

**Fall 2016–17**

# PSAT™ 8/9

## Supervisor Manual

### FOR BULK REGISTRATION

---

**Look inside for:**



SECURITY  
REQUIREMENTS



STANDARD AND  
NONSTANDARD TEST SCRIPTS



TESTING ROOM  
PROCEDURES



INSTRUCTIONS FOR  
RETURNING MATERIALS

---

**Test Window:**

SEPT 26  
THRU  
JAN 27

# About the College Board

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

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

---

## Contact us

If you have a question about the information in this manual or about an unusual testing situation not covered here, contact:

**WEB:** [collegeboard.org/administering](http://collegeboard.org/administering)

**MAIL:** PSAT 8/9  
P.O. Box 6720  
Princeton, NJ 08541-6720

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

**PHONE:** 888-477-PSAT (7728) toll free for educators in the United States only  
  
+1-212-237-1335 outside of the U.S.  
609-882-4118 (TTY)

**HOURS:** 8 a.m. to 7 p.m. ET, M-F

**FAX:** 610-290-8979

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

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

---

## The PSAT<sup>™</sup> 8/9

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

# Contents

---

## Introduction

- iv How to Use This Manual
- iv Check Materials Immediately
- v The 2016-17 PSAT 8/9 and the SAT Suite of Assessments

---

## Bulk Registration Introduction

- vi Using Pre-ID Labels
- vii Pre-ID Supplemental Instructions for PSAT 8/9

---

## Preparing for the Test

- 1 A Message For Supervisors
- 1 Storing and Checking Test Materials
- 2 Selecting Assistants
- 3 Training Your Staff
- 4 Policies for Test-Takers
- 5 Scheduling the Test
- 6 Test Rooms and Seating Requirements
- 6 Applying Labels
- 7 Test Day Planning

---

## Providing Accommodations for the PSAT 8/9

- 7 Testing Students with Accommodations

---

## Preadministration Instructions (Recommended)

- 9 Planning for the Preadministration Session
- 10 Conducting the Session

---

## On Test Day

- 15 Maintaining Security
- 15 Reporting Irregularities
- 16 Irregularity Chart
- 20 Acceptable Calculators

---

## Test Day Instructions

- 21 Begin Here on Test Day
- 24 Standard Testing Script
- 28 Section Timing Chart for PSAT 8/9

---

## Nonstandard Testing Scripts

- 29 Testing Students Approved for Accommodations
- 31 Overview of Nonstandard Timing and Breaks
- 33 Script 1 – 100% Extended Time
- 36 Script 2 – 50% Extended Time
- 40 Script 3 – Standard Time with Extra Breaks
- 45 Section Timing Charts

---

## After the Test

- 48 Return Materials Immediately
- 48 Checklist to Organize Your Materials
- 49 Returning Used Answer Sheets and Forms (Diagram)
- 50 Checklist to Submit Payment
- 51 Receiving Score Reports
- 51 Protecting Student Privacy
- 51 Storing Test Books
- 52 Codes for Countries or Regions Outside the U.S. States/Territories
- 53 School Field
- 54 Commonly Asked Questions for Administering the PSAT 8/9 with Pre-ID Labels
- 55 Remittance Report for Schools Without Internet Access

# Introduction

## How to Use This Manual

This manual contains instructions for administering the PSAT 8/9 for schools that may be participating as part of a state or district contract. Standard administration instructions as well as customized instructions for bulk registration administration are included. Check with your district or state department of education if you are unsure whether your school is participating in bulk registration.

- » If your school is participating in bulk registration, be sure to note instructions that specifically apply to your school, which have a “BR” icon next to them.
- » If your school is not participating in bulk registration, you may disregard the instructions for bulk registration or Pre-ID labels and follow the standard administration instructions.

Typographical icons are used to draw your attention to specific information and action items:

 Urgent

 Bulk registration instruction

 Contact by phone

## Check Materials Immediately

**Your school should receive the following with its test shipment:**

- Shipping Notice
- Test books in packages of 5 or 25.
- Answer sheets in packages of 25.
- Supervisor Manuals* (at least one for every 25 test books). If you received standard *Supervisor Manuals* that do not specify that they are for bulk registration, set them aside. This *Supervisor Manual for Bulk Registration* will be used for all instructions on test day.

**NOTE:** This manual includes scripts and instructions for administering the PSAT 8/9 with accommodations. See page 29.

- Supervisor's Kit containing the following:
  - › *PSAT 8/9 Test Shipment Memo*
  - › *PSAT 8/9 Supervisor's Report Form* (SRF)
  - › Remittance Envelope
  - › Nonstandard Administration Envelope for return of answer sheets for students tested with accommodations
  - › *PSAT 8/9 Supervisor's Irregularity Reports forms* (SIR) (bundle of 5)
  - › PSAT 8/9 Gray Return Envelope
  - › Roll of packing tape
- Pre-labeled Courier Answer Sheet Return Boxes

**Your school should have received the following in the Pre-ID label shipment:**

- The *Supplemental Instructions for PSAT 8/9*, listing the fields that have been provided in your school's bulk registration file.
- Pre-ID labels, one label for each student that was included on your school's bulk registration file.

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

- Nonstandard test books and materials for students testing with accommodations.
- If applicable, *Supervisor Manual(s) for MP3 Audio and ATC Formats*.

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

1. Verify that you have received the correct count of test books and answer sheets.
2. Confirm that test materials are for the testing window for which your school registered.
3. Contact the PSAT 8/9 office immediately if the number of test books or answer sheets do not match the number you ordered (see page ii for contact information) or to order additional materials.
4. Confirm that you have received any specialized materials such as Braille, MP3 Audio files, and Reader Scripts.

 **Do not photocopy answer sheets for any purpose.**

## The 2016-17 PSAT 8/9 and the SAT Suite of Assessments

Designed for eighth- and ninth-graders, the PSAT 8/9 assesses the same knowledge and skills as the SAT, the PSAT/NMSQT®, and the PSAT™ 10, including:

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

## Changes to the PSAT 8/9 Administration for 2016-17

**For the test supervisor, the following aspects of administration will change (from the 2015–16 PSAT 8/9 administration):**

1. The answer sheet has changed slightly. There are additional fields and questions for students.
2. Students who test with accommodations that do not require specific materials will test with the same red test book as students in standard testing rooms.
3. Supervisors are encouraged to assign a two-digit testing room code to each of the rooms where testing will occur. If an irregularity occurs, this code will help ensure timely release of scores for your school. See “New Testing Room Code” on this page for more details.
4. The methods by which school codes and home-school codes are captured has changed. See “School Field,” page 53 for more details.
5. Supervisors may submit their remittance once testing has completed.

## New Testing Room Code

The 2016-17 PSAT 8/9 answer sheet includes a new field, Testing Room Code in box 19, that is highly recommended for schools administering the test in multiple testing rooms. The testing room code can help organize your test day experience and allow speedier resolution for inquiries into any reported group disturbances for your school.

After you have selected the rooms where the test will be administered, assign each room its own unique two-digit code. Decide which code is applied to which room and make a list for your records. Assign each associate supervisor to a room and provide them with their testing room code so that students can grid it in box 19 of their answer sheets on test day.

Retain a list of the testing room codes along with the associate supervisors assigned to each room. In the event that a group disturbance occurs, the testing room code(s) and roster of affected students will be used to identify who may have been affected by the irregularity. This will help you quickly locate the right personnel to answer any queries from ETS related to group irregularities and help ensure that scores for your school are released in a timely way. Without the testing room code, the whole school’s reports may be placed on hold until the disturbance has been investigated.

### Reporting Irregularities

See page 15 for information about reporting irregularities. If you are using the testing room code, mark the code in section 6 on the Supervisor’s Irregularity Report (SIR) for any group irregularities that occur, and provide the names of the students affected by the irregularity in section 10. If a group irregularity affected the entire school, the testing room code does not need to be provided.

**NOTE:** *If your school decides to use testing room codes and a group irregularity occurs, a roster of impacted students must also appear on the SIR, otherwise scores may be held for the entire school until inquiries into the irregularity have been resolved by ETS.*

## Facts About the Test

The assessment comprises three tests. Plan for 3 hours of total (standard) testing time. We estimate 30–35 minutes should be devoted to preadministration activities, such as seating students, handing out tests and answer sheets and capturing demographic information. The actual test will take 2 hours and 25 minutes (standard timing), including 10 minutes of scheduled breaks.

Students testing with extended time for the entire test or who are approved for extra breaks will receive 25 minutes of breaks. Schools that wish to reduce their administration time on test day should plan to hold a preadministration session in school prior to test day (see “Preadministration Instructions,” page 9 for further instructions).

Task/Test Name	Timing
Preadministration activities	30 to 35 minutes (using Pre-ID labels will reduce this time)
Reading Test	55 minutes
5-minute break	
Writing and Language Test	30 minutes
Math Test – No Calculator	20 minutes
5-minute break	
Math Test – Calculator	40 minutes
Collecting materials and dismissing students	5 minutes

If you are testing students with accommodations, a chart of the different types of timing and breaks is provided on page 31.

## Bulk Registration Introduction

The College Board and your school, district, or state department of education are working together to ensure the accuracy of PSAT 8/9 student registration data, thereby enhancing the quality of the score and skill data provided to educators and students.

To support this effort, your school, district, or state provided College Board with a file containing data for your students taking the PSAT 8/9, which is known as “Bulk Registration.” Using that data, the College Board produced the pre-identification (Pre-ID) labels to be applied to answer sheets. This will ensure accuracy of data and reduce the amount of time students spend filling in circles on their answer sheet.

To ensure fairness for all students and accuracy of data, it is critical that you carefully follow the instructions in this special version of the *Supervisor Manual* created for schools that have received Pre-ID labels. While the bulk registration file that was uploaded for your school contains some of your students’ information, you will still need to instruct students to provide other essential data. This may be data that was not included on your bulk registration file or data that only your students can provide.

Use the preadministration instructions beginning on page 9 of this manual in conjunction with the *Supplemental Instructions for PSAT 8/9* included in your Pre-ID label shipment to identify those sections that students will still need to supply on their answer sheets.

### Using Pre-ID Labels

These instructions will help you and your staff administer the PSAT 8/9 with Pre-ID labels. It includes all of the instructions you will need to administer the test in standard testing rooms. This manual will help you to:

1. Receive the *Supplemental Instructions*
2. Receive and apply the Pre-ID labels to answer sheets
3. Plan to organize your testing rooms according to which students have labels and which do not
4. Use the *Supplemental Instructions* in conjunction with this manual to customize scripts with your associate supervisors
5. Conduct a preadministration session with your students on or before test day
6. Administer the test (with and without Pre-ID labels)

**If you received standard *Supervisor Manuals* in an earlier test material shipment, put those manuals aside in a secure area to ensure that the correct manual is used on test day.**

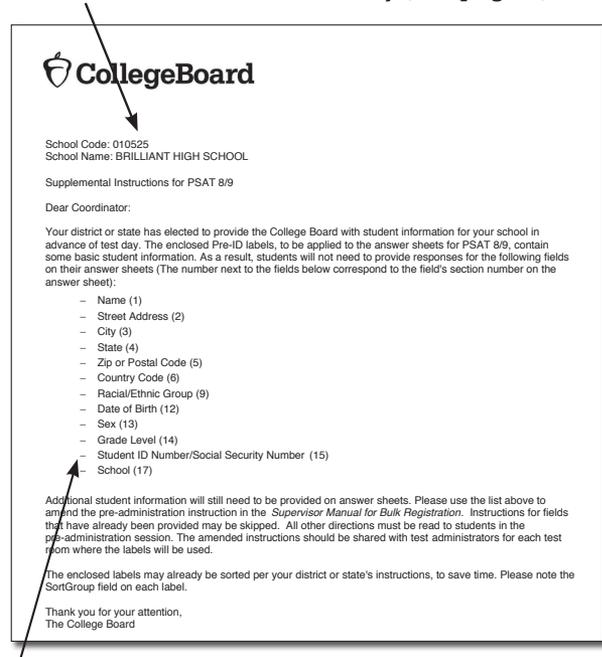
**NOTE:** *Work with your SSD Coordinator to ensure that accommodated students participate in the preadministration session.*

Students with Pre-ID labels will not have to complete certain sections of the answer sheet. Having students fill in the rest of their essential data prior to test day, *under supervision* during your preadministration session, can help your use of Pre-ID labels proceed smoothly.

**NOTE:** If your school opted in for early delivery of answer sheets and Supervisor Manuals when test materials were ordered, you must wait until you receive your Pre-ID label shipment to conduct your preadministration session.

## Pre-ID Label Supplemental Instructions for PSAT 8/9

The *Supplemental Instructions for PSAT 8/9* enclosed in your Pre-ID label shipment (see below for a sample) lists all of the answer sheet fields that have already been provided for your students. **Be sure to retain the instructions and keep them with this manual.** Your school code and school name should appear at the top of the *Supplemental Instructions*. If they do not, contact the PSAT 8/9 Office immediately (see page ii).



**IMPORTANT:** The Instructions list the fields included in the bulk registration file that was provided for your school. Use this list to customize your scripts for the preadministration session.

## Receiving Labels

You will receive one Pre-ID label for each student that was included in the Bulk Registration file that was provided to the College Board. If your school or district elected to use a sort code, the labels will be sorted by that code, labeled “SortGroup.” If not, the labels will be sorted alphabetically within grade level.

PSAT 8/9  
Last EBRONESEVEN First EBRONE  
SchoolCode 010525 DOB 02/01/2001 Sex F  
Grade 09 StuID NGG1 SortGroup 9MT6 BTGYB



**NOTE:** The barcode on the label includes information not listed in the text on the label.

» **As soon as possible after receipt, review the labels to ensure that they are correct:**

- » Is the school code (third line of the label) correct?
- » Do the students named (second line of the label) attend your school?
- » Are the grade levels (fourth line of label) correct?

**IMPORTANT:** If labels are incorrect, DO NOT USE THEM; contact the PSAT 8/9 Office immediately (see page ii).

Visit [collegeboard.org/bulkregistration](http://collegeboard.org/bulkregistration) for more information.

For information on how to apply your Pre-ID labels go to page 6, “Applying Labels.”

## Customizing the Scripts for Your Preadministration Session

The following information has been provided for all students with Pre-ID labels (students do not need to bubble in these fields):

- » First and Last Name
- » School Code
- » Sex
- » Date of Birth
- » Grade Level

Refer to the *Supplemental Instructions* to confirm whether your school, district, or state provided the following information for your students on the bulk registration file (if the field is listed on the *Instructions*, students do not need to fill in the corresponding box(es) on their answer sheets):

- » Street Address, City, State, Zip Code, and Country
- » Student ID or Social Security Number
- » Race and Ethnicity

The Preadministration Instructions section of this manual includes two sets of scripts to help you guide students with and without Pre-ID labels through each field on the answer sheet.

**Prior to Test Day:**

1. If you have multiple rooms where the preadministration sessions will take place, you may wish to set up a time prior to the sessions in which the associate supervisors who will be administering the sessions meet as a group. At this group meeting, supply copies of the *Supplemental Instructions* to the associate supervisors and instruct them to update Script A under the Preadministration Instructions (pages 10–12) in their copy of the manual. Script B (pages 12–14) is for use guiding students who do not have labels.
2. Associate supervisors should amend Script A in their manuals based on the information listed in the *Supplemental Instructions*. Students do not need to fill in the fields listed on the *Supplemental Instructions*. Supervisors should find the boldface instructions and place a check mark next to each boldface instruction that indicates a section of the answer sheet that can be skipped (see the sample below).

- If Address is already listed on the *Supplemental Instructions*, skip boxes 2–6 and go directly to boxes 7 and 8.**

.....  
**NOTE:** *All copies of the Supervisor Manual for Bulk Registration to be used on test day will need the same customization.*  
 .....

3. All supervisors and associate supervisors must familiarize themselves with these scripts.  
  
See page 54 for answers to questions you might have about using Pre-ID labels and working with a mixture of students with and without the labels.

# Preparing for the Test

## A Message for Supervisors

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

Please set aside time before the test day to read this manual carefully so that all procedures will be familiar and easy to follow when you administer the test. Consider providing advance copies of sections in this manual that contain specific information about test day procedures, including test administration scripts to staff who will be assisting on test day. These include: "Preadministration Instructions," pages 9–14, if you plan to have students fill out personal information on the answer sheet before test day; "On Test Day," pages 15–20; "Test Day Instructions" with the Standard Testing Script, pages 21–27; and "Nonstandard Testing Scripts," pages 29–44, if you will be testing students with accommodations.

**BR** If planning to test students with Pre-ID labels, you may also want to consider that:

1. Not all of your students may have Pre-ID labels.
2. If you are testing students from other schools or home-schooled students, they will not have Pre-ID labels.
3. As you are administering the preadministration session, you may discover that some students have incorrect Pre-ID labels.

**Plan to test any students without Pre-ID labels in separate rooms from students with Pre-ID labels, if possible.**

We depend on you and your staff to administer the test according to this manual so that all students have the same opportunity to do their best.

Failure to follow policies and procedures described in this manual could result in score cancellations. Schools that do not comply with the policies and procedures set forth in this manual may not be allowed to administer the PSAT 8/9 in the future and may be held responsible for damages and costs incurred by the College Board or our administrative partner, Educational Testing Service (ETS), as a result. We appreciate the efforts you and your staff make to ensure a test administration that is efficient, secure, and fair for all students.

## Shorten Your Test Day

We strongly recommend that you schedule a preadministration session for your test-takers to have them fill out informational boxes 1–18 on their answer sheets. This will make it easier to avoid rescheduling lunch and will improve the test-taking experience for your students and staff. (See page 9.)

## Using the Test Ordering Site

The Test Ordering site is intended to help schools manage their PSAT 8/9 administration. If you are not responsible for ordering test materials for your school, you should work with your school's ordering coordinator to ensure that enough materials have been ordered for your administration.

After logging on at [collegeboard.org/school](http://collegeboard.org/school), you can order additional tests, requests fee waivers for eligible students, update and track your test material orders and calculate your remittance once test materials have been returned. Check the PSAT 8/9 website to ensure that all materials have been ordered by the applicable deadline.

## The Testing Window

A school may administer the test only within the testing window for which it registered, using the test form specified for that window. If you can no longer test on the original test date, you can hold on to your materials and store them in a secure location until a date that you can administer the test. The new test date must fall between September 26 and January 27. To change the testing window, the school must contact the PSAT 8/9 office in time to request appropriate test materials.

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

## Storing and Checking Test Materials

As supervisor, you are responsible for protecting test materials from unauthorized access from the time they are delivered to your school until score reports are received. Once the shipment has arrived, you must:

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

2. Follow the instructions on your Test Shipment Memo, which may supplement these instructions.
3. Within 24 hours of receiving your test shipment, in a secure area with only authorized staff present, open the plastic bags, but do not open the shrinkwrapping around the test books. Check the covers of your test books to verify that they are the correct books for the 2016-17 Fall test window. Count the books and answer sheets to make sure you have the right quantity (bagged in quantities of 5 or 25).
4. Call or email the PSAT 8/9 office immediately (see inside front cover) if there is a discrepancy between the number of tests and answer sheets you ordered and those you received.
5. Use the checklist on page iv of this manual to verify that you have all materials. Contact the PSAT 8/9 office if any materials are missing.
6. Reseal the boxes, sign your name across the tape, and place all test materials in locked storage in an area at your school where only you and designated staff have access. No one is to open the shrinkwrapped test books until test day when you distribute them to associate supervisors.
7. Keep the empty, prelabeled answer sheet return box(es) and the test-book label(s) included in your test shipment, along with the used cartons from your shipment. You'll use them to return answer sheets after the test. If you have not already placed labels on your answer sheets, be sure to keep them with the secure test materials.
8. When you remove tests from secure storage, count and verify the number of test books given to each associate supervisor. Distribute and collect materials in such a way that no student has access to test books except while taking the test. See "After the Test" (page 48) for how to handle test books after the test.

## Selecting Assistants

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

**NOTE:** *Neither the PSAT 8/9 supervisor nor any associate supervisor or proctor may be a member of the household or immediate family of a student taking the test on the same date, even if the student is testing at a different school. In such instances, the related student's scores are subject to cancellation.*

**Associate supervisors** should be current or retired teachers, counselors, administrators, or other educators who are familiar with test administration. Each associate must complete the following activities:

- » read this manual ahead of time to be thoroughly familiar with test procedures
- » assume responsibility for test materials in an assigned room
- » administer the test according to the manual's directions
- » collect and account for test materials before dismissing students
- » return test materials to the supervisor after students are dismissed
- » read the *Supplemental Instructions for PSAT 8/9* and check the applicable boxes in this manual prior to test day
- » complete the steps listed in the preadministration instructions
- » distribute answer sheets to test takers

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

- » seat students
- » distribute and collect test materials
- » monitor adjacent areas during rest breaks

**Visitors**, other than authorized ETS or College Board test observers with proper ID, are not permitted in a testing room during the test or near the storage location of the test materials.

**Check the observer's College Board or ETS identification, government-issued identification (e.g., driver's license), and letter of authorization**

from the Office of Testing Integrity prior to admittance to any testing rooms or rooms where test materials are stored. ETS, on behalf of the College Board, reserves the right to make an unannounced audit of your test administration before, during, or after the test. If you have concerns about an individual's authorization, contact the Office of Testing Integrity at 609-406-5430 for verification before admitting the person to a testing room.

## Training Your Staff

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

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

**Accounting for test materials** — If a test book is missing notify the supervisor immediately. If books have already been distributed, check the desk of the student who was assigned that test book as well as the desks of nearby students at surrounding desks.

If testing has already begun, wait to search the room until a scheduled break or the end of the testing session, but notify the supervisor as soon as possible. Before dismissing students or starting a break, announce that a test book is missing and that no one will be dismissed until it is located. If no one acknowledges having the test book, check all desks in the room. If the test book is still missing, report this on a Supervisor's Irregularity Report (SIR). See "Reporting Irregularities" for more information about SIRs.

**BR School code number** — Post your school's six-digit code prominently in the testing room so your students can confirm that the code on their Pre-ID label is correct. Make a list of students from other schools and their school codes for your staff.

**Calculator use** — Calculators are permitted only on the Math Test – Calculator (unless a student has an approved accommodation). Icons on the answer sheet and in the test book indicate when a calculator is allowed.

All questions can be solved without a calculator, but a scientific or graphing calculator is recommended. See "Acceptable Calculators," page 20 for a list of acceptable graphing calculators.

Students are advised to bring their own calculators and must keep only one on their desk; any additional backup calculators must be kept under the student's desk. If students have calculators with large characters (one inch or more) or raised displays, seat them apart from other test-takers. Students may not share calculators. Students who have received approval from your school to use a four-function calculator on the Math Test – No Calculator should be seated in the nonstandard room. Graphing and scientific calculators are not allowed as part of this accommodation.

**Unacceptable calculators** — Students may *not* use:

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

**Prohibited devices and aids** — During the test (including breaks), staff must ensure that students have nothing on their desks but a test book, an answer sheet, No. 2 pencils with erasers, and (when permitted) an acceptable calculator. See page 22 for a list of prohibited aids.

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

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

**Test monitoring responsibilities** — Staff should be ready to answer questions and to help students feel confident about procedures. Remind staff not to answer questions about test content. Remind staff to 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. Staff must monitor students at all times during the test administration and breaks. No one involved in the test administration should read, grade papers, or engage in any activity unrelated to the test administration.

**Test day problems** — Staff should know procedures for handling irregularities. They should notify the supervisor as soon as possible of any irregularities that occur and submit a *Supervisor’s Irregularity Report (SIR)* if directed to in the irregularity chart (pages 16–20).

**Student ID or Social Security number** — Inform associate supervisors whether your students should provide Student ID or Social Security numbers in answer sheet box 15.

**NOTE:** *Social Security numbers are optional and should only be collected if used by the state, district, or school. Check your Supplemental Instructions to confirm if this information has already been supplied for your students.*

**Optional codes** — Schools that wish to have their student’s paper score reports sorted for easier distribution may select optional codes. Some schools assign codes to particular counselors or particular home rooms. The optional codes are then provided to students to be gridded in box 18 on their answer sheets. Supervisors should work with staff to identify how score reports will be returned and assign the codes accordingly. If codes are not used, the paper score reports will be returned sorted by grade level and then alphabetically by student last name. The optional code will appear on the paper student reports but it will not appear on online score reports. Be sure to provide directions for answer sheet box 18 to associate supervisors to read to students.

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

**New for 2016: Testing room codes** — See page v for more information about testing room codes.

**Important fields for tracking answer sheets** — Students need to record the Form Code and Test ID in boxes 20 and 21 of the answer sheet. These fields are required for accurate scoring. Both the Form Code (20) and the Test ID (21) are illustrated on the back of the test book. Students should copy the characters and (for 20) the filled circles exactly as shown.

**Testing students from outside your school** — Ensure that your associate supervisors know the school codes for students from other schools.

Visit [collegeboard.org/sat-codes](http://collegeboard.org/sat-codes) to look up codes. Notify students from other schools or home-schooled students that they are required to present an acceptable photo ID to be admitted to the testing area.

**BR** *These students will not have Pre-ID labels and will need to be seated in a separate room from students with labels.*

## Policies for Test-Takers

Go over these important policies with students at orientation.

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

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

- » No. 2 pencils with soft erasers are required. Mechanical pencils are not permitted because they may punch through the answer sheet or may have the wrong kind of lead, which will not scan properly.
- » Students must fill in each circle darkly and completely. If they need to erase a response, they must erase as completely as possible.
- » Students must mark their answers on their answer sheets—no credit is given for answers recorded in the test book (unless the school has approved this accommodation).

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

At least two weeks prior to the test date, distribute copies of informational flyers, which provide facts about the test. These can be downloaded from the Web at [psat.org/8-9-resources](http://psat.org/8-9-resources) and photocopied to distribute to students and parents.

**Remind students of what to bring on test day:**

- » two No. 2 pencils
- » an acceptable calculator (see “Acceptable Calculators,” page 20)
- » Student ID number or Social Security number (optional)

**Testing Students from Outside Your School and Home-Schooled Students**

**If you test students from other schools or home-schooled students, please:**

- » Make sure you have sufficient answer sheets and test books for that test day, as no other test may be used. You will need blank answer sheets for these students, and should assign them to different rooms from your students who have Pre-ID labels.
- » Be prepared with the six-digit codes of students from other schools. Instruct those students to enter their school codes in box 17 of their answer sheets (see “School Field” on page 53 for more details).
- » Home-schooled students will not need to provide school code numbers on their answer sheets. See “School Field” on page 53 for more details.
- » Complete Section 5 of the Supervisor’s Report Form. Return answer sheets for all students tested.

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

**Scheduling the Test**

All students tested on-site must take the test at the same time in the morning. (Exceptions may be made for testing students with disabilities. See “Providing Accommodations for the PSAT 8/9” on page 7 for more details.) If you cannot administer the test on the date you chose when ordering, the PSAT 8/9 has an extended testing window that allows flexible rescheduling of the administration. Materials will not have to be returned and reordered in the event a delay occurs.

Allow approximately 3 hours for test-related activities. If you are planning to administer the test to students with extended time, plan for more time accordingly. The actual test takes 2 hours and 25 minutes, including 10 minutes of scheduled breaks, and you will need about 30–35 minutes (or less) before the test to seat students, distribute test materials, and have students complete identifying information on their answer sheets. After the test, you will need about five minutes to individually collect answer sheets and test books and dismiss students.

**BR Preadministration session:** To improve the test-day experience, we highly recommend conducting a preadministration session, which will greatly reduce the time needed for pretest activities on test day. Your school can have students complete some of the identifying information on pages 1–5 of their answer sheets before the test date as detailed in the “Preadministration Instructions” section (page 9).

**BR** *Using the Pre-ID labels and following the instructions for the preadministration session will significantly reduce the amount of time needed on test day for preadministration activities.*

Begin testing early enough to complete testing before lunchtime. You cannot break for lunch and then resume testing. If testing students who are approved for 50% or 100% extended time, you may conduct an extended break so that those students may eat lunch without leaving the testing room.

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

## Test Rooms and Seating Requirements

Plan to administer the test in areas that have adequate lighting; desks or tables with good writing surfaces and room for a test book, answer sheet, and calculator side by side; an easily visible clock; and separation from distracting noise or activities.

Tablet-arm chairs must have a minimum writing surface of 12 × 15 inches (30 × 38 centimeters).

**Round tables are prohibited for testing.**

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

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

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

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

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

Students approved for accommodations that do not require specific materials will test with the same red test books as students in standard rooms. **The regular-type test book with a pink cover that was available for the 2015-16 PSAT 8/9 administration has been discontinued.** See “Nonstandard Testing Scripts” on page 29.

## Preparing Seating Plans

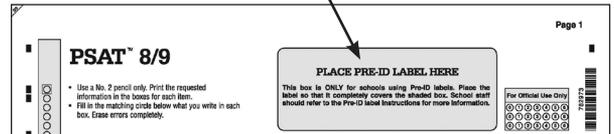
- BR** Create seating plans for your testing room(s) to ensure that answer sheets with Pre-ID labels are distributed to the correct students. If you have students without labels (newly enrolled students, etc.), consider grouping them together in a separate testing room from students with labels, to ensure that their identifying information is accurately captured.

Associate supervisors should establish a seating plan in advance and seat students accordingly. Be sure not to arrange seating in any predictable order (e.g., alphabetical). If advance seating plans are not possible, assign seats randomly to entering students so that friends or relatives are not seated near each other. They should not allow students to choose their own seats.

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

## **BR** Applying Labels

Place the label on page 1 of the answer sheet so that it completely covers the shaded box as shown.



It is important to be as accurate as possible when placing the label so that it falls exactly within the box. We recommend that school staff perform this process prior to test day to assure proper placement and to alleviate time pressure on the day of the test.

To ensure ease of distribution on test day, you may want to sort the labeled answer sheets by testing room before returning them to their boxes and securing them.

On the day of your test administration, be careful to distribute the appropriate answer sheet to each student.

You may not receive labels for some of your students. These students, along with students from other schools, home-schooled students, or students with incorrect information on their labels will need to provide all their identifying information.

To ensure that students fill out the necessary identifying information, assign students without Pre-ID labels to a separate testing room from the students with labels, if possible. They will need to complete all answer sheet fields on test day as detailed in the test day script.

## Test Day Planning

See page v for information about using the new testing room code when planning for your testing rooms.

When deciding on the number of rooms you will require, remember to include space for any students who may be testing from outside of your school, including home-schooled students.

**Be sure to also account for students testing with accommodations.** If you are holding a preadministration session, we recommend that you plan to test any students who did not have a chance to participate in the session in a separate room from those who did.

When training your testing staff, make sure that each associate supervisor is given a list containing

their two-digit testing room code, if any (covered on page v), the optional code (if applicable), as well as the school codes for any students who may be testing from outside your school.

Ensure that you have notified students of the room that they are to report to on test day. We recommend assigning a proctor to each entrance of the school on test day with a list of the assigned testing rooms to help direct students to the right room. If you do not have enough staff to assign a proctor to help direct students, you may want to post a list at each entrance of your school directing students to their assigned testing room. If you do post a list, please do so in a way that does not call attention to students who may be testing in accommodated rooms.

# Providing Accommodations for the PSAT 8/9

## Testing Students with Accommodations

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

## Nonstandard Test Materials

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

**NOTE:** *Students who require testing with accommodations who do not require specific materials (for example, students testing with extended time, extra breaks, or small group setting) will test with the same red test book as students in the standard room. The pink regular print test book, which was available for the 2015-16 PSAT 8/9 administration, has been discontinued. See "Nonstandard Testing Scripts" on page 29.*

If your school ordered nonstandard test formats (such as large-type, Braille, and Assistive Technology Compatible (ATC) formats) they will be shipped to the PSAT 8/9 Coordinator. Confirm that all materials ordered have arrived. Students who have been approved by the school to use one of these formats should be tested within the same testing window as all other students at your school.

Two formats are available for students who need audio and/or visual assistance with the test: MP3 Audio files and ATC files. Students approved to test with an audio cassette will automatically receive the MP3 Audio file, unless a different accommodation is requested.

If your school ordered the MP3 format for students who require audio accommodations, or the ATC format for students who use screen reader software, you will receive files on USB thumb drives.

Students who require MP3 audio or ATC files should be tested in a separate room, using the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats*.

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

**<https://collegereadiness.collegeboard.org/doc/sat-practice-test-1-assistive-technology-tips.doc>**  
 .....

## Room Assignments

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

## Section Timing

Students who are approved by their school for extended time can be provided a specified amount of time for each section. The College Board has provided nonstandard test day scripts (pages 29–44) based on how we test students taking the PSAT/NMSQT with extended time. You should review the script to determine if it meets your needs. **We recommend that you give students their full amount of extended time on each section, even if they stop work before time is called. Refer to page 30 for more information about section timing.**

## Seating Students

The College Board recommends that you assign students with different timing and different accommodations to different rooms. If this is not possible and you are testing a small number of students with different accommodations in the same room, seat students who are taking the test with 50% extended time, 100% extended time, and standard time with accommodations in separate areas of the room.

## Accommodations that Do Not Require Extended Time

Some accommodations do not include extended time, but still require a separate room. Some examples are a smaller testing environment with fewer distractions, extended breaks, or use of a four-function calculator on the Math Test – No Calculator section. These students will be tested with standard timing, using the nonstandard scripts in this manual. To minimize distraction, students should be seated in a separate room from others who are receiving extended time. If this is not possible, seat them as far apart as possible and write “no extended time” next to their names on the NAR.

# Preadministration Instructions (Recommended)

During the week before the test, schools have the option for all students, including students testing with accommodations, to ensure that information for boxes 1–18 of their answer sheets is properly recorded before test day. **This session must take place under supervision in school.** The session can be conducted using Pre-ID labels using Script A in this section. You will use the *Supplemental Instructions for PSAT 8/9* to identify those fields that have already been supplied in the Bulk Registration file.

If any students do not have Pre-ID labels, they will need to be instructed to provide all of their information using Script B in this section, either in a preadministration session or on test day.

If your school opted in to early delivery of answer sheets and *Supervisor Manuals* when test materials were ordered, wait until you receive Pre-ID labels to conduct your preadministration session so you can instruct students to only provide identification information that was not already provided on their behalf by the district.

Assign students with labels to the same testing room(s) so that as a group they can skip the additional time needed to supply identifying information on the answer sheet.

## Planning for the Preadministration Session

1. Remove only the answer sheets from their bags; do not open the shrinkwrapping for the test books until test day.
2. You may decide to distribute answer sheets in any number of ways; for example, in a class, in an assembly for students taking the test, or in small groups. Do not allow students to take the answer sheets out of the room. Be sure to provide large-block answer sheets to students your school has approved to use them.
3. You must organize the answer sheets so that you can ensure that students receive their own answer sheets on test day. We recommend that you assign each student to a test room and note the test room number (or other room identifier) on a container. Once students have completed the identifying information on their answer sheets, store the answer sheets in the appropriate containers for their assigned test rooms.

4. Inform students that they will need No. 2 pencils with erasers, a note of their address, and their Student ID or Social Security number (optional) for the preadministration session.
5. Before distributing answer sheets, post optional codes, if used (see page 4). If testing students in an international location, post the appropriate territory or country code. See “Codes for Countries or Regions Outside the U.S. States/Territories” on page 52. The testing room code and signature area will be filled out by students on test day.
6. If your students have “APO” or “FPO” addresses, post the two-letter code (AA, AE, or AP) that applies to them.

## **BR** Planning for the Preadministration Session with Pre-ID Labels

1. Affix the Pre-ID labels, following the instructions on page 6.
2. When affixing the labels, be sure to organize the answer sheets by assigned test rooms so that you can ensure that students receive their own answer sheets on test day. Assign any students without labels to their own test room to ensure that they provide all their identifying information.
3. Before distributing answer sheets, post your school’s six-digit code so that students can check the accuracy of their labels.

**All Pre-ID labels include the student’s name, school ID, date of birth, sex, and grade level. Students do not need to enter this information on their answer sheet if it has been correctly provided on the label.**

 If you do not have enough answer sheets, contact the College Board to arrange for more to be sent to your school. See “Using the Test Ordering Site” on page 1 for instructions on ordering more materials.

4. **If you haven’t already done so, go through Script A ahead of time to check off any fields (address, race/ethnicity, or student ID/SSN) that should be skipped because the Supplemental Instructions show that the information has already been captured (pages 10–12).**

## Conducting the Session

The preadministration scripts that follow are divided into two separate scripts. Use Script A if you are using Pre-ID labels. Use Script B starting on page 12 if you are conducting the session without labels.

Read the scripts in the maroon tinted boxes, to guide each student to fill in identifying information on their answer sheet.

- BR** If you are using Script A, students only need to fill in boxes for information that was not supplied by your bulk registration (as noted on your *Supplemental Instructions*).

Read aloud all the instructions in the scripts. Read slowly enough to give students time to fill in their identifying information. **Pause wherever the dots appear (. . .) to allow students time to follow instructions.** Instructions for the associate supervisors that should not be read aloud are listed outside the tinted boxes. Students must fill in the appropriate circles for their information. Students should skip boxes 19–22 and the signature section because these will be completed on test day.

Give one labeled answer sheet to each student. **Carefully check to ensure that each student receives the answer sheet with the correct label applied, matching the student's name.** If a student is unknown to you, check his or her identification before providing the labeled answer sheet.

### **BR** Script A – Preadministration Session with Pre-ID Labels

Where you have checked off an instruction because the information is included on the Pre-ID labels, tell students to make no marks in the box(es) that can be skipped.

**When students are ready, say:**

At this time, I will guide you in filling out your identifying information on the PSAT 8/9 answer sheet. As we proceed, look up when you finish each part of the answer sheet. . . .

Use only a Number 2 pencil. Mechanical pencils may NOT be used on this test. Raise your hand if you do not have a Number 2 pencil.

Provide Number 2 pencils to students who do not have them.

**BR** Start by saying:

The label at the top of your answer sheet supplies some of your information. Please look and confirm that your legal last name and first name are correctly printed on the second line of your label. Next, check that the school code listed is as follows: \_\_\_\_\_. Next, check your date of birth, which is marked with the letters “DOB.” Also check that your Sex is correctly noted, and your Grade. Please raise your hand if you see any piece of information that is not correct. Look up when you are finished. . . .

If a student's information is incorrect, collect the answer sheet, inform the student that he or she will be provided a blank answer sheet on test day, and dismiss the student from this preadministration session.

#### **NOTE REGARDING NAMES ON THE PRE-ID LABELS:**

*The student name on the label has been provided by the school, district, or state as the student's official name of record. If the student's name on the label is correct, but is not the student's preferred presentation (for example, if the student has a preferred nickname), do NOT collect the answer sheet or dismiss the student. The student should use the labeled answer sheet so that the PSAT 8/9 data matches the school's official record.*

**BR** Once students have checked their labels, say:

The barcode on your label contains some additional information that has been supplied on your behalf. I will only be reading you instructions for sections that still need to be provided.

Do not fill out any information unless you are told to do so, and do not skip ahead.

Make no marks in box 1.

**BR** If the Address is listed on the Supplemental Instructions, tell students to skip boxes 2–6 and go directly to boxes 7–8.

For boxes 2-5, to students with APO/FPO addresses, say:

Open your answer sheet to page 2. Be careful to fill in the address circles correctly. In box 2, Street Address, enter your box number or other designation. In box 3, City, enter “APO” or “FPO.” In box 4, State, fill in the circle for the two-letter code I have posted for you. In box 5, provide your ZIP Code. Look up when you are finished. . . .

**For boxes 2-5, to all other students, say:**

Open your answer sheet to page 2. You must complete your home address in boxes 2 through 5 and fill in the corresponding circles correctly. In box 2, enter your street number. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of the page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. Be sure to complete your five-digit ZIP code in box 5. Raise your hand if you have any questions. Look up on when you are finished. . .

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

**BR For box 6, for U.S. students, say:**

Make no marks in box 6.

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

In box 6, fill in the following Country Code \_\_\_\_\_ and the corresponding circles.

**BR For boxes 7 and 8, to all students, say:**

In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, and the grade in which you took it or plan to take it. If you're taking a course this year, fill in the circle for your current grade. You may fill in all circles on a given line that apply. Look up when you finish. . . . Are there any questions?

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

**BR If Racial/Ethnic Group is already listed on the Supplemental Instructions, skip box 9 and go directly to box 10.**

**BR For Boxes 9–11, say:**

Boxes 9 through 11 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students. Please fill in the appropriate circles for yourself. . . .

**BR For Boxes 9 and 10, say:**

In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. If you do not wish to respond to boxes 9 and 10 you may skip them. Look up when you are finished. . . .

**BR For Box 11, say:**

In box 11, please indicate if you have a parent or guardian who is in the military. Read each description, and fill in the circles of all that apply. Look up when you are finished. . . .

**BR For boxes 12–14, say:**

Your date of birth, sex, and grade level are provided on the label. Make no markings in boxes 12, 13, and 14.

**BR If Student ID/Social Security Number is already listed on the Pre-ID labels, skip box 15 and go directly to box 16. Note that only the last four digits of the Student ID are printed on the label.**

**BR For box 15, if your school is using numeric Student ID numbers, say:**

In box 15, fill in the circle for Student ID Number and enter your Student ID number, starting with the first column to the left. If you have letters in your Student ID number, skip them and enter only the numerals. . . . Are there any questions?

**BR For box 15, if your school is using Social Security numbers, say:**

In box 15, fill in the circle for Social Security Number and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security Number, cannot remember it, or do not wish to give it, leave this box blank. Do not enter any number other than your Social Security number. . . . Are there any questions?

**BR** To U.S. students only, for box 16, say:

Box 16 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 8/9; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. The College Board will not share your mobile number with other organizations.

If you agree to these terms, print your mobile number in the boxes, beginning with the area code, and fill in the appropriate circles. Look up when you are finished. . . .

To non-U.S. students, for box 16, say:

Box 16 applies only to students in the United States. Make no marks in box 16.

**BR** If School Code is already listed on the Pre-ID labels, skip box 17 and go directly to box 18.

For box 17, to all students, say:

In box 17, fill in the circle to indicate whether or not you are taking this test at the school you regularly attend. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are homeschooled, fill in the circle that says “No, I am homeschooled” and do not enter any other information in box 17. If this is not the school you regularly attend and you are not homeschooled, fill in the third circle and provide the name, address, and code of your school below. Look up when you are finished. . . .

For box 18, if your school does not use optional codes, say:

Make no marks in box 18, “Optional Code.”

If your school uses optional codes, read the directions you have prepared (see “Optional Codes,” page 4). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students and students from other schools should leave box 18 blank.

**!** If you are conducting this preadministration session ON test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 23.

**If you are conducting this preadministration session BEFORE test day, continue here:**

For boxes 19–22, say:

Leave boxes 19, 20, 21, and 22 blank at this time. Also leave the signature area blank.

When all students are finished, say:

Thank you for your cooperation. We will now collect your answer sheet from you. Sit quietly and do not talk.

**Go to “Collecting and Storing Answer Sheets Until Test Day” on page 14.**

## Script B – Preadministration Session Without Pre-ID Labels

Use the following instructions to guide students who do not have Pre-ID labels to fill in the information for boxes 1 through 18 on the answer sheet. This may be done as a preadministration session, or you may need to guide them on test day.

When students are ready, say:

At this time I will guide you in filling out your identifying information on the PSAT 8/9 answer sheet. As we proceed, look up when you finish each part of the answer sheet. . . . Use only a Number 2 pencil. Mechanical pencils may NOT be used on this test. Raise your hand if you do not have a Number 2 pencil.

Provide Number 2 pencils to students who do not have them.

For box 1, say:

Begin by reading the directions in box 1 of your answer sheet. Then enter your legal name, starting with your last name, and fill in the appropriate circles carefully. If your last name is too long for the number of spaces available, enter as many letters as the space will allow. Include blanks, hyphens, and/or apostrophes if these are part of your name. Fill in the corresponding circles. Make sure each mark is dark and completely fills the circle. Look up when you are finished. . . . Are there any questions?

For boxes 2–5, to students with APO/FPO addresses, say:

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

**For boxes 2–5, to all other students, say:**

Open your answer sheet to page 2. You must complete your home address in boxes 2 through 5 and fill in the corresponding circles correctly. In box 2, enter your street number. Include your apartment number in box 2, if you have one. If necessary, use the address abbreviations at the bottom of the page. Indicate a space in your address by leaving a blank box and filling in the corresponding circle. If your address has a slash mark or hyphen, fill in the corresponding slash mark or hyphen circle. Be sure to complete your five-digit ZIP or postal code in box 5. Raise your hand if you have any questions. Look up when you are finished. . . .

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

**For box 6, for U.S. students, say:**

Make no marks in box 6.

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

In box 6, fill in the following Country Code \_\_\_\_\_ and the corresponding circles.

**For boxes 7 and 8, to all students, say:**

In boxes 7a–7d, fill in a circle for each academic subject you have taken or plan to take through this year, and the grade in which you took it or plan to take it. If you're taking a course this year, fill in the circle for your current grade. You may fill in all circles on a given line that apply. Look up when you are finished. . . . Are there any questions?

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

**For boxes 9–11, say:**

Boxes 9 through 11 are used to help the College Board help you. Your answers to the following questions will help ensure that tests and services are fair and useful to all students. Please fill in the appropriate circles for yourself. . . .

**For boxes 9 and 10, say:**

In box 9, provide information on your racial and ethnic background. If you identify with multiple races and ethnic groups, you may mark all choices that apply to you. In box 10, provide information on any other languages you speak. If you do not wish to respond to boxes 9 and 10 you may skip them. Look up when you are finished. . . .

**For box 11, say:**

In box 11, please indicate if you have a parent or guardian who is in the military. Read each description, and fill in the circles of all that apply.

**For boxes 12–14, say:**

When completing box 12, "Date of Birth," fill in the appropriate circle for the correct month. Also enter your day and year of birth. Fill in a leading zero for your day of birth if applicable.

Then fill in the appropriate circles for female or male in box 13 and your current grade level in box 14. Look up when you are finished. . . .

**For box 15, if your school is using numeric Student ID numbers, say:**

In box 15, fill in the circle for Student ID Number and enter your Student ID number, starting with the first column to the left. If you have letters in your Student ID number, skip them and enter only the numerals. . . . Are there any questions?

**For box 15, if your school is using Social Security numbers, say:**

In box 15, fill in the circle for Social Security Number and enter your 9-digit Social Security number, starting with the first column to the left. If you do not have a Social Security Number, cannot remember it, or do not wish to give it, leave this box blank. Do not enter any number other than your Social Security number. . . . Are there any questions?

To U.S. students only, for box 16, say:

Box 16 asks for your Mobile Number. By providing your mobile number, you agree to receive text messages from the College Board about the PSAT 8/9; to participate in research surveys; and/or to receive free information on college planning services. If you have an unlimited text message plan, you will receive these messages at no additional cost; otherwise, standard text-messaging rates apply. You may also opt-out at any time. College Board will not share your mobile number with other organizations.

If you agree to these terms, print your mobile number in the boxes, beginning with the area code, and fill in the appropriate circles. Look up when you are finished. . . .

To non-U.S. students, for box 16, say:

Box 16 applies only to students in the United States. Make no marks in box 16.

For box 17, to all students, say:

In box 17, fill in the circle to indicate whether or not you are taking this test in the school you regularly attend. If this is the school you regularly attend, fill in the circle that says “Yes.” If you are homeschooled, fill in the circle that says “No, I am homeschooled” and do not enter any other information in box 17. If this is not the school you regularly attend and you are not homeschooled, fill in the third circle and provide the name, address, and code of your school below. Look up when you are finished. . . .

For box 18, if your school does not use optional codes, say:

Make no marks in box 18, “Optional Code.”

If your school uses optional codes, read the directions you have prepared (see “Optional Codes,” page 4). If an optional code has only one digit, instruct your students to fill in the “0” circle in the left column and the appropriate circle in the right column. Home-schooled students and students from other schools should leave box 18 blank.

**!** If you are conducting this preadministration session **ON** test day and are ready to move ahead with testing, go to “Distributing Test Books” on page 23.

**!** If you are conducting this preadministration session **BEFORE** test day, continue here:

For boxes 19–22, say:

Leave boxes 19, 20, 21, and 22 blank at this time. Also leave the signature area blank.

## Collecting and Storing Answer Sheets Until Test Day

When all students are finished, say:

Thank you for your cooperation. I will now collect your answer sheet from you. Sit quietly and do not talk.

Be sure to collect all answer sheets from students and keep them in a safe place until test day. Ensure that they are organized by test room so that you can distribute them to the correct students on test day. Return all the answer sheets to a secure, locked location. Do not remove them again until test day.

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

# On Test Day

---

## Maintaining Security

### General Test Area Monitoring

Make sure the following takes place during testing:

- » Monitoring of halls and restrooms
- » Coordination of breaks for staff while ensuring that testing rooms are never left unattended

### Keeping the Tests Secure

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

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

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

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

---

## Reporting Irregularities

- » If an irregularity occurs, follow the resolution path detailed in the Irregularity Chart. If the associate supervisor is alone in the room, the irregularity should be noted briefly until a proctor or supervisor can monitor the room so a detailed report of the incident can be written.
- » Review the following chart so you and your staff will know how to handle such situations for individuals and groups of students. Where you see a check mark in the chart, a *Supervisor's Irregularity Report (SIR)* should be submitted.
- » Schools should self-report irregularities that they think significantly affected their test administration on the SIR. The SIR is a scannable form that must be filled out with a No. 2 pencil or a pen with black or blue ink. Make no notes or stray marks on the form and neatly print all information and fill the circles completely.
- » See page v for information about using the testing room code in irregularity reporting.
- » ETS, on behalf of the PSAT 8/9 Program, will review all reports of irregularities and any test score earned under questionable circumstances. In the event you receive a call from ETS, please respond in a timely fashion in order to ensure on-time score report delivery. Delays in responding could delay your score reports. Once answer sheets have been submitted for scoring, ETS reserves the right not to score the answer sheet of a student who engaged in misconduct or was involved in a testing irregularity.

# Irregularity Chart

## Group Irregularities Procedure

## Supervisor's Irregularity Report (SIR)

### Mistiming of Sections

Too little time given	<p>Permit students to make up time on an undertimed section before allowing a break or dismissing them, so they do not have an opportunity to discuss the test before resuming work on the affected section. Allow the full number of minutes on all other sections.</p> <p>If you cannot permit students to make up time on the undertimed section, allow the full number of minutes on all other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the sections(s) affected and timing discrepancy.</p> <p><b>On page 2 section 6 – fill in the circle for “Undertiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Undertimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
-----------------------	---	---

Too much time given	<p>Give the full number of minutes on all the other sections. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the sections(s) affected and timing discrepancy.</p> <p><b>On page 2 section 6, fill in the circle for “Overtiming” (for a group), or page 2 section 7, Test Admin Issue, fill in the circle for “Test was Overtimed” (for an individual). Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
---------------------	--	--

### Environment

Disturbance	<p>Reduce or eliminate source of disturbance (loud noise, excessive heat/cold, disruptive behavior, etc.). Tell students that a report will be submitted. Continue testing.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance.</p> <p><b>On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
-------------	---	--

Interruption	<p>Provide clear instructions for safety of students if fire alarm, power failure, etc., occurs. Note the time and take action to be sure no one has access to test materials while students are out of the room. Direct students not to discuss the test and monitor the group the entire time. Students should resume testing in the section they were completing before the interruption occurred. Subtract the time they were given before the interruption and allow the remainder for students to complete the section. Tell students that a report will be submitted.</p> <p>Submit affected answer sheets on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Note the source, length, and impact of the disturbance.</p> <p><b>On page 2 section 6, fill in the circle for “Disturbance/interruption.” Fill in the testing room code in box 6b and list the affected students in section 10.</b></p>
--------------	--	--

<p>Test Cancellation</p> 	<p>If a storm, flood, power failure, etc., necessitates cancellation of the test, call the PSAT 8/9 office (see “Contact Us,” page ii) for instructions. Tell students that other arrangements are being requested.</p>	<p>Not applicable</p>
--	---	-----------------------

Call PSAT 8/9 office

**Individual Irregularities****Procedure****Supervisor's Irregularity Report (SIR)****Test-taker issues**

Late arrival	See "Test Day Instructions," page 21.	<input checked="" type="checkbox"/> Identify student. <b>On page 2 section 7, Check-in Issue, fill in the circle for "Student arrived late."</b>
Giving and/or receiving information	<p>Change seat of any student suspected of giving or receiving information. If ETS investigation warrants, scores will be canceled. Keep a seating chart (see back page of this manual) of students who are seated nearby (or entire room, if possible) and indicate original and changed seated location on the seating chart. Tell student that a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets</p> <p><b>OR</b></p> <p>Collect test book and answer sheet and dismiss any student who you are certain is giving or receiving information, or attempting to take the test for someone else.</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<input checked="" type="checkbox"/> Identify students (the student providing the information and the student receiving the information) and explain circumstances. <b>On page 2 section 7, Test Admin Issue, fill in the circle for "Student gave or received help."</b> <p>Check the <b>Yes</b> box indicating that student's answer sheet was destroyed.</p>
Prohibited aid (see page 22) or calculator use when not permitted	<p>Collect test book and answer sheet and dismiss any student who uses a calculator on a section where it is not permitted or any of the prohibited aids listed on page 22 either during the test or during breaks. (For example: cell phones, smartwatches, MP3 players, and iPods.)</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<input checked="" type="checkbox"/> Identify student. <b>On page 2 section 7, Test Admin Issue, fill in the circle for "Student used an unauthorized aid."</b> <p>Check the <b>Yes</b> box indicating that student's answer sheet was destroyed.</p>
Opening test book before test <b>OR</b> Working on wrong section of test book or answer sheet <b>OR</b> Working longer than the time permitted	<p>Ask student to close test book or direct to proper section of test book or answer sheet. Say that a report will be submitted and that a subsequent violation will be grounds for dismissal.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p><b>OR</b></p> <p>If the student <b>continues</b> to keep test book open, to work on wrong section, or to work after time is called, collect test book and answer sheet and dismiss student.</p> <p>Destroy answer sheet; do not submit fee for student.</p>	<input checked="" type="checkbox"/> Identify student, length of time, and affected sections. <b>On page 2 section 7, Test Admin Issue, fill in the appropriate circle: "Student obtained improper access to test/part of test" or "Student worked on wrong section" or "Student worked after time was called."</b> <p>Check the <b>Yes</b> box indicating that student's answer sheet was destroyed.</p>
Misplaced answers	<p>Provide a new answer sheet if student has misplaced answers on the answer sheet. Direct student to print name on new answer sheet, then to continue in the appropriate place. Tell student a report will be submitted.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<input checked="" type="checkbox"/> Identify student; indicate which answers were misplaced and amount of time lost, if any. <b>On page 2 section 7, Test Admin Issue, fill in the circle for "Student misplaced/misgridded answers."</b>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
Answers recorded in test book	Answers recorded in a test book may <b>not</b> be transferred to answer sheet by student or school personnel after time is called for the section. <b>Exception: Students testing with school-approved accommodations that include permission to record answers in the test book. In these cases, school personnel must transfer answers from the test book to the answer sheet and return with other answer sheets (see page 29).</b>	Not applicable
Restroom use	Permit student to leave test room temporarily. Collect test book (confirm that it contains test content and no pages have been removed) and answer sheet; return them when student reenters. Do not allow extra testing time. If two or more students leave, a proctor must accompany them. Recheck the ID of any student who left the room for break and is not known to you.	Not applicable
Student leaves during test	<p>If warranted, collect test book and answer sheet, and permit student to leave without completing test.</p> <p>If student wants answer sheet scored, tell student a report will be submitted. Submit student's answer sheet on top of other answer sheets.</p> <p><b>OR</b></p> <p>If student does not want answer sheet scored, do not submit it. <b>Destroy</b> student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, test section, last question number completed, and reason for leaving.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for "Student left early/left without permission."</b></p> <p>Check the <b>Yes</b> box, indicating that student's answer sheet was destroyed.</p>
Disruptive behavior	<p>Remove disruptive student from testing room.</p> <p><b>Destroy</b> student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, length of time, and affected sections.</p> <p><b>On page 2 section 7, Test Admin Issue, fill in the circle for "Student disrupted test, causing testing to start/end late."</b></p> <p>Check the <b>Yes</b> box, indicating that student's answer sheet was destroyed.</p>
Illness	<p>Permit student to leave test room temporarily. Collect test book and answer sheet; return them when student reenters. Do not allow extra testing time. Tell student a report will be submitted.</p> <p>Submit student's answer sheet on top of other answer sheets.</p> <p><b>OR</b></p> <p>If student does not want answer sheet scored, do not submit it. <b>Destroy</b> student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student, length of absence, affected section(s), and questions.</p> <p><b>Bubble page 2 section 7, Test Admin Issue "Student became ill."</b></p> <p>Check the <b>Yes</b> box indicating that student's answer sheet was destroyed.</p>
Student score cancellation	<p>Do not submit answer sheet if student requests that test not be scored.</p> <p><b>Destroy</b> student's answer sheet; do not submit fee for student.</p>	<p><input checked="" type="checkbox"/> Identify student.</p> <p><b>On page 2 section 7, Other Issue, fill in the circle for "Other,"</b> and enter "Student score cancellation" on the line.</p> <p>Check the <b>Yes</b> box indicating that student's answer sheet was destroyed.</p>

Individual Irregularities	Procedure	Supervisor's Irregularity Report (SIR)
<p>Student does not complete boxes 20 and 21 on the answer sheet</p>	<p>Locate student's test book using the seating chart and direct student to fill in the information from the back of the book for boxes 20 (Form Code) and 21 (Test ID).</p> <p><b>OR</b></p> <p>If the irregularity is found after students have been dismissed, note on the SIR and return the answer sheet with other answer sheets.</p>	<p>Not applicable</p> <p><input checked="" type="checkbox"/> Identify student.</p> <p><b>On page 2 section 7, Other Issue, fill in the circle for "Other" and enter "Answer sheet returned without Form Code and/or Test ID."</b></p>
Test Materials	Procedure	Supervisor's Irregularity Report (SIR)
<p>Defective test book</p>  <p>Call PSAT 8/9 office if you do not have a replacement book</p>	<p>Replace defective book with a book that has the same form code if possible. Direct student to use original answer sheet. Tell student that a report will be submitted. If defective test book causes a loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others.</p> <p>On test book cover, write "Defective," identify error, and give school code number. Return defective book and the SIR in the Gray Envelope. (For multiple books, send a sample and note how many were defective.) Place affected answer sheet(s) on top of others.</p> <p>Return defective MP3 Audio or ATC format in the original packaging it was shipped in, with the answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost. Clip defective book to the Irregularity Report.</p> <p><b>On page 2 section 7, fill in the circle for "Defective Material Issue."</b></p>
<p>Defective answer sheet</p>  <p>Call PSAT 8/9 office if you do not have a replacement answer sheet</p>	<p>Replace defective answer sheet. Direct student to print name on new answer sheet, then continue with next question. Tell student that a report will be submitted. If defective answer sheet causes loss of testing time, allow student to make up the time for that section at the end of the test. Student must not have the opportunity to discuss test with others. Answers may not be transferred between answer sheets by student or school personnel after time is called for the section.</p> <p>Clip both answer sheets together; place on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Identify student; describe defect; if time was not made up, indicate how much time was lost.</p> <p><b>On page 2 section 7, fill in the circle for "Defective Material Issue."</b></p>
<p>Possible test question ambiguities and errors</p>  <p>Call PSAT 8/9 office immediately after test</p>	<p>Direct student to give the best possible answer. Say a report will be submitted. If student expresses concern after test date, tell student to report test form, test section, content of question, and nature of error as soon as possible to: Assessment Design &amp; Development, The College Board, 250 Vesey Street, New York, NY 10281; or send an email to: psatquestion@collegeboard.org.</p> <p>Submit student's answer sheet on top of other answer sheets.</p>	<p><input checked="" type="checkbox"/> Indicate name and address of student who reported ambiguity or error, form, section, and test question number.</p> <p><b>On page 3 section 8, fill in the appropriate circle under – "Test Question Ambiguity Information."</b></p>

Test Materials	Procedure	Supervisor's Irregularity Report (SIR)
<p>Missing test book</p>  <p>Call PSAT 8/9 office immediately.</p>	<p>If test books are missing from your shipment or appear to be tampered with, immediately call PSAT 8/9 office. If a test book is missing from a testing room, follow the procedures on page 3 of this manual.</p> <p>Call PSAT 8/9 office immediately if materials cannot be located.</p>	<p><input checked="" type="checkbox"/> Explain actions taken in details.</p> <p><b>On page 2 section 6, "Group Irregularities Information," fill in the circle for "Missing materials."</b></p>

## Acceptable Calculators

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

<p><b>Casio</b></p> <p>FX-6000 series  FX-6200 series  FX-6300 series  FX-6500 series  FX-7000 series  FX-7300 series  FX-7400 series  FX-7500 series  FX-7700 series  FX-7800 series  FX-8000 series  FX-8500 series  FX-8700 series  FX-8800 series  FX-9700 series  FX-9750 series  FX-9860 series</p>	<p>CFX-9800 series  CFX-9850 series  CFX-9950 series  CFX-9970 series  FX 1.0 series  Algebra FX 2.0 series  FX-CG-10 (PRIZM)  FX-CG-20 series  FX-CG-500*  Graph25 series  Graph35 series  Graph75 series  Graph95 series  Graph100 series</p>	<p><b>Hewlett-Packard</b></p> <p>HP-9G  HP-28 series  HP-38G  HP-39 series  HP-40 series  HP-48 series  HP-49 series  HP-50 series  HP Prime</p> <p><b>Radio Shack</b></p> <p>EC-4033  EC-4034  EC-4037</p>	<p><b>Sharp</b></p> <p>EL-5200  EL-9200 series  EL-9300 series  EL-9600 series*  EL-9900 series</p> <p><b>Other</b></p> <p>Datexx DS-883  Micronta  Smart<sup>2</sup></p>	<p><b>Texas Instruments</b></p> <p>TI-73  TI-80  TI-81  TI-82  TI-83  TI-83 Plus  TI-83 Plus Silver  TI-84 Plus  TI-84 Plus CE  TI-84 Plus Silver  TI-84 Plus C Silver  TI-85  TI-86  TI-89  TI-89 Titanium  TI-Nspire  TI-Nspire CX  TI-Nspire CM-C  TI-Nspire CAS  TI-Nspire CX CAS  TI-Nspire CM-C CAS  TI-Nspire CX-C CAS</p>
---	---	---	---	---

\*The use of the stylus is not permitted.

Acceptable Calculators

# Test Day Instructions

## Begin Here on Test Day

Follow these directions for both standard and nonstandard test-takers. Later in this section, you will be instructed when to turn to the nonstandard scripts if testing students with accommodations.

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

- » testing room code (see page v)
- » today's date  $\frac{\text{Month}}{\text{Day}} / \frac{\text{Day}}{\text{Year}}$
- » start time, stop time, and break (filled in later)
- » optional code, if any (see "Optional Codes," page 4)
- » six-digit school codes for students from other schools
- » your school's six-digit code (if you are using Pre-ID labels)
- » 3-digit country codes for students with international addresses (listed on page 52)
- » two-letter "APO" or "FPO" code (AA, AE, or AP), if applicable

## Collecting Students' Phones, Devices, and/or Backpacks

If your school has chosen to collect phones, watch alarms, smartwatches, handheld computers, (or any other electronic devices), and/or backpacks, collect them from students prior to testing. Be sure to provide a method for students to tag their property (such as sticky notes and plastic sandwich bags). Devices should be powered off or silenced prior to collection. Store items in a secure location. Advise students that their property will be returned to them after testing. The collection and storage processes are at the discretion of the school.

## Seating Late Arrivals

- » Students who arrive late may only join if the timed test has not begun (i.e., Section 1). **Do not admit students to any room where Section 1 (or any later section) has already begun.** Assign them to another room where proper supervision, complete instructions, and timing can be provided.
- » Late students who arrive prior to the beginning of Section 1 may supply missing identifying information after the test before students are dismissed.

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

## Completing Boxes 1 to 18 on Student Answer Sheets

If all or most of the students in your room have not yet filled in the personal information on their answer sheets, turn to the Preadministration Instructions section on page 9 and follow the instructions for distributing answer sheets and completing these boxes. You will find two scripts in that section — one for use with Pre-ID labels, and one for use with students who do not have labels. If you have a mixture of students in your room, complete Script A for use with labels, and have students without labels complete their information after testing is completed.

When you are finished with the preadministration instructions, continue with "**Reading the scripts**" below.

## Reading the Scripts

Read aloud all the directions in the maroon tinted boxes. Read slowly enough to give students time to fill in their responses. Pause wherever four dots (. . . .) appear to allow students time to follow instructions. Instructions outside the shaded boxes are for you and your assistants and should not be read aloud. **Do not deviate from these directions or answer any questions regarding the content of the test.**

When you are ready to begin, say:

Welcome to the PSAT 8/9 administration. Testing will begin in a few minutes. First, listen carefully to the regulations and instructions that I must read. For today's test, you may use only a Number 2 pencil to mark your answer sheet. Mechanical pencils may NOT be used on this test. Raise your hand if you do not have a Number 2 pencil.

The only device or aid you may use is an acceptable calculator to answer math questions that allow calculator use. You may not share a calculator with another student at any time during the test administration or during breaks.

If you have extra No. 2 pencils, distribute them to students who need them. If a student has a mechanical pencil, hand him or her a No. 2 pencil.

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

**Then say:**

The PSAT 8/9 Program has policies that are designed to give each of you an equal opportunity to show your abilities. We will dismiss and cancel the scores of anyone who tries to gain an unfair advantage by:

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

You may also be dismissed for:

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

Are there any questions? . . .

Answer all students' questions.

**Then say:**

Please listen carefully to the following information about phones and other electronic equipment. The use of phones and other prohibited electronic devices at any time is prohibited.

**If your school has NOT chosen to collect phones, devices, and/or backpacks, say:**

At this time, if you still have a phone, watch alarm, smartwatch, handheld computer, or any other electronic device in your possession, you need to completely power it off and put it away until you leave the test room. Any electronic device that is not turned off and put away may be confiscated and its contents inspected as part of a thorough investigation. Look up when you have powered down and put away any of these devices if you have them.

Pause to allow time for students to put away any of these devices.

**When everyone is ready, say:**

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

- » Remove everything from your desk except your pencils, erasers, and acceptable calculator. . . .
- » Remove any earplugs, which may not be worn during testing, any highlighters, rulers, dictionaries or other books, pens or colored pencils, pamphlets, and papers of any kind, including scratch paper—these are all prohibited unless you are specifically approved by our school to use any additional aid. . . .
- » If you brought a backup calculator or extra batteries, get those out and put them on your desk. . . .
- » Close all bags and backpacks and put them under your desk until the test is over. . . .

**Once desks are cleared of prohibited items, say:**

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

### Checking for Prohibited Aids

Walk around the room to make sure no one has the following prohibited aids on his or her desk. Bags and backpacks may be stored in a separate room at the discretion of the school.

- » Cell phones or smartphones
- » Audio players/recorders, tablets, laptops, notebooks, or any other personal computing devices
- » Separate timers of any type
- » Cameras or any other photographic equipment
- » Any devices, including smartwatches, that can be used to record, transmit, receive or play back audio, photographic, text, or video content
- » Pens, highlighters, and mechanical or colored pencils
- » Books, dictionaries, or references of any kind
- » Compasses, rulers, protractors, or cutting devices
- » Notes, pamphlets, or papers of any kind, including scratch paper
- » Earplugs
- » Unacceptable calculators that have typewriter-like keypads, use paper tape, make noise, or use a power cord (unless approved as an accommodation)

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

**NOTE:** *Students should not be dismissed from testing if they use a mechanical pencil; however, they should be warned that their marks may not score properly.*

- ⓘ **If you have not yet conducted a preadministration session and are using Pre-ID labels, conduct one now by turning to “Script A – Preadministration Session With Pre-ID Labels” on page 10.**
- ⓘ **If you have not yet conducted a preadministration session and are NOT using Pre-ID labels, conduct one now by turning to “Script B – Preadministration Session Without Pre-ID Labels” on page 12.**

## Continue Here if You Have Already Conducted a Preadministration Session

When everyone is ready, say:

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

Distribute the answer sheets that students filled in prior to test day. Make sure each student receives his or her own pregridded answer sheet. If there are students in the room who did not participate in the preadministration session, give them a blank answer sheet. They will need to fill out boxes 2–18 after testing has finished.

Then say:

Please double-check to make sure your correct legal name and date of birth appears on the answer sheet. Raise your hand if you have the wrong answer sheet. If you have not filled out identifying information on pages 1 through 5, complete box 1 on page 1 now. You will need to complete the remaining boxes after the test.

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

### Distributing Test Books

When everyone is ready, say:

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

Remove the test books from the plastic bags and give one test book to each student. **Keep one**

**answer sheet and one test book for use in giving instructions.** Make sure that no one opens a test book until told to do so. Allow enough time for students to read the information on the back cover.

When everyone is ready, say:

Print your name and other requested information clearly on the back of your test book. . . .

### Completing Test Information and the Signature Area

All students must complete the boxes 19–22 and the signature area.

For box 19, if your school uses testing room codes, say:

In box 19, write in the testing room code \_\_\_\_\_, then fill in the circles. Look up when you are finished. . . .

For box 19, if your school does NOT use testing room codes, say:

Make no marks in box 19.

For boxes 20 and 21, say:

Turn over your test book to the back side. Copy the form code into box 20 and the test ID into box 21 on page 5 of your answer sheet. Print the numbers in the appropriate boxes and fill in the corresponding circles exactly as they appear on the back of your book. Look up when you are finished. . . .

For box 22, say:

Make no marks in box 22.

For the signature area, say:

All students must complete the next portion of the answer sheet. At the bottom of page 5, please find the area labeled “Date and sign on test day.” Read the statements at the top and bottom of this area, then fill in today’s date and sign your full name as you would on an official document. Under your signature, print your name. . . . By signing, you agree not to share any specific test question with anyone by any form of communication, including, but not limited to: email, text messages, or use of the Internet. Doing so can result in score cancellation and other possible sanctions.

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

## Standard Testing Script

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

Use these scripts for students testing with standard timing and breaks.

**NOTE:** Turn to page 29 if you are testing students with nonstandard timing/breaks or formats such as braille, audio files, or readers. If you are testing students with extended time on only portions of the test, you will be directed to return to this standard script for the appropriate portions of the test.

After everyone has completed the signature area, say:

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

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

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

### Throughout Testing, Follow These Procedures:

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

#### Time the section:

- » Enter the start and stop times as you begin each section; post the times for students to see. Announce the remaining time halfway through the longer sections, as noted in the scripts, and five minutes before the end of every section. This is particularly important if your room clock malfunctions. Students must be given the full time for each section as displayed in this manual.
- » Refer to the timing chart on page 28 to ensure that you have correctly calculated the stop time.
- » Before you call stop, check your watch against the time you have written down.
- » Verify the time with a proctor, if available.

#### Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 17.
- » If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and arrange for it to be recorded per the instructions on page 15 at a later time.

#### After testing begins:

Account for all test books (used and unused). Use the chart on the back cover to record where each student is seated. If a book appears to be missing, follow procedures in “Accounting for Test Materials” on page 3.

## Section 1—Reading Test

After you answer all questions, say:

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

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

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

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

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



55 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

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

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

**After 30 minutes have elapsed, say:**

You have 25 minutes remaining in this section.

**After 50 minutes have elapsed, say:**

You have five minutes remaining in this section.

**After exactly 55 minutes, say:**

Stop work and put your pencil down.

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

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

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

**For the break:**

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

**During the break:**

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

**At the end of the break, say:**

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

## Section 2—Writing and Language Test

### ATC File Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn to Nonstandard Script 1, page 34, for Section 2, then return to page 26 for Section 3.

**When everyone is ready, say:**

You will have 30 minutes to work on Section 2, the Writing and Language Test.

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

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

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



**30 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**During testing:**

- » Refer to the chart on page 28 to ensure that you have correctly calculated the stop time.

**After 15 minutes have elapsed, say:**

You have 15 minutes remaining in this section.

**After 25 minutes have elapsed, say:**

You have five minutes remaining in this section.

**After exactly 30 minutes, say:**

Stop work and put your pencil down. . . Keep your answer sheet and test book flat on your desk.

**For students with extended time on math only:**

- » For students approved for 100% extended time for math, switch to Script 1 (pages 34–36) for Sections 3 and 4.
- » For students approved for 50% extended time for math, switch to Script 2 (pages 38–40) for Sections 3 and 4.

## Section 3—Math Test – No Calculator

When everyone is ready, say:

You will have 20 minutes to work on Section 3, Math Test – No Calculator. Although this is a math test, you are NOT allowed to use a calculator on this section. Please keep your calculator under your desk.

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

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

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



20 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**During testing:**

- » Refer to the timing chart on page 28 to ensure that you have correctly calculated the stop time. Check that calculators are not on students’ desks (unless the school allows calculator use on this section as an accommodation).

After 15 minutes have elapsed, say:

You have five minutes remaining in this section.

After exactly 20 minutes, say:

Stop work and put your pencil down...

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

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

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

**For the break:**

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

**During the break:**

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

At the end of the break, say:

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

## Section 4—Math Test – Calculator

When everyone is ready, say:

You will have 40 minutes to work on Section 4, Math Test – Calculator. You may have a calculator on your desk for this section.

All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

- » Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- » Do not share or exchange your calculator.
- » If you brought a backup calculator, keep it on the floor underneath your desk.
- » If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

Then say:

Turn to page 7, Section 4 of your answer sheet. Be sure to mark your answers in the correct rows. For the questions labeled “Student-Produced Responses,” which are at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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



40 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**During the test:**

- » Refer to the timing chart on page 28 to ensure that you have correctly calculated the stop time.

After 20 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 35 minutes have elapsed, say:

You have five minutes remaining in this section.

After exactly 40 minutes, say:

Stop work and put your pencil down...

Close your answer sheet so page 1 is facing on top and place your test book on top of your answer sheet. I will now collect your test book. Please sit quietly.

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

#### After testing:

- » If all students in the room have completed boxes 2–21 on their answer sheets, proceed to “Dismissal” below.

To students who need to complete boxes 2–18 on the answer sheet, say:

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

Turn to the scripts under “Preadministration Instructions” on page 9, and guide students through filling out boxes 2–18 on the answer sheet. When they are finished, continue with “Dismissal” below.

#### Dismissal

When all answer sheets are complete, say:

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

#### Before dismissing students:

- » Keep students seated until you are sure you have each student’s answer sheet and test book.
- » Make sure answer sheets are not inserted in or between test books.
- » Verify by count that you have a test book and answer sheet for each student.
- » Verify that you have collected the test books assigned to your room.

Please ensure that items 1–21 and the signature area on the first five pages of the answer sheet are filled out completely.

After all materials are accounted for, say:

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

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

#### After students leave the room:

- » If you have any students approved to write their answers in the test book, do the following:
  - › Transcribe student answers to a machine-scannable answer sheet. Clip the answer sheet to the test book.
  - › On the test book, write the student’s name, school code number, and room number.
  - › On the front cover of the test book, write “Answers in book.”
  - › Include the test books with the used answer sheets.
- » Describe any irregularities on a *Supervisor’s Irregularity Report (SIR)*.

## Section Timing Chart for PSAT 8/9

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

<b>STOPTIME Standard Time</b>				
<b>Start Time</b>	<b>For a 55-minute section (Section 1)</b>	<b>For a 30-minute section (Section 2)</b>	<b>For a 20-minute section (Section 3)</b>	<b>For a 40-minute section (Section 4)</b>
:00	:55	:30	:20	:40
:01	:56	:31	:21	:41
:02	:57	:32	:22	:42
:03	:58	:33	:23	:43
:04	:59	:34	:24	:44
:05	:00	:35	:25	:45
:06	:01	:36	:26	:46
:07	:02	:37	:27	:47
:08	:03	:38	:28	:48
:09	:04	:39	:29	:49
:10	:05	:40	:30	:50
:11	:06	:41	:31	:51
:12	:07	:42	:32	:52
:13	:08	:43	:33	:53
:14	:09	:44	:34	:54
:15	:10	:45	:35	:55
:16	:11	:46	:36	:56
:17	:12	:47	:37	:57
:18	:13	:48	:38	:58
:19	:14	:49	:39	:59
:20	:15	:50	:40	:00
:21	:16	:51	:41	:01
:22	:17	:52	:42	:02
:23	:18	:53	:43	:03
:24	:19	:54	:44	:04
:25	:20	:55	:45	:05
:26	:21	:56	:46	:06
:27	:22	:57	:47	:07
:28	:23	:58	:48	:08
:29	:24	:59	:49	:09
:30	:25	:00	:50	:10
:31	:26	:01	:51	:11
:32	:27	:02	:52	:12
:33	:28	:03	:53	:13
:34	:29	:04	:54	:14
:35	:30	:05	:55	:15
:36	:31	:06	:56	:16
:37	:32	:07	:57	:17
:38	:33	:08	:58	:18
:39	:34	:09	:59	:19
:40	:35	:10	:00	:20
:41	:36	:11	:01	:21
:42	:37	:12	:02	:22
:43	:38	:13	:03	:23
:44	:39	:14	:04	:24
:45	:40	:15	:05	:25
:46	:41	:16	:06	:26
:47	:42	:17	:07	:27
:48	:43	:18	:08	:28
:49	:44	:19	:09	:29
:50	:45	:20	:10	:30
:51	:46	:21	:11	:31
:52	:47	:22	:12	:32
:53	:48	:23	:13	:33
:54	:49	:24	:14	:34
:55	:50	:25	:15	:35
:56	:51	:26	:16	:36
:57	:52	:27	:17	:37
:58	:53	:28	:18	:38
:59	:54	:29	:19	:39

# Nonstandard Testing Scripts

## Testing Students Approved for Accommodations

After following “Test Day Instructions” on pages 21–23, use the testing scripts in this section for all students testing with accommodations. Accommodated students who require testing with accommodations that do not require specific materials will test with the same red test book as students in the standard room.

Before test day, review the information on these pages about test formats and determine the specific scripts to use for the students assigned to your room.

## On Test Day

Turn to page 21, and follow the “Test Day Instructions” to prepare for testing. You will be instructed when to turn to the appropriate nonstandard testing script.

## Alternate Test Formats

### Guide to the Nemeth Code and Braille

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

### Reader’s Script and Audio File

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

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

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

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

## Recording Responses

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

- » completing an answer sheet (machine-scannable or large-block)
- » dictating answers to be put on the machine-scannable answer sheet by a writer
- » using a Braille device (e.g., Perkins Braille) and having answers transcribed to a machine-scannable answer sheet by the supervisor after the test. Return Braille pages with answer sheets.
- » recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test. The test book with student’s name written on it must be returned with the answer sheet.

## Setting up Computers for MP3 Audio or Assistive Technology Compatible (ATC) Files

Students using an MP3 Audio file or ATC file will need a computer with a USB port on their desks. Be sure the computer is plugged in and powered on before testing begins. Disable any access to the Internet and special word processing software. Refer to the supplemental manual, *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats*, which was sent with the test materials, for information about passwords and other security measures, starting the tests, timing allowances, and testing room scripts for the MP3 Audio format.

Whenever possible, students should use earphones when testing with the MP3 Audio

or ATC formats (if used with text-to-speech software). If earphones are not available, the student should be tested in a separate room.

**IMPORTANT:** *The MP3 Audio format requires 100% extended time.*

### Recording Responses

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

- » dictating answers to be put on the machine-scannable answer sheet by a transcriber.
- » using a Braille device (for example, Perkins Brailler) and having answers transcribed by the supervisor after the test. (Return Braille pages with answer sheets.)
- » recording answers in the test book and having answers transferred to the machine-scannable answer sheet by the supervisor after the test.

### Differences in Breaks and Timing

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

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

**Students who are approved for extra breaks** will already have extra breaks if testing with extended time. For students testing with standard time and extra breaks, use Script 3 as explained in “Using These Scripts.”

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

**NOTE:** *For these school-approved accommodations, break time does not count as testing time.*

### Breaking for Lunch or Two-Day Testing

If a school-approved accommodation necessitates breaking for lunch or for the day, wait until students have completed a section before

stopping testing. Collect all test materials and answer sheets and store them in a secure, locked location until you resume testing.

**NOTE:** *For these school-approved accommodations, break time does not count as testing time.*

## Using These Scripts

The accommodated test scripts for the PSAT 8/9 are divided into three categories based on the type of accommodation a student needs. An overview of timing is given in the chart on the next page.

### Standard Time for Accommodated Students

Use the Standard Testing Script (starting on page 24) for students who are approved for accommodations that do not require extended time on any part of the test; for example, breaks as needed, use of a writer/scribe, or use of Braille materials.

### Script 1 – 100% Extended Time Script

Use the entire Script 1 (starting on page 33) for students who are approved for 100% extended time for reading.

### Script 2 – 50% Extended Time Script

Use the entire Script 2 (starting on page 36) for students who are approved for 50% extended time for reading.

### Script 3 – Standard Time with Extra Breaks

Use Script 3 (starting on page 40) for students who receive standard time on some or all sections of the test and are approved for extra breaks.

### Combined Scripts for Math-only Extended Time

Begin with the Standard Testing Script (page 24) for students who are approved for extended time on Math only.

- » For students approved for 100% extended time for math, switch to Script 1 (pages 34–36) for Sections 3 and 4.
- » For students approved for 50% extended time for math, switch to Script 3 (pages 38–40) for Sections 3 and 4.

Use the chart that follows as a visual aid as you prepare to test the students in your room.

## Overview of Nonstandard Timing and Breaks

		<b>100% Extended Time</b>	<b>50% Extended Time</b>	<b>Standard Time (Nonstandard Room)</b>	<b>Standard Time with Extra Breaks</b>	<b>Math-only 100% Extended time</b>	<b>Math-only 50% Extended time</b>
		Use Script 1 (p. 33)	Use Script 2 (p. 36)	Use Standard Testing Script (p. 24)	Use Script 3 (p. 40)	Use combined Standard and Script 1	Use combined Standard and Script 2
1	Reading Test	55 minutes	42 minutes	55 minutes	28 minutes	55 minutes	55 minutes
		5-minute break	5-minute break		5-minute break		
		55 minutes	41 minutes		27 minutes		
		5-minute break					
2	Writing and Language Test	60 minutes	45 minutes	30 minutes	30 minutes	30 minutes	30 minutes
		5-minute break	5-minute break		5-minute break	5-minute break	5-minute break
3	Math Test – No Calculator	40 minutes	30 minutes	20 minutes	20 minutes	40 minutes	30 minutes
		5-minute break					
4	Math Test – Calculator	40 minutes	30 minutes	40 minutes	20 minutes	40 minutes	30 minutes
		5-minute break	5-minute break		5-minute break	5-minute break	5-minute break
		40 minutes	30 minutes		20 minutes	40 minutes	30 minutes

## Begin Nonstandard Testing Here

### To remind all students of procedure, say:

You may work on only one section at a time. If you finish a section before time is called, check your work on that section. Be sure to mark your answer sheet properly.

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

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

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

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

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

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

### Answer all questions about procedure, then say:

Do not open your test book until I tell you to do so. If you finish before time is called, you may NOT turn to any other section.

## MP3 Audio Format Scripts

- » STOP HERE for students using MP3 Audio format files, and use the instructions in your supplemental manual, the *PSAT 8/9 Supervisor Manual for MP3 Audio and ATC Formats* for the scripts that apply to these students.

## Instructions for using a writer

### If a student is using a writer, say:

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

## Throughout the Test, Follow These Procedures

### Time the section:

- » Enter the start, stop, and additional break times as you begin each section; post the times for students to see.
- » Announce the remaining time at regular intervals as noted in the scripts. This is particularly important if your room clock malfunctions.
- » Before you call any remaining time or stop, check your watch against the time you have written down.
- » Verify the time with the proctor, if applicable. (If you have several groups with different timing, you may ask the proctor to help you track the timing.)

### Monitor test-takers:

- » Walk around the room to check that everyone is working on the correct section.
- » Please be alert and vigilant throughout the test. Do not read, grade papers, work on a computer, talk on a phone, or do any other task unrelated to the test administration.
- » Make sure that students who are using a large-block answer sheet are following instructions on the front of the answer sheet about where and how to mark their answers.
- » If a student misplaces answers on the answer sheet, follow the instructions in the Irregularity Chart on page 17.
- » If you need to record an irregularity, ask a proctor to monitor the students while you do so. If a proctor is not in the room, note the irregularity and arrange for it to be recorded per the instructions on page 15 at a later time.

### After testing begins:

- » Account for all test materials (used and unused).
- » Use the chart on the back cover to record where each student is seated.
- » If a book appears to be missing, follow procedures in “Accounting for test materials” on page 3. Answer all questions about procedure.

## Script 1 – 100% Extended Time

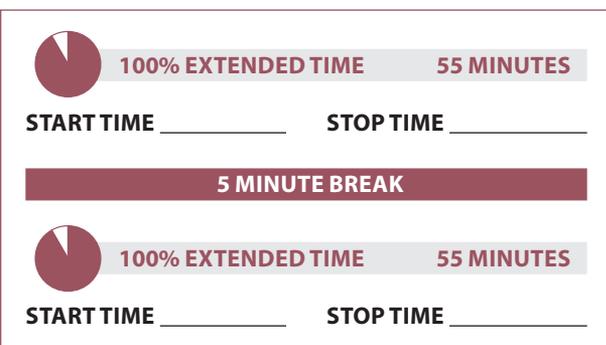
The following script is for 100% extended time test-takers. If you are testing students with 50% extended time, turn to page 36. For standard time with extra breaks, turn to page 40.

### Section 1 – Reading Test

**When everyone is ready, say:**

Open your answer sheet to page 6. Do not open your test book until I tell you to do so. You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk.

Be sure to mark your answers correctly in the corresponding spaces in Section 1.



#### Before testing:

Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time(s) for each group.

**To 100% extended time test-takers, say:**

You have 110 minutes to work on Section 1, the Reading Test, and you will have a break after 55 minutes.

Open your test book to Section 1, read the directions, and begin work.

**After 30 minutes have elapsed, say:**

You have 80 minutes remaining in this section, and 25 minutes until the break.

**After 50 minutes have elapsed, say:**

You have 1 hour remaining in this section, and 5 minutes until the break.

**After 55 minutes have elapsed, say:**

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

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

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

#### For the break:

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

#### During the break:

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

**Just before the end of the break, say:**

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 55 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

**After 25 minutes have elapsed (from the break), say:**

You have 30 minutes remaining in this section.

**After 50 minutes have elapsed (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 55 minutes have elapsed (from the break), say:**

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

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

#### For the break:

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

#### During the break:

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

**Just before the end of the break, say:**

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

## Section 2—Writing and Language Test

### To all students, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

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

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

	<b>100% EXTENDED TIME</b>	<b>60 MINUTES</b>
<b>START TIME</b> _____		<b>STOP TIME</b> _____

### Before testing:

Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time.

### To 100% extended time test-takers, say:

You have 60 minutes to work on Section 2, the Writing and Language Test. We will have a break after the section ends. Now, open your test book to Section 2, read the directions, and begin work.

### After 25 minutes have elapsed, say:

You have 35 minutes remaining in this section.

### After 55 minutes have elapsed, say:

You have 5 minutes left in this section.

### After exactly 60 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

## Section 3—Math Test – No Calculator

### For the break, say:

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

### For the break:

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

### During the break:

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

### Just before the end of the break, say:

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

- ⓘ For students using ATC files with 50% extended time, switch to Script 2, page 38, to continue with Section 3.
- ⓘ For students using ATC files with standard time, no extra breaks, switch to the Standard Scripts, page 26, to continue with Section 3.
- ⓘ For students using ATC files with standard time and extra breaks, switch to Script 3, page 41, to continue with Section 3.

**NOTE:** *If a student has school approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.*

### When all students are seated, say:

Although Section 3 is a Math Test, you may NOT use your calculator unless you are approved by the school to use one. Please keep your calculator under your desk.

For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

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

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

### To all students, say:

Take out your answer sheet and turn to Section 3, page 6 of your answer sheet. Do not begin work until I tell you to do so.



**100% EXTENDED TIME 40 MINUTES**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**Before Testing:**

Refer to the timing chart (page 45) to ensure that you have correctly calculated the stop time.

**During testing:**

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

**To 100% extended time test-takers, say:**  
 You have 40 minutes to work on Section 3, Math Test – No Calculator. We will have a 5-minute break after the section is over. Now, open your test book to Section 3, read the directions and begin work.

**After 15 minutes have elapsed, say:**  
 You have 25 minutes remaining in this section.

**After 35 minutes have elapsed, say:**  
 You have 5 minutes remaining in this section.

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

**For the break:**

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

**During the break:**

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

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

**Section 4 – Math Test – Calculator**

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

**To all test-takers, say:**

You may have a calculator on your desk for this section. All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

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

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

Be sure to mark your answers in the correct rows.

For the grids labeled “Student-Produced Responses,” which is at the end of this section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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



**100% EXTENDED TIME 40 MINUTES**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**5 MINUTE BREAK**

**100% EXTENDED TIME 40 MINUTES**

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**Before Testing:**

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

**To 100% extended time test-takers, say:**  
 You have 80 minutes to work on Section 4, Math Test – Calculator, and you will have a break after 40 minutes. Now, open your test book to Section 4, read the directions, and begin work.

**After 20 minutes have elapsed, say:**

You have 60 minutes remaining in this section and 20 minutes until the break.

**After 35 minutes have elapsed, say:**

You have 45 minutes remaining in this section and 5 minutes until the break.

**After 40 minutes have elapsed, say:**

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

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

**For the break:**

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

**During the break:**

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

**Just before the end of the break, say:**

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

**After 20 minutes have elapsed (from the break), say:**

You have 20 minutes remaining in this section.

**After 35 minutes have elapsed (from the break), say:**

You have 5 minutes remaining in this section.

**After exactly 40 minutes have elapsed (from the break), say:**

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

**Proceed to "Dismissal" on page 43.**

## Script 2 – 50% Extended Time

The following script is for 50% extended time test-takers. If you are testing students with 100% extended time, use Script 1 on page 33. To test students with standard timing and extra breaks, use Script 3 on page 40. For standard timing and breaks, use the Standard Testing Script on page 24.

### Section 1 – Reading Test

**When everyone is ready, say:**

Open your answer sheet to page 6. Do not open your test book until I tell you to do so. You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 1.



**50% EXTENDED TIME**

**42 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**5 MINUTE BREAK**



**50% EXTENDED TIME**

**41 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**Before testing:**

- » Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time.

**To 50% extended time test-takers, say:**

You have 83 minutes to work on Section 1, the Reading Test. You will have a break after 42 minutes.

Open your test book to Section 1, read the directions, and begin work.

**After 22 minutes have elapsed, say:**

You have 61 minutes remaining in this section and 20 minutes until the break.

**After 37 minutes have elapsed, say:**

You have 46 minutes remaining in this section and 5 minutes until the break.

After 42 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

Please take your seat. Do not open your test book until I tell you to do so. You have an additional 41 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 21 minutes have elapsed (from the break), say:

You have 20 minutes remaining in this section.

After 36 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 41 minutes have elapsed (from the break), say:

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

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

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

## Section 2—Writing and Language Test

### ATC Timing for Section 2

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 34, for Section 2, then turn to page 38 for Section 3.

When everyone is seated, say:

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk. Be sure to mark your answers correctly in the corresponding spaces in Section 2.

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

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



50% EXTENDED TIME

45 MINUTES

START TIME \_\_\_\_\_

STOP TIME \_\_\_\_\_

**Before testing:**

Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time.

To 50% extended time test-takers, say:

You have 45 minutes for Section 2, the Writing and Language Test. We will have a 5-minute break after the section ends. Now, open your test book to Section 2, read the directions, and begin work.

After 25 minutes have elapsed, say:

You have 20 minutes remaining in this section.

After 40 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 45 minutes have elapsed, say:

Stop work and put your pencil down. Place your answer sheet inside the front of your test book and close your test book.

### Section 3 – Math Test – No Calculator

For the break, say:

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

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

**NOTE:** *If a student has school approval to use a four-function calculator on this portion of the Math Test as an accommodation, be sure to confirm that the calculator he or she uses is not a scientific or graphing calculator.*

To all students, say:

Although Section 3 is a Math Test, you may NOT use your calculator unless you are approved by the school to use one. Please keep your calculator under your desk. During testing, keep your answer sheet and test book flat on your desk.

For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

If you finish before time is called, you may NOT turn to any other section. Take out your answer sheet and turn to Section 3, page 6 of your answer sheet. Do not begin work until I tell you to do so.



50% EXTENDED TIME

30 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**Before Testing:**

Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time(s).

To 50% extended time test-takers, say:

You have 30 minutes to work on Section 3, Math Test – No Calculator. We will have a 5-minute break after the section is over. Now, open your test book to Section 3, read the directions and begin work.

**During testing:**

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

After 15 minutes have elapsed, say:

You have 15 minutes remaining in this section.

After 25 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 30 minutes have elapsed, say:

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

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

## Section 4 — Math Test – Calculator

**When students are ready, say:**

Now turn to page 7 of your answer sheet. Do not begin work until told to do so. Keep your answer sheet and test book flat on your desk.

**Then say:**

You may have a calculator on your desk for this section. All math questions can be answered without a calculator. When using a calculator, follow these guidelines:

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

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

Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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



**50% EXTENDED TIME 30 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**5 MINUTE BREAK**



**50% EXTENDED TIME 30 MINUTES**

**START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_

**Before Testing:**

Refer to the timing chart (page 46) to ensure that you have correctly calculated the stop time(s).

**To 50% extended time test-takers, say:**

You have 60 minutes to work on Section 4, Math Test – Calculator, and you will have a break after 30 minutes.

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

**After 15 minutes have elapsed, say:**

You have 45 minutes remaining in this section and 15 minutes until the break.

**After 25 minutes have elapsed, say:**

You have 35 minutes remaining in this section and 5 minutes until the break.

**After 30 minutes have elapsed, say:**

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

**For the break:**

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

**During the break:**

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

**Just before the end of the break, say:**

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

**After 15 minutes have elapsed (from the break), say:**

You have 15 minutes remaining in this section.

**After 25 minutes have elapsed (from the break), say:**

You have 5 minutes remaining in this section.

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

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

**Proceed to “Dismissal” on page 43.**

## Script 3 – Standard Time with Extra Breaks

Use this script to test students who been approved for extra breaks with no extended time. For standard timing and breaks, use the Standard Testing Script on page 24. For 100% extended time, use Script 1 on page 33. For 50% extended time, use Script 2 on page 36.

### Section 1 – Reading Test

When everyone is ready, say:

Open your answer sheet to page 6. Do not open your test book until I tell you to do so. You are not allowed to use a calculator in this section of the test. Please place your calculator under your desk.

Be sure to mark your answers correctly in the corresponding spaces in Section 1.

	<b>STANDARD TIME</b>	<b>28 MINUTES</b>
<b>START TIME</b> _____		<b>STOP TIME</b> _____
<b>5 MINUTE BREAK</b>		
	<b>STANDARD TIME</b>	<b>27 MINUTES</b>
<b>START TIME</b> _____		<b>STOP TIME</b> _____

**Before testing:**

- » Refer to the timing chart (page 47) to ensure that you have correctly calculated the stop time.

To standard time with extra breaks test-takers, say:

You have 55 minutes to work on Section 1, Reading. We will stop for a 5-minute break after 28 minutes. Open your test book to Section 1, read the directions, and begin work.

After 23 minutes have elapsed, say:

You have 32 minutes remaining in this section and 5 minutes until the break.

After 28 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

Please take your seat. You have an additional 27 minutes remaining in Section 1. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 22 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 27 minutes have elapsed (from the break), say:

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

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

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

**For the break:**

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

**During the break:**

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

**Just before the end of the break, say:**

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

## Section 2—Writing and Language Test

**ATCTiming for Section 2**

To allow enough time to navigate Section 2, students using ATC files must be given 100% extended time on Section 2. For these students, turn back to Script 1, page 34, for Section 2, then return to this page for Section 3.

**To all students, say:**

Now turn to Section 2 of your answer sheet. Do not begin work until I tell you to do so. Keep your answer sheet and test book flat on your desk.

**To all students, say:**

Be sure to mark your answers correctly in the corresponding spaces in Section 2.

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

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

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

**STANDARD TIME****30 MINUTES****START TIME** \_\_\_\_\_ **STOP TIME** \_\_\_\_\_**Before Testing**

Refer to the timing chart (page 47) to ensure that you have correctly calculated the stop time(s).

**To standard time with extra breaks test-takers, say:**

You have 30 minutes to work on Section 2, the Writing and Language Test. We will have a 5-minute break after the section is over.

Now, open your test book to Section 2, read the directions, and begin work.

**After 15 minutes have elapsed, say:**

You have 15 minutes remaining in this section.

**After 25 minutes have elapsed, say:**

You have 5 minutes remaining in this section.

**After exactly 30 minutes, say:**

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

## Section 3 — Math Test – No Calculator

**For the break, say:**

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

**For the break:**

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

**During the break:**

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

**At the end of the break, say:**

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

**To all students, say:**

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

For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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

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

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



STANDARD TIME

20 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**Before Testing:**

Refer to the timing chart (page 47) to ensure that you have correctly calculated the stop time(s).

**During testing:**

Walk around the room to check that there are no calculators on the desks, unless a test-taker is approved to use a four-function calculator as an accommodation.

To standard time with extra breaks test-takers, say:

Take out your answer sheet and turn to Section 3, page 6 of your answer sheet. Do not begin work until I tell you to do so. You have 20 minutes to work on Section 3, Math Test – No Calculator. We will have a 5-minute break after the section is over.

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

After 15 minutes have elapsed, say:

You have 5 minutes remaining in this section.

After exactly 20 minutes, say:

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

**For the break:**

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

**During the break:**

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

Just before the end of the break, say:

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

**Section 4—Math Test – Calculator**

When students are ready, say:

Now turn to page 7 of your answer sheet. Do not begin work until tell you to do so. Keep your answer sheet and test book flat on your desk.

You may have a calculator on your desk for this section.

All mathematics questions can be answered without a calculator. When using a calculator, follow these guidelines:

- » Keep it flat on your desk or hold it so that other test-takers cannot view your work.
- » Do not share or exchange your calculator.
- » If you brought a backup calculator, keep it on the floor underneath your desk.
- » If your calculator malfunctions and you have batteries or a backup calculator, raise your hand. I will see if your substitute is acceptable. If you do not have a backup, continue to test.

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

Be sure to mark your answers in the correct rows. For the grids labeled “Student-Produced Responses,” which are at the end of the section, follow the instructions for marking your answers that are given in your test book. These student-produced answers can be shorter, but not longer, than four numerals.

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



STANDARD TIME

20 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

5 MINUTE BREAK



STANDARD TIME

20 MINUTES

START TIME \_\_\_\_\_ STOP TIME \_\_\_\_\_

**Before Testing:**

Refer to the timing chart (page 47) to ensure that you have correctly calculated the stop time(s).

To standard time with extra breaks test-takers, say:

You have 40 minutes to work on Section 4, Math Test – Calculator. We will stop for a 5-minute break after 20 minutes.

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

After 15 minutes have elapsed, say:

You have 25 minutes remaining in this section and 5 minutes until the break

After 20 minutes have elapsed, say:

Stop work and put your pencil down. Put your answer sheet on top of the page that you are currently working on in your test book. Close your test book and leave it on your desk.

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

#### For the break:

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

#### During the break:

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

Just before the end of the break, say:

Please take your seat. You have an additional 20 minutes remaining in Section 4. Open your test book to the page where you inserted your answer sheet. Place the answer sheet flat on your desk, and begin work where you left off.

After 15 minutes have elapsed (from the break), say:

You have 5 minutes remaining in this section.

After exactly 20 minutes have elapsed (from the break), say:

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

Proceed to “Dismissal” below.

## Dismissal

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

#### After testing:

If all students in the room have completed boxes 1–18 on their answer sheets, skip to the script “When all answer sheets are complete.”

To students who need to complete boxes 2–17 on the answer sheet, say:

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

Turn to the scripts in the Preadministration section on page 9, and guide students through filling out boxes 2–17 on the answer sheet. When they are finished, continue with the script below.

When all answer sheets are complete, say:

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

#### Before dismissing students:

- » Keep students seated until you are sure you have each student’s answer sheet and test book.
- » Make sure answer sheets are not inserted in or between test books.
- » Verify by count that you have a test book and answer sheet for each student.
- » Verify that you have collected the test books assigned to your room.

After all materials are accounted for, say:

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

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

**After students leave the room:**

- » If you have any students approved to use other methods of recording answers, you must transcribe their answers to a machine-scannable answer sheet, as follows:
  - › If a student used a writer to record answers, check that the machine-scannable answer sheet has been completed correctly.
  - › If a student recorded responses with a Braille device or wrote answers in the test book, transfer responses to a machine-scannable answer sheet.
- » Ensure that the student's identifying information is complete on the answer sheet.
- » Clip the test book, Braille pages, and any scratch paper to the student's answer sheet and give them to the supervisor with other test materials.
- » Document any testing irregularities as completely as possible on an SIR.

# 100% Extended Time Section Timing Chart for PSAT 8/9

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

## STOPTIME Nonstandard Time

<b>Start Time</b>	<b>For a 110-minute section (Section 1) 55 mins. – break – 55 mins.</b>	<b>For a 60-minute section (Section 2)</b>	<b>For a 40-minute section (Section 3)</b>	<b>For a 80-minute section (Section 4) 40 mins. – break – 40 mins.</b>
:00	:55	:00	:40	:40
:01	:56	:01	:41	:41
:02	:57	:02	:42	:42
:03	:58	:03	:43	:43
:04	:59	:04	:44	:44
:05	:00	:05	:45	:45
:06	:01	:06	:46	:46
:07	:02	:07	:47	:47
:08	:03	:08	:48	:48
:09	:04	:09	:49	:49
:10	:05	:10	:50	:50
:11	:06	:11	:51	:51
:12	:07	:12	:52	:52
:13	:08	:13	:53	:53
:14	:09	:14	:54	:54
:15	:10	:15	:55	:55
:16	:11	:16	:56	:56
:17	:12	:17	:57	:57
:18	:13	:18	:58	:58
:19	:14	:19	:59	:59
:20	:15	:20	:00	:00
:21	:16	:21	:01	:01
:22	:17	:22	:02	:02
:23	:18	:23	:03	:03
:24	:19	:24	:04	:04
:25	:20	:25	:05	:05
:26	:21	:26	:06	:06
:27	:22	:27	:07	:07
:28	:23	:28	:08	:08
:29	:24	:29	:09	:09
:30	:25	:30	:10	:10
:31	:26	:31	:11	:11
:32	:27	:32	:12	:12
:33	:28	:33	:13	:13
:34	:29	:34	:14	:14
:35	:30	:35	:15	:15
:36	:31	:36	:16	:16
:37	:32	:37	:17	:17
:38	:33	:38	:18	:18
:39	:34	:39	:19	:19
:40	:35	:40	:20	:20
:41	:36	:41	:21	:21
:42	:37	:42	:22	:22
:43	:38	:43	:23	:23
:44	:39	:44	:24	:24
:45	:40	:45	:25	:25
:46	:41	:46	:26	:26
:47	:42	:47	:27	:27
:48	:43	:48	:28	:28
:49	:44	:49	:29	:29
:50	:45	:50	:30	:30
:51	:46	:51	:31	:31
:52	:47	:52	:32	:32
:53	:48	:53	:33	:33
:54	:49	:54	:34	:34
:55	:50	:55	:35	:35
:56	:51	:56	:36	:36
:57	:52	:57	:37	:37
:58	:53	:58	:38	:38
:59	:54	:59	:39	:39

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

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

### STOPTIME 50% Extended Time

Start Time	For a 83-minute section (Section 1) 42 mins. – break – 41 mins.		For a 45-minute section (Section 2)	For a 30-minute section (Section 3)	For a 60-minute section (Section 4) 30 mins. – break – 30 mins.
:00	:42	:41	:45	:30	:30
:01	:43	:42	:46	:31	:31
:02	:44	:43	:47	:32	:32
:03	:45	:44	:48	:33	:33
:04	:46	:45	:49	:34	:34
:05	:47	:46	:50	:35	:35
:06	:48	:47	:51	:36	:36
:07	:49	:48	:52	:37	:37
:08	:50	:49	:53	:38	:38
:09	:51	:50	:54	:39	:39
:10	:52	:51	:55	:40	:40
:11	:53	:52	:56	:41	:41
:12	:54	:53	:57	:42	:42
:13	:55	:54	:58	:43	:43
:14	:56	:55	:59	:44	:44
:15	:57	:56	:00	:45	:45
:16	:58	:57	:01	:46	:46
:17	:59	:58	:02	:47	:47
:18	:00	:59	:03	:48	:48
:19	:01	:00	:04	:49	:49
:20	:02	:01	:05	:50	:50
:21	:03	:02	:06	:51	:51
:22	:04	:03	:07	:52	:52
:23	:05	:04	:08	:53	:53
:24	:06	:05	:09	:54	:54
:25	:07	:06	:10	:55	:55
:26	:08	:07	:11	:56	:56
:27	:09	:08	:12	:57	:57
:28	:10	:09	:13	:58	:58
:29	:11	:10	:14	:59	:59
:30	:12	:11	:15	:00	:00
:31	:13	:12	:16	:01	:01
:32	:14	:13	:17	:02	:02
:33	:15	:14	:18	:03	:03
:34	:16	:15	:19	:04	:04
:35	:17	:16	:20	:05	:05
:36	:18	:17	:21	:06	:06
:37	:19	:18	:22	:07	:07
:38	:20	:19	:23	:08	:08
:39	:21	:20	:24	:09	:09
:40	:22	:21	:25	:10	:10
:41	:23	:22	:26	:11	:11
:42	:24	:23	:27	:12	:12
:43	:25	:24	:28	:13	:13
:44	:26	:25	:29	:14	:14
:45	:27	:26	:30	:15	:15
:46	:28	:27	:31	:16	:16
:47	:29	:28	:32	:17	:17
:48	:30	:29	:33	:18	:18
:49	:31	:30	:34	:19	:19
:50	:32	:31	:35	:20	:20
:51	:33	:32	:36	:21	:21
:52	:34	:33	:37	:22	:22
:53	:35	:34	:38	:23	:23
:54	:36	:35	:39	:24	:24
:55	:37	:36	:40	:25	:25
:56	:38	:37	:41	:26	:26
:57	:39	:38	:42	:27	:27
:58	:40	:39	:43	:28	:28
:59	:41	:40	:44	:29	:29

# Standard Timing Chart with Extra Breaks for PSAT 8/9

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

## STOPTIME StandardTime

Start Time	For a 55-minute section (Section 1) 28 mins. – break – 27 mins.		For a 30-minute section (Section 2)	For a 20-minute section (Section 3)	For a 40-minute section (Section 4) 20 mins. – break – 20 mins.	
:00	:28	:27	:30	:20	:20	:20
:01	:29	:28	:31	:21	:21	:21
:02	:30	:29	:32	:22	:22	:22
:03	:31	:30	:33	:23	:23	:23
:04	:32	:31	:34	:24	:24	:24
:05	:33	:32	:35	:25	:25	:25
:06	:34	:33	:36	:26	:26	:26
:07	:35	:34	:37	:27	:27	:27
:08	:36	:35	:38	:28	:28	:28
:09	:37	:36	:39	:29	:29	:29
:10	:38	:37	:40	:30	:30	:30
:11	:39	:38	:41	:31	:31	:31
:12	:40	:39	:42	:32	:32	:32
:13	:41	:40	:43	:33	:33	:33
:14	:42	:41	:44	:34	:34	:34
:15	:43	:42	:45	:35	:35	:35
:16	:44	:43	:46	:36	:36	:36
:17	:45	:44	:47	:37	:37	:37
:18	:46	:45	:48	:38	:38	:38
:19	:47	:46	:49	:39	:39	:39
:20	:48	:47	:50	:40	:40	:40
:21	:49	:48	:51	:41	:41	:41
:22	:50	:49	:52	:42	:42	:42
:23	:51	:50	:53	:43	:43	:43
:24	:52	:51	:54	:44	:44	:44
:25	:53	:52	:55	:45	:45	:45
:26	:54	:53	:56	:46	:46	:46
:27	:55	:54	:57	:47	:47	:47
:28	:56	:55	:58	:48	:48	:48
:29	:57	:56	:59	:49	:49	:49
:30	:58	:57	:00	:50	:50	:50
:31	:59	:58	:01	:51	:51	:51
:32	:00	:59	:02	:52	:52	:52
:33	:01	:00	:03	:53	:53	:53
:34	:02	:01	:04	:54	:54	:54
:35	:03	:02	:05	:55	:55	:55
:36	:04	:03	:06	:56	:56	:56
:37	:05	:04	:07	:57	:57	:57
:38	:06	:05	:08	:58	:58	:58
:39	:07	:06	:09	:59	:59	:59
:40	:08	:07	:10	:00	:00	:00
:41	:09	:08	:11	:01	:01	:01
:42	:10	:09	:12	:02	:02	:02
:43	:11	:10	:13	:03	:03	:03
:44	:12	:11	:14	:04	:04	:04
:45	:13	:12	:15	:05	:05	:05
:46	:14	:13	:16	:06	:06	:06
:47	:15	:14	:17	:07	:07	:07
:48	:16	:15	:18	:08	:08	:08
:49	:17	:16	:19	:09	:09	:09
:50	:18	:17	:20	:10	:10	:10
:51	:19	:18	:21	:11	:11	:11
:52	:20	:19	:22	:12	:12	:12
:53	:21	:20	:23	:13	:13	:13
:54	:22	:21	:24	:14	:14	:14
:55	:23	:22	:25	:15	:15	:15
:56	:24	:23	:26	:16	:16	:16
:57	:25	:24	:27	:17	:17	:17
:58	:26	:25	:28	:18	:18	:18
:59	:27	:26	:29	:19	:19	:19

# After the Test

## Return Materials Immediately

Return applicable materials, including answer sheets, immediately, but no later than the next school day after each test administration. **Failure to return answer sheets promptly may delay score reports for your school and your students.** Follow the instructions in this section and in the diagram.

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

If your school ordered PSAT 8/9 materials for multiple testing sessions, materials must be returned immediately after each testing session has been completed. For schools that placed a single order of PSAT 8/9 materials but are testing across multiple dates, materials must be returned in a single shipment using the provided carton(s).

## Checklist to Organize Your Materials

**A. Count used answer sheets for standard and nonstandard test-takers.** You will need this information to fill in your *Supervisor's Report Form for PSAT 8/9 Test Supervisors* (SRF). Include in your count:

- Used standard answer sheets
- Used nonstandard answer sheets — set these aside to place in the white Nonstandard Administration Envelope

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

**TOTAL** number of used answer sheets returned for scoring (to enter in box 6 of the SRF): \_\_\_\_\_

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

**B. Complete forms.**

- SRF:** Please complete this report entirely, including signature, with a No. 2 pencil. **DO NOT USE INK.**
  - › A signature on the SRF certifies that your school administered the test properly.
  - › Scores will not be released to your school unless your SRF is completed, signed, and returned with answer sheets.
- SIRs** (if necessary, to describe your handling of irregularities in the chart on pages 16–20):
  - › Review and sign any SIRs submitted by your testing room staff.
  - › Return SIRs in the gray envelope with the answer sheet shipment.

**C. Pack Answer Sheets and Related Materials**

in the provided pre-labeled courier box(es), as follows. Please pack your answer sheets facing the same direction. Do not include filler or additional packing materials.

**Top of answer sheet return box:**

- SRF (must be completed in pencil and signed)
- Gray Envelope:
  - › Defective test books, if any
  - › SIRs, if any
- White Nonstandard Administration Envelope, if any:
  - › Answer sheets for students who tested with accommodations
  - › Test books for students who wrote answers in their books or used a Braille device, each clipped to the machine-scannable answer sheet on which you transcribed the student's answers
  - › Scratch paper, computer, or Braille pages; clipped to corresponding answer sheets

**Bottom of answer sheet return box:**

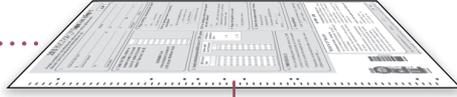
- Answer sheets for standard administration in the following order:
  - › For standard test-takers listed on the SIR (unless instructed to destroy per instructions in the Irregularity Chart, pages 16–20)

# RETURNING

## Used Answer Sheets and Forms

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

**4 Supervisor's Report Form**



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



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



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



### White Nonstandard Envelope Include:

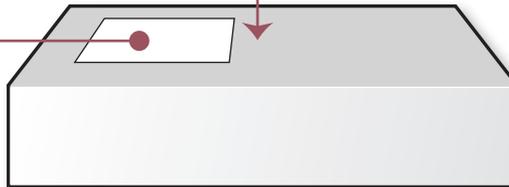
- Machine-scannable answer sheets for students testing with accommodations.
- Test books for students approved to write answers in their books; clip to the machine-scannable answer sheet where you transcribed the student's answers
- Scratch paper, computer or Braille pages; clip to corresponding answer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

### Answer Sheets (for standard administration)

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



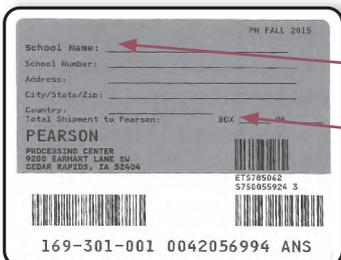
UPS Return Label



Prelabeled Shipping Box

Note this tracking number for your records.

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



Pearson Return Label

Please complete your school name, school code number, and full address.

Print this box number and total number of boxes being sent (e.g., Box 1 of 2).

- › For standard test-takers, including students from other schools and home-schooled students

**IMPORTANT:** You must return one, and only one, answer sheet for each student, unless noted on an SIR.

- » Students permitted to write their answers in the test book or using a Braille device must have their answers transcribed by a staff member to a machine-scannable answer sheet. Clip the answer sheet to the test book.

- » All students whose answer sheets are returned in the Nonstandard Administration Envelope will be considered to have used accommodations.

**D. Return Answer Sheets** following these mailing directions:

- Insert all used answer sheets and related items into the prelabeled courier box(es) provided.
- Fill in the information at the bottom of the courier label(s):
  - › School name
  - › School Code
  - › Address
  - › City/State/Zip
  - › Number of boxes (e.g., box 1 of 2)
- Seal the cartons with the tape included with the test material shipment.
- Arrange for package(s) to be picked up before the end of the test day, or at the latest by the next school day after the test administration.** Keep materials secure until pickup.
  - › If UPS does not make a regular stop at your school, schedule a pickup at [ups.com](http://ups.com), or call 800-PICK-UPS (800-742-5877). You can also take packages to any UPS counter.
  - › Write down your UPS package tracking number(s) in the space provided on your first Seating Chart located on the back page of this manual.
  - › If UPS is not available in your area, return materials via another traceable express courier. Record your tracking number(s).
  - › **Do not use first-class mail or any other nontraceable method.**

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

## Important Notice About Shipping

Using the prelabeled courier box(es) provided with your PSAT 8/9 test materials is the only way to ensure that your answer sheets will be correctly returned and processed. If you must use another courier, return materials to:

**PSAT 8/9**  
**Pearson Processing Center**  
**9200 Earhart Lane SW**  
**Cedar Rapids, Iowa 52404**

## Checklist to Submit Payment

- A. Once you have returned your test materials, complete the paperwork for submitting payment:**
- Log on to your school's PSAT 8/9 Web page at [collegeboard.org/school](http://collegeboard.org/school) and create your Remittance Report.
    - › The site will automatically calculate the payment for you.
    - › Review a preview copy of the Remittance Report to ensure the information you entered is correct.
  - Print two copies of the report — one to mail with your payment and one for your files.
 

**NOTE:** Schools without Internet access that ordered PSAT 8/9 test materials by phone should use the "Remittance Report for Schools Without Internet Access" form on page 55. All other schools use the online Remittance Report.
- B. Enclose appropriate payment per your Remittance Report.** Your school is responsible for payment of fees for all students tested on-site (whether or not students attend your school). Local administrative expenses are not deductible.
- NOTE:** Schools outside the U.S. (except U.S. Territories and Canada) will be charged a \$4 shipping surcharge for each test book ordered.
- » Check or money order payable to PSAT 8/9:
    - › Include school code number.
    - › Send a single check or money order; do not send individual checks for each student.
  - » Purchase order:
    - › Include school code number
    - › The PSAT 8/9 federal ID number is 13-1623965.

- » Explanation of payment by an outside source (for example, school district office or State Department of Education). Advise the office that will be paying some or all of your fees to include your school code number on its check, money order, or purchase order.
  - » **Schools outside the United States:** Pay test fees in U.S. dollars, without deducting any exchange fee, by either International Money Order or a check drawn on a U.S. bank.
- C. **Mail the Remittance Report and payment** in the remittance envelope provided. **Do not enclose the Remittance Report or payment with answer sheets.**
- › If the Remittance Envelope has been lost, mail payment to: PSAT 8/9, 12192 Collection Center Drive, Chicago, IL 60693.
  - » Some states provide special instructions to supervisors about submitting fees. Please follow any such state-specific instructions received from your State Department of Education.
  - » If test fees for different grade levels are being paid by different sources (e.g., state, district), check each student's answer sheet to be sure that the grade level is appropriately filled in. **Your school is responsible for students who fill in their grade level incorrectly.**

## Receiving Score Reports

### Online Score Reports

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

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

## Paper Score Reports

One paper copy of each student's report will be mailed to the school principal six to eight weeks after answer sheets are received for processing. Access codes will be provided on the paper reports. Educators also will have an online dashboard to help them share scores with students, along with instructions and recommendations for doing so. To track your score report shipment, go to [collegeboard.org/school](http://collegeboard.org/school).

## Score Report Timing

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

- » the number of used answer sheets received does not agree with the number of students tested that was entered on the SRF;
- » supervisor fails to grid the correct school code on the Supervisor's Report or neglects to sign it in pencil; or
- » school has not responded to a query from ETS regarding a testing irregularity.

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

## Protecting Student Privacy

Khan Academy® and the College Board are committed to creating a safe and secure online environment for all students using Official SAT Practice. No information about work that students engage in will be shared without their explicit permission. No personally identifiable information is being shared between Khan Academy and College Board.

Students who choose to connect their Khan Academy and College Board accounts will benefit from additional personalization possible through the use of their actual PSAT 8/9 results, but this linking is entirely student-driven, can be severed at any time, and does not involve the transfer of any personally identifiable information.

## Storing Test Books

Immediately after the test administration:

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

# Codes for Countries or Regions Outside the U.S. States/Territories

(for students filling out Section 6 of the answer sheet; see sample below)

- |                            |                                 |  |                                      |
|----------------------------|---------------------------------|--|--------------------------------------|
| 002 Aaland Islands         | 106 Cape Verde                  | 233 Guinea                                     | 383 Montenegro                       |
| 001 Afghanistan            | 110 Cayman Islands              | 234 Guinea-Bissau                              | 381 Montserrat                       |
| 003 Albania                | 113 Central African Republic    | 235 Guyana                                     | 380 Morocco                          |
| 005 Algeria                | 114 Chad                        | 240 Haiti                                      | 385 Mozambique                       |
| 008 Andorra                | 115 Chile                       | 597 Holy See (Vatican City)                    | 388 Namibia                          |
| 010 Angola                 | 457 China, People's Republic of | 245 Honduras                                   | 386 Nauru                            |
| 011 Anguilla               |                                 | 250 Hong Kong                                  | 387 Nepal                            |
| 012 Antigua and Barbuda    |                                 | 251 Hungary                                    | 390 Netherlands                      |
| 015 Argentina              |                                 | 255 Iceland                                    | 396 New Caledonia                    |
| 016 Armenia                |                                 | 260 India                                      | 405 New Zealand                      |
| 017 Aruba                  |                                 | 265 Indonesia                                  | 420 Nicaragua                        |
| 020 Australia              |                                 | 270 Iran                                       | 425 Niger                            |
| 025 Austria                |                                 | 273 Iraq                                       | 430 Nigeria                          |
| 029 Azerbaijan             |                                 | 275 Ireland                                    | 433 Niue                             |
| 035 Bahamas, The           |                                 | 277 Isle of Man                                | 434 Northern Ireland                 |
| 040 Bahrain                |                                 | 280 Israel                                     | 435 Norway                           |
| 045 Bangladesh             |                                 | 285 Italy                                      | 443 Oman                             |
| 050 Barbados               |                                 | 295 Jamaica                                    | 445 Pakistan                         |
| 054 Belarus                |                                 | 300 Japan                                      | 447 Palau                            |
| 055 Belgium                |                                 | 305 Jordan                                     | 611 Palestinian Territories          |
| 056 Belize                 |                                 | 308 Kazakhstan                                 | 450 Panama                           |
| 058 Benin                  |                                 | 310 Kenya                                      | 400 Papua New Guinea                 |
| 060 Bermuda                |                                 | 312 Kiribati                                   | 455 Paraguay                         |
| 063 Bhutan                 |                                 | 314 Korea, North (DPR)                         | 460 Peru                             |
| 065 Bolivia                |                                 | 315 Korea, South (ROK)                         | 465 Philippines                      |
| 069 Bosnia and Herzegovina |                                 | 686 Kosovo                                     | 470 Poland                           |
| 070 Botswana               |                                 | 320 Kuwait                                     | 475 Portugal                         |
| 075 Brazil                 |                                 | 323 Kyrgyzstan                                 | 477 Qatar                            |
| 077 British Virgin Islands |                                 | 325 Laos                                       | 482 Reunion                          |
| 081 Brunei                 |                                 | 328 Latvia                                     | 483 Romania                          |
| 085 Bulgaria               |                                 | 330 Lebanon                                    | 484 Russia                           |
| 593 Burkina Faso           |                                 | 333 Lesotho                                    | 487 Rwanda                           |
| 090 Burma (Myanmar)        |                                 | 335 Liberia                                    | 486 Saint Kitts and Nevis            |
| 092 Burundi                |                                 | 340 Libya                                      | 521 Saint Lucia                      |
| 307 Cambodia               |                                 | 343 Liechtenstein                              | 522 Saint Vincent and the Grenadines |
| 095 Cameroon               |                                 | 344 Lithuania                                  | 620 Samoa (former Western Samoa)     |
|                            |                                 | 345 Luxembourg                                 | 488 San Marino                       |
|                            |                                 | 347 Macau                                      | 489 Sao Tome and Principe            |
|                            |                                 | 348 Macedonia, The Former Yugoslav Republic of | 490 Saudi Arabia                     |
|                            |                                 | 350 Madagascar                                 | 495 Scotland                         |
|                            |                                 | 355 Malawi                                     | 497 Senegal                          |
|                            |                                 | 360 Malaysia                                   | 499 Serbia                           |
|                            |                                 | 361 Maldives                                   | 498 Seychelles                       |
|                            |                                 | 363 Mali                                       | 500 Sierra Leone                     |
|                            |                                 | 365 Malta                                      | 505 Singapore                        |
|                            |                                 | 368 Marshall Islands                           | 678 Sint Maarten (Dutch Part)        |
|                            |                                 | 366 Martinique                                 | 503 Slovakia                         |
|                            |                                 | 369 Mauritania                                 | 504 Slovenia                         |
|                            |                                 | 370 Mauritius                                  | 506 Solomon Islands                  |
|                            |                                 | 375 Mexico                                     | 507 Somalia                          |
|                            |                                 | 107 Micronesia, Federated States of            | 510 South Africa                     |
|                            |                                 | 377 Midway Islands                             | 515 Spain                            |
|                            |                                 | 376 Moldova                                    | 520 Sri Lanka                        |
|                            |                                 | 378 Monaco                                     | 525 Sudan                            |
|                            |                                 | 379 Mongolia                                   |                                      |

**SPECIAL ADMINISTRATIVE REGIONS OF CHINA:**  
250 Hong Kong  
347 Macau

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

6 COUNTRY CODE		
Complete if your address is outside of the U.S. states/territories listed in Section 4.		
6	4	6
0	0	0
1	1	1
2	2	2
3	3	3
4	●	4
5	5	5
●	6	●
7	7	7
8	8	8
9	9	9

- |                              |
|------------------------------|
| 527 Suriname                 |
| 530 Swaziland                |
| 535 Sweden                   |
| 540 Switzerland              |
| 545 Syria                    |
| 550 Tahiti                   |
| 555 Taiwan                   |
| 556 Tajikistan               |
| 560 Tanzania                 |
| 565 Thailand                 |
| 567 Togo                     |
| 570 Tonga                    |
| 575 Trinidad and Tobago      |
| 580 Tunisia                  |
| 585 Turkey                   |
| 584 Turkmenistan             |
| 586 Turks and Caicos Islands |
| 587 Tuvalu                   |
| 590 Uganda                   |
| 589 Ukraine                  |
| 591 United Arab Emirates     |

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

- |                |
|----------------|
| 595 Uruguay    |
| 594 Uzbekistan |
| 596 Vanuatu    |
| 600 Venezuela  |
| 605 Vietnam    |
| 610 Wales      |
| 623 Yemen      |
| 635 Zambia     |
| 480 Zimbabwe   |

## School Field

The School field on the answer sheet has been updated this year. The changes are reflected in the scripting provided for test day. This overview will give you and your associate supervisors additional background on how the field should be filled out by students who attend your school; students who may be visiting from other schools; and home-schooled students. The applicable home-school code will be applied for any students that grid, "No, I am homeschooled," based on the address the student grids on the answer sheet.

**IMPORTANT:** *The school code you grid on the Supervisor Report will be used for all students that grid "Yes" for box 17. Make sure you grid the correct code on the form. Mistakes may lead to score reporting delays and billing issues.*

- A. **Students testing in the schools they regularly attend** should fill in the "Yes" bubble on their answer sheet for this question. No further information is needed.
- B. **Home-schooled students** should fill in the "No, I am Homeschooled" bubble. No further information is needed.
- C. **Students being hosted from nearby schools** should fill in the bubble marked "No, the name, location, and code of the school I regularly attend is:" and write in the information for their school in the lines provided. These students will also need to grid the School Code for the school they regularly attend in the field provided.

17 SCHOOL						
Your score report will be sent to the school you regularly attend.						
Are you taking this test at the school you regularly attend?						
<input type="radio"/> Yes <input type="radio"/> No, I am homeschooled.						
<input type="radio"/> No, the name, location, and code of the school I regularly attend is:						
School Name _____						
City _____ State _____						
Country _____						
School Code						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

# Commonly Asked Questions for Administering the PSAT 8/9 with Pre-ID Labels

## **Q1: What do I do if my labels are incorrect?**

**A1:** Do not apply incorrect labels. Provide students with blank answer sheets and seat them with students who do not have labels on test day. You will be instructed to complete the preadministration session on test day for these students.

## **Q2: What information was provided on my school's bulk registration file?**

**A2:** While the labels show some of the information that was provided on behalf of your student, some of this information is encoded on the barcode. Check the Supplemental Instructions to see a list of all the information that has already been provided on your students' behalf.

## **Q3: What does the barcode on my students' labels mean?**

**A3:** Some of the information that has been provided on behalf of your students is printed directly on the label. Additional information that could not fit on the label is encoded in the barcode. To see what these additional fields may be, refer to the Supplemental Instructions provided in your Pre-ID label shipment.

## **Q4: What do I do if I lost my Supplemental Instructions for PSAT 8/9?**

**A4:** First name, last name, sex, date of birth, grade and school code have already been supplied for all students with Pre-ID labels. Read the instructions for the preadministration session beginning on page 9 of this manual to ensure that students provide all of the necessary identifying information.

## **Q5: What do I do if I received regular (non-Bulk Registration) Supervisor Manuals in addition to Supervisor Manuals for Bulk Registration with my test material shipment?**

**A5:** Set aside the regular, non-Bulk Registration *Supervisor Manuals* that you received with your standard test shipment in a safe place where they will not be confused with the *Supervisor Manual for Bulk Registration* on test day. This *Supervisor Manual for Bulk Registration* contains all of the information you will need to administer in standard rooms with or without Pre-ID labels.

## **Q6: When should I apply Pre-ID labels to the answer sheets?**

**A6:** Once you have checked your labels to ensure that they are correct and planned out the timing for

your preadministration session, apply the Pre-ID labels by following the instructions found on page 6. Use your seating plan to sort the labeled answer sheets so they can be easily distributed to students.

## **Q7: How can I ensure that associate supervisors will provide the correct instructions to students with Pre-ID labels?**

**A7:** Set up a session before test day with your associate supervisors where you provide them each with a copy of this manual and a photocopy of the *Supplemental Instructions*. Using your copy of the Supplemental Instructions inform the associate supervisors which fields they may mark in the preadministration instructions beginning on page 9 of this manual as having already been provided on the labels. Make sure that all associate supervisors are familiar with the instructions included within this manual.

## **Q8: What should I do if a student finds that his or her label is incorrect during the preadministration session?**

**A8:** Check the student's label. If it is incorrect, the student will have to provide all of his or her identifying information on test day. On test day, the student should be assigned to a separate testing room where other students without Pre-ID labels are seated, if possible.

## **Q9: If students have incorrect labels on test day, should they be dismissed from testing?**

**A9:** No. Check to make sure that the labels are incorrect. If they are incorrect, provide the students with blank answer sheets, instruct them to provide their names in box 1, and let them know that they will need to provide the rest of their identifying information after testing has completed.

## **Q10: How do I administer the test if my room has some students with Pre-ID labels and some students without labels?**

**A10:** Students with labels should be assigned to a different testing room than students without labels. If you do not have space to separate the test-takers, students should be read all instructions found in the test day instructions on page 21. If students with labels already sat through the preadministration session, instruct those students to wait patiently while the rest of the students provide their information.

## Remittance Report for Schools Without Internet Access

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

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

**Once testing has completed:**

1. Complete the form below. Refer to boxed information in upper right side of final Shipping Notice to confirm number of tests ordered (line A below).
2. Attach a check or money order (payable to PSAT 8/9) or purchase order. To ensure proper credit of payment, indicate your school code number on the check or purchase order.
3. Send Remittance Report and payment in the remittance envelope (provided with your test shipment).

<p>(A) Number of standard tests ordered (A) _____</p> <p>(B) Total number of nonstandard tests ordered (excludes large block A/S, Braille Graphs &amp; Figures, and Reader's Script) (B) _____</p> <p><b>(C) Total number of test books (A + B) (C) _____</b></p> <p><b>(D) Total number of answer sheets returned for scoring (E + F + G + H + I) (D) _____</b></p> <p>(E) 9th grade answer sheets (E) _____</p> <p>(F) 8th grade answer sheets (F) _____</p> <p>(G) 7th grade answer sheets (G) _____</p> <p>(H) 6th grade answer sheets (H) _____</p> <p>(I) Other grade answer sheets (I) _____</p> <p>(J) Number of students tested at your school whose fees are being billed to the district/state contracts (J) _____</p> <p>(K) Number of students tested at your school whose fees will be billed to an educational entity other than the district/state (K) _____</p> <p>Name(s) of other paying educational entity: _____</p> <p>_____</p>	<p><b>(L) Total number of students exempt from school's bill remittance (J + K) (L) _____</b></p> <p><b>(M) Total number of students for whom fees are included (D - L) (M) _____</b></p> <p>(N) Number of unused tests (C - D) (N) _____</p> <p><small>(Fee is waived for grades covered by EPP contracts. Fees are applied to the school or district, depending on who placed the order.)</small></p> <p>(O) Free unused tests (20% of line C: minimum of 10) (O) _____</p> <p><b>(P) Over order fee [(N - O) x \$4.00] (P) _____</b></p> <p>(Q) Fees for shipping surcharge for schools outside of the U.S. (C x \$4.00) (Q) _____</p> <p><small>(Does not apply to schools in U.S. territories or Canada.)</small></p> <p><b>(R) Total fees for students (M x \$10.00) (R) _____</b></p> <p><b>(S) TOTAL AMOUNT DUE (P + Q + R) (S) _____</b></p>
--	---

School: \_\_\_\_\_

School Code: \_\_\_\_\_

City: \_\_\_\_\_

State or Country: \_\_\_\_\_

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Title: \_\_\_\_\_

Purchase Order No. (if applicable): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

