test Materials

When everyone is ready, say:

I will now collect your test books. Please keep your answer sheets flat on your desks and sit quietly.

Walk around the room and collect from each student the test books and materials (except for answer sheets and flash drives, if any) in the same order you used to distribute them. Also collect any scratch paper (permitted for students with specific accommodations), school provided calculators, printed test directions, or word-to-word dictionaries. Check each student's answer sheet as described below, but don't collect the answer sheets yet. Put the test books and other test materials where students cannot access them.

As you collect the test books, do the following for each student:

- Check that fields 1-8 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 the student has completed Form Code (field A), Test ID (field B), and Test Book Serial Number (field C). It is critical these fields be completed and the Certification Statement signed for a student's answer sheet to be scored. For standard test books, if possible, check that fields A and B match what's on the back of the book. (Fields A-C are on page 7 of the large-print answer sheet.)
- Have students fill in any missing identifying information in these fields and erase stray marks.
 Observe the students as they correct the information, making sure they do not alter other fields.
- 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 the test sections on answer sheets for completeness or make any corrections or changes to the marks made on them

Finishing Up

IMPORTANT: For students using flash drives with the prerecorded audio format, turn to Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 119. Then you'll return to this section to continue.

Students may need to be dismissed in 2 groups—students who have completed all fields on the answer sheet (who should be dismissed first), and students who started with blank answer sheets or did not participate in a preadministration session.

To all students, say:

If you still have 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.

If you have already completed all the nontest information on your answer sheet, leave your answer sheet faceup on your desk.



Preparing to Dismiss Students

Any students who didn't attend a preadministration session may need to complete their information on the answer sheet.

Read the following options carefully to determine what to do next.

(A) IF ALL STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET

If all answer sheets in the room are faceup, proceed to Collecting Answer Sheets and Dismissing Students on page 107.

(B) IF SOME STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET

If some answer sheets are faceup and others are facedown, proceed to Collecting Answer Sheets and Dismissing Students on page 107 to dismiss students who have completed nontest information on the answer sheets. When you have dismissed these students, return to Completing Answer Sheets (below) for the remaining students.

(G) IF NO STUDENTS HAVE COMPLETED NONTEST INFORMATION ON THE ANSWER SHEET

If all answer sheets are facedown, continue with the instructions that follow.

Completing Answer Sheets

- Distribute a Student Answer Sheet Instructions booklet to each student who will complete their information on the answer sheet.
- For any students with consent who missed the preadministration session, read the scripts in this section before continuing to Collecting Answer Sheets and Dismissing Students on page 107.
- For students who simply want to enter their address, read the script just for fields 9–13 before continuing to Collecting Answer Sheets and Dismissing Students on page 107.

To all students, say:

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

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

For fields 9-13, say:

Turn to page 2 of your answer sheet. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in your home address in fields 9 through 12. Leave field 13 blank. These fields are optional but recommended. Raise your hand if you have any questions. Look up when you're done. [pause]

To all students, 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 *Student Answer Sheet Instructions* booklet and your answer sheet, and place them 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 and Dismissing Students on page 107 if no one needs to complete additional nontest fields.

To students with consent to answer the optional questionnaire, say:

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

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

For field 15, say:

Field 15 asks if you want to participate in College Board Student Search Service. This service can help you connect with opportunities. Saying "Yes" to Student Search Service allows colleges, nonprofit scholarship programs, and other education organizations to send you information about the educational and financial aid opportunities they offer. Follow the directions in your *Student Answer Sheet Instructions* booklet to fill in field 15 and indicate whether or not you'd like to opt in. Raise your hand if you have questions. [pause]



To give instructions for fields 16-21, say:

Now we'll complete fields 16 through 21, which ask for more information about you. If you opted in to Student Search Service in field 15, 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 these fields.

Start at field 16 on your answer sheet. Instructions for how to complete these questions are in your *Student Answer Sheet Instructions* booklet, starting on page 2. Once you have completed question 21, look up to let me know you're done. [pause]

The Student Answer Sheet Instructions booklet gives additional information about the answer choices for the remaining fields. Students may need about 1 minute per field to read and complete fields 16–20. College Major, field 21, may take more time. Allow at least 5 minutes for students to read through the list, choose their area of interest, and fill in the appropriate code.

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

When students are ready, for field 22, say:

Find field 22 on the back of your answer sheet. [pause]

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

If you opted in to Student Search Service, you may also get information from colleges sent to this email address.

When you're finished, please close the *Student Answer Sheet Instructions* booklet. Place the booklet and your answer sheet faceup on your desk. [pause]

Collecting Answer Sheets and Dismissing Students

Walk around the room and collect the answer sheets (and any *Student Answer Sheet Instructions* booklets) that are faceup on the desks.

- Keep students seated until you're sure you have every student's answer sheet and test book.
- Make sure answer sheets are not inserted in or between test books. Test books and answer sheets should be kept in 2 separate piles, with the exception of test books for students approved to write their answers in their test books (see further instructions that follow).
- Verify by count that you have a test book and answer sheet for each student.

To students ready to be dismissed, say:

Remember, you must not, under any circumstances, take any test content from the testing room or discuss or share test content with anyone through any means, including email, text messages, or the internet. As I said at the beginning of the test, if a person violates any of these policies related to test security, their scores will be 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.

Please wait in your seat until I dismiss your row. At that point, you may gather your belongings. As you leave, please be considerate of people still working in other rooms. Again, congratulations on your hard work today.

If you collected electronic devices before the test and all students in other rooms have begun testing, tell students that they may come retrieve their devices.

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 106.



After Students Leave the Room

Transcribe Student Responses for Scoring

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

- If you have any students approved to write their answers in the test book, do the following:
 - On the front cover of the test book, write "Answers in book."
 - On the test book, make sure the student's name and 6-digit school (AI) code have been recorded.
 - Transfer responses from the test book to the regular answer sheet pages.
 - Clip transcribed answer sheets to the associated test books and deliver them to the test coordinator to return with the used accommodated answer sheets.
- For students approved to use braille writers to record answers, you or a support staff member must:
 - Transfer responses from braille pages to the regular answer sheet pages.
 - On the materials you transferred answers from, write the student's name and 6-digit school (AI)
- Large-print answer sheets don't need to be transcribed and should be returned with used answer sheets.

Finish Up

- Ensure the seating chart is complete.
- 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 fashion:

☐ Completed and signed Testing Room Materials Report form
☐ Answer sheets
$\hfill\Box$ 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

Appendix

Overview of Timing and Breaks

TIMING AND BREAKS

	Section 1	Section 2 Writing and	Section 3 Math Test –	Section 4 Math Test –	Total Time	Total Time (without
	Reading Test	Language Test	No Calculator	Calculator	breaks)	breaks)
Script 1 Standard Time	60 minutes	35 minutes	25 minutes	45 minutes	2 hours, 55 minutes	2 hours, 45 minutes
	5-min. break		5-min. break			
Script 2	30 minutes	35 minutes	25 minutes	23 minutes		
Standard Time with Extra Breaks	5-min. break			5-min. break	3 hours,	2 hours,
	30 minutes			22 minutes	10 minutes	45 minutes
	5-min. break	5-min. break	5-min. break	22 minutes		
Script 3	45 minutes	53 minutes	38 minutes	34 minutes		
Time and One-Half (+50%)	5-min. break			5-min. break	4 hours,	4 hours,
	45 minutes			34 minutes	34 minutes	9 minutes
	5-min. break	5-min. break	5-min. break	31 mmates		
Script 4	60 minutes	70 minutes	50 minutes	45 minutes	Day 1:	Day 1: 3 hours,
Double Time (+100%)	5-min. break			5-min. break	20 minutes	10 minutes
	60 minutes	5-min. break		45 minutes	Day 2: 2 hours,	Day 2: 2 hours,
	5-min. break	End of Day 1	5-min. break		30 minutes	20 minutes
Scripts 1* and 3 Combined	60 minutes	35 minutes	38 minutes	34 minutes		
Time and One-Half (+50%)				5-min. break	3 hours, 41 minutes	3 hours, 21 minutes
for Math Only	5-min. break	5-min. break	5-min. break	34 minutes		
Scripts 1* and 4 Combined	60 minutes	35 minutes	50 minutes	45 minutes		
Double Time (+100%) for Math				5-min. break	4 hours, 15 minutes	3 hours, 55 minutes
Only	5-min. break	5-min. break	5-min. break	45 minutes		
Script E	60 minutes	58 minutes	50 minutes	45 minutes	Day 1:	
Script 5 Pre-recorded			50 minutes	45 minutes	4 hours,	Day 1: 3 hours,
Audio (MP3)	5-min. break	5-min. break		5-min. break	10 minutes 55 minute	
Format	60 minutes	57 minutes		45 minutes	Day 2: 2 hours,	Day 2: 2 hours, 20 minutes
	5-min. break	End of Day 1	5-min. break		30 minutes	

Schools testing students with double time or with pre-recorded audio format will test these students over 2 days. Day 1 of 2-day testing ends after Section 2. *For students using Script 2 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 1Section Timing Chart for Standard Timing

START AND STOP TIMES FOR STANDARD SECTIONS All times are "minutes after the hour."

Start Time	Section 1	Section 2	Section 3	Section 4
	60 minutes	35 minutes	25 minutes	45 minutes
:00	:00	:35	:25	:45
:01	:01	:36	:26	:46
:02	:02	:37	:27	:47
:03	:03	:38	:28	:48
:04	:04	:39	:29	:49
:05	:05	:40	:30	:50
:06	:06	:41	:31	:51
:07	:07	:42	:32	:52
:08	:08	:43	:33	:53
:09	:09	:44	:34	:54
:10	:10	:45	:35	:55
:11	:11	:46	:36	:56
:12	:12	:47	:37	:57
:13	:13	:48	:38	:58
:14	:14	:49	:39	:59
:15	:15	:50	:40	:00
:16	:16	:51	:41	:01
:17	:17	:52	:42	:02
:18	:18	:53	:43	:03
:19	:19	:54	:44	:04
:20	:20	:55	:45	:05
:21	:21	:56	:46	:06
:22	:22	:57	:47	:07
:23	:23	:58	:48	:08
:24	:24	:59	:49	:09
:25	:25	:00	:50	:10
:26	:26	:01	:51	:11
:27	:27	:02	:52	:12
:28	:28	:03	:53	:13
:29	:29	:04	:54	:14
:30	:30	:05	:55	:15
:31	:31	:06	:56	:16
:32	:32	:07	:57	:17
:33	:33	:08	:58	:18
:34	:34	:09	:59	:19
:35	:35	:10	:00	:20
:36	:36	:11	:01	:21
:37	:37	:12	:02	:22
	:38		:03	:23
:38		:13		
: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
	:52	:27		:37
:53			:18	
:54	:54	:29	:19	:39
:55	:55	:30	:20	:40
:56	:56	:31	:21	:41
:57	:57	:32	:22	:42
:58	:58	:33	:23	:43
:59	:59	:34	:24	:44

PSAT 10 Script 2 Section Timing Chart for Standard Time with Extra Breaks

START AND STOP TIMES FOR STANDARD SECTIONS WITH EXTRA BREAKS All times are "minutes after the hour."

Start Time	Section 1	Section 2	Section 3	Section 4	
	30 min break - 30 min.	35 minutes	25 minutes	23 min bro	eak - 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	:08	:57 :58	:55 :56	:54 :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 3Section Timing Chart for Time and One-Half (+50%)

START AND STOP TIMES FOR TIME AND ONE-HALF (+50%) SECTIONS All times are "minutes after the hour."

Start Time	Section 1	Section 2	Section 3	Section 4
	45 min break - 45 min.	53 minutes	38 minutes	34 min break - 34 min.
:00	:45	:53	:38	:34
:01	:46	:54	:39	:35
:02	:47	:55	:40	:36
:03	:48	:56	:41	:37
:04	:49	:57	:42	:38
:05	:50	:58	:43	:39
:06	:51	:59	:44	:40
:07	:52	:00	:45	:41
:08	:53	:01	:46	:42
:09	:54	:02	:47	:43
:10	:55	:03	:48	:44
:11	:56	:04	:49	:45
:12	:57	:05	:50	:46
:13	:58	:06	:51	:47
:14	:59	:07	:52	:48
:15	:00	:08	:53	:49
:16	:01	:09	:54	:50
:17	:02	:10	:55	:51
:18	:03	:11	:56	:52
:19	:04	:12	:57	:53
:20	:05	:13	:58	:54
:21	:06	:14	:59	:55
:22	:07	:15	:00	:56
:23	:08	:16	:01	:57
:24	:09	:17	:02	:58
:25	:10	:18	:03	:59
:26	:11	:19	:04	:00
:27	:12	:20	:05	:01
:28	:13	:21	:06	:02
:29	:14	:22	:07	:03
:30	:15	:23	:08	:04
:31	:16	:24	:09	:05
:32	:17	:25	:10	:06
:33	:18	:26	:11	:07
:34	:19	:27	:12	:08
:35	:20	:28	:13	:09
:36	:21	:29	:14	:10
:37	:22	:30	:15	:11
:38	:23	:31	:16	:12
:39	:24	:32	:17	:13
:40	:25	:33	:18	:14
:41	:26	:34	:19	:15
:42	:27	:35	:20	:16
:43	:28	:36	:21	:17
:44	:29	:37	:22	:18
:45	:30	:38	:23	:19
:46	:31	:39	:24	:20
:47	:32	:40	:25	:21
:48	:33	:41	:26	:22
:49	:34	:42	:27	:23
:50	:35	:43	:28	:24
:51	:36	:44	:29	:25
:52	:37	:45	:30	:26
:53	:38	:46	:31	:27
:54	:39	:47	:32	:28
:55	:40	:48	:33	:29
:56	:41	:49	:34	:30
:57	:42	:50	:35	:31
:58	:43	:51	:36	:32
:59	:44	:52	:37	:33

PSAT 10 Script 4 Section Timing Chart for Double Time (+100%)

START AND STOP TIMES FOR DOUBLE TIME (+100%) SECTIONS All times are "minutes after the hour."

Start Time	Section 1	Section 2	Section 3	Section 4
	60 min break - 60 min.	70 minutes	50 minutes	45 min break - 45 min
:00	:00	:10	:50	:45
:01	:01	:11	:51	:46
:02	:02	:12	:52	:47
:03	:03	:13	:53	:48
:04	:04	:14	:54	:49
:05	:05	:15	:55	:50
:06	:06	:16	:56	:51
:07	:07	:17	:57	:52
:08	:08	:18	:58	:53
:09	:09	:19	:59	:54
:10	:10	:20	:00	:55
:11	:11	:21	:01	:56
:12	:12	:22	:02	:57
:13	:13	:23	:03	:58
:14	:14	:24	:04	:59
:15	:15	:25	:05	:00
:16	:16	:26	:06	:01
:17	:17	:27	:07	:02
:18	:18	:28	:08	:03
:19	:19	:29	:09	:04
:20	:20	:30	:10	:05
:21	:21	:31	:11	:06
:22	:22	:32	:12	:07
:23	:23	:33	:13	:08
:24	:24	:34	:14	:09
:25	:25	:35	:15	:10
:26	:26	:36	:16	:11
:27	:27	:37	:17	:12
:28	:28	:38	:18	:13
:29	:29	:39	:19	:14
:30	:30	:40	:20	:15
:31	:31	:41	:21	:16
:32	:32	:42	:22	:17
:33	:33	:43	:23	:18
:34	:34	:44	:24	:19
:35	:35	:45	:25	:20
:36	:36	:46	:26	:21
:37	:37	:47	:27	:22
:38	:38	:48	:28	:23
:39	:39	:49	:29	:24
:40	:40	:50	:30	:25
:41	:41	:51	:31	:26
:42	:42	:52	:32	:27
:43	:43	:53	:33	:28
:44	:44	:54	:34	:29
:45	:45	:55	:35	:30
:46	:46	:56	:36	:31
:47	:47	:57	:37	:32
:48	:48	:58	:38	:33
:49	:49	:59	:39	:34
:50	:50	:00	:40	:35
:51	:51	:01	:41	:36
:52	:52	:02	:42	:37
:53	:53	:03	:43	:38
:54	:54	:04	:44	:39
:55	:55	:05	:45	:40
:56	:56	:06	:46	:41
:57	:57	:07	:47	:42
:58	:58	:08	:48	:43
:59	:59	:09	:49	:44

PSAT 10 Script 5Section Timing Chart for Pre-recorded Audio (MP3) Format

START AND STOP TIMES FOR PRE-RECORDED AUDIO (MP3) FORMAT All times are "minutes after the hour."

Start Time	Section 1	Section 2		Section 3	Section 4
	60 min break - 60 min.	58 min b	reak - 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
			:17		:05
:20	:20	:18		:10	
: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	:43	:39
:54	:55	:53	:52	:44	:40
:56	:56	:54	:53	:46	:41
:57	:57	:55	:54	:47	:42
:58	:58	:56	:55	:48	:43
:59	:59	:57	:56	:49	:44

Acceptable Calculators

The following calculators are acceptable for use on the Math Test – Calculator. Only this test permits the use of a calculator (unless a student has an approved accommodation). This list doesn't include every calculator model. Call PSAT 10 Support if you aren't sure about a calculator that's not on this list.

- All scientific calculators, which can perform complex mathematical functions but don't
 have a graphing feature, are acceptable as long as they don't have any prohibited features
 given under Unacceptable Calculators.
- All 4-function calculators are acceptable but not recommended.

THE FOLLOWING GRAPHING CALCULATORS ARE PERMITTED:

THE TOLLOWING ORDER	ING OMEGGEMENT CHANGE	1201	
CASIO		SHARP	
CFX-9800 series	FX-6000 series	EL-5200	EL-9600 series (Using the
CFX-9850 series	FX-6200 series	EL-9200 series	stylus is not permitted.)
CFX-9950 series	FX-6300 series	EL-9300 series	EL-9900 series
CFX-9970 series	FX-6500 series	TEXAS INSTRUMENTS	
FX 1.0 series	FX-7000 series	TI-73	TI-86
Algebra FX 2.0 series	FX-7300 series	TI-80	TI-89
FX-CG-10	FX-7400 series	TI-81	TI-89 Titanium
FX-CG-20 series	FX-7500 series	TI-82	TI-Nspire
FX-CG-50	FX-7700 series	TI-83/TI-83 Plus	TI-Nspire CX
FX-CG-500 (Using the stylus	FX-7800 series	TI-83 Plus Silver	TI-Nspire CM-C
is not permitted.)	FX-8000 series	TI-84 Plus	TI-Nspire CAS
Graph25 series	FX-8500 series	TI-84 Plus CE	TI-Nspire CX CAS
Graph35 series	FX-8700 series	TI-84 Plus Silver	TI-Nspire CM-C CAS
Graph75 series	FX-8800 series	TI-84 Plus C Silver	TI-Nspire CX-C CAS
Graph95 series	FX-9700 series	TI-84 Plus CE-T	TI-Nspire CX II
Graph100 series	FX-9750 series	TI-84 Plus T	TI-Nspire CX II-T
	FX-9860 series	TI-84 Plus CE Python	TI-Nspire CX II CAS
HEWLETT-PACKARD		TI-84 Plus CE-T Python	TI-Nspire CX II-T CAS
HP-9G	HP-48 series	Edition	TI-Nspire CX II-C CAS
HP-28 series	HP-49 series	TI-85	
HP-38G	HP-50 series	RADIOSHACK	
HP-39 series	HP Prime	EC-4033	EC-4037
HP-40 series		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 in SSD Online as an accommodation:

- Laptops or other computers, tablets, mobile phones, smartwatches, or wearable technology
- Models that can access the internet or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type features
- Models that have a computer-style (QWERTY) keyboard, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape

In addition, the use of hardware peripherals such as a stylus with an approved calculator isn't permitted. Some models with touchscreen capability are not permitted (e.g., Casio ClassPad).

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		3/5/2006	999888777	Р	123	N			A. Teacher
2 Smith	Terry	0	10/15/2005	000111222	Α	456	N			B. Proctor
3 Brown	Robert		2/15/2006	666444555	P	123	N			A. Teacher
4 Ramirez	Juan		9/1/2006	0007024797	Р	7 <i>89</i>	Υ	50% XT; translated directions	Spanish	S. Scholar
5 Szymanski	Ella		8/12/2006	0001025199	P	012	Υ			M. Coordinator
6 North	Adrian		11/30/2005	0001025188	P	234	N			T. Coach
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

Sample Seating Plans

The following sample plans show how to configure seating in various situations. Schools that are following local health and safety guidelines may need to adjust the space between seats to 6 feet.

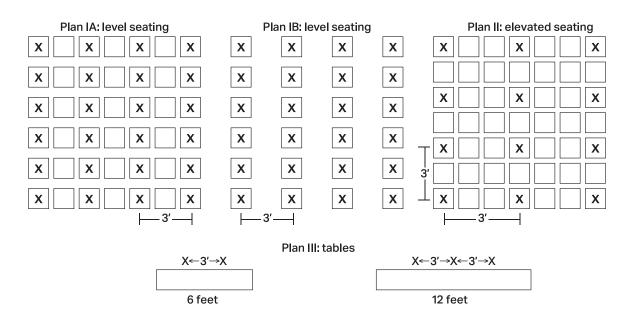


Photo ID Requirements

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 2020-21 is valid through December 31, 2021, and is **not** acceptable for spring 2022 testing.)
- Be an original, physical document (not photocopied or electronic).
- Bear the student's full, legal name.
- Bear a photo that clearly matches the student's appearance. Black and white photos are acceptable.
- Be in good condition, with clearly legible English language text and a clearly visible photo.

Examples of Acceptable ID

- Government issued driver's license or non-driver ID card
- Official school-produced student ID card from the student's current school
- Government issued passport or U.S. Global Entry ID card
- Government issued military or national ID card

Unacceptable IDs

Types of Identification to Reject

- Any document that doesn't meet the requirements
- Any document that is worn, torn, scuffed, scarred, or otherwise damaged
- An electronic document presented on a device
- Any document that appears tampered with or digitally altered
- Any document that bears a statement such as "not valid as identification"

Examples of Unacceptable ID

- Credit or debit card of any kind, even one with a photograph
- Birth certificate
- Social Security card
- Employee ID card
- Missing child (ChildFind) ID card
- Any temporary ID card

Additional Instructions for Administering Pre-recorded Audio with Flash Drives

Setting Up Computers for Pre-recorded Audio Flash Drives

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

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

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 Pre-recorded Audio Flash Drives on page 119.

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

- 1. Print the student's last name, first name, and middle initial on the back of the flash drive packaging.
- 2. Remove each flash drive from its packaging.
- 3. Insert the flash drive into a USB port. (If prompted, do not choose to run the files using your device's media player.) On Day 2, use your completed seating chart to ensure you're inserting each flash drive into the same computer the student used on Day 1.
- 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.
 - **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 popup list under **Devices**.
 - On a PC, select the icon and select File Manager or File/Windows Explorer. The flash drive will appear in the list labeled **This PC** or **Computer**.
 - Select the name of the flash drive (which appears as a 6-digit number).
- Start the software:
 - Select the software application, labeled Start (".exe" on PC or ".app" on Mac).
 - A media player named Flux Player will launch.
 - When you launch the application, a table of contents will display the sections of the test.

Set Up Chromebooks

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

Before Test Day

Once you've set up and tested the flash drives, follow steps 1-4 under Closing Media Players and Collecting Pre-recorded Audio Flash Drives on page 119.

During Testing

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

- On Day 1, turn to Begin Here on Test Day on page 65.
- On Day 2, turn to Admitting Students on page 99.

Troubleshooting for Pre-recorded Audio Flash Drives

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

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

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

Posting Information for Students Using Pre-recorded Audio on Flash Drives

If you're testing students with the pre-recorded audio format on flash drives, post the following common 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 for PCs and Macs:
 - 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.
- To pause or play, use the mouse to control the media player menu.

Using the Pre-recorded Audio Testing Script with Flash Drives

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

- You'll be instructed to skip instructions to select End Test and similar navigational instructions that only apply to the streaming application.
- Whenever you start or finish testing for the day, you'll need to insert or eject the flash drive in each student's computer. 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 Pre-recorded Audio Flash Drives

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

I will now collect your flash drives.

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

- 1. Close the media players as follows:
 - For PCs, select the Account drop-down menu and select Exit.
 - For Macs, select the Flux Player drop-down menu and select Quit Flux Player.
 - For Chromebooks, select the X in the top right corner of the media player window.

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

Return to the appropriate place in the test script:

- To return to the script after Section 2, turn to Collecting Test Materials and Dismissing Students on page 99.
- To return to Dismissal, turn to Finishing Up on page 105.

How to Fill Out the Coordinator Report Form (CRF)

If you're testing any students with accommodations administered on the primary test date (or in the primary testing window if applicable), account for these materials on the CRF with your standard test taker materials and ensure they're returned together. You'll need to complete an additional CRF to return with accommodated testing materials. The CRF should be completed for the primary test site and any off-site locations.

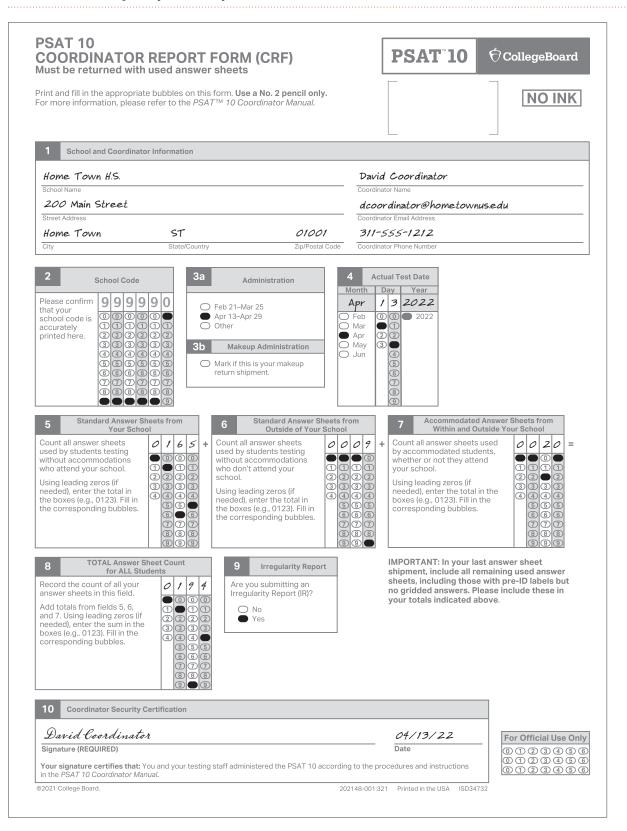
Use a No. 2 pencil to complete this form. Please confirm that your school (AI) code is correctly prefilled in item 2—it's required for reporting scores to your school, district, and/or state. Contact PSAT 10 Support if your code is not correct.

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.

- Print your school name, school address, and test coordinator contact information.
- 2. Confirm your 6-digit school (AI) code.
- 3. Fill in the bubble for the test administration.
- 4. Print and fill in the bubbles for the actual test date.
- **5.** Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who regularly attend your school.
- 6. Print and fill in the bubbles for the total number of standard answer sheets you're returning from students who don't regularly attend your school. (This information will be used to help with answer sheet count reconciliation activities.)
- 7. Print and fill in the bubbles for the total number of accommodated answer sheets you're returning from all students who tested (whether or not they regularly attend your school). Include the answer sheets for EL students who tested with time and one-half.
- **8.** Print and fill in the bubbles for the total number of standard and accommodated answer sheets you're returning from all students who tested (add your answers for fields 5, 6, and 7).
- **9.** Fill in "No" if you're not submitting an IR or "Yes" if you're submitting 1 or more IRs.
- Sign and date the form. A signature on the CRF certifies that your school administered the test properly.

Sample Coordinator Report Form

IMPORTANT: This sample may not match your school's test date.



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 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.	On Page 2, Section 6, Group Irregularities Information, bubble "Disturbance/ Interruption." You don't need to provide a list of students.
Suspension of testing due to active threat Contact law enforcement immediately.	If faced with an active threat such as bomb threat, active shooter, any threatening behaviors including those involving a firearm or weapon, or if student brings a firearm to a test site: Follow your school's procedures for lockdown or evacuation. If possible, follow all procedures under "Interruption" to ensure student and staff safety and to secure materials. Important: Weapons don't include religious items (e.g., Kirpan), or small pocket/army knives or multitools.	Explain circumstances and impact of issue and section(s) affected. On Page 2, Section 6, Group Irregularities Information, bubble "Test site environment issue."
Interruption Call PSAT 10 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. If possible while maintaining safety, collect test books and answer sheets, if necessary. Ensure that 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. 	Note the source, length, and impact of the interruption. On Page 2, Section 6, Group Irregularities Information, bubble "Disturbance/ interruption." Fill in the testing room code in Box 6b and list the affected students in Section 10.

How to fill out the IR

Incorrect, Missing, Da	amaged, or Defective Materials	
Materials missing or damaged before testing Call PSAT 10 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, bubble "Missing materials."
Missing materials	Wait until a scheduled break or the end of the testing	Explain the circumstances fully.
during testing Call PSAT 10 Support immediately.	 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 	On Page 2, Section 6, Group Irregularities Information, bubble "Missing materials." Fill in the testing room code in Box 6b and list the affected students in Section 10.
Support immediately.	monitor in charge of the testing room and contact the test coordinator.	In the Comments section, note the serial number of any missing test books.
Missing test book	If a test book is discovered missing after students have	Explain the circumstances fully.
after testing Call PSAT 10 Support immediately.	been dismissed, do not return any test materials until after you have spoken with a representative.	On Page 2, Section 6, Group Irregularities Information, bubble "Missing materials." Fill in the testing room code in Box 6b and list the affected students in Section 10.
Insufficient number of answer sheets Call PSAT 10 Support immediately.	If you don't have enough answer sheets for all students testing, call PSAT 10 Support immediately for instructions on how to proceed.	On Page 2, Section 6, Group Irregularities Information, bubble "Other" and write "Insufficient answer sheets" in the Comments section on Page 3.
Defective answer sheet	 Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with the next question. 	Identify student; describe defect; if time was not made up, indicate how much time was lost.
Call PSAT 10 Support if you do not have a replacement answer sheet.	 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. 	On Page 2, Section 7, Defective Materials Issue, bubble "Test book, answer sheet, or braille, pre-recorded audio, or ATC format." Provide details in the Comments section
	 Important: After testing is over, have the student completely grid fields 1–8 on the front of the answer sheet and fields A–D (as applicable) on the back of the answer sheet. Make sure these items are completed on both answer sheets, and clip both answer sheets together. 	on Page 3.
	 Return with other used answer sheets. 	
	 If an extra answer sheet is not available, follow the procedures in this chart under "Insufficient number of 	

What you should do

answer sheets."

Irregularity

What you should do

How to fill out the IR

Defective test book or flash drive



Call PSAT 10 Support if you do not have a replacement book or flash drive or the defect appears in several books or flash drives.

- Replace defective book or drive with a book or drive that has the same Form Code (on the back of the cover/ packaging) but doesn't have the same defect. (The student's test may not be scored if the Form Code of the replacement book or drive doesn't match the one on the original book or drive.) If able to replace, direct student to use original answer sheet.
- 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.
- On the front cover of the test book or flash drive packaging, print "Defective" and identify error, school code, and location and nature of defect.

Identify student and describe defect. If time was not made up, indicate how much time was lost. Attach test book to the IR.

On Page 2, Section 7, Defective Materials Issue, bubble "Test book, answer sheet, or braille, pre-recorded audio, or ATC format." Provide details in the Comments section on Page 3.

Pre-recorded audio (MP3) streaming issues



If administration is compromised, call PSAT 10 Support immediately.

- Consult Administering Pre-recorded Audio and ATC on page 64.
- 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 Support.

On Page 2, Section 6, Group Irregularities Information, bubble "Defective/incorrect materials" (for a group), or Page 2, Section 7, Defective Materials Issue, bubble "Test book, answer sheet, or braille, prerecorded audio, or 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.

For an individual, bubble "Yes," indicating that the student's answer sheet was returned for scoring.

Security Violations/Student Misconduct

Student leaves during test

- If a student is leaving due to illness, see the Irregularity Chart entry for "Illness."
- If a student is leaving to use the restroom, permit student to leave testing room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet. Return them when student reenters. Do not allow extra testing time. Recheck the ID of any student you don't know who left the room for a break.
- If a student is leaving for another reason, if warranted, collect test book and answer sheet and permit student to leave without completing test.

Identify student, test section, last question number completed, and reason for leaving.

On Page 2, Section 7, Test Admin Issue, bubble "Student left early/left without permission." Enter any additional information in the Comments section on Page 3.

Attempted removal of test materials



Call PSAT 10 Support immediately. If you observe a student removing a test book or parts of a test book:

- 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.

Test coordinator: Do not dismiss the student until you have called PSAT 10 Support.

Identify student and explain circumstances.

On Page 2, Section 7, Test Admin Issue, bubble "Student removed or attempted to remove test materials." Note test book serial number and, if applicable, pages and sections. Complete the Comments section.

What you should do

How to fill out the IR

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 sheet 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, bubble the appropriate option: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time called."

Bubble the appropriate option for "Action Taken": Warned, Dismissed, or None.

test content/answers



Call PSAT 10 Support immediately.

Use or possession of If a student is observed accessing, distributing, or in possession of test content, including answer keys or images of test pages at any time at the test site, including during breaks, collect as much evidence as possible:

- 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, bubble "Student gave or received help" or "Student used a phone or other prohibited device, or it made noise." Describe the incident and any evidence in detail in the Comments section.

Bubble "Dismissed," indicating student was dismissed.

Bubble "Yes," indicating student's answer sheet was returned for scoring.

Noise or disturbances made by prohibited devices

If a student's prohibited device makes noise or creates a disturbance while in their own possession:

 Follow the instructions under "Observed with prohibited 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 or other distractions." If you dismiss the student, identify them and note the source, length, and impact of the disturbance.

What you should do

How to fill out the IR

Observed with prohibited devices

Approved medical devices such as insulin pumps (that are not connected to a mobile 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.
- If test content is detected on the device, follow instructions under "Use or possession of test content/ answers" to collect and inspect any prohibited aids or electronic devices.
- Collect the test book and answer sheet and dismiss the student.

Test coordinator: If you suspect that the device was used to share test information, immediately call PSAT 10 Support.

Note that the device was observed and/or in use. Provide the student's name.

On Page 2, Section 7, Test Admin Issue, bubble "Student used a phone or other prohibited device, or it made noise."

Bubble "Dismissed," indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.

Bubble "Yes," 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 Devices and Aids on page 21), either during the test or during breaks:

- Warn the student individually to stop use of the prohibited aid.
- If the calculator or aid is on a mobile phone or other prohibited electronic device, dismiss the student, following procedures listed under "Observed with prohibited devices."
- For other types of calculators or aids, tell the student a subsequent violation will be grounds for dismissal. (You don't need to complete an IR for a warning.)
- If the student continues, collect their test book and answer sheet and dismiss the student to a monitored area until after the test.

If you dismiss the student, fill out the IR. Identify student.

On Page 2, Section 7, Test Admin Issue, bubble "Student used an unauthorized aid."

For students using a calculator on a noncalculator section, on Page 2, Section 7, Test Admin Issue, bubble "Student used calculator on non-calculator section."

Bubble "Dismissed," indicating the student was dismissed. Under Comments, describe the type of prohibited aid used.

Bubble "Yes," indicating student's answer sheet was returned for scoring.

What you should do

How to fill out the IR

Disruptive behavior or sharing information



If behavior is caused by an uncontrollable manifestation of a disability, call the SSD office for assistance. 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/answers" 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 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, bubble "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. Bubble "Dismissed." Bubble "Yes," indicating student's answer sheet was returned for scoring.

Misadministration

Seating requirements not followed

See Seating Requirements on page 13. If these regulations aren't followed, fill out the IR.

On Page 2, Section 6, Group Irregularities Information, bubble "Seating requirements not followed." Fill in the testing room code in Box 6b and list the affected students in Section 10.

Accommodations given that were not approved

(Including time and one-half support for EL students).



Call PSAT 10 Support immediately. Continue testing while you contact PSAT 10 Support for instructions.

Identify student, and note accommodations given and actions taken.

On Page 2, Section 7, Testing Staff Issue, bubble "Staff gave incorrect or unapproved accommodation(s)." Fill in Student Information at the top of Section 7. Provide details in the Comments section on Page 3.

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.

On Page 2, Section 7, Testing Staff Issue, bubble "Staff did not give approved accommodation(s)." Fill in Student Information at top of Section 7. Provide any additional information in the

Comments section on Page 3.

Identify student, and note actions taken.

Irregularity How to fill out the IR What you should do Disturbance or other If possible, reduce or eliminate the source of disturbance Note the source, length, and impact of the distractions (such as loud and incessant noise, excessive heat or cold, disturbance. or other distractions) or move the students. If testing must On Page 2, Section 6, Group Irregularities be interrupted: Information, bubble "Disturbance/ Call PSAT 10 interruption." Fill in the testing room code Ask students to insert answer sheets in test books, close Support if guidance in Box 6b and list the affected students in test books, and sit quietly until the situation is resolved. is needed or the Section 10. Monitor students at all times inside and outside the problem can't be resolved. 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. Undertiming If a section hasn't yet been completed, permit students to Note the section(s) affected and timing make up any undertiming on a section before concluding discrepancy. Ensure the start and stop the section, allowing a break, or dismissing students. times are included. Call PSAT 10 Allow the full time on all other sections. Don't go back to On Page 2, Section 6, Group Irregularities Support. any sections that have already been completed. Information, bubble "Undertiming" (for a group), or Page 2, Section 7, Test Admin Issue, bubble "Test was undertimed" (for an individual). For a group, fill in the testing room code in Box 6b and list the affected students in Section 10. Overtiming Give the full time on all other sections. Note the section(s) affected and timing discrepancy. Ensure the start and stop times are included. Call PSAT 10 On Page 2, Section 6, bubble "Overtiming" Support. (for a group), or Page 2, Section 7, Test Admin Issue, bubble "Test was overtimed" (for an individual). For a group, fill in the testing room code in Box 6b and list the affected student(s) in Section 10. Testing staff issues In the case of distracting behavior or incorrect directions, Note the impact of the issue and quietly point out the behavior and ask the staff member to the section(s) affected. On Page 2, Section 6, Group If staff actions **Test coordinator:** If the behavior persists or if incorrect Irregularities Information (for a group), or potentially materials are used during the administration, call PSAT 10 Page 2, Section 7, Testing Staff Issue (for have caused a Support immediately. individual irregularities)—choose and misadministration, bubble correct issue from list. For a group, call PSAT 10 Support. fill in the testing room code in Box 6b and list the affected students in Section 10. Complete the Comments section.

Irregularity	What you should do	How to fill out the IR	
Student Issues			
Student changing from standard to accommodated	When a student requests to test with accommodations, the test coordinator should follow the instructions provided in Manage Requests to Change to Accommodated Testing on Test Day on page 39.	No IR is needed.	
Excessive breaks This irregularity does not apply to students approved for "breaks as needed." Call PSAT 10 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, bubble "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, call PSAT 10 Support to determine next steps. If an answer sheet becomes soiled (for example, due to illness or bleeding), inform the student it can't be scored. If the student wants to continue, provide a new answer sheet and allow the student to transcribe earlier answers after test books have been collected. Discard the soiled answer sheets in accordance with local biohazard protocols. Return soiled test books in plastic, if possible. If illness results in a disturbance, see instructions for "Disturbance or other distractions." 	Identify student, length of absence, affected section(s), and questions. On Page 2, Section 7, Test Admin Issue, bubble "Student became ill."	
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–D (as applicable) on the back. Make sure both answer sheets have these items completed. 	Identify student; indicate which answers were misplaced and amount of time lost, if any. On Page 2, Section 7, Test Admin Issue, bubble "Student misplaced/misgridded answers."	

Irregularity	What you should do	How to fill out the IR
Answers written in test book, not on answer sheet Call PSAT 10 Support immediately. This irregularity does not apply to students with an approved accommodation that allows them to write answers in their test book.	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 wrote the answers in the credit is given for answers in the extendit is given for answers in the test book without a accommodation.) Write "A Book" on the cover of the it to the corresponding are return both with the other on the IR the reason wrote the answers in the extendit is given for answers in the test book without a accommodation.) Write "A Book" on the cover of the it to the corresponding are return both with the other on the IR the reason wrote the answers in the extendit is given for answers.	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, bubble "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, bubble "Student had a calculator malfunction."
Fields A–C on answer sheet incomplete	Locate the student's test materials and direct them to fill in the information for fields A (Form Code), B (Test ID), and C (Test Book Serial Number) on their answer sheets.	No IR is needed.
Test question ambiguity Call PSAT 10 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 <pre>psatquestion@collegeboard.org</pre> .	On Page 3, Section 8, Test Question Ambiguity Information, bubble the appropriate type of ambiguity. Indicate name and address of student who reported ambiguity or error, Form Code, section, and test question number.



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	est Date: 6-Digit School (Al) Code:			
Testi	esting Room Code/Room Name: Room Type: Standard Accommodated			
Pleas	e print and sign your name below to indicate that the information	you have provided on thi	is form is accurate to the best of your ability.	
Proc	roctor: Name (please print) Signature			
A	Accounting for Test Materials			
2	TEST BOOKS RECEIVED	QUANTITY	SERIAL NUMBER RANGES	
			to	
	Total number of books received:		to	
			to	
3	TEST BOOKS RETURNED	QUANTITY	SERIAL NUMBER RANGES	
Г			to	
	Used test books returned:		to	
			to	
			to	
	Unused test books returned:		to	
			to	
	Total number of test books returned:			
4	USED ANSWER SHEETS RETURNED	QUANTITY		
	Total number of used answer sheets returned :			

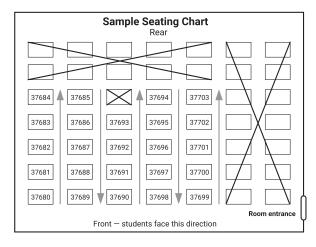
PSAT 10 Seating Chart

Proctor Name: ______ School Name: _____ School Name: _____ School Code: _____ School Code: _____ Or 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).

- For large rooms, use a separate form for each area of the room and indicate where areas border each other.
- 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.

If any student is moved to another seat after the test books are distributed and the test begins, indicate on the seating chart the seat the student was moved to and complete an IR explaining the reason for the change.



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

Name:	 	 	
Title:	 	 	
Date:			

PSAT 10 Coordinator

- On the first seating chart, record your answer sheet tracking information in the space provided.
- Keep all seating charts for at least 6 months.

Answer Sheet Tracking Numbers

Rear
Proctor's Desk Front — students face this direction

